

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Performance Goal 1.2: (Statement of desired progress or result over 5 years)	No longer applicable						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 2019, 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 Therefore, this goal is no longer active on our plan.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

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		School Climate	District Goal 4: Safe, Supportive, Inviting Schools				
		1. Read to Succeed: Leadership					
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		4. Read to Succeed: Assessment Plan					
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		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%	69.3%	N/A	N/A
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%	57.1%	N/A	N/A
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%	55.9%	N/A	N/A
*Baseline year is 2016-17 because this is a new goal.							

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		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%	66.9%	N/A	N/A
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%	65.2%	N/A	N/A
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%	44.9%	N/A	N/A
*Baseline year is 2016-17 because this is a new goal.							

Orchard Park Elementary School Improvement Plan 2016-2021

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		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 2020, 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%	86.9%		

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		1. Read to Succeed: Leadership					
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		3. Read to Succeed: Professional Learning					
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		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 2020, 84% of students in grades 3-5 will meet standard on the SC Ready Assessment for English Language Arts. By 2020, 83.9% 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%	76.6%		
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%	75.6%		

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		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					
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		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 2020, 90% of students in grades 4 will meet standard on PASS Science Assessment. By 2020, 95% 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%	76.5%		
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%	88.9%		

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				
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		1. Read to Succeed: Leadership					
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		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 2020, 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%	36.2%	31.2%
<i>*Represents projections of improvement</i>		Actual	N/A	51.9%	41.2%		
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%	69.3%		

Orchard Park Elementary School Improvement Plan



Goal Area: Student Achievement District Priority Teacher/Administrator Quality School Climate

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 2019-2020 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
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 2019-2020 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

Orchard Park Elementary School Improvement Plan



Goal Area: Student Achievement District Priority Teacher/Administrator Quality School Climate

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 #3: By the end of the 2019-2020 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
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

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		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 2020, Orchard Park Elementary will answer "most" for a minimum of 4 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		

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Goal Area: Student Achievement District Priority Teacher/Administrator Quality School Climate

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

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	School Climate	District Goal 4: Safe, Supportive, Inviting Schools					
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	3. Read to Succeed: Professional Learning						
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	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 2020, 96% of parents indicate they are satisfied with the effort to get information to parents (communication). By 2020, 89% of parents indicate they are satisfied with the home school relations (leadership). By 2020, 96% of teachers indicated they are satisfied with clear goals (communication). By 2020, 86% 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%	88.0%		
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%	75.0%		
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%	90.6%		
Source: Instructional leadership question (#22) on SCDE teacher survey.	72.1%	Projected	75%	77%	85%	86%	87%

**Represents projections of improvement*

Actual

70.8

83.6%

75.5%

Orchard Park Elementary School Improvement Plan



Goal Area: Student Achievement District Priority Teacher/Administrator Quality School Climate

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

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		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 2020, the positive responses on student surveys indicating satisfaction with social and physical environment will meet or exceed 94%. By 2020, the positive responses on parent surveys indicating satisfaction with the social and physical environment will meet or exceed 98.1%.						
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%	82.2%		
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%	90.2%		

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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 2020, the positive responses on student surveys indicating satisfaction with the learning environment will meet or exceed 92%. By 2020, the positive responses on parent surveys indicating satisfaction with the learning environment will meet or exceed 98.1%.							
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%	78.9%			
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%	82.6%			

Orchard Park Elementary School Improvement Plan



Goal Area: Student Achievement District Priority Teacher/Administrator Quality School Climate

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