

VISION
 To prepare and motivate our students for a rapidly changing world, so they can achieve success today and be prepared for tomorrow.

MISSION
 Through meaningful learning experiences in a safe and positive environment, students will discover their potential and achieve readiness for college and careers.

BELIEFS
 OES believes that all members of the school community should adhere to our OES guidelines for success: O= Be On task E= Encourage others S= Show respect

	Academic Performance	Professional Development	Culture and Climate
OBJECTIVE	Increase the percentage of students achieving proficiency and demonstrating adequate growth in reading and mathematics.	Faculty and administration will participate in ongoing, high-quality professional development focused on effective tier 1 instruction, student engagement, differentiation, data-driven decision-making, and strategies for meeting the needs of all learners.	Increase the percentage of faculty and staff reporting positive perceptions of belonging, support, collaboration, and overall school climate on the annual stakeholder surveys, while reducing discipline referrals and increasing student engagement and positive perceptions of school.
CRITICAL INITIATIVES	- Implement data driven instructional cycles using iReady and classroom data to identify student strengths, gaps, and priority standards and adjust instruction as needed. - Use PLCs and coaching cycles to analyze student work and assessment data, identify effective instructional practices, plan targeted lessons, and share strategies to improve student growth and proficiency. - Provide high-quality, standards-aligned instruction in reading and mathematics with an emphasis on grade-level standards, rigorous tasks, student discourse, problem-solving, and evidence-based instructional strategies.	- Implement weekly Snapshots - weekly classrooms visits by admin to observe and provide immediate feedback about instruction - Implement bi-weekly PLCS led by instructional coaches for math and readings - Provide opportunities for administrators and instructional coaches to attend professional development sessions to improve school performance through best-practices in instructional leadership.	- Establish and reinforce consistent expectations, routines, and positive behavior practices across the school to create a safe, supportive, and predictable environment for students and staff. - Implement strategies that build trust, belonging, recognition, and collaboration among faculty and staff through regular opportunities for communication, team building, celebration, and shared problem-solving. - Provide opportunities for meaningful connections between students and adults through relationship-building activities, student recognition, mentoring, and intentional check-ins that promote belonging and engagement.
INTENDED OUTCOMES	100% of student achieving their typical growth goal and at least 50% of student reaching their stretch goal in iReady reading and math 100% of students achieving a level 3 or 4 growth in reading and math on the ACAP - A minimum of 50% of students achieving a level 3 or 4 proficiency on ACAP in math and a minimum of 80% of students in reading across grades 2-6	Increased effective tier 1 instruction, student engagement, differentiation, data-driven decision-making, and strategies.	Increased positive perceptions of staff and students and reduced discipline incidents
KEY MEASURES	iReady and ACAP data	- Snapshot Data - PLCs and coaching data	Culture surveys and discipline data