

2015-2016 Academic School



Report to the Parents

Orchard Park Elementary School

April 2016

Mission Statement

The mission of Orchard Park Elementary School is to develop responsible, productive, life long learners by providing an inviting learning environment with high standards of success for all students in partnership with home and community.

OPE Vision—The vision of Orchard Park Elementary is to create engaging, rigorous, and relevant learning opportunities for students to develop interpersonal skills along with an intrinsic work ethic. Our students will become independent, collaborative, innovative, life-long learners prepared for post-secondary education and the ever changing global economy.

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Special points of interest:

- BUZZ—Academic Assistant Time
- Intervention Teachers
- Reading and Math Coaches



OPE Belief Statements . . .

We believe that...

The achievement of high standards of learning is expected of all of our students.

Students need to not only develop a deep understanding of essential knowledge and skills, but also need to develop the capacity to apply their learning in authentic contexts, and to reason, solve problems, and produce quality work.

Curriculum and instructional practices should incorporate a variety of learning activities to accommodate differences in learning styles.

The utilization of technology, in various forms, is essential to the success of students and staff.

A safe, inviting, and physically comfortable environment promotes student learning.

A student's self-esteem is enhanced by positive relationships and mutual respect among and between students and staff.

Effective collaboration and communication with home and community is essential to the success of our school.

Purpose of this Report

The purpose of this report is to share with parents the goals and achievements of Orchard Park Elementary School for the year 2015-16. Our plan is to help all students develop the world class skills and life and career characteristics of the Profile of the South Carolina Graduate with a variety of programs and practices geared towards teaching critical thinking, problem solving, and interpersonal skills. Orchard Park teachers and staff continues to be dedicated and committed to preparing our students to become college and career ready.

Orchard Park continues to make improvements in student achievement as indicated by MAP, ACT Aspire, and SC PASS data in comparison to the district and state schools like ours. Our areas of focus have been on reading, writing, and math. As a Title I school, we have been able to provide additional assistance to students in individual and small group settings. We have purchased instructional materials which include books, computers, and supplies to supplement our curriculum and instruction.



Celebrating 100 Days of School



Sodexo's Future Chef Event



Battle of the Books Participants

*"It is easier to build strong children
than to repair broken men."*
Frederick Douglass

OPE 2015-16 School Improvement Council

Butch Rowland, Chair	Jackie Foster, Parent
<u>Appointed Members</u>	Kim Goss, Parent
Sam Dickson, Community	Kelley LeRoy, Parent
Steve Gourdin, Community	Marsha Mayfield, Teacher
Zachary Hinton, Community	Jennifer Miller, Parent
<u>Elected Members</u>	Tori Moorehead, Parent
Laura Addis, Teacher	Angie Wike, Parent
Belinda Cummings, Teacher	<u>Ex-Officio</u>
Mary Davis, Parent	Rosemary A. Wise, Principal
Rosalia Diaz, Parent	Sherrie McAllister, Asst. Principal
Teresa Field, Parent	

OPE School Profile

Total Students	381
Females—181	Males—200
White	331
African American	13
Latino	22
Two or More Races	10
Other	5
Free/Reduced Lunch	74%

Academic Assistance

During the 2015-16 school year, a new academic assistance program was instituted. The period known as BUZZ proves academic assistance and acceleration for students based on their academic levels. Students are served for 45 minutes in ELA on Mondays, Tuesdays, and Wednesdays. Math is done on Thursdays and Fridays.

Coaches

OPE is fortunate to have a full-time reading coach as required by the new SC Read to Succeed Act. In addition, we also have a math coach. The role of both coaches is to advise and support teachers with instruction, curriculum, planning, materials, interventions, and assessments. They also model lessons and teaching strategies.

Intervention Teachers

These teachers work one-on-one or in small groups with students who lag behind their grade level peers and who need intervention in a separate classroom. They also spend time helping other non-intervention students when assisting in the regular classroom. They develop lessons in collaboration with the regular classroom teachers to provide students the extra support.

Achievement Data (2015-2016 Academic Year)

Reading

Orchard Park continues to make improvements in reading achievement as indicated by MAP. As indicated, all grade levels showed growth from winter to spring. Grades 2 and 5 performances were above the national norm. Through comprehensive professional development, professional learning communities and data analysis, teachers have worked to target areas of weaknesses to better address the reading needs of their students.

Through our Title 1 monies, we were able to employ three intervention teachers to work with our students who fall in the 25th and below percentile. A reading coach works with our teachers and students to promote proficiency in both reading and writing.

Measuring Academic Progress (MAP)

2015-2016 Mean RIT for Reading—Winter

	OPE	District	Norm
Kindergarten	145.8	151.1	151.3
1st grade	163.1	171.4	171.5
2nd grade	181.3	184.1	184.2
3rd grade	192.7	195.2	195.6
4th grade	200.2	203.0	203.6
5th grade	208.5	211.0	209.8

Measuring Academic Progress (MAP)

2015-2016 Mean RIT for Reading—Spring

	OPE	District	Norm
Kindergarten	154.0	**	158.1
1st grade	170.8	**	177.5
2nd grade	189.9	**	188.7
3rd grade	194.9	**	198.6
4th grade	203.9	**	205.9
5th grade	212.3	**	211.8

**unavailable for reporting at this time

Performance is above the norm

Math

Students in all grades showed significant gains in their MAP scores for winter to spring. Students in grade 5 performance was at the national norm. Teachers are using several different online programs such as Extra Math to help with math facts, Reflex Math, and IXL. The intervention teachers work with students who fall in the 25th and below percentile during the academic assistance period twice a week.

Through our Title 1 monies, we were able to employ a math coach to assist teachers with data analysis, curriculum and instruction.

Measuring Academic Progress (MAP)

2015-2016 Mean RIT for Math—Winter

	OPE	District	Norm
Kindergarten	147.7	149.7	151.5
1st grade	166.9	174.7	173.8
2nd grade	184.2	187.9	186.4
3rd grade	195.6	196.9	198.2
4th grade	204.6	206.7	208.7
5th grade	215.7	217.0	217.2

Measuring Academic Progress (MAP)

2015-2016 Mean RIT for Math—Spring

	OPE	District	Norm
Kindergarten	156.3	**	159.1
1st grade	175.3	**	180.8
2nd grade	191.0	**	192.1
3rd grade	200.1	**	203.4
4th grade	210.7	**	213.5
5th grade	221.3	**	221.4

**unavailable for reporting at this time

Performance is at the norm



All Pro Dads Monthly Breakfast



Tailgating at Literacy Night

OPE 2015-16 Teacher, Staff, and Volunteer of the Year



Teacher of the Year

Marsha Mayfield, Second Grade



Support Staff

Debbie Sloan, Data-Base Clerk



Volunteer

Linda White

OPE Brag Board



Alaina Howell

Oconee Tornado Poster Winner



Leah Johns

OPE Future Chef Winner



Alyssa Cox

District Math Madness Winner

