

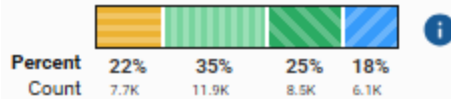
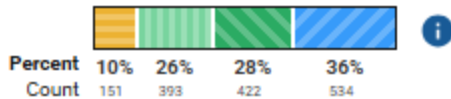
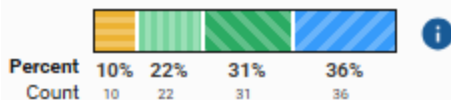


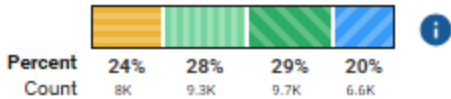
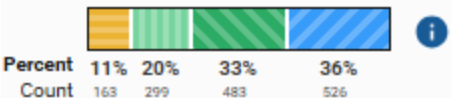
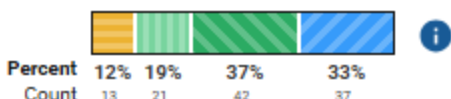
Osage Creek Elementary
2026-2027
Building-Level Reflections and Strategic Plan

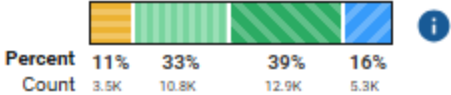
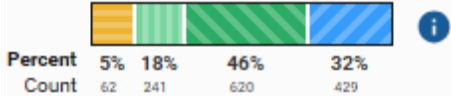
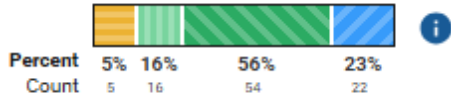
DATA SUMMARY-CURRENT REALITY

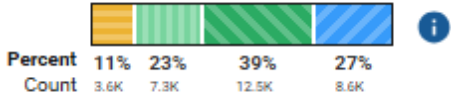
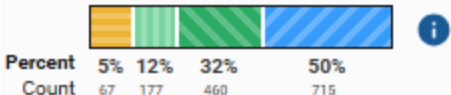
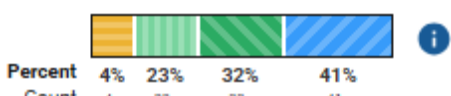
ATLAS ELA Results:

<u>4th grade ELA Student Group</u>	<u>Student Count</u>	<u>Average Score</u>	<u>Performance Distribution</u>	<u>Percent Proficient (Level 3 and 4)</u>	<u>Cohort Proficiency Change from 2025</u>
State	35320	1055	Percent Count 23% 36% 26% 15% 8.1K 12.6K 9.1K 5.5K	41%	+5% (was 36% proficient)
District	1663	1063	Percent Count 10% 29% 30% 31% 165 484 506 508	61%	+3% (was 58% proficient)
Osage Creek	123	1058±2	Percent Count 20% 33% 24% 23% 24 41 30 28	47%	+3% (was 44% proficient)

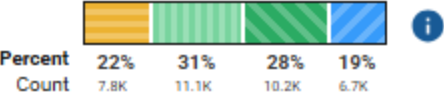
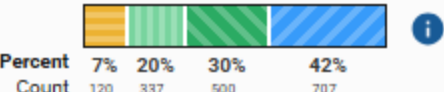
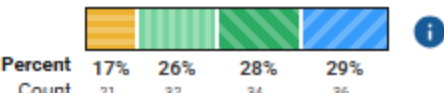
<u>3rd grade ELA Student Group</u>	<u>Student Count</u>	<u>Average Score</u>	<u>Performance Distribution</u>	<u>Percent Proficient (Level 3 and 4)</u>	<u>Cohort Proficiency Change from 2025</u>
State	34260	1055	 Percent Count 22% 35% 25% 18% 7.7K 11.9K 8.5K 6.1K	43%	+4% (was 39% proficient)
District	1500	1063	 Percent Count 10% 26% 28% 36% 151 393 422 534	64%	+7% (was 57% proficient)
Osage Creek	99	1064±1	 Percent Count 10% 22% 31% 36% 10 22 31 36	68%	+5% (was 63% proficient)

<u>2nd grade ELA Student Group</u>	<u>Student Count</u>	<u>Average Score</u>	<u>Performance Distribution</u>	<u>Percent Proficient (Level 3 and 4)</u>	<u>Cohort Proficiency Change from 2025</u>
State	33588	1056	 Percent Count 24% 28% 29% 20% 8K 9.3K 9.7K 6.6K	49%	+3% (was 46% proficient)
District	1471	1065	 Percent Count 11% 20% 33% 36% 163 299 483 526	69%	+2% (was 67% proficient)
Osage Creek	113	1065±2	 Percent Count 12% 19% 37% 33% 13 21 42 37	70%	+9% (was 61% proficient)

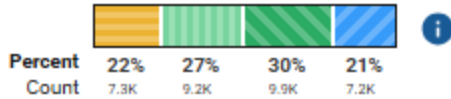
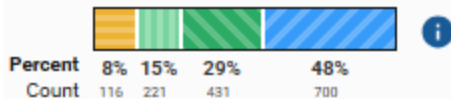
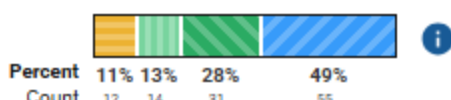
<u>1st grade ELA Student Group</u>	<u>Student Count</u>	<u>Average Score</u>	<u>Performance Distribution</u>	<u>Percent Proficient (Level 3 and 4)</u>	<u>Cohort Proficiency Change from 2025</u>
State	32591	1059	 Percent Count 11% 33% 39% 16% 3.5K 10.8K 12.9K 5.3K	56%	+6% (was 50% proficient)
District	1352	1066	 Percent Count 5% 18% 46% 32% 62 241 620 429	78%	+1% (was 77% proficient)
Osage Creek	97	1065±1	 Percent Count 5% 16% 56% 23% 5 16 54 22	78%	+11% (was 67% proficient)

<u>Kinder ELA Student Group</u>	<u>Student Count</u>	<u>Average Score</u>	<u>Performance Distribution</u>	<u>Percent Proficient (Level 3 and 4)</u>	<u>Cohort Proficiency Change from 2025</u>
State	31942	1062	 Percent Count 11% 23% 39% 27% 3.6K 7.3K 12.5K 8.6K	66%	No 2025 Cohort Data
District	1419	1069	 Percent Count 5% 12% 32% 50% 67 177 460 715	83%	No 2025 Cohort Data
Osage Creek	100	1066±1	 Percent Count 4% 23% 32% 41% 4 23 32 41	73%	No 2025 Cohort Data

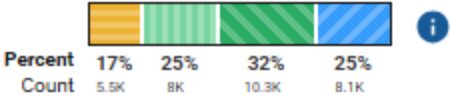
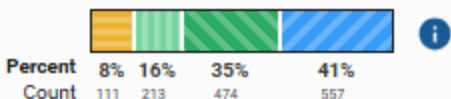
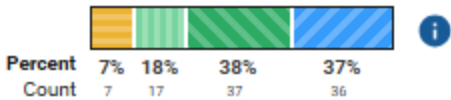
ATLAS Math Results:

<u>4th grade Math Student Group</u>	<u>Student Count</u>	<u>Average Score</u>	<u>Performance Distribution</u>	<u>Percent Proficient (Level 3 and 4)</u>	<u>Cohort Proficiency Change from 2025</u>										
State	35750	1057	<table><thead><tr><th>Percent</th><th>Count</th></tr></thead><tbody><tr><td>22%</td><td>7.8K</td></tr><tr><td>31%</td><td>11.1K</td></tr><tr><td>28%</td><td>10.2K</td></tr><tr><td>19%</td><td>6.7K</td></tr></tbody></table>	Percent	Count	22%	7.8K	31%	11.1K	28%	10.2K	19%	6.7K	47%	+7% (was 40% proficient)
Percent	Count														
22%	7.8K														
31%	11.1K														
28%	10.2K														
19%	6.7K														
District	1664	1069	<table><thead><tr><th>Percent</th><th>Count</th></tr></thead><tbody><tr><td>7%</td><td>120</td></tr><tr><td>20%</td><td>337</td></tr><tr><td>30%</td><td>500</td></tr><tr><td>42%</td><td>707</td></tr></tbody></table>	Percent	Count	7%	120	20%	337	30%	500	42%	707	73%	+8% (was 65% proficient)
Percent	Count														
7%	120														
20%	337														
30%	500														
42%	707														
Osage Creek	123	1061±2	<table><thead><tr><th>Percent</th><th>Count</th></tr></thead><tbody><tr><td>17%</td><td>21</td></tr><tr><td>26%</td><td>32</td></tr><tr><td>28%</td><td>34</td></tr><tr><td>29%</td><td>36</td></tr></tbody></table>	Percent	Count	17%	21	26%	32	28%	34	29%	36	57%	+5% (was 52% proficient)
Percent	Count														
17%	21														
26%	32														
28%	34														
29%	36														

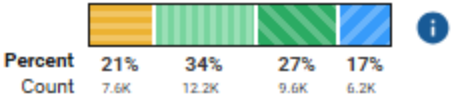
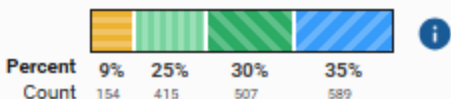
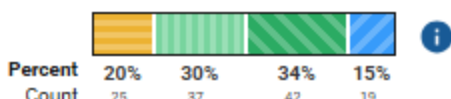
<u>3rd Math Student Group</u>	<u>Student Count</u>	<u>Average Score</u>	<u>Performance Distribution</u>	<u>Percent Proficient (Level 3 and 4)</u>	<u>Cohort Proficiency Change from 2025</u>
State	34471	1057	Percent Count 21% 33% 29% 17% 7.3K 11.5K 9.9K 5.8K	46%	+2% (was 42% proficient)
District	1502	1068	Percent Count 9% 19% 28% 44% 137 285 425 655	72%	+0% (was 72% proficient)
Osage Creek	99	1069±2	Percent Count 13% 18% 25% 43% 13 18 25 43	69%	-7% (was 76% proficient)

<u>2nd Math Student Group</u>	<u>Student Count</u>	<u>Average Score</u>	<u>Performance Distribution</u>	<u>Percent Proficient (Level 3 and 4)</u>	<u>Cohort Proficiency Change from 2025</u>															
State	33578	1059	 Percent Count <table><tr><th>Level</th><th>Percent</th><th>Count</th></tr><tr><td>Level 1</td><td>22%</td><td>7.3K</td></tr><tr><td>Level 2</td><td>27%</td><td>9.2K</td></tr><tr><td>Level 3</td><td>30%</td><td>9.9K</td></tr><tr><td>Level 4</td><td>21%</td><td>7.2K</td></tr></table>	Level	Percent	Count	Level 1	22%	7.3K	Level 2	27%	9.2K	Level 3	30%	9.9K	Level 4	21%	7.2K	51%	+6% (was 42% proficient)
Level	Percent	Count																		
Level 1	22%	7.3K																		
Level 2	27%	9.2K																		
Level 3	30%	9.9K																		
Level 4	21%	7.2K																		
District	1468	1070	 Percent Count <table><tr><th>Level</th><th>Percent</th><th>Count</th></tr><tr><td>Level 1</td><td>8%</td><td>116</td></tr><tr><td>Level 2</td><td>15%</td><td>221</td></tr><tr><td>Level 3</td><td>29%</td><td>431</td></tr><tr><td>Level 4</td><td>48%</td><td>700</td></tr></table>	Level	Percent	Count	Level 1	8%	116	Level 2	15%	221	Level 3	29%	431	Level 4	48%	700	77%	+2% (was 75% proficient)
Level	Percent	Count																		
Level 1	8%	116																		
Level 2	15%	221																		
Level 3	29%	431																		
Level 4	48%	700																		
Osage Creek	112	1069±2	 Percent Count <table><tr><th>Level</th><th>Percent</th><th>Count</th></tr><tr><td>Level 1</td><td>11%</td><td>12</td></tr><tr><td>Level 2</td><td>13%</td><td>14</td></tr><tr><td>Level 3</td><td>28%</td><td>31</td></tr><tr><td>Level 4</td><td>49%</td><td>55</td></tr></table>	Level	Percent	Count	Level 1	11%	12	Level 2	13%	14	Level 3	28%	31	Level 4	49%	55	77%	+7% (was 70% proficient)
Level	Percent	Count																		
Level 1	11%	12																		
Level 2	13%	14																		
Level 3	28%	31																		
Level 4	49%	55																		

<u>1st Math Student Group</u>	<u>Student Count</u>	<u>Average Score</u>	<u>Performance Distribution</u>	<u>Percent Proficient (Level 3 and 4)</u>	<u>Cohort Proficiency Change from 2025</u>
State	32612	1060	Percent 21% 26% 34% 19% Count 6.8K 8.4K 11.2K 6.2K </		

<u>Kinder Math Student Group</u>	<u>Student Count</u>	<u>Average Score</u>	<u>Performance Distribution</u>	<u>Percent Proficient (Level 3 and 4)</u>	<u>Cohort Proficiency Change from 2025</u>
State	31944	1063	 Percent Count 17% 25% 32% 25% 5.5K 8K 10.3K 8.1K	58%	No 2025 Cohort Data
District	1422	1073 $\pm$ 1	 Percent Count 8% 16% 35% 41% 111 213 474 557	78%	No 2025 Cohort Data
Osage Creek	100	1065 $\pm$ 2	 Percent Count 7% 18% 38% 37% 7 17 37 36	68%	No 2025 Cohort Data

ATLAS Science Results:

<u>4th Science Student Group</u>	<u>Student Count</u>	<u>Average Score</u>	<u>Performance Distribution</u>	<u>Percent Proficient (Level 3 and 4)</u>	<u>Cohort Proficiency Change from 2025</u>
State	35623	1058	 Percent Count 21% 34% 27% 17% 7.6K 12.2K 9.6K 6.2K	44%	+6% (was 38% proficient)
District	1665	1067	 Percent Count 9% 25% 30% 35% 154 415 507 589	66%	+4% (was 62% proficient)
Osage Creek	123	1059 $\pm$ 2	 Percent Count 20% 30% 34% 15% 25 37 42 19	50%	+4% (was 46% proficient)

<u>3rd Science Student Group</u>	<u>Student Count</u>	<u>Average Score</u>	<u>Performance Distribution</u>	<u>Percent Proficient (Level 3 and 4)</u>	<u>Cohort Proficiency Change from 2025</u>
State	34347	1059	Percent: 21% 33% 28% 17% Count: 7.3K 11.4K 9.6K 6K	45%	No 2025 Cohort Data
District	1499	1069	Percent: 10% 21% 31% 38% Count: 156 315 458 570	69%	No 2025 Cohort Data
Osage Creek	99	1069±2	Percent: 11% 21% 33% 34% Count: 11 21 33 34	68%	No 2025 Cohort Data

COMPREHENSIVE NEEDS ASSESSMENT:

STRENGTH AREAS:

- Our cohorts of students grew from their prior year proficiency rates in all areas except one.
- 1st and 2nd grade ELA scores grew substantially (11% and 9%) and met or exceeded district proficiency rates.
- 3rd grade ELA scores outperformed the state and district proficient rates.
- 2nd grade math cohort grew by 7% proficiency and rose to meet the district average.

GROWTH AREAS:

- Kindergarten scores in both ELA and math sit noticeably behind the district, creating a gap that must be closed in later grades.
- 3rd grade math is the only cohort that lost proficiency. This may indicate a need in 3rd grade math instructional support.

DISTRICT GOAL(s): [Bentonville Strategic Plan 2025](#) Building goals must be connected to district goals.

- Academic Excellence: Students will be engaged in personalized learning experiences that are real, relevant, and rigorous. Students will be supported with a multi-tiered system of support early and often when in need of assistance for grade level performance.
- Refined Communication System: Execute a universal plan of school, district and executive communication to address parents & community.
- Safe & Collaborative Culture: Build staff capacity to function as a member of the PLC.

MISSION & VISION:

Mission: Osage Creek serves all students. Together with families and our community, we nurture hearts, grow minds, and empower every Otter to be a compassionate thinker, problem solver, and lifelong learner.

Vision: Osage Creek will be known for building connections and nurturing growth in all Otters.

Values:

Respect - We show kindness and care about others' feelings, ideas, and belongings.

Perseverance - We work hard and view challenges as opportunities to grow.

Integrity - We do the right thing even when it's hard and no one is watching.

Collaboration - We work together to accomplish more than we can alone.

Inclusiveness - We celebrate our unique community and diverse perspectives.

At Osage Creek, we are Here For Each Otter. #HereForEachOtter

IIID01 Response to Intervention	The school implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine those students in need of targeted intervention. Provide a tiered system of instructional and behavioral supports and intervention (RTI).			
SMART GOAL	LEAD STAFF	ACTION STEPS: What needs to be done?	RESOURCES NEEDED	EVIDENCE (How will success be measured? What will evidence of success look like?)
Increase kindergarten achievement in ELA and math	Principal Assistant Principal Literacy Coach Math Coach	Analyze kindergarten achievement in ELA and Math. Set growth goal for lowest achieving areas. Set coaching cycles and academic rigor reviews for all five kindergarten	PLC time with literacy and math coach HQIM implementation review Coaching cycles Walkthrough and CFA data review	Increased student achievement scores in kindergarten ATLAS ELA and math

		sections.		
Establish building engagement levels for consistency throughout classrooms	Principal Assistant Principal Literacy Coach Math Coach	Review current understanding of engagement levels Train Visible Learning engagement levels Establish OCE Engagement Levels for consistent implementation throughout the building	Illustrated Guide to Visible Learning Staff meeting time for creation and evaluation	Building-wide consistent engagement levels Common language throughout the building for engagement levels
FE06 Refined Communication	The school regularly communicates with parents (families) about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning). Provide a two-way school-home communication linked to learning.			
SMART GOAL	LEAD STAFF	ACTION STEPS: What needs to be done?	RESOURCES NEEDED	EVIDENCE (How will success be measured? What will evidence of success look like?)
Increase two-way homeroom communication using School Status and OTUS	Parent Involvement Coordinator OTUS Representative Principal	Analyze and adjust building communication expectation as needed (currently 1 communication per homeroom per week)	School Status platform OTUS platform SMORE Newsletter platform	Increased two-way communication with stakeholders, as compared to 2025-26 data
ID13 Safe & Collaborative Culture	Instructional Teams meet for blocks of time sufficient to develop and refine units of instruction and review student learning data in professional learning communities (PLCs).			
SMART GOAL	LEAD STAFF	Action(s)	RESOURCES NEEDED	EVIDENCE (How will success be measured? What will evidence of success look like?)

All team leaders (K, 1, 2, 3, 4, Activity, SPED, Support, IA) will grow in their capacity to lead PLC meetings.	Principal Assistant Principal Guiding Coalition	Principal and Assistant Principal will facilitate leadership training, focusing on data driving results and accountability conversations.	Leadership training materials (consider Brene Brown) OCE Accountability Protocol (established 2025-26)	Increased team lead ownership of PLC and RTI meetings
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Literacy Plan:

 Bentonville Schools Literacy Plan

Describe how you use supplemental funding/staff to support at-risk students in increasing academic achievement:

All staff have full schedules supporting student achievement and growth.

Additional Request for the district to consider: (what additional requests the school is asking of the district)

***District - Additional Support/Considerations: (what the district decides to provide)**

Insert link to meeting agenda/minutes example: