

School Renewal Plan Cover Page

Renewal Plan for 5 Year Cycle: 2016/17 to 2020/21 Upcoming School Year: 2019/20

School Name:	Orchard Park Elem
SIDN:	4604051
Plan Submission:	School utilizes AdvancED
Grade Span:	K To 5
District:	York 04
Address 1:	474 Third Baxter Crossing
Address 2:	
City:	Fort Mill, SC
Zip Code:	29708
School Renewal Plan Contact Person:	Matthew Johnson
School Plan Contact Phone:	803.548.8175
School Plan E-mail Address:	johnsonm@fortmillschools.org

Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurance requirements including ACT 135 assurance pages.

Required Printed Names and Signatures

<i>Superintendent</i>		
<u>Dr. Chuck Epps</u> Printed Name	 Signature	<u>4/5/2019</u> Date
<i>Principal</i>		
<u>Matthew Johnson</u> Printed Name	 Signature	<u>3-28-19</u> Date
<i>Chairperson, District Board of Trustees</i>		
<u>Kristy Spears</u> Printed Name	 Signature	<u>4/5/2019</u> Date
<i>Chairperson, School Improvement Council</i>		
<u>Pam Darcy-Demski</u> Printed Name	 Signature	<u>4.01.2019</u> Date
<i>School Read To Succeed Literacy Leadership Team Lead</i>		
<u>Kristin Rhodes</u> Printed Name	 Signature	<u>3/28/19</u> Date

Assurances for School Renewal Plan

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all applicable regulatory and statutory requirements listed.

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
Yes	Academic Assistance, PreK–3 The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Academic Assistance, Grades 4–12 The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Parent Involvement The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
Yes	Staff Development The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.
Yes	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
Yes	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	Collaboration The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

Yes	<p>Developmental Screening The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.</p>
Yes	<p>Half-Day Child Development The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.</p>
Yes	<p>Developmentally Appropriate Curriculum for PreK–3 The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.</p>
Yes	<p>Parenting and Family Literacy The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.</p>
Yes	<p>Recruitment The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.</p>
Yes	<p>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.</p>

Stakeholder Involvement for School Renewal Plan

List the name of persons who were involved in the development of the School Renewal Plan.
A participant for each numbered position is required.

	Position	Name
1.	Principal	Matthew Johnson
2.	Teacher	Amanda Cauthen
3.	Parent/Guardian	Deanna Scott
4.	Community Member	Ashli Welsh
5.	Paraprofessional	N/A
6.	School Improvement Council Member	Pam Darcy-Demski
7.	Read to Succeed Reading Coach	Kristin Rhodes
8.	School Read To Succeed Literacy Leadership Team Lead	Kristin Rhodes
9.	School Read To Succeed Literacy Leadership Team Member	Elizabeth Eppes
<p>OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) ** Must include the School Literacy Leadership Team for Read to Succeed</p>		

District Requested Strategic/Renewal Plan Waiver

The State Board of Education has the authority to waive regulations pursuant to (*SBE Regulation 43-261*) (C) District and School Planning which states the following:

Upon request of a district board of trustees or its designee, the State Board of Education may waive any regulation that would impede the implementation of an approved district strategic plan or school renewal plan.

All waivers must be requested in writing, signed by the local superintendent, and approved by the local school board prior to being sent to State Accountability. Use the following link to obtain more information on the waiver process:

<http://ed.sc.gov/districts-schools/state-accountability/waiver-requests/>

Not Applicable

District Waiver Requested and Approved	Explain how the SBE Regulation would impede the implementation of an approved district strategic or school renewal plan.
1. Extension for initial District Strategic and School Renewal Plans (<i>SBE Regulation 43-261</i>)	
2. Teachers teaching more than 1500 minutes (<i>SBE Regulation 43-205</i>)	
3. Teachers teaching more than 4 preps (<i>SBE Regulation 43-205</i>)	
4. High School Principal over two schools or grades more than 9-12 (<i>SBE Regulation 43-205</i>)	
5. Other (<i>Include the SBE Regulation number to be waived</i>)	
6. Other (<i>Include the SBE Regulation number to be waived</i>)	

FORT MILL SCHOOLS



SCHOOL RENEWAL PLAN 2018-19 Orchard Park Elementary School

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Assurances for School Renewal Plans *(updated and saved on SCDE School Renewal site)*

Stakeholders Involvement for School Renewal Plan *(updated and saved on SCDE School Renewal site)*

District Requested Strategic/Renewal Plan Waiver *(updated and saved on SCDE School Renewal site)*

Needs Assessment Data

Executive Summary of Needs Assessment Data Findings

Performance Goals and Action Plans

Read to Succeed *(separate upload per instructions)*



Needs Assessment Data

Link to School Report Card:

<https://screportcards.com/overview/?q=eT0yMDE4JnQ9RSZzaWQ9NDYwNDA1MQ>

2017-18 Baseline Year for School Improvement Plan - OPES

SCREasy Math, SCPASS Science - % Met or Exceeds

School	Subject	Subgroup	All Group	% Meets+ Exceeds Subgroup	% Meets+ Exceeds All	GAP	Total # of Tested Students in Subgroup	Total # of Tested Students	% in Subgroup
OPES	Math	AA	Not AA	29.7%	81.7%	51.9%	37	397	9.3%
OPES	Science	AA	Not AA	41.7%	92.8%	51.1%	12	123	9.8%

Orchard Park Elementary School

SC PASS - Science - Spring 2018

Grade Level

Count of SciLev	SciLev				Meets + Exceeds
Grade	Not Met	Approaches	Meets	Exceeds	Exceeds
4	4.1%	8.1%	34.1%	53.7%	87.8%
Total	4.1%	8.1%	34.1%	53.7%	87.8%

Gender

Count of SciLev	SciLev				Meets + Exceeds
Grade	Gender	Not Met	Approaches	Meets	Exceeds
4	F	3.0%	7.5%	41.8%	47.8%
	M	5.4%	8.9%	25.0%	60.7%
Total		4.1%	8.1%	34.1%	53.7%

Ethnicity

Count of SciLev	SciLev				Meets + Exceeds
Grade	FedRep Mod	Not Met	Approaches	Meets	Exceeds
4	Asian	0.0%	0.0%	33.3%	66.7%
	Black	33.3%	25.0%	16.7%	25.0%
	Hispanic	33.3%	33.3%	0.0%	33.3%
	2 or More	0.0%	0.0%	0.0%	100.0%
	White	0.0%	5.8%	37.5%	56.7%
Total		4.1%	8.1%	34.1%	53.7%

English Proficiency = 8 or 9

Count of SciLev	SciLev				Meets + Exceeds
Grade	Englis	Not Met	Approaches	Meets	Exceeds
4	N	3.3%	8.2%	34.4%	54.1%
	Y	100.0%	0.0%	0.0%	0.0%
Total		4.1%	8.1%	34.1%	53.7%

IEP

Count of SciLev	SciLev				Meets + Exceeds
Grade	IEP	Not Met	Approaches	Meets	Exceeds
4	N	1.8%	8.0%	34.8%	55.4%
	Y	27.3%	9.1%	27.3%	36.4%
Total		4.1%	8.1%	34.1%	53.7%

Academically Gifted

Count of SciLev	SciLev				Meets + Exceeds
Grade	Gifted	Not Met	Approaches	Meets	Exceeds
4	Y	0.0%	0.0%	10.8%	89.2%
	N	5.8%	11.6%	44.2%	38.4%
Total		4.1%	8.1%	34.1%	53.7%

Orchard Park Elementary School

SC PASS - Social Studies - Spring 2018

Grade Level

Count	SocLev			Met +
Grade	Not Met	Met	Exemplary	Exemplary
5	14.9%	34.8%	50.4%	85.1%
Total	14.9%	34.8%	50.4%	85.1%

Gender

Count of SocL		SocLev		
Grade	Gender	Not Met	Met	Exemplary
5	F	15.2%	33.3%	51.5%
	M	14.7%	36.0%	49.3%
Total		14.9%	34.8%	50.4%

Ethnicity

Count of SocLev		SocLev		
Grade	FedRep Mod l	Not Met	Met	Exemplary
5	Asian	0.0%	33.3%	66.7%
	Black	50.0%	50.0%	0.0%
	Hispanic	30.0%	30.0%	40.0%
	2 or More	16.7%	16.7%	66.7%
	White	10.0%	34.5%	55.5%
Total		14.9%	34.8%	50.4%

English Proficiency = 8 or 9

Count of SocL		SocLev		
Grade	English	Not Met	Met	Exemplary
5	N	13.8%	34.8%	51.4%
	Y	66.7%	33.3%	0.0%
Total		14.9%	34.8%	50.4%

IEP

Count of SocL		SocLev		
Grade	IEP	Not Met	Met	Exemplary
5	N	11.8%	34.6%	53.5%
	Y	42.9%	35.7%	21.4%
Total		14.9%	34.8%	50.4%

Academically Gifted

Count of SocL		SocLev		
Grade	Gifted	Not Met	Met	Exemplary
5	C	1.9%	13.2%	84.9%
	N	22.7%	47.7%	29.5%
Total		14.9%	34.8%	50.4%

Orchard Park Elementary School

SC Ready - ELA - Spring 2018

Grade Level

Cour	ELA Lev				Meets +
Grade	Not Met	Approaches	Meets	Exceeds	Exceeds
3	12.0%	21.1%	30.1%	36.8%	66.9%
4	4.1%	17.1%	40.7%	38.2%	78.9%
5	10.6%	22.0%	30.5%	36.9%	67.4%
Total	9.1%	20.2%	33.5%	37.3%	70.8%

ELA Reading Level

Cour	ELA Lev	Read			Meets +
Grade	Not Met	Approaches	Meets	Exceeds	Exceeds
3	12.8%	21.1%	33.1%	33.1%	66.2%
4	5.7%	17.1%	30.9%	46.3%	77.2%
5	13.5%	19.1%	27.0%	40.4%	67.4%
Total	10.8%	19.1%	30.2%	39.8%	70.0%

Ethnicity

Count of ELA Lev	ELA Lev					
Grade	FedRep	Mod b	Not Met	Approaches	Meets	Exceeds
3	Asian		0.0%	25.0%	75.0%	0.0%
	Black		46.2%	46.2%	0.0%	7.7%
	Hispanic		33.3%	16.7%	33.3%	16.7%
	Two or More		0.0%	66.7%	0.0%	33.3%
	White		7.5%	16.8%	32.7%	43.0%
4	Asian		0.0%	0.0%	33.3%	66.7%
	Black		25.0%	33.3%	33.3%	8.3%
	Hispanic		66.7%	0.0%	33.3%	0.0%
	Two or More		0.0%	0.0%	0.0%	100.0%
	White		0.0%	16.3%	42.3%	41.3%
5	Asian		0.0%	0.0%	0.0%	100.0%
	Black		41.7%	41.7%	16.7%	0.0%
	Hispanic		30.0%	30.0%	0.0%	40.0%
	Two or More		16.7%	33.3%	16.7%	33.3%
	White		5.5%	19.1%	36.4%	39.1%
Total			9.1%	20.2%	33.5%	37.3%

Gender

Count of ELA	ELA Lev				
Grade	Gender	Not Met	Approaches	Meets	Exceeds
3	F	8.5%	21.1%	31.0%	39.4%
	M	16.1%	21.0%	29.0%	33.9%
4	F	1.5%	17.9%	32.8%	47.8%
	M	7.1%	16.1%	50.0%	26.8%
5	F	7.6%	25.8%	21.2%	45.5%
	M	13.3%	18.7%	38.7%	29.3%
Total		9.1%	20.2%	33.5%	37.3%

IEP

Count of ELA	ELA Lev				
Grade	IEP	Not Met	Approaches	Meets	Exceeds
3	N	7.0%	19.1%	31.3%	42.6%
	Y	44.4%	33.3%	22.2%	0.0%
4	N	1.8%	17.0%	41.1%	40.2%
	Y	27.3%	18.2%	36.4%	18.2%
5	N	7.1%	21.3%	31.5%	40.2%
	Y	42.9%	28.6%	21.4%	7.1%
Total		9.1%	20.2%	33.5%	37.3%

Academically Gifted

Count of ELA	ELA Lev				
Grade	Gifted	Not Met	Approaches	Meets	Exceeds
3	Y	0.0%	0.0%	12.9%	87.1%
	N	15.7%	27.5%	35.3%	21.6%
4	Y	0.0%	0.0%	32.4%	67.6%
	N	5.8%	24.4%	44.2%	25.6%
5	Y	0.0%	1.9%	22.6%	75.5%
	N	17.0%	34.1%	35.2%	13.6%
Total		9.1%	20.2%	33.5%	37.3%

English Proficiency = 8 or 9

Count of ELA	ELA Lev				
Grade	Englis	Not Met	Approaches	Meets	Exceeds
3	N	25.0%	50.0%	0.0%	25.0%
	Y	11.6%	20.2%	31.0%	37.2%
4	N	100.0%	0.0%	0.0%	0.0%
	Y	3.3%	17.2%	41.0%	38.5%
5	N	66.7%	33.3%	0.0%	0.0%
	Y	9.4%	21.7%	31.2%	37.7%
Total		9.1%	20.2%	33.5%	37.3%

Orchard Park Elementary School

SC Ready - Math - Spring 2018

Grade Level

Course	MathLevel				Meets +
Grade	Not Met	Approaches	Meets	Exceeds	Exceeds
3	6.0%	15.0%	27.1%	51.9%	78.9%
4	3.3%	13.0%	27.6%	56.1%	83.7%
5	13.5%	17.7%	24.8%	44.0%	68.8%
Total	7.8%	15.4%	26.4%	50.4%	76.8%

Ethnicity

Count of MathLev	MathLev				
Grade	FedRep Mod k	Not Met	Approaches	Meets	Exceeds
3	Asian	0.0%	25.0%	50.0%	25.0%
	Black	23.1%	53.8%	15.4%	7.7%
	Hispanic	16.7%	33.3%	33.3%	16.7%
	Two or More	0.0%	0.0%	66.7%	33.3%
	White	3.7%	9.3%	26.2%	60.7%
4	Asian	0.0%	0.0%	0.0%	100.0%
	Black	25.0%	33.3%	8.3%	33.3%
	Hispanic	0.0%	66.7%	33.3%	0.0%
	Two or More	0.0%	0.0%	0.0%	100.0%
	White	1.0%	9.6%	30.8%	58.7%
5	Asian	0.0%	0.0%	0.0%	100.0%
	Black	41.7%	33.3%	16.7%	8.3%
	Hispanic	20.0%	20.0%	30.0%	30.0%
	Two or More	16.7%	0.0%	16.7%	66.7%
	White	10.0%	17.3%	26.4%	46.4%
Total		7.8%	15.4%	26.4%	50.4%

Gender

Count of MathLev	MathLev				
Grade	Gender M	Not Met	Approaches	Meets	Exceeds
3	F	1.4%	19.7%	22.5%	56.3%
	M	11.3%	9.7%	32.3%	46.8%
4	F	4.5%	10.4%	37.3%	47.8%
	M	1.8%	16.1%	16.1%	66.1%
5	F	10.6%	18.2%	24.2%	47.0%
	M	16.0%	17.3%	25.3%	41.3%
Total		7.8%	15.4%	26.4%	50.4%

IEP

Count of MathLev	MathLev				
Grade	IEP	Not Met	Approaches	Meets	Exceeds
3	N	1.7%	12.2%	27.0%	59.1%
	Y	33.3%	33.3%	27.8%	5.6%
4	N	1.8%	10.7%	29.5%	58.0%
	Y	18.2%	36.4%	9.1%	36.4%
5	N	8.7%	16.5%	27.6%	47.2%
	Y	57.1%	28.6%	0.0%	14.3%
Total		7.8%	15.4%	26.4%	50.4%

Academically Gifted

Count of MathLev	MathLev				
Grade	Gifted	Not Met	Approaches	Meets	Exceeds
3	Y	0.0%	0.0%	9.7%	90.3%
	N	7.8%	19.6%	32.4%	40.2%
4	Y	0.0%	0.0%	5.4%	94.6%
	N	4.7%	18.6%	37.2%	39.5%
5	Y	0.0%	3.8%	13.2%	83.0%
	N	21.6%	26.1%	31.8%	20.5%
Total		7.8%	15.4%	26.4%	50.4%

English Proficiency = 8 or 9

Count of MathLev	MathLev				
Grade	English M	Not Met	Approaches	Meets	Exceeds
3	N	25.0%	25.0%	25.0%	25.0%
	Y	5.4%	14.7%	27.1%	52.7%
4	N	0.0%	100.0%	0.0%	0.0%
	Y	3.3%	12.3%	27.9%	56.6%
5	N	66.7%	33.3%	0.0%	0.0%
	Y	12.3%	17.4%	25.4%	44.9%
Total		7.8%	15.4%	26.4%	50.4%

2017-18 Teacher Opinion Survey

Fort Mill School District 4

Orchard Park Elementary School

Values shown are percentages

Q#	QUESTION	DISAGREE	MOSTLY DISAGREE	MOSTLY AGREE	AGREE	DON'T KNOW	# of Responses
1	My school provides challenging instructional programs for students.	0.0	0.0	7.3	92.7	0.0	55
2	Teachers at my school effectively implement the State Curriculum Standards.	0.0	0.0	5.5	92.7	1.8	55
3	Teachers at my school focus instruction on understanding, not just memorizing facts.	0.0	0.0	10.9	87.3	1.8	55
4	Teachers at my school have high expectations for students' learning.	0.0	0.0	7.3	90.9	1.8	55
5	There is a sufficient amount of classroom time allocated to instruction in essential skills.	0.0	5.5	38.2	56.4	0.0	55
6	Student assessment information is effectively used by teachers to plan instruction.	0.0	0.0	27.3	70.9	1.8	55
7	Effective instructional strategies are used to meet the needs of low achieving students.	0.0	0.0	23.6	76.4	0.0	55
8	My school offers effective programs for students with disabilities.	1.8	0.0	23.6	74.5	0.0	55
9	Instructional strategies are used to meet the needs of academically gifted students.	0.0	0.0	25.5	72.7	1.8	55
10	The level of teacher and staff morale is high at my school.	12.7	14.5	49.1	23.6	0.0	55
11	Teachers respect each other at my school.	0.0	1.8	52.7	45.5	0.0	55
12	Teachers at my school are recognized and appreciated for good work.	3.6	7.3	25.5	63.6	0.0	55
13	Students at my school are motivated and interested in learning.	0.0	1.8	41.8	56.4	0.0	55
14	There are sufficient materials and supplies available for classroom and instructional use.	0.0	3.6	23.6	70.9	1.8	55
15	Our school has a good selection of library and media material.	1.8	5.5	21.8	69.1	1.8	55
16	Our school has sufficient computers for instructional use.	1.8	9.1	30.9	58.2	0.0	55
17	Computers are used effectively for instruction at my school.	1.8	1.8	16.4	80.0	0.0	55
18	There are relevant professional development opportunities offered to teachers at my school.	1.8	1.8	30.9	65.5	0.0	55
19	The school administration communicates clear instructional goals for the school.	1.8	3.6	32.7	61.8	0.0	55
20	The school administration sets high standards for students.	0.0	14.5	14.5	70.9	0.0	55
21	The school administration has high expectations for teacher performance.	0.0	5.5	9.1	85.5	0.0	55
22	The school administration provides effective instructional leadership.	5.5	10.9	21.8	61.8	0.0	55
23	Student assessment information is used to set goals and plan programs for my school.	0.0	0.0	16.4	83.6	0.0	55
24	Teacher evaluation at my school focuses on instructional improvement.	0.0	1.8	25.5	72.7	0.0	55
25	School administrators visit classrooms to observe instruction.	1.8	7.3	27.3	63.6	0.0	55
26	The school administration arranges for collaborative planning and decision making.	0.0	9.1	30.9	58.2	1.8	55
27	I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.	3.6	7.3	27.3	61.8	0.0	55
28	The grounds around my school are kept clean.	0.0	5.5	38.2	56.4	0.0	55

Q#	QUESTION	DISAGREE	MOSTLY DISAGREE	MOSTLY AGREE	AGREE	DON'T KNOW	# of Responses
29	The hallways at my school are kept clean.	1.8	5.5	40.0	52.7	0.0	55
30	The bathrooms at my school are kept clean.	9.1	18.2	47.3	25.5	0.0	55
31	The school building is maintained well and repaired when needed.	3.6	5.5	36.4	54.5	0.0	55
32	There is sufficient space for instructional programs at my school.	0.0	3.6	27.3	69.1	0.0	55
33	Students at my school behave well in class.	0.0	3.6	65.5	30.9	0.0	55
34	Students at my school behave well in the hallways, in the lunchroom, and on school grounds.	3.6	9.1	65.5	21.8	0.0	55
35	Rules and consequences for behavior are clear to students.	7.3	30.9	32.7	29.1	0.0	55
36	The rules for behavior are enforced at my school.	3.6	5.5	34.5	56.4	0.0	55
37	The rules about how students should behave in my school are fair.	3.6	18.2	21.8	56.4	0.0	55
38	I have been bullied by an adult at this school.	76.4	5.5	3.6	5.5	9.1	55
39	I have been bullied by a student at this school.	72.7	9.1	0.0	9.1	9.1	55
40	My school or district provides me with training to assist in preventing and/or dealing with bullying.	21.8	29.1	32.7	16.4	0.0	55
41	I feel safe at my school before and after school hours.	1.8	0.0	21.8	76.4	0.0	55
42	I feel safe at my school during the school day.	0.0	3.6	16.4	80.0	0.0	55
43	I feel safe going to or coming from my school.	0.0	1.8	16.4	81.8	0.0	55
44	Students from different backgrounds get along well at my school.	0.0	1.8	49.1	49.1	0.0	55
45	Teachers and students get along well with each other at my school.	0.0	0.0	40.0	60.0	0.0	55
46	Teachers at my school collaborate for instructional planning.	0.0	16.4	32.7	50.9	0.0	55
47	I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY SCHOOL .	0.0	7.3	36.4	56.4	0.0	55
48	Parents at my school are aware of school policies.	0.0	7.3	29.1	63.6	0.0	55
49	Parents at my school know about school activities.	0.0	3.6	18.2	78.2	0.0	55
50	Parents at my school understand the school's instructional programs.	0.0	7.3	27.3	65.5	0.0	55
51	Parents at my school are interested in their children's schoolwork.	0.0	1.8	34.5	63.6	0.0	55
52	Parents at my school support instructional decisions regarding their children.	0.0	3.6	43.6	50.9	1.8	55
53	Parents attend conferences requested by teachers at my school.	0.0	1.8	34.5	61.8	1.8	55
54	Parents at my school cooperate regarding discipline problems.	0.0	10.9	54.5	32.7	1.8	55
55	Parents attend school meetings and other school events.	0.0	1.8	34.5	63.6	0.0	55
56	Parents participate as volunteer helpers in the school or classroom.	0.0	1.8	18.2	80.0	0.0	55
57	Parents are involved in school decisions through advisory committees.	0.0	1.8	29.1	69.1	0.0	55
58	I AM SATISFIED WITH HOME AND SCHOOL RELATIONS.	0.0	1.8	32.7	65.5	0.0	55
59	I have sufficient space in my classroom to meet the educational needs of my students.	0.0	9.1	23.6	65.5	1.8	55
60	My non-instructional duties do not interfere with my essential role of educating students.	5.5	18.2	45.5	29.1	1.8	55
61	I have access to reliable communication technology, including phone, fax, and e-mail.	0.0	5.5	16.4	78.2	0.0	55

Q#	QUESTION	DISAGREE	MOSTLY DISAGREE	MOSTLY AGREE	AGREE	DON'T KNOW	# of Responses
62	I feel supported by administrators at my school.	5.5	12.7	27.3	54.5	0.0	55
63	The faculty and staff at my school have a shared vision.	1.8	7.3	40.0	50.9	0.0	55
64	I am familiar with local, state, and national policies and how they affect teaching and learning.	0.0	1.8	29.1	69.1	0.0	55
65	Local, state, or national policies assist me in meeting the educational needs of my students.	3.6	10.9	25.5	60.0	0.0	55
66	The school leadership makes a sustained effort to address teacher concerns.	10.9	16.4	32.7	38.2	1.8	55
67	My decisions in areas such as instruction and student progress are supported.	1.8	3.6	32.7	61.8	0.0	55
68	Teachers at my school are encouraged to develop innovative solutions to problems.	0.0	1.8	20.0	78.2	0.0	55
69	I feel comfortable raising issues and concerns that are important to me.	10.9	21.8	30.9	36.4	0.0	55
70	Sufficient resources are available to allow teachers to take advantage of professional development activities.	1.8	3.6	30.9	63.6	0.0	55
71	My class sizes allow me to meet the educational needs of my students.	1.8	5.5	40.0	47.3	5.5	55
72	I AM SATISFIED WITH MY CURRENT WORKING CONDITIONS.	0.0	12.7	32.7	54.5	0.0	55
Grand Total		4.0	6.5	29.3	59.5	0.7	55.0

2017-18 Student Opinion Survey

Fort Mill School District 4

Orchard Park Elementary School

Values shown are percentages

Q#	QUESTION	DISAGREE	MOSTLY DISAGREE	MOSTLY AGREE	AGREE	# of Responses
1	My classes are challenging (not too easy; they make me think).	11.3	13.5	36.1	39.1	133
2	My teachers want me to understand what I am learning, not just remember facts.	3.8	5.3	32.3	58.6	133
3	My teachers expect students to learn.	2.3	2.3	22.7	72.7	132
4	My teachers expect students to behave.	0.8	2.3	28.0	68.9	132
5	My teachers spend enough time helping me learn.	8.3	9.0	30.1	52.6	133
6	My teachers help students when they do not understand something.	4.5	6.0	34.6	54.9	133
7	My teachers do a good job teaching me mathematics.	3.0	0.8	24.8	71.4	133
8	My teachers do a good job teaching me English language arts.	5.3	4.5	30.1	60.2	133
9	My teachers give tests on what I learn in class.	2.3	2.3	21.8	73.7	133
10	My teachers give homework assignments that help me learn better.	10.5	14.3	35.3	39.8	133
11	My classes are interesting and fun.	10.5	7.5	33.1	48.9	133
12	Students at my school believe they can do good work.	8.3	7.5	46.6	37.6	133
13	My teachers praise students when they do good work.	10.6	19.7	28.8	40.9	132
14	Work done by students can be seen on the walls of my school.	6.8	7.5	42.1	43.6	133
15	The textbooks and workbooks I use at my school really help me to learn.	26.3	15.8	28.6	29.3	133
16	The media center at my school has a good selection of books.	6.1	12.9	33.3	47.7	132
17	I use computers and other technology at my school to help me learn.	2.3	2.3	23.3	72.2	133
18	I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.	12.1	6.1	35.6	46.2	132
19	The grounds around my school are kept clean.	16.5	13.5	42.1	27.8	133
20	The hallways at my school are kept clean.	10.5	14.3	36.8	38.3	133
21	The bathrooms at my school are kept clean.	44.4	23.3	23.3	9.0	133
22	Broken things at my school get fixed.	9.8	10.5	30.1	49.6	133
23	There is enough room for students to learn at my school.	4.5	2.3	28.6	64.7	133
24	Students at my school behave well in class.	15.8	27.8	41.4	15.0	133
25	Students at my school behave well in the hallways, in the lunchroom, and on school grounds.	20.5	31.8	37.9	9.8	132
26	Students at my school know the rules and what happens when students break the rules.	6.0	11.3	33.8	48.9	133
27	The rules about how students should behave in my school are fair.	12.8	6.8	39.8	40.6	133
28	The rules for behavior are enforced at my school.	2.3	6.8	35.6	55.3	132
29	I feel safe at my school before and after school hours.	10.5	3.8	26.3	59.4	133

Q#	QUESTION	DISAGREE	MOSTLY DISAGREE	MOSTLY AGREE	AGREE	# of Responses
30	I feel safe at my school during the school day.	5.3	5.3	25.6	63.9	133
31	I feel safe going to or coming from my school.	3.8	5.3	25.6	65.4	133
32	Students from different backgrounds get along well at my school.	11.4	21.2	37.1	30.3	132
33	Teachers and students get along well with each other at my school.	9.0	9.8	44.4	36.8	133
34	Teachers work together to help students at my school.	6.0	9.8	29.3	54.9	133
35	My school has a variety of extracurricular activities for students.	I/S	I/S	I/S	I/S	I/S
36	I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY SCHOOL.	14.4	11.4	35.6	38.6	132
37	My parent knows what I am expected to learn in school.	6.0	8.3	23.3	62.4	133
38	My parent knows how well I am doing in school.	2.3	2.3	15.8	79.7	133
39	My school informs parents about school programs and activities.	3.0	6.8	32.6	57.6	132
40	Parents at my school know their children's homework assignments.	14.3	15.8	29.3	40.6	133
41	My parent helps me with my homework when I need it.	6.0	6.8	18.8	68.4	133
42	Parents are welcomed at my school.	3.0	3.0	25.0	68.9	132
43	Parents volunteer and participate in activities at my school.	7.6	4.5	21.2	66.7	132
44	I AM SATISFIED WITH HOME-SCHOOL RELATIONS.	13.6	6.8	30.3	49.2	132
45	I have seen or know of another student beng bullied.	37.9	12.9	14.4	34.8	132
46	I have been bullied at the school during the school day.	50.0	16.7	7.6	25.8	132
47	I have been bullied while going to or from school.	74.2	12.1	3.8	9.8	132
48	I have been bullied by someone from my school using a computer, a cell phone or other electronic devices.	81.1	9.8	4.5	4.5	132
49	Adults at my school prevent bullying from happening.	15.8	11.3	30.8	42.1	133
50	I can always go to adults at my school if I am being bullied.	7.6	7.6	21.2	63.6	132
51	An adult at my school has talked to me about bullying.	9.9	6.1	11.5	72.5	131
52	I have bullied another student at my school.	72.0	18.9	3.0	6.1	132
Grand Total		14.6	9.9	28.1	47.4	132.6

2017-18 Parent Opinion Survey

Fort Mill School District 4

Orchard Park Elementary School

Values shown are percentages

Q#	PLEASE MARK HOW MUCH YOU AGREE OR DISAGREE WITH THE FOLLOWING	STRONGLY			STRONGLY		DONT	N
		DISAGREE	DISAGREE	AGREE	AGREE	KNOW		
1	My child's teachers give homework that helps my child learn.	3.0	7.5	50.7	38.8	0.0	67	
2	My child's school has high expectations for student learning.	1.5	3.0	35.8	59.7	0.0	67	
3	My child's teachers encourage my child to learn.	1.5	0.0	23.9	73.1	1.5	67	
4	My child's teachers provide extra help when my child needs it.	4.5	3.0	31.3	58.2	3.0	67	
5	I AM SATISFIED WITH THE LEARNING ENVIRONMENT AT MY CHILD'S SCHOOL.	1.5	10.4	26.9	61.2	0.0	67	
6	My child's teachers contact me to say good things about my child.	4.5	20.9	31.3	40.3	3.0	67	
7	My child's teachers tell me how I can help my child learn.	6.0	9.0	46.3	35.8	3.0	67	
8	My child's teachers invite me to visit my child's classrooms during the school day.	4.5	36.4	27.3	25.8	6.1	66	
9	My child's school returns my phone calls or e-mails promptly.	0.0	1.5	43.3	52.2	3.0	67	
10	My child's school includes me in decision-making.	3.1	13.8	36.9	30.8	15.4	65	
11	My child's school gives me information about what my child should be learning in school.	1.5	6.1	45.5	42.4	4.5	66	
12	My child's school considers changes based on what parents say.	1.5	10.8	32.3	18.5	36.9	65	
13	My child's school schedules activities at times that I can attend.	1.5	7.7	60.0	29.2	1.5	65	
14	My child's school treats all students fairly.	0.0	4.6	43.1	33.8	18.5	65	
15	The principal at my child's school is available and welcoming.	4.5	6.1	42.4	40.9	6.1	66	
16	I AM SATISFIED WITH HOME-SCHOOL RELATIONS AT MY CHILD'S SCHOOL.	0.0	3.1	44.6	41.5	10.8	65	
17	My child's school is kept neat and clean.	1.5	3.0	43.9	50.0	1.5	66	
18	My child's teachers care about my child as an individual.	0.0	4.5	27.3	62.1	6.1	66	
19	Students at my child's school are well-behaved.	0.0	7.7	44.6	32.3	15.4	65	
20	My child feels safe at school.	0.0	1.5	44.6	53.8	0.0	65	
21	My child's teachers and school staff prevent or stop bullying at school.	0.0	4.5	47.0	30.3	18.2	66	
22	My child's school has an anti-bullying program to prevent or deal with bullying.	0.0	6.2	35.4	35.4	23.1	65	
23	I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY CHILD' S SCHOOL.	0.0	4.5	54.5	40.9	0.0	66	
24	The IGP conference was beneficial to my child as he/she prepares to be promoted to the next grade level.	0.0	0.0	12.5	10.0	77.5	40	
25	During the IGP conference, the counselors discussed my child's academic progress and his/her career goals.	0.0	0.0	10.0	10.0	80.0	40	
26	I recommend that all parents/guardians attend IGP conferences with their children.	0.0	0.0	10.0	15.0	75.0	40	
Totals		1.6	6.8	36.6	39.3	15.8	63	

PLEASE TELL US IF YOU DO THE FOLLOWING		I DO THIS	I DONT DO BUT WOULD LIKE TO	I DONT DO & I DONT CARE TO	ACTIVITY NOT OFFERED	N
27	Attend Open Houses or parent-teacher conferences	96.8	3.2	0.0	0.0	63
28	Attend student programs or performances	96.8	1.6	0.0	1.6	63
29	Volunteer for the school (bake cookies, help in office, help with school fund raising, etc.)	68.3	20.0	11.7	0.0	60
30	Go on trips with my child's school (out of town band contest, field trip to the museum, etc.)	55.7	34.4	9.8	0.0	61
31	Participate in School Improvement Council meetings.	6.3	46.0	42.9	4.8	63
32	Participate in Parent-Teacher-Student Organizations (PTA, PTO, etc.)	19.0	34.9	44.4	1.6	63
33	Participate in school committees (textbook committee, spring carnival committee, etc.)	18.6	30.5	49.2	1.7	59
34	Attend parent workshops (how to help my child with school work, how to talk to my child about drugs, effective discipline, etc.)	41.0	39.3	14.8	4.9	61
Totals		50.3	26.2	21.6	1.8	63

PLEASE TELL US IF YOU DO THE FOLLOWING		I DO THIS	I DONT DO BUT WOULD LIKE TO	I DONT DO & DONT CARE TO	N
35	Visit my child's classrooms during the school day.	49.2	36.5	14.3	63
36	Contact my child's teachers about my child's school work.	95.2	1.6	3.2	63
37	Limit the amount of time my child watches TV, plays video games, surfs the internet, etc.	96.8	3.2	0.0	63
38	Make sure my child does his/her homework.	100.0	0.0	0.0	63
39	Help my child with homework when he/she needs it.	100.0	0.0	0.0	63
Totals		88.2	8.3	3.5	63

PLEASE MARK IF EACH OF THE FOLLOWING IS TRUE OR FALSE		TRUE	FALSE	N
40	Lack of transportation reduces my involvement.	1.6	98.4	63
41	Family health problems reduce my involvement.	1.6	98.4	63
42	Lack of available care for my children or other family members reduces my involvement.	22.2	77.8	63
43	My work schedule makes it hard for me to be involved.	47.6	52.4	63
44	The school does not encourage my involvement.	3.2	96.8	63
45	Information about how to be involved either comes too late or not at all.	4.8	95.2	63
46	I don't feel like it is appreciated when I try to be involved.	0.0	100.0	63
Totals		11.6	88.4	63

PLEASE RATE YOUR SCHOOL ON...		VERY GOOD	GOOD	OKAY	BAD	VERY BAD	N
47	The school's overall friendliness.	58.7	22.2	15.9	3.2	0.0	63
48	The school's interest in parents' ideas and opinions.	33.9	27.4	33.9	4.8	0.0	62
49	The school's efforts to get important information from parents.	50.8	28.6	17.5	3.2	0.0	63
50	The school's efforts to give important information to parents.	58.7	23.8	15.9	1.6	0.0	63
Totals		50.5	25.5	20.8	3.2	0.0	63



Executive Summary of
Needs Assessment Data
Findings

Executive Summary of Needs Assessment Data Findings (2018-19)

Per SBE Regulation 43-261, the annual needs assessment will provide focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. Any discrepancies in the following areas identified by the school and district report cards must be included in the plan: (1) achievement, (2) achievement by subgroups, (3) graduation rates, (4) attendance, (5) discipline, (6) teacher/administrator quality and professional growth, and (7) other priority areas.

Measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

State Report Card for districts and schools data: <http://ed.sc.gov/data/report-cards/state-report-cards/>

Directions: In the appropriate boxes, use school data to identify areas in need of improvement. Required areas to be addressed: Student Achievement, Teacher/Administrator Quality, and School Climate.

Email address *

johnsonm@fmsdmail.org

School Name *

OPES ▼

Student Achievement, Including Sub-groups *

*Achievement gap in math performance in the African American sub-group based on MAP data (Student %ile gap average 29.6)

*Achievement gap in reading performance in the African American sub-group based on MAP data (Student %ile gap average 26.4)

Teacher/Administrator Quality *

*Rules and consequences for behavior are clear to students. (61.8)

*The school leadership makes a sustained effort to address teacher concerns. (70.9)

*I feel comfortable raising issues and concerns that are important to me. (67.3)

School Climate *

*Students feel welcomed and successful (emotionally & academically)

*The level of teacher and staff morale is high at my school. (72.7)

Other (such as district and/or school priorities)

*Attendance system and communication

This form was created inside of Fort Mill School District.





Performance Goals and Action Plans

Orchard Park Elementary School Improvement Plan 2016-2021

Performance Goal Area:	X	Student Achievement	District Goal 1: Teaching and Learning				
		District Priority	District Goal 2: Continuous Improvement				
		Teacher/Administrator Quality	District Goal 3: Leadership and Communication				
		School Climate	District Goal 4: Safe, Supportive, Inviting Schools				
		1. Read to Succeed: Leadership					
	X	2. Read to Succeed: Student Outcomes					
		3. Read to Succeed: Professional Learning					
		4. Read to Succeed: Assessment Plan					
		5. Read to Succeed: Instructional Plan					
		6. Read to Succeed: Parent and Family Involvement					
		7. Read to Succeed: District Community Partnerships					
Performance Goal 1.2: (Statement of desired progress or result over 5 years)	No longer applicable						
Interim Performance Goal: (One year goal)	In 2018, this assessment will not be administered to students. Therefore, this goal is no longer active on our plan. New goals 1.2b and 1.2c using the MAP assessment have been added.						
Data Source(s): (List types of data that will be collected or examined to measure progress)	DRA2						
Overall Measures	Average Baseline		2016-17	2017-18	2018-19	2019-20	2020-21
Source:	93.0%	Projected	93.5%	94.0%	94.5%	95.0%	95.5%
<i>*Represents projections of improvement</i>		Actual	94.80%	N/A	N/A	N/A	N/A

Orchard Park Elementary School Improvement Plan 2016-2021

Performance Goal Area:	X	Student Achievement	District Goal 1: Teaching and Learning				
		District Priority	District Goal 2: Continuous Improvement				
		Teacher/Administrator Quality	District Goal 3: Leadership and Communication				
		School Climate	District Goal 4: Safe, Supportive, Inviting Schools				
		1. Read to Succeed: Leadership					
	X	2. Read to Succeed: Student Outcomes					
		3. Read to Succeed: Professional Learning					
		4. Read to Succeed: Assessment Plan					
		5. Read to Succeed: Instructional Plan					
		6. Read to Succeed: Parent and Family Involvement					
		7. Read to Succeed: District Community Partnerships					
Performance Goal 1.2b: (Statement of desired progress or result over 5 years)	By 2021, the achievement of students in K-2 will continue to improve by 2% each year.						
Interim Performance Goal: (One year goal)	By 2019, the percentage of students in grades K-2 meeting the Measures of Academic Progress (MAP) growth targets (fall to spring) will increase by 2% each year.						
Data Source(s): (List types of data that will be collected or examined to measure progress)	Measures of Academic Progress (MAP) Reading						
Overall Measures	Average Baseline		2016-17	2017-18	2018-19	2019-20	2020-21
Source: MAP - Grade K	65.5%	Projected	N/A	67.5%	69.5%	71.5%	73.5%
<i>*Represents projections of improvement</i>		Actual	65.5%	64.5%			
Source: MAP - Grade 1	54.8%	Projected	N/A	56.8%	62.0%	64.0%	66.0%
<i>*Represents projections of improvement</i>		Actual	54.8%	60.0%			
Source: MAP - Grade 2	52.0%	Projected	N/A	54.0%	62.7%	64.7%	66.7%
<i>*Represents projections of improvement</i>		Actual	52.0%	60.7%			
*Baseline year is 2016-17 because this is a new goal.							

Orchard Park Elementary School Improvement Plan 2016-2021

Performance Goal Area:	X	Student Achievement	District Goal 1: Teaching and Learning				
		District Priority	District Goal 2: Continuous Improvement				
		Teacher/Administrator Quality	District Goal 3: Leadership and Communication				
		School Climate	District Goal 4: Safe, Supportive, Inviting Schools				
		1. Read to Succeed: Leadership					
	X	2. Read to Succeed: Student Outcomes					
		3. Read to Succeed: Professional Learning					
		4. Read to Succeed: Assessment Plan					
		5. Read to Succeed: Instructional Plan					
		6. Read to Succeed: Parent and Family Involvement					
		7. Read to Succeed: District Community Partnerships					
Performance Goal 1.2c: (Statement of desired progress or result over 5 years)	By 2021, the achievement of students in K-2 will continue to improve by 2% each year.						
Interim Performance Goal: (One year goal)	By 2019, the percentage of students in grades K-2 meeting the Measures of Academic Progress (MAP) growth targets (fall to spring) will increase by 2% each year.						
Data Source(s): (List types of data that will be collected or examined to measure progress)	Measures of Academic Progress (MAP) Math						
Overall Measures	Average Baseline		2016-17	2017-18	2018-19	2019-20	2020-21
Source: MAP - Grade K	75.4%	Projected	N/A	77.4%	90.3%	92.3%	94.3%
<i>*Represents projections of improvement</i>		Actual	75.4%	88.3%			
Source: MAP - Grade 1	66.9%	Projected	N/A	68.9%	70.9%	72.9%	74.9%
<i>*Represents projections of improvement</i>		Actual	66.9%	62.5%			
Source: MAP - Grade 2	52.0%	Projected	N/A	54.0%	64.5%	66.5%	68.5%
<i>*Represents projections of improvement</i>		Actual	52.0%	62.5%			
*Baseline year is 2016-17 because this is a new goal.							

Orchard Park Elementary School Improvement Plan 2016-2021

Performance Goal Area:	X	Student Achievement	District Goal 1: Teaching and Learning				
		District Priority	District Goal 2: Continuous Improvement				
		Teacher/Administrator Quality	District Goal 3: Leadership and Communication				
		School Climate	District Goal 4: Safe, Supportive, Inviting Schools				
		1. Read to Succeed: Leadership					
	X	2. Read to Succeed: Student Outcomes					
		3. Read to Succeed: Professional Learning					
		4. Read to Succeed: Assessment Plan					
		5. Read to Succeed: Instructional Plan					
		6. Read to Succeed: Parent and Family Involvement					
		7. Read to Succeed: District Community Partnerships					
Performance Goal 1.3: (Statement of desired progress or result over 5 years)	By 2021, 94% of students in grades K-5 will score at benchmark.						
Interim Performance Goal: (One year goal)	By 2019, 90% of students in grades K-5 will score at benchmark.						
Data Source(s): (List types of data that will be collected or examined to measure progress)	Fountas Pinnell						
Overall Measures	Average Baseline		2016-17	2017-18	2018-19	2019-20	2020-21
Source:	85.2%	Projected	86%	88%	90%	92%	94%
<i>*Represents projections of improvement</i>		Actual	84%	83%			

Orchard Park Elementary School Improvement Plan 2016-2021

Performance Goal Area:	X	Student Achievement	District Goal 1: Teaching and Learning				
		District Priority	District Goal 2: Continuous Improvement				
		Teacher/Administrator Quality	District Goal 3: Leadership and Communication				
		School Climate	District Goal 4: Safe, Supportive, Inviting Schools				
		1. Read to Succeed: Leadership					
	X	2. Read to Succeed: Student Outcomes					
		3. Read to Succeed: Professional Learning					
		4. Read to Succeed: Assessment Plan					
		5. Read to Succeed: Instructional Plan					
		6. Read to Succeed: Parent and Family Involvement					
		7. Read to Succeed: District Community Partnerships					
Performance Goal 1.4: (Statement of desired progress or result over 5 years)	By 2021, 86% of students in grades 3-5 will meet standard on the SC Ready Assessment for English Language Arts. By 2021, 85.9% of students in grades 3-5 will meet standard on the SC Ready Assessment for Math.						
Interim Performance Goal: (One year goal)	By 2019, 82% of students in grades 3-5 will meet standard on the SC Ready Assessment for English Language Arts. By 2019, 81.9% of students in grades 3-5 will meet standard on the SC Ready Assessment for Math.						
Data Source(s): (List types of data that will be collected or examined to measure progress)	SC Ready ELA SC Ready Math						
Overall Measures	Average Baseline		2016-17	2017-18	2018-19	2019-20	2020-21
Source: ELA	76.0%	Projected	78.0%	80.0%	82.0%	84.0%	86.0%
<i>*Represents projections of improvement</i>		Actual	67.2%	70.8%			
Source: Math	73.5	Projected	75.5%	79.9%	81.9%	83.9%	85.9%
<i>*Represents projections of improvement</i>		Actual	77.9%	76.8%			

Orchard Park Elementary School Improvement Plan 2016-2021

Performance Goal Area:	X	Student Achievement	District Goal 1: Teaching and Learning				
		District Priority	District Goal 2: Continuous Improvement				
		Teacher/Administrator Quality	District Goal 3: Leadership and Communication				
		School Climate	District Goal 4: Safe, Supportive, Inviting Schools				
		1. Read to Succeed: Leadership					
		2. Read to Succeed: Student Outcomes					
		3. Read to Succeed: Professional Learning					
		4. Read to Succeed: Assessment Plan					
		5. Read to Succeed: Instructional Plan					
		6. Read to Succeed: Parent and Family Involvement					
		7. Read to Succeed: District Community Partnerships					
Performance Goal 1.5: (Statement of desired progress or result over 5 years)		By 2021, 91% of students in grades 4 will meet standard on PASS Science Assessment. By 2021, 96% of students in grades 5 will meet standard on PASS Social Studies Assessment.					
Interim Performance Goal: (One year goal)		By 2019, 89% of students in grades 4 will meet standard on PASS Science Assessment. By 2019, 94% of students in grades 5 will meet standard on PASS Social Studies Assessment.					
Data Source(s): (List types of data that will be collected or examined to measure progress)		PASS Science PASS Social Studies					
Overall Measures	Average Baseline		2016-17	2017-18	2018-19	2019-20	2020-21
Source: Science	90.3%	Projected	91.0%	71.9%	89.0%	90.0%	91.0%
<i>*Represents projections of improvement</i>		Actual	69.9%	87.8%			
Overall Measures	Average Baseline		2016-17	2017-18	2018-19	2019-20	2020-21
Source: Social Studies	91.8%	Projected	92.0%	93.0%	94.0%	95.0%	96.0%
<i>*Represents projections of improvement</i>		Actual	89.3%	85.1%			

Orchard Park Elementary School Strategic Plan 2016-2021

Performance Goal Area:	X	Student Achievement	District Goal 1: Teaching and Learning				
		District Priority	District Goal 2: Continuous Improvement				
		Teacher/Administrator Quality	District Goal 3: Leadership and Communication				
		School Climate	District Goal 4: Safe, Supportive, Inviting Schools				
		1. Read to Succeed: Leadership					
	X	2. Read to Succeed: Student Outcomes					
		3. Read to Succeed: Professional Learning					
		4. Read to Succeed: Assessment Plan					
		5. Read to Succeed: Instructional Plan					
		6. Read to Succeed: Parent and Family Involvement					
		7. Read to Succeed: District Community Partnerships					
Performance Goal 1.11: (Statement of desired progress or result over 5 years)	Reduce the Math and Science Achievement Gap by 1% each year. By 2021, reduce the Achievement Gap between African American students and non-African American students by 5% per year.						
Interim Performance Goal: (One year goal)	By 2018, develop a method of measuring the achievement gap in our district to generate baseline data. By 2019, reduce the Achievement Gap between African American students and non-African American students by 5%.						
Data Source(s): (List types of data that will be collected or examined to measure progress)	SC Ready Math Grades 3, 4, 5 and SC PASS Science Grade 4. Gap is defined as the difference in the percentage of students scoring at the meets or exceeds level on the identified assessments.						
Overall Measures	Average Baseline		2016-17	2017-18	2018-19	2019-20	2020-21
Source: SC Ready Math	51.9%	Projected	N/A	TBD	46.9%	41.9%	36.9%
<i>*Represents projections of improvement</i>		Actual	N/A	51.9%			
Source: Pass Science	51.1%	Projected	N/A	TBD	46.1%	41.1%	36.1%
<i>*Represents projections of improvement</i>		Actual	N/A	51.1%			

Orchard Park Elementary School Improvement Plan



Goal Area: Teaching and Learning Continuous Improvement Leadership and Communication Resources, Safety, Student Support

Goal 1: Orchard Park Staff will align the district's curriculum, instruction, and assessment system to ensure teacher effectiveness and maximize student learning.

Strategy 1.1: Orchard Park teachers and staff will implement high quality instruction through common curriculum based standards, research-based instruction, and best practices that prepares students for college, careers, and citizenship.

Measurable Objective #1: By the end of the 2019-2020 school year, each grade level will develop essential standards and common pacing guides for all content areas.

Action Steps	Start Date	End Date	Monitor	Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation
Meet in grade level PLCs to analyze standards and determine what is essential for children at each grade level.	Spring 2016	2017	Continued	Administrators, Reading Coach, Lead Teacher, Grade Level teachers	\$0.00	n/a	PLC Schedule PLC Meeting Notes Essential Standards for each grade level
Develop grade level pacing guides to cover the South Carolina Career and College Readiness Standards.	Fall 2016	ongoing	Continued	Administrators, Reading Coach, Lead Teacher, Grade Level teachers	\$0.00	n/a	Grade Level Pacing Guides based on essential standards
Provide regular opportunities for vertical alignment to discuss essential standards and grade level expectations.	Fall 2016	2017	Continued	Administrators, Reading Coach, Lead Teacher, Grade Level teachers	\$5,000.00	Professional Development Funds	Vertical Team Meeting Minutes

Measurable Objective #2: Each school year, all teachers will receive differentiated professional development to ensure high quality instruction and best practices.

Action Steps	Start Date	End Date	Monitor	Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation
Develop school wide instructional expectations.	Spring 2016	2017	Completed	Administrators, Reading Coach, Lead Teacher, Grade Level teachers	\$0.00	n/a	Non-negotiables for Literacy Instruction Literacy Framework for Instruction
Develop a process for classroom observations and teacher feedback aligned with school wide expectations.	Fall 2016	ongoing	Continued	Administrators, Reading Coach, Lead Teacher, Grade Level teachers	\$0.00	n/a	Walkthrough Schedule Walkthrough results
Create long range professional development plans based on feedback from stakeholders, classroom observations, and student data.	Spring 2016	ongoing	Continued	Administrators, Reading Coach, Lead Teacher, Grade Level teachers	\$0.00	n/a	Grade Level Long Range Plans
Develop and implement a coaching program for all teachers to engage in student centered coaching focused on enhancing student performance based on data.	Spring 2016	ongoing	Continued	Administrators, Reading Coach, Lead Teacher	\$0.00	n/a	Coaching schedule Meeting minutes

Strategy 1.2: Students at Orchard Park will achieve and grow on identified assessment tools.

Measurable Objective #1: By the end of the 2018-2019 school year, 70% of all students will meet growth targets on the Measures of Academic Progress (MAP) assessment in ELA.

Action Steps	Start Date	End Date	Monitor	Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation
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Orchard Park Elementary School Improvement Plan



Goal Area: Teaching and Learning Continuous Improvement Leadership and Communication Resources, Safety, Student Support

Goal 1: Orchard Park Staff will align the district's curriculum, instruction, and assessment system to ensure teacher effectiveness and maximize student learning.

Provide differentiated, core instruction in each classroom.	Fall 2016	ongoing	Continued	Administrators, Reading Coach, Lead Teacher, Grade Level teachers	\$0.00	n/a	Lesson Plans Master Schedule
Create a master schedule that provides time for intentional Tier 2 and 3 instruction as well as opportunities for enrichment.	Spring 2016	ongoing	Continued	Administrators, Reading Coach, Lead Teacher, Grade Level teachers	\$0.00	n/a	Master Schedule Eagle Time (Intervention & Enrichment) expectations
Provide students with problem based learning and hands on opportunities through STEAM initiatives.	Fall 2016	ongoing	Continued	Administrators, Reading Coach, Lead Teacher, Grade Level teachers	\$0.00	n/a	Master Schedule Eagle Time (Intervention & Enrichment) expectations
Student Support Team will meet regularly to support individual students through the MTSS process.	Fall 2016	ongoing	Modified	Administrators, Reading Coach, Lead Teacher, Grade Level teachers	\$0.00	n/a	MTSS Meeting Schedule Meeting Notes

Measurable Objective #2: By the end of the 2018-2019 school year, 70% of all students will meet growth targets on the Measures of Academic Progress (MAP) assessment in Math.

Action Steps	Start Date	End Date	Monitor	Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation
Provide differentiated, core instruction in each classroom.	Fall 2016	ongoing	Continued	Administrators, Reading Coach, Lead Teacher, Grade Level teachers	\$0.00	n/a	Lesson Plans Master Schedule
Create a master schedule that provides time for intentional Tier 2 and 3 instruction as well as opportunities for enrichment.	Spring 2016	ongoing	Continued	Administrators, Reading Coach, Lead Teacher, Grade Level teachers	\$0.00	n/a	Master Schedule Eagle Time (Intervention & Enrichment) expectations
Provide students with problem based learning and hands on opportunities through STEAM initiatives.	Fall 2016	ongoing	Continued	Administrators, Reading Coach, Lead Teacher, Grade Level teachers	\$0.00	n/a	Master Schedule Eagle Time (Intervention & Enrichment) expectations
Student Support Team will meet regularly to support individual students through the MTSS process.	Fall 2016	ongoing	Modified	Administrators, Reading Coach, Lead Teacher, Grade Level teachers	\$0.00	n/a	MTSS Meeting Schedule Meeting Notes

Measurable Objective #3: By the end of the 2018-2019 school year, 90% of all students will read on grade level texts as measured by the Fountas & Pinnell (F&P) reading assessment.

Action Steps	Start Date	End Date	Monitor	Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation
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Orchard Park Elementary School Improvement Plan



Goal Area: Teaching and Learning Continuous Improvement Leadership and Communication Resources, Safety, Student Support

Goal 1: Orchard Park Staff will align the district's curriculum, instruction, and assessment system to ensure teacher effectiveness and maximize student learning.

A minimum of 90 minutes of ELA instruction will be provided each day	Fall 2016	ongoing	Continued	Administrators, Reading Coach, Lead Teacher, Grade Level teachers	\$0.00	n/a	Master Schedule
The balanced literacy model will be followed in each classroom	Fall 2016	ongoing	Continued	Administrators, Reading Coach, Lead Teacher, Grade Level teachers	\$0.00	n/a	Non-negotiables for Literacy Instruction Lesson Plans Framework for Literacy Instruction
Various small group instructional practices will be utilized to allow for differentiated instruction	Fall 2016	ongoing	Modified	Administrators, Reading Coach, Lead Teacher, Grade Level teachers	\$0.00	n/a	Non-negotiables for Literacy Instruction Lesson Plans Framework for Literacy Instruction

Orchard Park Elementary School Improvement Plan 2016-2021

Performance Goal Area:		Student Achievement	District Goal 1: Teaching and Learning				
	X	District Priority	District Goal 2: Continuous Improvement				
		Teacher/Administrator Quality	District Goal 3: Leadership and Communication				
		School Climate	District Goal 4: Safe, Supportive, Inviting Schools				
		1. Read to Succeed: Leadership					
		2. Read to Succeed: Student Outcomes					
		3. Read to Succeed: Professional Learning					
		4. Read to Succeed: Assessment Plan					
		5. Read to Succeed: Instructional Plan					
		6. Read to Succeed: Parent and Family Involvement					
		7. Read to Succeed: District Community Partnerships					
Performance Goal 2.0: (Statement of desired progress or result over 5 years)	By 2021, Orchard Park Elementary will answer "most" for a minimum of 5 of 6 questions on the Using Data to Improve Student Learning and School Performance Survey						
Interim Performance Goal: (One year goal)	By 2019, Orchard Park Elementary will answer "most" for a minimum of 2 of 6 questions on the Using Data to Improve Student Learning and School Performance Survey						
Data Source(s): (List types of data that will be collected or examined to measure progress)	Using Data to Improve Student Learning and School Performance						
Overall Measures	Average Baseline		2016-17	2017-18	2018-19	2019-20	2020-21
Source: % Completing Implementation Continuum	N/A	Projected	1 out of 6	2 out of 6	2 out of 6	4 out of 6	5 out of 6
<i>*Represents projections of improvement</i>		Actual	0 out of 6	1 out of 6	2 out of 6		

Orchard Park Elementary School Improvement Plan



Goal Area: Teaching and Learning Continuous Improvement Leadership and Communication Resources, Safety, Student Support

Goal 2: Orchard Park Staff will implement a comprehensive assessment system that generates a range of data about student learning and system effectiveness and will use results to guide continuous improvement.

Strategy 2.1:	Orchard Park teachers and staff will use formative and summative assessment data to guide classroom instructional practices, meet individual student needs, and monitor student growth.						
Measurable Objective #2.1:	By the end of the 2019-2020 school year, 100% of the teachers at Orchard Park will use a clearly defined and comprehensive student assessment system with fidelity.						
Action Steps	Start Date	End Date	Monitor	Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation
Administer and analyze a variety of benchmark assessments to monitor student growth.	Fall 2016	ongoing	Continued	Administrators, Reading Coach, Lead Teacher, Grade Level teachers	\$0.00	n/a	OPES Assessment Schedule PLC Meeting Minutes
Meet regularly to discuss student growth and mastery of grade level expectations.	Fall 2016	ongoing	Continued	Administrators, Reading Coach, Lead Teacher, Grade Level teachers	\$0.00	n/a	PLC Meeting Schedule & Minutes Data Wall
Administer pre and post assessments for instructional units and use the data to differentiate core instruction.	Fall 2016	ongoing	Continued	Administrators, Reading Coach, Lead Teacher, Grade Level teachers	\$0.00	n/a	Common assessment file PLC Meeting Minutes Lesson Plans
Measurable Objective #2.2:	By the end of the 2019-2020 school year, all grade levels will have consistent grading criteria and common assessments in all content areas.						
Action Steps	Start Date	End Date	Monitor	Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation
Collaborate to create common pre and post assessments in math & ELA and common post assessments in Science & Soc. St. to guide ongoing instruction and ensure student mastery of essential content standards.	Spring 2016	ongoing	Modified	Administrators, Reading Coach, Lead Teacher, Grade Level teachers	\$0.00	n/a	Common assessment file PLC Meeting Minutes Lesson Plans
Monitor student achievement by benchmarking student achievement at least three times a year in math & ELA.	Fall 2016	ongoing	Modified	Administrators, Reading Coach, Lead Teacher, Grade Level teachers	\$0.00	n/a	Common assessment file PLC Meeting Minutes Lesson Plans Grade Level Data Walls
Develop school wide grading practices to ensure consistency for all students.	Fall 2016	ongoing	Continued	Administrators, Reading Coach, Lead Teacher, Grade Level teachers	\$0.00	n/a	PLC Meeting Minutes

Orchard Park Elementary School Improvement Plan 2016-2021

Performance Goal Area:		Student Achievement	District Goal 1: Teaching and Learning				
		District Priority	District Goal 2: Continuous Improvement				
	X	Teacher/Administrator Quality	District Goal 3: Leadership and Communication				
		School Climate	District Goal 4: Safe, Supportive, Inviting Schools				
		1. Read to Succeed: Leadership					
		2. Read to Succeed: Student Outcomes					
		3. Read to Succeed: Professional Learning					
		4. Read to Succeed: Assessment Plan					
		5. Read to Succeed: Instructional Plan					
		6. Read to Succeed: Parent and Family Involvement					
		7. Read to Succeed: District Community Partnerships					
Performance Goal 3.0: (Statement of desired progress or result over 5 years)	By 2021, 96.5% of parents indicate they are satisfied with the effort to get information to parents (communication). By 2021, 90% of parents indicate they are satisfied with the home school relations (leadership). By 2021, 97% of teachers indicated they are satisfied with clear goals (communication). By 2021, 87% of teachers indicate they are satisfied with instructional leadership (leadership).						
Interim Performance Goal: (One year goal)	By 2019, 95.5% of parents indicate they are satisfied with the effort to get information to parents (communication). By 2019, 88% of parents indicate they are satisfied with the home school relations (leadership). By 2019, 95% of teachers indicated they are satisfied with clear goals (communication). By 2019, 85% of teachers indicate they are satisfied with instructional leadership (leadership).						
Data Source(s): (List types of data that will be collected or examined to measure progress)	Parent and Teacher State Survey Data						
Overall Measures	Average Baseline		2016-17	2017-18	2018-19	2019-20	2020-21
Source: Effort to get information to parents question (#50) on SCDE parent survey.	89.3%	Projected	90%	95.0%	95.5%	96.0%	96.5%
<i>*Represents projections of improvement</i>		Actual	94.5	82.5%			
Source: Home school relations question (#16) on SCDE parent survey.	85.3%	Projected	86%	87%	88%	89%	90%
<i>*Represents projections of improvement</i>		Actual	83.8	86.1%			
Source: Clear goals question (#19) on SCDE teacher survey.	72.1%	Projected	75%	80%	95%	96%	97%
<i>*Represents projections of improvement</i>		Actual	79.2	94.5%			

Source: Instructional leadership question (#22) on SCDE teacher survey.	72.1%	Projected	75%	77%	85%	86%	87%
<i>*Represents projections of improvement</i>		Actual	70.8	83.6%			

Orchard Park Elementary School Improvement Plan



Goal Area: Teaching and Learning Continuous Improvement Leadership and Communication Resources, Safety, Student Support

Goal 3: Orchard Park Staff will provide effective leadership and communication at all levels to promote student performance and school effectiveness.

Strategy 3.1: Orchard Park Staff will maintain and communicate a shared purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Measurable Objective #3.1: By 2019-2020, the positive responses on student surveys (SC State Report Card) indicating satisfaction with home-school relations will meet or exceed 93% (Baseline - 91%). The positive responses on parent surveys indicating satisfaction with home-school relations will meet or exceed 75% (Baseline - 70%).

Action Steps	Start Date	End Date	Monitor	Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation
Develop a systematic process for reviewing, revising, and communicating the school's mission and commitments annually to stakeholders.	Fall 2016	Spring 2017	Completed	Administrators, Reading Coach, Lead Teacher, Grade Level teachers	\$0.00	n/a	OPES Leadership Team minutes
Plan events throughout the year focused on our mission statement and commitments.	Spring 2016	ongoing	Continued	Administrators, Reading Coach, Lead Teacher, Grade Level teachers	\$0.00	n/a	OPES School Calendar Agenda items
Strengthen teacher and staff understanding of Professional Learning Communities through ongoing professional development.	Spring 2016	ongoing	Continued	Administrators, Reading Coach, Lead Teacher, Grade Level teachers	\$1,000.00	Professional Development Funds	PLC Agenda items & minutes
Provide consistent opportunities for vertical planning to discuss student performance and school effectiveness.	Fall 2016	ongoing	Continued	Administrators, Reading Coach, Lead Teacher, Grade Level teachers	\$2,500.00	Professional Development Funds	OPES Staff Calendar PLC Meeting Schedule
Create long range plans for professional development based on our school improvement plan.	Fall 2016	ongoing	Continued	Administrators, Reading Coach, Lead Teacher, Grade Level teachers	\$0.00	n/a	PD Schedule PD Agendas

Orchard Park Elementary School Improvement Plan 2016-2021

Performance Goal Area:		Student Achievement	District Goal 1: Teaching and Learning				
		District Priority	District Goal 2: Continuous Improvement				
		Teacher/Administrator Quality	District Goal 3: Leadership and Communication				
	X	School Climate	District Goal 4: Safe, Supportive, Inviting Schools				
		1. Read to Succeed: Leadership					
		2. Read to Succeed: Student Outcomes					
		3. Read to Succeed: Professional Learning					
		4. Read to Succeed: Assessment Plan					
		5. Read to Succeed: Instructional Plan					
		6. Read to Succeed: Parent and Family Involvement					
		7. Read to Succeed: District Community Partnerships					
Performance Goal 4.1: (Statement of desired progress or result over 5 years)	By 2021, the positive responses on student surveys indicating satisfaction with social and physical environment will meet or exceed 95%. By 2021, the positive responses on parent surveys indicating satisfaction with the social and physical environment will meet or exceed 98.3%.						
Interim Performance Goal: (One year goal)	By 2019, the positive responses on student surveys indicating satisfaction with social and physical environment will meet or exceed 93%. By 2019, the positive responses on parent surveys indicating satisfaction with the social and physical environment will meet or exceed 97.9%.						
Data Source(s): (List types of data that will be collected or examined to measure progress)	Satisfaction with social and physical environment question from the South Carolina State Survey for students and parents.						
Overall Measures	Average Baseline		2016-17	2017-18	2018-19	2019-20	2020-21
Source: Student survey (#36)	85.5%	Projected	87.0%	92.0%	93.0%	94.0%	95.0%
<i>*Represents projections of improvement</i>		Actual	90.9	74.2%			
Source: Parent survey (#23)	97.3%	Projected	97.5%	97.7%	97.9%	98.1%	98.3%
<i>*Represents projections of improvement</i>		Actual	93.2	95.4%			

Orchard Park Elementary School Improvement Plan 2016-2021

Performance Goal Area:	Student Achievement	District Goal 1: Teaching and Learning						
	District Priority	District Goal 2: Continuous Improvement						
	Teacher/Administrator Quality	District Goal 3: Leadership and Communication						
	X School Climate	District Goal 4: Safe, Supportive, Inviting Schools						
		1. Read to Succeed: Leadership						
		2. Read to Succeed: Student Outcomes						
		3. Read to Succeed: Professional Learning						
		4. Read to Succeed: Assessment Plan						
		5. Read to Succeed: Instructional Plan						
		6. Read to Succeed: Parent and Family Involvement						
		7. Read to Succeed: District Community Partnerships						
Performance Goal 4.2: (Statement of desired progress or result over 5 years)	By 2021, the positive responses on student surveys indicating satisfaction with the learning environment will meet or exceed 93%. By 2021, the positive responses on parent surveys indicating satisfaction with the learning environment will meet or exceed 98.3%.							
Interim Performance Goal: (One year goal)	By 2019, the positive responses on student surveys indicating satisfaction with the learning environment will meet or exceed 91%. By 2019, the positive responses on parent surveys indicating satisfaction with the learning environment will meet or exceed 97.9%.							
Data Source(s): (List types of data that will be collected or examined to measure progress)	Learning environment question from the South Carolina State Survey for students and parents.							
Overall Measures	Average Baseline		2016-17	2017-18	2018-19	2019-20	2020-21	
Source: Student survey (#18)	88.2%	Projected	89%	90%	91%	92%	93%	
<i>*Represents projections of improvement</i>		Actual	83.2%	81.8%				
Source: Parent survey (#5)	97.3%	Projected	97.5%	97.7%	97.9%	98.1%	98.3%	
<i>*Represents projections of improvement</i>		Actual	90.5	88.1%				

Orchard Park Elementary School Improvement Plan



Goal Area: Teaching and Learning Continuous Improvement Leadership and Communication Resources, Safety, Student Support

Goal 4: Orchard Park will provide exemplary resources and supportive services throughout its entire organization to create an inspiring, learning environment for all our students.

Strategy 4.1: Orchard Park administration, teachers and staff will provide, coordinate and evaluate the effectiveness of support systems to meet the physical, social, and emotional needs of all students.

Measurable Objective #4.1: By 2019-2020, the positive responses on student surveys (SC State Report Card) indicating satisfaction with the social and physical environment will meet or exceed 75% (Baseline - 71%). The positive responses on parent surveys indicating satisfaction with the social and physical environment will meet or exceed 93% (Baseline - 90%).

Action Steps	Start Date	End Date	Monitor	Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation
Continue to provide a clear referral process for guidance.	Spring 2016	ongoing	Continued	Guidance Counselors	\$0.00	n/a	Guidance Referral Process
Continued implementation of the PRIDE matrix.	Spring 2016	ongoing	Continued	Administrators, Reading Coach, Lead Teacher, Grade Level teachers	\$0.00	n/a	OPES PRIDE Matrix Eagle Ticket
Strengthen teacher and staff understanding of Professional Learning Communities through ongoing professional development.	Spring 2016	ongoing	Continued	Administrators, Reading Coach, Lead Teacher, Grade Level teachers	\$1,000.00	Professional Development Funds	PLC Meeting Agendas & Minutes
Maintain high expectations for students and staff.	Spring 2016	ongoing	Continued	Administrators, Reading Coach, Lead Teacher, Grade Level teachers	\$0.00	n/a	Student and Staff Handbook
Explore and implement a school wide behavior system to promote a positive school climate.	Fall 2016	Fall 2017	Continued	Administrators, Reading Coach, Lead Teacher, Grade Level teachers	\$2,500.00	Professional Development Funds	New behavior programs

R2S Exemplary Literacy Reflection Tool 2018-19

Please respond to each item with (1)Rarely, (2)Sometimes, or (3)Routinely

Email address *

johnsonm@fortmillschools.org

School Name *

OPES ▾



This school documents and monitors the reading and writing assessment and instruction planned for all students and the interventions provided to all struggling readers who are not able to comprehend grade-level texts.

A1 *

Teachers use a comprehensive formative assessment system.

	1	2	3	
Rarely	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Routinely

A2 *

Teachers make instructional decisions for students based on data.

	1	2	3	
Rarely	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Routinely

A3 *

Teachers work together in teams to collect and analyze data, establish goals and look-fors for students, and create action plans for students.

	1	2	3	
Rarely	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Routinely

A4 *

Teachers collect and analyze data to determine targeted, effective in-class intervention.

	1	2	3	
Rarely	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Routinely

B

This school provides supplemental instruction by teachers who have a literacy teacher add-on endorsement and is offered during the school day and, as appropriate, before or after school in book clubs, through a summer reading camp, or both.

B1 *

Teachers notice, teach, and prompt for use of strategic reading behaviors.

	1	2	3	
Rarely	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Routinely

B2 *

Teachers and students collaborate to set measurable short-term goals aimed at growing students' reading behaviors and make strategic plans outlining how these goals will be accomplished.

	1	2	3	
Rarely	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Routinely

B3 *

Teachers provide targeted, effective in-class intervention which must provide individual and small-group instruction; and must be 30 minutes in addition to 90 minutes of daily reading and writing instruction.

	1	2	3	
Rarely	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Routinely

C

This school utilizes a system for helping parents understand how they can support the student as a reader at home.

C1 *

Teachers provide opportunities for parent involvement with literacy development including parent workshops, parent conferences, and newsletters.

	1	2	3	
Rarely	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Routinely

D

This school provides for the reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data.

D1 *

Teachers ensure that instruction is short and focused so that students practice new behaviors and processes by reading and writing authentic texts for the majority of the instructional time.

	1	2	3	
Rarely	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Routinely

D2 *

Teachers monitor student engagement in reading and writing and use this data to confer with students.

	1	2	3	
Rarely	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Routinely

D3 *

Teachers use Shared Reading Experiences (literary texts and informational texts) and Shared Writing to scaffold student success and build fluency.

	1	2	3	
Rarely	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Routinely

D4 *

Teachers use shared writing experiences to scaffold student success and build fluency.

	1	2	3	
Rarely	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Routinely

D5 *

Teachers teach, guide, and support students in how to independently use strategies to construct meaning and monitor deep understandings using challenging texts.

	1	2	3	
Rarely	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Routinely

D6 *

Teachers facilitate interactions so that students are productively and actively engaged in constructing meaning by reading, writing, listening, speaking, and inquiring.

	1	2	3	
Rarely	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Routinely

D7 *

Teachers provide opportunities for students to develop deep conceptual knowledge in a discipline by using the habits of reading, writing, talking, and thinking, which that discipline values and uses. (McConachie [et.al](#), 2006)

	1	2	3	
Rarely	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Routinely

Untitled Section

D8 *

Teachers use the South Carolina College and Career Ready Standards when planning instruction.

	1	2	3	
Rarely	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Routinely

E

This school ensures that students are provided with wide selections of texts over a wide range of genres and written on a wide range of reading levels to match the reading levels of students.

E1 *

Teachers provide students choice in what they read, write, and research.

	1	2	3	
Rarely	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Routinely

E2 *

The teachers monitor reading and writing engagement and use that data to conference with students when needed to increase reading and writing volume.

	1	2	3	
Rarely	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Routinely

E3 *

Teachers reflect on and eliminate activities that interfere with text reading and writing.

	1	2	3	
Rarely	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Routinely

E4 *

Teachers establish and directly teach routines and procedures, so that students know what to do in order to maximize time.

	1	2	3	
Rarely	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Routinely

E5 *

Teachers ensure there are ample texts (both informational and literary) and other materials available in their classrooms.

	1	2	3	
Rarely	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Routinely

F

This school provides teacher and administrator training in reading and writing instruction.

F1 *

Teachers participate in professional learning opportunities based on data through, study groups, collaboration with school coach, book clubs, teacher action research, collaborative planning, and peer coaching.

	1	2	3	
Rarely	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Routinely

F2 *

Administrators participate in professional learning opportunities within and outside the school based on personal needs and/or school-wide data: Study groups, Collaboration with school coach, Book Clubs

	1	2	3	
Rarely	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Routinely

G

This school develops strategically planned partnerships with county libraries, state and local arts organizations, volunteers, social service organizations, community partners and school media specialists to promote reading and writing.

G1 *

Teachers and/or schools participate in strategically planned and developed partnerships in order to promote reading and writing. County libraries are used to increase the volume of reading in the community over the summer. State and local arts organizations. Volunteers. Social service organization. School media specialists.

	1	2	3	
Rarely	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Routinely

G2 *

Specific actions are taken to foster partnerships.

	1	2	3	
Rarely	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Routinely

H

This school embeds practices reflective of an exemplary literacy-rich environment.

H1 *

Teachers use predictable structures (Immersion, Investigation, Coalescing, and Going Public) so that students construct knowledge by reading and writing authentic texts for most of the instructional time.

	1	2	3	
Rarely	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Routinely

H2 *

Teachers integrate content-specific reading, writing, & researching into ELA to provide the authentic experiences necessary to become more proficient researchers and readers and writers.

	1	2	3	
Rarely	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Routinely

H3 *

Teachers provide large blocks of time for instruction & practice for students to sustain work on reading, writing, and researching.

	1	2	3	
Rarely	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Routinely

H4 *

Teachers ensure texts and materials are organized and easily accessible by students.

	1	2	3	
Rarely	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Routinely

H5 *

Teachers ensure texts and other materials are appropriate for the readers and writers in their classrooms.

	1	2	3	
Rarely	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Routinely

H6 *

Teachers prominently display artifacts reflective of student learning.

	1	2	3	
Rarely	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Routinely

H7 *

Teachers immerse students in print-rich environments.

	1	2	3	
Rarely	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Routinely

Analysis of Data

Strengths *

Provide strong professional development opportunities to further teacher growth.

Provide students time to read daily and provide students' access to various types of text.

Possibilities for Growth *

Consistency in collaborative unit planning, implementation and assessment in the areas of reading and writing.

Continued learning of small group instruction.

Goals and Action Steps Based on Analysis of Data

Goal 1 *

In 2019-2020 school year 100% of teachers will implement a common curriculum in reading and writing to provide consistency across grade levels to support student learning.

Goal 1 - Action Steps *

Define a common reading and writing curriculum.

Provide time and support for grade level unit planning based on team long range plans.

Continued professional development opportunities. (coaching cycles, peer classroom observations, weekly planning time, etc.)

Provide instructional resources if needed to support curriculum.

Continue to use use and analyze common assessments to measure student achievement and growth.

Goal 2 (Optional)

Goal 2 - Action Steps (Optional)

Goal 3 (Optional)

Goal 3 - Action Steps (Optional)

This form was created inside of Fort Mill School District.

Google Forms