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CRESWELL SCHOOL DISTRICT 40

Creslane Elementary School

Title I-A Schoolwide Plan

2026-27

996 West A Street, Creswell, OR 97426 · (541) 895-6140

Principal: Amy Halley · Assistant Principal: Summer Martin

Superintendent: Amy Aguero

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1. Summary of Needs Assessment

Student demographics – Who are our students?

Creslane Elementary School serves approximately 475 students in grades KG-5 during the 2026–27 school year. Current enrollment includes: 62 kindergartners, 68 first grade students, 79 second grade students, 76 third grade students, 72 fourth grade students, and 104 fifth grade students. The student population is nearly evenly divided by gender, with 238 male students, 233 female students, and one student identified as nonbinary.

The school serves a predominantly White student population (approximately 75%), with Hispanic/Latino students representing approximately 16% of enrollment. The remaining students represent multiple racial and ethnic backgrounds, including students identifying as two or more races, American Indian/Alaska Native, Asian, and Pacific Islander.

Creslane serves students with a variety of academic, developmental, and language-learning needs. Currently, 89 students (approximately 19%) have IEPs, and 28 students (approximately 6%) have Section 504 plans. The school's English Language Development (ELD) program identifies 20 students currently receiving ELD services, along with additional students whose language development is monitored or who have previously exited services. Families represent multiple home languages, including Spanish, Tagalog, and Mam.

These demographics highlight the importance of providing consistent, high-quality Tier 1 instruction, differentiated academic supports, targeted interventions, and accessible communication with families. As Creslane works to improve academic achievement, particular attention will be given to ensuring that students with disabilities, multilingual learners, and students performing below grade level have equitable access to grade-level instruction and opportunities to demonstrate academic growth.

All Creslane students receive free breakfast and lunch under the Community Eligibility Provision for 2026-27. The Creswell Family Resource Center, located on the Creslane campus, supports families with basic needs and early learning programs.

Data examined – What data did we look at?

Data type	Sources reviewed	Years
Academic outcomes	OSAS ELA and math (grades 3–5), i-Ready diagnostics fall/winter/spring	2023–24 through 2025–26 OSAS Fall 2026 i-Ready
Behavioral outcomes	Attendance and chronic absence, office referrals, MTSS data	2023–26
Programmatic outcomes	Intervention participation and exit rates, kindergarten readiness, and MTSS practices	*2023-2026*
Systems data	Review of Tier 1 instructional and behavior practices, PLC structures, referral procedures, and schoolwide expectations, participation in the Cadre 13 of ORTII	*2024-2026*
Perception data	SEED survey (grades 3–5)	Spring 2026

Creslane Elementary School’s comprehensive needs assessment incorporates a variety of data sources to evaluate student achievement, attendance, behavior, instructional programs, and overall school effectiveness. Academic data includes historical Oregon state assessment results, Fall 2026

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i-Ready mathematics and reading diagnostic data, cohort achievement trends, and classroom performance. Attendance information is gathered from historical Oregon Data Suite results and current Synergy reports. In addition, the school is examining the effectiveness and consistency of Tier 1 core reading and mathematics instruction, Professional Learning Community (PLC) practices, classroom behavior expectations, and existing student support systems.

Findings from the data identify mathematics achievement, regular student attendance, consistent implementation of Tier 1 instructional practices, and continued literacy growth as priority areas for improvement. School administration works collaboratively with the teacher leadership team and staff to strengthen data-driven instructional decisions, identify barriers that impact student learning and engagement, and develop consistent processes for monitoring interventions and school improvement initiatives. Ongoing analysis of student-group achievement, intervention effectiveness, and feedback from students and families will help inform next steps, guide instructional adjustments, and ensure that school improvement efforts address the diverse academic, social, and emotional needs of all Creslane students.

Strengths and needs – What is our data telling us?

Strengths	Needs	Root causes / barriers
Cohort Growth from fall 2025 to fall 2026 indicated stronger starts for student groups	Strengthen Tier 1 core reading and mathematics instruction to improve outcomes for all students and reduce the percentage of students requiring Tier 2 support.	The Tier 2 intervention system currently serves more than 20% of students, indicating a need to examine the effectiveness and consistency of Tier 1 core instruction and its ability to meet the needs of all learners.
A strong Tier 2 reading intervention program is in place to support students with additional academic needs.	Establish clear, consistent expectations for instructional standards and practices among general education teachers, including greater alignment across grade levels.	Inconsistent understanding and implementation of instructional standards and practices across classrooms and grade levels may contribute to variability in student learning experiences and outcomes.
An established and effective leadership team provides a foundation for collaborative decision-making and school improvement.	Create opportunities for peer observations, classroom walkthroughs, and collaborative professional learning. Provide professional development to establish effective structures and shared expectations for peer observations and instructional feedback.	Professional development and established structures for peer observation and instructional collaboration.

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Current, up-to-date core instructional and intervention materials are available to support teaching and learning.	Establish dedicated time for grade-level teams and staff to collaborate, align instructional practices, and strengthen collective capacity.	Teams need collaborative planning time to establish consistent expectations, align instruction, and collectively monitor student progress.
The school has strong systems implementation and a comprehensive continuum of student services.	Continue working toward consistent staffing to support instructional continuity and effective implementation of schoolwide systems.	Recruiting and retaining staff for hard-to-fill positions continues to present challenges and can impact staffing consistency and instructional continuity.
Creslane benefits from a positive school culture and a commitment to student success.	Strengthen family engagement and develop additional opportunities for families to connect with the school and participate in their children's education.	Although Creslane has a positive school culture, not all families feel connected or engaged with the school. Barriers to family engagement vary and are often specific to individual family circumstances, requiring intentional, flexible, and relationship-centered approaches to communication and outreach.

Engagement – Who was at the table?

Group	Who participated	How	Date
Families	School Site Council parent members	Site Council and advisory meetings	2025–26
Staff	Certified and classified staff; Leadership Team	Staff meetings, leadership meetings, and staff feedback	2025–26 Fall 2026
Students	Student leadership team	Student leadership meetings and feedback	2025–26 Fall 2026
Community partners	Creswell Family Resource Center, community representatives/volunteers, mental health professionals, industry partners through FBLS/HOSA, Connected Lane County, Lane ESD, Creswell Food for Kids, Intergenerational Reading Collaborative (IRC)	Community partnership meetings	2025–26 Fall 2026

Stakeholder engagement will continue throughout the year as we implement, monitor, and refine our schoolwide improvement plan.

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2. Goals, Activities and Measures

Goal 1 (reading/ELA): Spring 2027, Creslane Elementary School will increase the percentage of students performing at or above grade level in reading from 28% to 65% by the Spring 2027 i-Ready Reading Diagnostic Assessment.

To make this goal possible each grade level will increase their on level performance by at least as outlined below.

Reading: Fall 2026 Baseline and Spring 2027 Targets

Grade	Fall 2026 at/near grade level	Spring 2027 target	Fall 2026 2+ years below	Spring 2027 target
KG	24%	80%	X	X
1st	10%	70%	12%	10%
2nd	28%	65%	24%	15%
3rd	45%	60%	28%	20%
4th	29%	60%	38%	25%
5th	29%	60%	43%	30%

Activity (what we will do)	Who leads	Timeline	Measure	Title I-A funded
i-Ready off-line assessments (PRF, Phoneme Segmentation, Word Reading, letter sounds)	Title I Intervention Teacher	Fall, WInter, Spring Benchmark	Reading growth	N
Implement Targeted Reading Intervention	Title I Intervention Teacher	Daily 40 minutes during WIN time	i-Ready growth, progress monitoring	Y
PLC data review: Teachers create grade level growth goals K-2 Focus: phoneme segmentation 3-5 Focus: Passage Reading Fluency/Accuracy	Teachers	Regularly, 2026-27	Classroom assessments, student work	N
Participation in the ORTII Cadre 13	MTSS Team	Monthly	Student progress in classroom based assessments and iReady	N
Professional Development	MTSS Team and teachers	Quarterly	Student progress in classroom based assessments and iReady	N
Family Literacy Night	K-1 Teachers, Reading teacher	Annually	Participation and family engagement	Y

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Goal 2 (math): Spring 2027, Creslane Elementary School will increase the percentage of students performing at or above grade level in math from 14% to 57% by the Spring 2027 i-Ready Math Diagnostic Assessment.

To make this goal possible each grade level will increase their on level performance by at least as outlined below.

Math: Fall 2026 Baseline and Spring 2027 Targets

Grade	Fall 2026 at/near grade level	Spring 2027 target	Fall 2026 2+ years below	Spring 2027 target
KG	16%	77%	X	X
1st	4%	60%	19%	10%
2nd	19%	60%	29%	15%
3rd	10%	50%	36%	18%
4th	7%	45%	51%	30%
5th	20%	50%	44%	25%

Activity	Who leads	Timeline	Measure	Title I-A funded
iReady personalized math instruction	Classroom teacher	Daily goal of 40 minutes or 1 lesson passed	Teacher will monitor student lesson passage in iReady	N
PLC data review	Teachers	Regularly, 2026-27	Classroom assessments, student work	N
Implement Targeted Reading Intervention	Title I Intervention Teacher	Daily 40 minutes during WIN time	i-Ready growth, progress monitoring	Y
Family Math Night	2-3rd teachers, specialists, administration	Annually	Parent/Family participation	Y

Goal 3 (attendance): By June 2027, Creslane Elementary School will decrease the percentage of students who are not considered regular attenders (attending less than 90% of enrolled school days) from 21% in 2025–26 to at least 18% in 2026–27, as measured by the Oregon Data Suite.

Creslane will improve attendance and student engagement through consistent monitoring, positive recognition, family communication, and targeted interventions.

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Activity	Who leads	Timeline	Measure	Title I-A funded
Incentive program	*Administration, teachers, office staff*	*Monthly, quarterly, yearly rewards, acknowledgments, and recognitions*	*Decrease in students chronically absent*	*N*
Monthly positive emails to families thanking them for supporting good attendance	*Admin, office staff*	*monthly*	*Students maintain good standing attendance rates*	*N*
Individual student problem solving and support plan	*Admin*	*As needed*	*Student will show increased attendance rates*	*N*
Parent Communication in school newsletter	*Admin*	*Monthly*	*Student attendance will increase*	*N*
Personal calls	*Office staff*	*Daily*	*Student attendance will increase*	*N*

Professional learning – How are we supporting staff?

During the 2026–27 school year, Creslane Elementary School staff will focus on professional learning that strengthens Tier 1 instruction, student engagement, and consistent schoolwide practices.

Teachers will collaborate through PLCs to analyze i-Ready results, common assessments, and student work to inform instruction and interventions (Goals 1 and 2). Staff will also work toward establishing consistent expectations across content areas to support literacy development (Goal 2).

Additional professional learning will focus on strengthening MTSS practices, establishing consistent Tier 1 behavior expectations, and improving classroom management and intervention procedures. Certified and classified staff will collaborate to strengthen student support systems, improve engagement, and create a consistent learning environment that supports attendance and student success (Goal 3). The principal will support these efforts through classroom walkthroughs, collaborative planning, and ongoing review of student achievement, attendance, and behavior data.

Title I-A-funded intervention and behavior support staff will collaborate with the principal, counselor, and teachers to strengthen academic interventions, consistent behavior practices, and the use of student data to support instructional decision-making.

Communication – How are we sharing the plan?

Creslane Elementary School will share the 2026–27 Title I-A Schoolwide Plan with families, staff, and community members through the website and ParentSquare following plan approval. The plan will be made available in English and Spanish, with additional language assistance provided as needed to ensure families can access the information.

Throughout the school year, the principal will work with the Leadership Team and staff to review schoolwide goals, implementation progress, and student achievement and attendance data. Families will receive updates through school communication channels and have opportunities to provide feedback. In Spring 2027, staff and stakeholders will review progress toward the schoolwide goals and identify priorities for the following school year.

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3. Family Engagement

Plan development

Who participated	How (meeting, survey, site council)	Date
School Site Council parent representatives	Participation in school discussions and opportunities to provide input under previous leadership	2025–26
MTSS Team	Family input and discussion of student needs under previous leadership	2025–26
Parents and guardians	Individual meetings, conversations, and ParentSquare communication with the principal	2026–ongoing
Parents and guardians	Parent-teacher conferences, school activities, and opportunities to provide feedback on school improvement priorities	2026–27

Removing barriers – How do we ensure ALL families can participate?

Barrier	What Creslane does
Home language	Provide translated ParentSquare messages, interpretation, and translated materials as needed.
Transportation	Offer phone or virtual meetings when families cannot attend in person.
Timing of events	*Offer flexible meeting times and coordinate family engagement opportunities with conferences and school events.*
Childcare	Explore family-friendly meeting arrangements and opportunities for students to attend with parents when appropriate.
Basic needs	Connect families with the Creswell Family Resource Center and available community resources.

Annual meeting, compacts, and building capacity

- **Annual Title I-A Meeting:** Creslane will provide families with information about the Title I-A program, the schoolwide improvement plan, student achievement goals, and their rights and opportunities to participate in school improvement decisions. Families will have opportunities to ask questions and provide feedback at Family Literacy Night. October 20, 2026.
- **School-Parent-Student Compact:** Creslane will review or develop a School-Parent-Student Compact in collaboration with families and staff. The compact will outline shared responsibilities for student learning, attendance, communication, and academic success. It will be shared with families and reviewed annually.
- **Building Family Capacity:** Creslane will support families in monitoring student progress through ParentVUE, ParentSquare, parent-teacher conferences, and communication with teachers. Families will receive information about i-Ready assessments, academic interventions, attendance expectations, and ways to support learning at home. Additional opportunities for engagement will include 8th-grade transition activities and school events that strengthen family-school connections.

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4. Evaluation and Review

Plan review – What progress are we making, and what's next?

Creslane will review progress toward its schoolwide improvement goals throughout the 2026–27 school year. The principal, Leadership Team, teachers, and student support staff will examine Fall, Winter, and Spring i-Ready mathematics and reading results, state assessment data, attendance reports, course performance, and intervention progress to evaluate the effectiveness of instructional and support strategies.

An annual review will take place in Spring 2027, with opportunities for families, staff, students, and district leadership to provide input. The review will identify areas of growth, strategies requiring adjustment, and priorities for the 2027–28 schoolwide plan.

5. Title I-A Budget Alignment

Expenditure	Amount ($)	Goal / activity supported
Intervention staff FTE	*155,000*	*Goal 1 & 2: Provide tier 2 intervention support for the lowest 20% of students at each grade level in reading and math.*
Family engagement	*$1,000*	*Family Literacy/Math Nights*
Attendance intervention Program Incentives	*$643*	*Goal 3: Improve regular school attendance and recognize improvement*

Approvals

Role	Name	Signature	Date
Principal	Amy Halley	DocuSigned by: Amy Halley 3B90DEC3452E416...	11/2/2026
Superintendent	Amy Aguero	DocuSigned by: Amy Aguero 59662C2CE1CE496...	11/2/2026
Family representative	Stephanie Bell	Signed by: Stephanie Bell E5A31B4543C34DF...	11/2/2026