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CRESWELL SCHOOL DISTRICT 40

Creswell Middle School

Title I-A Schoolwide Plan

2026-27

655 W Oregon Ave, Creswell, OR 97426 · (541) 895-6090

Principal: Leslie Watson

Superintendent: Amy Aguero

Grades: 6-8 *Enrollment: 260*

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1. Summary of Needs Assessment

Student demographics – Who are our students?

Creswell Middle School serves approximately 260 students in grades 6–8 during the 2026–27 school year. Current enrollment includes 85 sixth grade students, 101 seventh grade students, and 74 eighth grade students. The student population is nearly evenly divided by gender, with 129 male students, 130 female students, and one student identified as nonbinary.

The school serves a predominantly White student population (approximately 77%), with Hispanic/Latino students representing approximately 15% 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.

CMS serves students with a variety of academic, developmental, and language-learning needs. Currently, 36 students (approximately 14%) have IEPs, and 23 students (approximately 9%) have Section 504 plans. The school's English Language Development (ELD) program identifies seven 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 CMS works to improve mathematics 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.

Data examined – What data did we look at?

Data type	Sources reviewed	Years
Academic outcomes	OSAS/SBAC mathematics, ELA, and science results; i-Ready mathematics and reading diagnostics and cohort comparisons; course grades and failures	2023–24 through 2025–26 OSAS; Fall 2026 i-Ready; current course data
Behavioral outcomes	Oregon Data Suite (ODS) regular attendance and chronic absenteeism; Synergy attendance and tardy reports; available behavior referrals and discipline information	2022–23 through 2025–26 attendance; Fall 2026 Synergy
Programmatic outcomes	Existing mathematics and reading interventions, academic support periods, Student Study Team processes, advisory supports, and MTSS practices	2026–27 review of current systems
Systems data	Review of Tier 1 instructional and behavior practices, PLC structures, referral procedures, and schoolwide expectations, ORIS School Systems Health Needs Assessment	Fall 2026 observations; ORIS ongoing since 2025

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Data type	Sources reviewed	Years
Perception data	Staff listening conversations and school feedback activities; student, SEED, and family survey results; Oregon Healthy Student Survey	Spring 2026, Fall 2026

Creswell Middle School's comprehensive needs assessment draws on multiple sources of academic, attendance, behavioral, programmatic, and school systems data. Academic information includes historical Oregon state assessment results, Fall 2026 i-Ready mathematics and reading diagnostics, cohort achievement comparisons, and student course performance. Attendance data includes historical Oregon Data Suite results and current Synergy reports. The school is also examining existing intervention structures, PLC practices, classroom behavior expectations, and student support systems.

The data identifies mathematics achievement, regular attendance, consistent Tier 1 practices, and literacy development as important areas for improvement. As a new principal beginning October 1, 2026, I am working with the leadership team and staff to strengthen our use of data, identify barriers to student success, and establish consistent processes for monitoring interventions and school improvement efforts. Additional review of student-group achievement, intervention outcomes, and student and family feedback will inform ongoing adjustments to the plan.

Strengths and needs – What is our data telling us?

Strengths	Needs	Root causes / barriers
Existing math intervention and support classes	Improve math achievement and close foundational skill gaps	Unfinished foundational learning and need for more consistent differentiated instruction
i-Ready assessments and teacher collaboration	Strengthen PLCs and data-driven instructional decisions	Inconsistent use of common assessments and student data
Existing reading interventions and cross-curricular literacy practices	Improve reading comprehension and establish consistent writing expectations	Varying reading levels, large class sizes, limited access to grade-level curriculum, and need for targeted interventions and stronger home-school reading partnerships
Established Student Study Team and counseling supports	Improve attendance and student engagement	Individual attendance barriers and need for more systematic early identification and follow-up
Strong staff-student relationships and commitment to students	Establish consistent schoolwide Tier 1 behavior expectations	Inconsistent classroom practices and referral procedures
Established leadership team and collaborative staff	Strengthen implementation of schoolwide instructional and support systems	Schoolwide procedures and progress-monitoring practices are not yet consistently established
Established special education, Section 504, and ELD supports	Review student-group achievement and growth data to	Barriers to achievement and access to grade-level instruction

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Strengths	Needs	Root causes / barriers
	identify gaps and inform interventions	to be determined through data review; FTE fluctuates based on enrollment.

Historical achievement data and Fall 2026 i-Ready results indicate that mathematics and literacy continue to be areas of need at Creswell Middle School. Many students are performing below grade level, with significant foundational skill gaps, particularly in mathematics. Reading data also show a wide range of student abilities, reinforcing the need for targeted interventions and consistent literacy instruction across content areas.

Attendance has shown modest improvement, with regular attendance increasing from 74% in 2024–25 to 75% in 2025–26. However, chronic absenteeism remains a concern. The needs assessment also identifies opportunities to strengthen schoolwide systems, including consistent Tier 1 behavior expectations, classroom interventions, referral procedures, and the use of student data to inform instructional and support decisions.

Our school improvement plan builds on existing strengths, including dedicated staff, strong student relationships, established math and reading interventions, i-Ready assessments, the Student Study Team, and a collaborative leadership team. Moving forward, our focus will be on strengthening these existing practices through consistent expectations, effective PLC collaboration, targeted interventions, and regular progress monitoring to improve student achievement, attendance, and engagement. Reviewing achievement and growth data for students with disabilities and multilingual learners will help identify achievement gaps and ensure equitable access to grade-level instruction and targeted interventions.

Engagement – Who was at the table?

Group	Who participated	How (meeting, survey, site council)	Date
Families	School Site Council parent members, English Learner Advisory representatives	Site Council and advisory meetings	2025–26 and Fall 2026
Staff	Certified and classified staff; CMS Leadership Team, School Site Council	Staff meetings, leadership meetings, and staff feedback	2025–26 and Fall 2026
Students	Leadership class, FBLA members	Student leadership meetings and feedback	2025–26 and Fall 2026
Community partners	Creswell Family Resource Center, community representatives/volunteers, mental health professionals (South Lane Mental Health, Riverview Center for Growth), industry partners through FBLS/HOSA, Connected Lane County, Lane ESD (Curriculum Leaders, Teacher	Community partnership meetings	2025–26 and Fall 2026

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Group	Who participated	How (meeting, survey, site council)	Date
	Development Group, WREN), Creswell Food for Kids		

The 2026–27 schoolwide planning process builds on stakeholder engagement conducted under previous school leadership. Since beginning as principal on October 1, 2026, I have continued gathering staff input through meetings and individual conversations. Stakeholder engagement will continue throughout the year as we implement, monitor, and refine our schoolwide improvement plan.

2. Goals, Activities and Measures

Goal 1 (math): *By Spring 2027, Creswell Middle School will increase the percentage of students performing at or near grade level in mathematics by at least 5 percentage points in each grade (6–8) and decrease the percentage of students performing two or more years below grade level by at least 5 percentage points in each grade, as measured by the Fall 2026 and Spring 2027 i-Ready Mathematics Diagnostics.*

CMS will strengthen Tier 1 math instruction, provide targeted interventions, and use assessment data to monitor student growth and adjust instruction.

Mathematics: 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
6th	35%	40%	36%	31%
7th	25%	30%	45%	40%
8th	12%	17%	63%	58%

Activity (what we will do)	Who leads	Timeline	Measure (how we'll know it works)	Title I-A funded?
Weekly math problem-solving task during advisory	Freske / Hoover; advisory teachers	Weekly, 2026–27	Student work and i-Ready growth	Yes
Targeted Math Support classes	Math teachers	Each semester	i-Ready growth and intervention progress	Yes
"Math for Mids" professional development	Lane ESD / Principal / Math teachers	2026–27	Classroom implementation and student growth	No
i-Ready personalized math instruction	Math Teachers	Throughout 2026–27	Individual lesson progress and diagnostic growth	No

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Activity (what we will do)	Who leads	Timeline	Measure (how we'll know it works)	Title I-A funded?
i-Ready math diagnostics	Math teachers	Fall, winter, spring	Grade-level placement and growth	No
Math Content Area Team Meetings (PLC) and data analysis	Math teachers / Principal	Regularly, 2026–27	Common assessments and instructional adjustments	No

Goal 2 (reading/ELA): *By Spring 2027, Creswell Middle School will increase the percentage of students performing at or near grade level in reading by at least 5 percentage points in each grade (6–8) and decrease the percentage of students performing two or more years below grade level by at least 5 percentage points in each grade, as measured by the Fall 2026 and Spring 2027 i-Ready Reading Diagnostics.*

CMS will strengthen Tier 1 literacy instruction, provide targeted reading interventions, and establish consistent expectations for reading comprehension, academic vocabulary, and written explanations across content areas.

Reading/ELA: 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
6th	41%	46%	47%	42%
7th	39%	44%	38%	33%
8th	33%	38%	47%	42%

Activity (what we will do)	Who leads	Timeline	Measure (how we'll know it works)	Title I-A funded?
i-Ready reading diagnostics	ELA teachers	Fall, winter, spring	Reading placement and growth	No
Targeted reading intervention	Reading interventio n staff / ELA teachers	Throughout 2026–27	i-Ready growth and intervention progress	Yes
ELA PLC meetings focused on student work	ELA teachers / Principal	Regularly, 2026–27	Common assessments and student work	No
Consistent writing structures and expectations across content areas	Content-are a teachers	2026–27	Student writing samples and walkthroughs	No
Review reading intervention placement and effectiveness	ELA teachers /	Each diagnostic window	Student progress and intervention adjustments	No

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Activity (what we will do)	Who leads	Timeline	Measure (how we'll know it works)	Title I-A funded?
	Student Study Team			

Goal 3 (attendance): *By June 2027, Creswell Middle School will increase the percentage of students who are regular attenders (attending at least 90% of enrolled school days) from 75% in 2025–26 to at least 80% in 2026–27, as measured by the Oregon Data Suite. Grade-level targets are 87% for 6th grade, 79% for 7th grade, and 80% for 8th grade.*

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

Attendance: Spring 2026 Baseline and Spring 2027 Targets

Measure	Baseline	June 2027 target
Schoolwide regular attendance	75%	80%
6th grade cohort	82%	87%
7th grade cohort	74%	79%
8th grade cohort	75%	80%

The grade-level baselines are the previous year's rates for the cohorts now in grades 6–8. As of October 23, 2026, current schoolwide regular attendance was 78.3% (202 of 258 students).

Activity (what we will do)	Who leads	Timeline	Measure (how we'll know it works)	Title I-A funded?
Monitor schoolwide, grade-level, and advisory attendance	Counselor / Principal	Weekly	Synergy regular attendance reports	Yes
Grade-level and advisory attendance challenges	Counselor / Advisory teachers	Throughout 2026–27	Grade-level attendance trends	Yes
Recognize positive attendance and improvement	Principal / Counselor / Staff	Monthly or quarterly	Individual and schoolwide attendance improvement	Yes
Contact families of students at or below 90% attendance	Counselor / Attendance staff	Ongoing	Family contact records and attendance improvement	Yes
Develop individualized attendance supports	Counselor / Student Study Team	As needed	Attendance progress for identified students	Yes
Review attendance goals and intervention effectiveness	Principal / Counselor /	Quarterly	Synergy reports and year-end ODS results	Yes

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Activity (what we will do)	Who leads	Timeline	Measure (how we'll know it works)	Title I-A funded?
	Leadership Team			

Professional learning – How are we supporting staff?

During the 2026–27 school year, Creswell Middle School staff will focus on professional learning that strengthens Tier 1 instruction, student engagement, and consistent schoolwide practices. Mathematics teachers will participate in "Math for Mids" professional development through Lane ESD and district professional learning with Teachers Development Group (TDG) to strengthen mathematics instruction, mathematical reasoning, and student achievement (Goal 1).

Math and ELA teachers will collaborate through content-area 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 reading and writing 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?

Creswell Middle School will share the 2026–27 Title I-A Schoolwide Plan with families, staff, and community members through the CMS 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.

3. Family Engagement

Plan development – How did families help shape this plan?

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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
English Learner Advisory representatives	Family input and discussion of student needs under previous leadership	2025–26
Parents and guardians	Individual meetings, conversations, and ParentSquare communication with the principal	October 2026–ongoing
Parents and guardians	Parent-teacher conferences, school activities, and opportunities to provide feedback on school improvement priorities	2026–27; planned

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

Barrier	What CMS 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.
Access to information	Use ParentSquare, phone calls, email, and school communications to reach families.

Annual meeting, compacts, and building capacity

- **Annual Title I-A Meeting:** CMS 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.

- **School-Parent-Student Compact:** CMS 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:** CMS 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?

Creswell Middle School 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.

The school will monitor progress toward increasing grade-level achievement in mathematics and reading by at least five percentage points in each grade, reducing the percentage of students performing two or more years below grade level, and increasing regular attendance from 75% to at least 80%.

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.

As a new principal beginning October 1, 2026, I am reviewing historical achievement and attendance data alongside current school systems to establish a clear baseline for improvement. Available data indicate continued needs in mathematics, literacy, attendance, and consistent Tier 1 instructional and student support practices.

2025-26 goal	Result	Met?	Next step
Mathematics achievement: *CMS will have an increase of at least 1% of all students who meet the state grade-level expectations in Math (2024-25 was 26% proficient).*	Spring 2026 state assessment proficiency was 28.3% in grade 6, 23.9% in grade 7, and 34.0% in grade 8.	Yes	Strengthen Tier 1 math instruction, Math Support, and data-driven interventions.
Reading/ELA achievement: *CMS will have an increase of at least 1% of all students who meet the state grade-level expectations in English Language Arts (2024-25 was 48% proficient).*	ELA proficiency was 48% in 2024–25. Spring 2026 proficiency ranged from 41.9% to 48.0% across grades 6–8, below the 49% schoolwide target.	No	Strengthen targeted reading support and consistent literacy expectations.
Regular attendance: *CMS will have an increase of at least 1% of all students who qualify as "regular attenders" (students who attended more than 90% of their enrolled school days). Regular attenders during the 2024-25 school year*	Increased from 74% in 2024–25 to 75% in 2025–26.	Yes	Increase regular attendance to 80% by June 2027.

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2025-26 goal	Result	Met?	Next step
was 76% so our goal would be 77%.			
Schoolwide instructional and support systems	Current review identifies opportunities to improve PLC collaboration, intervention monitoring, and consistent Tier 1 practices.	Need original 2025- 26 goals??	Establish shared procedures, monitor implementation, and review student outcomes.

5. Title I-A Budget Alignment

Expenditure	Amount ($)	Goal / activity supported
Licensed intervention teacher – 0.25 FTE	33,000.00	Goals 1 and 2: Targeted mathematics and ELA interventions
Classified behavior support staff – 0.85 FTE	55,000.00	Schoolwide student engagement, behavior support, and instructional time
Attendance intervention program and incentives	957.00	Goal 3: Improve regular attendance and recognize improvement
Other approved schoolwide expenditures, if applicable	0	As identified in the approved Title I-A budget
Total CMS allocation	**$88,957.00**	**Schoolwide improvement priorities**

Approvals

Role	Name	Signature	Date
Principal	Leslie Watson	Signed by: Leslie Watson	11/2/2026
Superintendent	Amy Aguero	DocuSigned by: Amy Aguero	11/2/2026
Family representative	Kerri Blomberg	Signed by: Kerri Blomberg	11/2/2026