

U.S. Department of Education
2016 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Jonathan Wolf

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Orchard Park High School

(As it should appear in the official records)

School Mailing Address 4040 Baker Road

(If address is P.O. Box, also include street address.)

City Orchard Park State NY Zip Code+4 (9 digits total) 14127-2052

County Erie County

Telephone (716) 209-6242 Fax _____

Web site/URL http://opschools.org E-mail jwolf@opschools.org

Twitter Handle _____ Facebook Page _____ Google+ _____
https://twitter.com/opschools http://www.facebook.com/opcsd

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Mr. Matthew McGarrity E-mail mmcgarrity@opschools.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Orchard Park Central Schools Tel. (716) 209-6280

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Natalie Schaffer
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 4 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 6 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	180	200	380
10	203	185	388
11	196	167	363
12 or higher	201	183	384
Total Students	780	735	1515

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 2 % Asian
 - 1 % Black or African American
 - 2 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 92 % White
 - 1 % Two or more races
- 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 2%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2014 until the end of the 2014-2015 school year	6
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	21
(3) Total of all transferred students [sum of rows (1) and (2)]	27
(4) Total number of students in the school as of October 1, 2014	1551
(5) Total transferred students in row (3) divided by total students in row (4)	0.017
(6) Amount in row (5) multiplied by 100	2

6. English Language Learners (ELL) in the school: 1 %
1 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):

Chinese

7. Students eligible for free/reduced-priced meals: 12 %
Total number students who qualify: 180

8. Students receiving special education services: 10 %
158 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|---------------------------------|------------------------------------------------|
| <u>3</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>20</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>120</u> Specific Learning Disability |
| <u>3</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>2</u> Visual Impairment Including Blindness |
| <u>10</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

9. Number of years the principal has been in her/his position at this school: 8
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	4
Classroom teachers	71
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	43
Paraprofessionals	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	9

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 13:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	97%	97%	96%	96%	96%
High school graduation rate	98%	96%	97%	97%	99%

13. **For high schools only, that is, schools ending in grade 12 or higher.**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

Post-Secondary Status	
Graduating class size	381
Enrolled in a 4-year college or university	68%
Enrolled in a community college	23%
Enrolled in career/technical training program	1%
Found employment	7%
Joined the military or other public service	1%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

The Orchard Park High School, in partnership with families and community, will prepare our students to: Achieve their fullest potential; Develop critical thinking, creativity, and character; Become healthy, lifelong learners; Be responsible and contributing members of an ever-changing and global society. We will give our students the vision to reach for the stars, the skills and fortitude to climb the ladder, and the wisdom to appreciate the beauty of the journey.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SUMMARY

Orchard Park, a community of 25,000 persons, lies less than ten miles southeast of the city of Buffalo, New York. Orchard Park is proud of its cultural and educational offerings such as the Orchard Park Symphony, Summer concert series at the Orchard Park Pavilion, Erie Community College (South Campus) and Ralph Wilson Stadium which houses the Buffalo Bills of the National Football League, a large number of diverse faith-based organizations, the largest park in Erie County, Chestnut Ridge Park, and extensive community based athletic opportunities like Little League baseball and football. Orchard Park's location and access to excellent transportation systems, coupled with the appealing character of the community, make it an ideal place for business and industry. The Orchard Park School District is comprised of a cross section of managerial, professional, industrial, and service occupation groups. Residents encourage and participate in the numerous cultural and academic activities within the schools as well as throughout the Niagara Frontier region. Numerous annual events including the Quaker Days, a week long celebration of Orchard Park's history and heritage, The Quaker Arts Festival, New Years Eve ball drop, and Independence day celebration, Quakerman Triathlon reflect Orchard Park's tremendous sense of community spirit and pride. Orchard Park students are active participants and supporters of school athletic and cultural events. Co-curricular clubs are very popular with the student body and annually fund raise thousands of dollars for local charities, cancer research and families in need.

Orchard Park High School serves approximately 1600 students in grades 9-12. The school, led by the high school principal, is organized into three houses of approximately 530 students in grades 9-12. Each house is headed by a house principal with two counselors, one secretary, one attendance aide, and approximately 43 teachers in the following content areas: House I: Art, Business, Music, Special Education, Technology Education and Physical Education/Health; House II: Earth Science, Mathematics and Social Studies; House III: Biology, Chemistry, English, Physics and Languages Other Than English (LOTE).

The students within each house are assigned to a core of grade level homerooms. In turn, each homeroom is assigned one of the guidance counselors located in the house office. Homerooms are kept intact throughout the student's four-year high school career. This aspect of the house plan affords the student and family common and continuous contact with the school through the house principal, guidance counselor, and the homeroom teacher. In a large school such as Orchard Park High School, student and faculty identification is easier to achieve with an organizational scheme such as the house plan. Our house plan high school truly provides the program advantages of a large school, yet maintains the closeness of a smaller school.

Orchard Park High School is a learning community committed to a strong tradition of academic excellence. OPHS has historically ranked in the top 10 schools for academic excellence, according to Buffalo's Business First publication, which annually ranks over 130 high schools in the 8 counties of Western New York, using the NYS Regents performance, AP scores, and graduation rates. Recently OPHS was determined by New York State to be the #2 HS in Upstate NY in regards to college and career readiness based on NYS regents exam results and diploma type. Everyday the principals, teachers and staff believe that maintaining this excellence stems from the practice of educating the whole child. By emphasizing the intellectual, social, emotional and physical development, each child is able to achieve their fullest potential.

Curriculum integration is the foundation of our school's instructional philosophy, allowing for maximized teaching time. When teachers practice curriculum integration they are able to create lessons and units that delve deeper into the curriculum, engaging students in developing critical thinking skills. Reading and writing are integrated into all subject areas, including electives. In mathematics, for example, students are not only expected to be engaged in problem solving, but are taught through higher level thinking skills how to explain the mathematical process and how they arrived at their answers.

Our co-curricular teachers provide Orchard Park High School students with valuable opportunities for healthy, lifelong learning. All students in grades nine through twelve experience mathematics, English, social studies, science, physical education, art, music, business, and technology. Physical education at all levels, focuses on sportsmanship and the importance of active, healthy lifestyles. Our library media specialists collaborate with classroom teachers on extended curriculum embedded research projects. Critical to the success of Orchard Park High School is parent and community engagement. We are fortunate to have parents who seek participation on school shared decision making (SDM) bodies such as; High School Advisory Committee (HSAC), Building Effectiveness Team (BET), Instructional Leaders Council (ILC) and our student governing body; Students, Teachers, Administrators, Parents and Community (STAP-Comm). This level of engagement affords parents and community members the opportunity to provide input at the decision making level, generating a true vested interest in our school. Orchard Park High School also hosts Volunteer Training Programs to prepare family members for classroom volunteer and co-curricular assignments. Our school is also fortunate to have an active Parent Teacher Organization (PTO). The PTO has a long established tradition of engaging families by sponsoring free or low cost events such as our annual; "Post Prom" event which is attended by nearly all students who attend prom, numbering over 400 students. During school dances the PTO volunteers time and resources for coat check and refreshment areas. The PTO also volunteers during the school day as well; selling tickets to dances, musicals, plays, as well as assisting with yearbook sales. The Foundation for Academic Excellence, an outside group of community members who support public education, provides students with academic programming, field trips and technology equipment.

Orchard Park High School administration, teachers and staff believe we must prepare our students to become responsible contributing members of an ever-changing and global society. In doing so, building strong character in the school setting is paramount. We have a Bullying Prevention Coordinating Committee (BPCC) that oversees our enactment of the Olweus Bullying Prevention Program, since 2011. Students are a part of a monthly character education lesson, which includes bullying issues, peer relations, and inclusive behavior, in their homerooms for thirty minutes. This program is a research-based, school-wide "systems change" program that has been used successfully in schools nationally and internationally. The Orchard Park High School Community believes that we provide our students with skills and confidence to become healthy, lifelong learners and builders of their future.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Orchard Park High School is dedicated to effective teaching and successful learning for all students. We believe our curriculum encourages creativity, individuality, problem solving and the confidence which enables people to think, speak and work together. Our curriculum is an evolving document. As we interpret data from students' assessments, we continually reflect upon our instructional practices. Our teachers have shown as the Common Core curriculum is rolled out by New York State that they are willing and eager to adapt their instruction to meet the standards and the needs of our students.

One vital aspect of the house organization at Orchard Park is the assignment of subject areas and faculty to houses. House I contains the following departments: art, business, health, music, physical education, special education and technology education. House II consists of earth science, math, media and social studies. English, biology, chemistry, languages, and physics are found in House III. The goal of the assignment of subject areas to different houses is to provide for the most efficient utilization of facilities including materials, planning areas, and for the adoption of various teaching strategies. In addition, the house principal provides the leadership for communication of departmental concerns such as budget, scheduling, and curriculum planning.

Orchard Park High School's program of studies is comprehensive in nature with extensive education facilities available to serve those programs. The academic courses cover a wide variety of offerings in advanced placement, college preparatory, preparatory courses for two year and technical schools as well as small group remediation as needed. Our Career and Technical Education (CTE) programs are enhanced by a wide variety of one- and two-year courses at separate CTE centers serving juniors and seniors.

English Language Arts

The English program aims, in its four-year sequence, to cultivate interest and competence in language, literature, and oral communication. The program is intended to assure steady growth in the student's ability to write and speak with clarity; to read with understanding, appreciation and insight; and to think effectively. English 9,10,11 include frequent practice in writing and speaking, attentive study of selected books, and close attention to problems in the nature and use of the language. Increased command of vocabulary, spelling, usage, and punctuation are a continuing concern in all English classes. The 12th year elective program, which is also available to 11th graders, is designed to meet student interests and needs at various levels. Some electives include British Literature, Drama, Sports Literature, and Creative Writing. In an effort to meet the needs of high achieving students, OPHS offers Honors and Advanced Placement courses in grades 9-12. The English Department provides summer reading lists for all students, and every elective has a course-specific required reading assignment that must be completed before the class begins.

Math

The high school mathematics program will prepare students with varying needs and abilities to think and reason logically. The program will provide opportunities for students to continue their study of mathematics through all four years of high school. Students should develop an understanding of the real number system, improve and sharpen quantitative reasoning and computational skills, gain an understanding of the nature of mathematical proofs and techniques of critical thinking, and attain an appreciation of the role of mathematics in today's world.

Several courses are offered that match student ability. Fundamentals of Algebra is a course for students who have experienced some difficulty with mathematics and are not yet ready to enter Integrated Algebra I. This course will develop essential skills needed for algebra and problem solving strategies for "real-world" problems. Geometry B is designed to teach the essential concepts of Geometry to students who struggled in Algebra. For students who wish to extend their learning, Computer Programming courses are offered that focus on coding. Students may also take advantage of the AP Calculus AB and BC courses.

Social Studies

The Social Studies department of Orchard Park High School seeks to develop an awareness of individual worth and a spirit of cooperation within the larger society. The teaching of facts and skills are important, but far more so are the values learned from working with people, their monuments, ideas, mistakes and successes. The social studies curriculum ties together all facets of learning by teaching the understanding of history as the collective memory of the human race. Social studies programs in the 9th, 10th, and 11th grades give the students a foundation in geography, global history and American studies. These courses are offered in Honors and/or Advanced Placement levels for students who wish to challenge themselves. The 12th year program allows students to concentrate on government and economics. Students are also encouraged to extend their learning by selecting from our elective offerings, which include Crime or Punishment in Society, Canadian Studies, and American's Visual Edge.

Science

The science program has been designed to provide a variety of courses at various levels of difficulty in order to give all students the opportunity to increase their understanding and appreciation of the natural world in which they live. They will study the methods of scientific inquiry and learn the fundamental skills and attitudes which scientific study requires. All science courses include class discussion, demonstrations and individual laboratory work. The laboratory work reinforces the basic factual material discussed during class lecture periods and permits the students to develop their problem-solving skills. Students are also encouraged to explore their own science interests through individual and group studies, experimentation, and reference and conference work.

Several courses are offered that match student ability. Biology B, General Earth Science, General Chemistry, and General Physics are courses designed to provide the essential information required to complete the New York State Regents Exams. Honors or Advanced Placement courses are offered in Chemistry, Biology and Physics. Our Science Department also provides elective courses in ecology, astrology, and genetics for students who wish to bolster their knowledge.

College and Career Readiness

Advanced/Honors courses are approved by the Orchard Park Board of Education. These courses offer students a more rigorous curriculum. Students must maintain an average that reflects their ability, a strong work ethic and a desire to learn. Advanced Placement courses are approved by the College Entrance Examination Board. Advanced Placement courses are for the superior college-bound student. Teachers follow the advanced placement syllabus. Many colleges grant credit for successful completion of the A.P. We have several college credit courses. The following courses may receive college credit: Accounting Principles I, Banking and Credit with Personal Finance, Computer Aided Drawing (CAD), Construction Technology, iComp II, Photography I combined with Digital Imagery, College Success Skills, Technical Drawing combined with Civil Engineering and Architecture.

In addition to coursework, Orchard Park High School prepares students for their future through internships. The Career Exploration Internship Program (CEIP) offers high school students valuable career experience as they work directly in the profession of their choice.

2. Other Curriculum Areas:

National Academy of Finance Program

Orchard Park students have an opportunity to participate in the nationally renowned Academy of Finance. Students who complete all of the requirements will receive a certificate from the Orchard Park Academy of Finance, a Certified Academy within the National Academy Foundation (NAF), in addition to their Regents Diploma. Students enrolled in this program will acquire the business skills, concepts, and knowledge that are needed in the world of finance. Academy students will participate in a variety of hands-on learning activities such as operating a student-run credit union branch, field trips, classroom speakers, paid internships, and college credit courses. This program is designed for 9-12 grade students, and all interested students are requested to apply to this program during January of their eighth grade year.

Library

The mission of the Library is to teach students and staff to be effective users of information and cultivate a passion for learning. The library program supports the curriculum and prepares students by encouraging critical thinking, creative expression, and independent investigation. In the high school library, students are able to access information easily and in a variety of formats. The OPHS has a Library Home Page from which students can search for books, access online databases and other helpful research links. Online databases provide reliable, accurate information and are available for use outside of school by remote access. Professional school librarians are ready to assist students and staff in locating resources, to help with computer problems, to provide materials for research projects, and to teach information literacy skills.

Art

Visual images saturate contemporary society and influence the way you think and feel. The art department trains students to see beyond the images that bombard your consciousness every day. In this way, students can nurture their imagination and creativity while developing critical thinking skills that allow them to make sensitive and informed decisions about their life. Developing technical skills helps students control various media. Each course includes an exploration of aesthetics, history and criticism that illustrate and clarify what you are creating. Additionally, each course can demonstrate its relevance to careers in art. The art department offers students in Grade 9-12 a variety of opportunities to explore many ways of creating and studying art.

PE

The mission of the OPHS Physical and Health Education program is to provide all students with the knowledge, skills and desire to maintain a healthy, active lifestyle. All students participate in PE every other day throughout their high school experience.

Foreign Language

The foreign language program is designed to aid the student in developing listening, speaking, reading, and writing skills in the target language in order to express oneself adequately in the foreign language and understand the language when it is spoken or written. The extent to which the student will develop these skills will depend upon exposure to the language and the degree of student effort. All modern language courses include intense practice in listening, pronunciation as it affects meaning, vocabulary development, accurate use of linguistic structures and forms, and exercises in reading and writing. The long-range objectives of the program are to broaden the student's outlook on life, society, and the humanities, and to equip the student with skills that can be used in business, higher education, and in the diplomatic and military fields. Students may choose to remain in their language of choice (French, Spanish or Latin) through the Advanced Placement level.

Computer Programming

Computer Programming consists of courses designed to help students become familiar with a programming language. It consists of writing programs and using common programming elements related to the problem-solving process. All courses are designed for 9-12 grade students looking to utilize and enhance their mathematics knowledge.

Technology

Technology education curriculum makes science, technology engineering and mathematics (STEM) relevant for students by engaging in hands-on activities, real-world projects. Students understand how the skills they are learning in the classroom can be applied in everyday life. This style of activity/project based learning increases student motivation and higher-order thinking. Project based instructional strategies encourage teamwork, logical thinking, leadership, problem solving, time management, data collection, research, multimedia communication and public speaking. This style of learning engages the class and adds relevance and rigor to the learning process. The culmination of these experiences in grades 9-12 will help our students with college and career decisions.

STEM

STEM at OPHS consists of a conglomeration of classes relevant to Science, Technology, Engineering and Mathematics (STEM). The STEM curriculum is a collaborative effort created by the Science, Technology Education, and Mathematics departments, and is supported by practicing professionals in the field. Courses in these subject areas have been designed specifically in order to advance the study of engineering. Students, who choose this course of study as part of their comprehensive high school education, will explore various careers in engineering allowing them to distinguish a specific career path after high school.

Music

The music program provides the opportunity for students in grades 9-12 to acquire knowledge, understanding and appreciation of the artistic, cultural and intellectual accomplishments of civilization. Students have opportunities to develop skills that will allow them to express personal and artistic talents. All students enrolled in a band, chorus or orchestra are required to attend music lessons, one per six-day cycle. The lessons are set up on a rotating basis so as to minimize the amount of other class absence.

CTE

Through the Board of Cooperative Education Services (B.O.C.E.S.), grade 11 and 12 students are offered a wide range of courses that give them entry level skills for occupations and/or prepare them for further career study in post secondary educational institutions. The CTE program provides education and training in specific and related occupational education areas consistent with individual student interest and ability. Students attend OPHS for half-day and spend the other half-day in CTE program earning credit toward graduation and gaining knowledge, skill and practical experience.

3. Instructional Methods and Interventions:

OPHS uses a balance of best practices along with innovative, responsive instructional methods. We believe that students can achieve high standards if they understand what is expected and have the tools, resources and support to meet them. To meet the needs of diverse learners, including ESL and socioeconomically disadvantaged, may require adjusting the expectations. We believe that students should be challenged to reach their greatest potential. Therefore, we embrace practices of Differentiated Instruction. Through Differentiated Instruction, teachers can change the mode, product or process of learning to meet the needs of individual learners. This instructional method is closely related to the multiple intelligence theory, which understands that not all learners learn in the same amount of time or in the same way.

Literacy interventions are available for students in grades 9-12. ELA Lab is for students experiencing difficulty with reading and writing skills. The goals of the lab are to enhance writing flexibility and to help the student meet the requirements of the English Language Arts Standards, as well as with the reading and writing expectations of content area classes. Generating topics, interpreting essay assignments, drafting, revising, conferencing, and editing for spelling, structural accuracy, and grammatical accuracy are stressed. Reading Lab is for students experiencing difficulty with reading assignments. The primary goal is to raise students' reading competency to a level which may help them experience success in their academic subjects and fulfill the requirements of ELA Standards. Remedial instruction is provided in the areas of listening and reading to acquire information, and reading to interpret, analyze and critique text. Word-attack skills, vocabulary knowledge and study strategies are also stressed.

Some other areas of support include Freshmen Boost, National Honor Society tutoring, and after school support. Ninth grade students are required to participate in an instructional guidance program, called Boost, which attempts to provide every opportunity for a smooth transition from middle school to high school. Topics include orientation to the high school building and key personnel, careers, values, character education, getting involved with co-curricular offerings, and academic planning. Our National Honor Society offers a peer to peer tutoring program. Students are paired through guidance based on grade level and content area needs. This tutoring can take place during the school day or after school. Students also have access to their teachers after school for one hour every day for content specific remediation. Additionally, it is not uncommon for teachers to organize study sessions and test preparation on weekends and evenings prior to AP and NYS Regents exams in an effort best prepare students.

4. Assessment for Instruction and Learning and Sharing Assessment Results:

Orchard Park High School effectively uses assessment data in reading and mathematics to understand and improve student and school performance. When results from our state testing are received, we immediately analyze the data. In addition to the New York State Regents exams, OPHS conducts building-wide midterm assessments in all subject areas in grades 9-12 that emulate the rigor of the Regents exams. This allows us to see where students are and make instructional changes as needed.

Our staff identifies school-wide areas of strength and areas of needed improvement through item analysis of the results of the midterm and Regents exams. Our staff also analyzes the individual student performance records to identify the individualized needs of a learner. In other words, we consider the “big picture” of a school-wide performance as well as the individual performance of each learner. Also, our school has put forth considerable effort to ensure all teachers understand and are implementing the Common Core Learning Standards so the students are prepared for all assessments. In addition, teachers identified as Instructional Leaders in each content area assist the building administration in reviewing test results, looking for areas needing fortification. These areas are reviewed with teachers during department meetings.

Individual student performance as well as school-wide performance is communicated to staff, families and the community. All of our student assessment data is available via the Parent Portal. Parents and students routinely check this information on a daily basis. Communicating assessment results with the staff is vital to instructional improvement. While we enjoy celebrating the success of areas of strength, we also seriously scrutinize areas where improvement is needed. Our staff interprets numeric and graphic representations of assessment, based on the item analysis that is provided to them. Here, we are able to analyze individual as well as school-wide performance. Analyzing the data further, our staff determines our ranking in both local and statewide comparisons. We are able to draw conclusions from the test data to drive instruction. This is communicated with staff at meetings such as; department staff meetings, professional learning communities, our professional development committee, the curriculum council, and Instructional Leaders meetings.

The greater community receives test results via a very thorough analysis of all the regional schools, provided by Business First. In addition, The Buffalo News reports the performance of all Western New York Schools. Finally, at the local level, both our school and district reports assessment results in community publications and newsletters.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

OPHS has a strong school culture of excellence in the classroom, on stage and on the playing field. In addition to the numerous success stories in these areas, we also continue to cultivate a culture and climate of tolerance, acceptance connectivity with the school through the following areas and programs:

Olweus

Beginning in 2010, the Orchard Park Central School District began taking steps to prevent bullying by training district staff in the Olweus Bullying Prevention Program. This program is a research-based, school-wide "systems change" program that has been used successfully in schools nationally and internationally. A major component of the Olweus program are the monthly class meetings which allow our students and teachers to communicate about character education issues in an effort to create a culture of acceptance and tolerance of others. These activities have been established by our staff due in large part to the fact that no high school level literature was available at the time that we began implementation. OPHS has served as a model for other school adopting Olweus. Our School's Anti-Bullying Pledge: We will not bully others, We will help students who are bullied, We will include students who are left out, If somebody is being bullied, we will tell an adult at school and an adult at home.

Athletics

The primary goal of the Orchard Park Interscholastic Athletic Program is to provide high quality experiences that are fun and promote individual growth within a safe and healthy environment. We encourage all students to participate in some phase of our program. These are memorable experiences that will last a lifetime. Through the dedication of our students, parents and coaches, OPHS has a long tradition of success. Our teams have claimed numerous local, regional and NYS championships. This success is tremendous source of pride for our entire community. In addition to our competitive teams, OPHS offers a robust intramural program of team and individual activities designed to enhance the active lifestyles of our students.

Clubs

OPHS has over 30 school sponsored clubs that support and enhance the curricular pursuits of our students. Student involvement in these clubs is substantial with several clubs having over 100 members. Our clubs are all chartered and approved by our student government. Students in our clubs frequently engage in volunteer work and fundraising for local charities in an effort to give back to the surrounding area. Some of the more popular clubs we offer are: Model UN, Masterminds, Educational Outreach, Cancer Awareness, Gay Straight Alliance, D.E.C.A. (Distributive Education Clubs of America), Art Club, S.T.E.M. Club, Math Club, Science Club, National Honor Society, International Club, Quaker Marching Band, and IMPACT.

2. Engaging Families and Community:

In both belief and practice, Orchard Park High School embraces the premise that the home and school are the most powerful environments that impact our students. OPHS teachers and staff promote a collaborative environment in which parents are valued and recognized as essential partners in their student's education. Several days prior to the beginning of every school year OPHS hosts "New Student Orientation." This is a time set aside for students to visit their classrooms, meet their teachers and walk through their schedules in an effort to help them get acclimated and to set the tone for a positive beginning to the new school year. While students participate in the orientation program, parents attend the "Keep Kids Safe" (KKS) alcohol and drug prevention presentation. Immediately following the KKS presentation a panel of current upperclass students answer common questions for parents. Later in the first month of the school year OPHS hosts two "Open Houses" where parents are able to make more connections to their student's teachers and staff members.

Orchard Park High School serves as the base for numerous community events throughout the year. Our athletic events are strongly attended by community members, whose numbers routinely match or exceed students spectators. This phenomenon does not just apply to the “big sports”, but rather to most varsity and junior varsity sports. Our student athletes enjoy tremendous community support at their competitions. The same can be said of musical and dramatic events. Our numerous concerts, plays and musicals routinely sell out the auditorium, and several local community groups arrange bus transportation to these events as an added benefit to residents who are unable to drive themselves. Student run clubs and organizations sponsor numerous events throughout the year that bring the community into the building, such as senior citizen dinners and fundraisers. Additionally there are several groups who contribute to the rich tradition of a strong collaborative school/community environment including:

Athletic Boosters

The Quaker Athletic Boosters mission is to provide supplemental support to the Orchard Park School District's interscholastic sports teams and other school programs by supplying equipment, training aides and other financial assistance not covered in the athletics budget. The Boosters help to support over 20 sports programs with over \$170,000 in equipment/services donated over the past 5 years alone. The Boosters have also been able to provide over \$30,000 in college scholarships awards in the last 20 years.

Parent Teacher Organization

Our school has the good fortune of having dedicated parent volunteers who make up the PTO (Parent Teacher Organization). The High School PTO has seven formal meetings a year and also publishes a detailed monthly newsletter that highlights events, celebrates successes and otherwise informs readers as to the happenings within OPHS. PTO meetings are regularly attended by several parent representatives, teachers and school principals.

Orchard Park Foundation for Academic Excellence

The OPFAE is a community based organization whose mission is to enhance the educational experience of students in the Orchard Park Central School District by supporting extraordinary educational experiences and opportunities in the areas of the arts, sciences, math, technology, applied career skills, athletics and culture. Their objective is to raise and invest funds that will supplement traditional state and local funding for public education in Orchard Park. The Board of Directors works with the leaders of the educational community to assure that Foundation resources will be used for the betterment of the entire community.

Alumni Association

OPHS also has an active Alumni Association. The Association has been chartered for the purpose of linking all alumni of the Orchard Park School System to each other. Membership is open to anyone who has an interest in the school be they a graduate, teacher, staff member, or parent of a graduate. The Alumni Association publishes a newsletter three times a year to communicate information on events that are going on with specific classes, career promotions, births, the passing of classmates, etc. The Association continually plans projects all year round and presents scholarships at the end of each school year.

3. Professional Development:

The OPCSD professional development plan is continuous and aligned with the Comprehensive District Educational Plan (CDEP), reflecting a multi-year approach to improve student performance. The CDEP helps to shape the professional development plan. A CDEP sub-committee was responsible for designing the action plan to achieve the SMART goals. This scope of work included setting measurable targets, developing tasks and activities to attain the goal, assigning leaders to manage the task, defining the timeline for the work, and identifying any needed professional development or funding to support the goal.

The contents of the OPCSD Professional Development Plan include three main components. The first component, “A Plan for Professional Growth and Participation” has as its goal the improvement of the quality of teaching and learning by ensuring that teachers participate in substantial professional development. This plan prescribes an emphasis for collaboration and reflection with colleagues, site-determined experiences responding to expressed needs, and individually designed activities to further one’s competence and expertise. The second component of the District Professional Development Plan consists

of the “Annual Professional Performance Review (APPR).” The primary goal of the Professional Performance Review is to evaluate and improve the teaching/learning process in order to meet the developmental and educational needs of students, as well as to promote the professional needs of the faculty. The third and last component of the Orchard Park Professional Development Plan is the “Mentoring Program”. The goal of the mentoring program in the district is to improve the quality of education through the collegial interaction of the entire staff – administrators, instructional leaders, classroom teachers, counselors, and support staff. Mentoring in our school district encourages excellence in the instructional program through good teaching, effective administrative leadership and supervision and support of students through school related personnel.

Orchard Park Central School District provides many opportunities for teachers. Teacher Learning Opportunities, focused on improving practice through individual or collaborative activities include participation in regional and local scoring of State and local assessments, Study (collegial) group activities, structured guided reflection activities focused on student learning, and Professional Learning Communities. Teachers have been trained in curriculum writing, and now work on planning and developing curriculum. In content area teams, teachers reviewing class performance data over time to make decisions about one’s own professional development, based on student outcomes. Many teachers collaborate on the development of new programs and instructional methods, including visitation to other classrooms and districts. Participation in the District’s Teacher Academy and BOCES 2 Consortium Groups provide individualized professional development opportunities for our teachers. In addition, our district has contracted National Speakers, Todd Whitaker and Alfie Kohn, to present to all of our teachers.

4. School Leadership:

Orchard Park High School is proud of its shared leadership model and believes that the culture of shared leadership promotes high levels of principal-teacher collaboration. This collaboration fosters high quality teaching and learning which allows students to achieve their fullest potential. The leadership team at Orchard Park High School consists of the Principal, three House Principals, 13 teacher Instructional Leaders, a support staff representative, a community business representative, and two parent representatives. These teacher leaders are viewed as curricular specialists and receive targeted staff development in their curricular areas of expertise. The Instructional Leaders have the following designations: art, business, English, foreign language, physical education and health, guidance, math, media, music, science, social studies, special education, and technology education.

In addition to the Instructional Leaders, we have three other shared decision making committees. High School STAP-Comm: STAP Comm is Orchard Park High School’s special forum of student government, and one of the shared decision making units at the high school. STAP Comm is a group of students, teachers, administrators and parents, who address student issues, serve as a forum for discussion, develop leadership skills and promote school spirit. The meetings follow the “Roberts Rules” format and are chaired by the student STAP-Comm President.

Building Effectiveness Team: Made up of elected members from the Teachers Association, members from the School Related Professionals Staff Association, high school principal, three house principals, two parents and a business representative. BET is a model of shared decision-making in terms of contractual issues that may arise and in terms of the welfare of the school.

High School Advisory Council: Composed of teachers, school related professionals, high school principal, three house principals, two parents and a business representative. HSAC focuses on student morale, staff morale, the physical condition of the building, the welfare of students and staff, suggestions for improving the school, etc.

Each of the three houses is led by the House Principal who supervises all House 3 students and staff. Working closely with Instructional Leaders, the House Principals are responsible for curriculum and budgeting for their academic departments as well as student management. The administrative team works cooperatively in developing the master schedule, exam schedules, building budget. Each Principal also coordinates numerous other areas typical to most high schools of comparable size. We truly believe in, and

practice, collaborative leadership on a daily basis. The administrative team functions effectively and efficiently to maintain a high level of cohesiveness and consistency for management of students and staff resulting in a high achieving school that all stakeholders can be proud of.

Part VI – INDICATORS OF ACADEMIC SUCCESS

Professional Learning Communities have been established at Orchard Park High School in order to ensure that students are learning and moving towards mastery of content. Content area teachers meet together regularly to review the curriculum, create and review common assessments; and to make changes to instruction as needed based on student data. Many subject area teachers also meet to review content and pacing of the course. They lesson plan together, reflect on the success of instruction by using data, and collaborate on sharing best practices so that all students achieve mastery. In addition, PLCs are created to review curriculum and begin projects for revising district curriculum. These revisions are based on conversations in department meetings and based on the data that is reviewed throughout the year. Our content area teams are focused on what do we want each student to learn, how will we know when each student has learned it, how will we respond when a student does not meet mastery, and how will we enrich students that meet mastery.

At OPHS we have high expectations and prepare our students for mastery level on Regents exams, local assessments and AP exams. The subject area midterm assessments are created in PLCs and are used to drive improvement in instruction. Students get an opportunity to plan and prepare for long-form, large group setting examinations. Exams are standardized across content areas to ensure consistent student data. Teachers conduct an item analysis of the assessment to individualize intervention for students based on the results and to highlight skills/ concepts/ standards that need to be retaught or focused on. Teachers also use this approach to create “test question banks” that reflect changes to content / standards over time and can be used to gain long-term perspective. June Regents exam results are item analyzed with the help of Erie 1 BOCES. The outcome of these summative assessments not only measure how our students performed, but they provide a foundation for planning and improving instruction.

Each department, including core areas and elective areas, has an Instructional Leader (IL) that helps to drive improvement in the classroom. These IL’s meet together once a month during the school year on a number of topics centered around classroom instruction, assessment, scheduling, statewide / national trends and future goal setting. This arena allows departments an opportunity to plan lessons / activities across disciplines for deeper integration and application.