

U.S. Department of Education
2015 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. James LaPier

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

Official School Name Lakewood Elementary School

(As it should appear in the official records)

School Mailing Address 1675 Highway 396

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

City Myrtle Beach State SC Zip Code+4 (9 digits total) 29575-9802

County Horry County State School Code Number* 2601029

Telephone 843-650-6768 Fax _____

Web site/URL
http://lke.horrycountyschools.net/pages/Lakewood_Elementary

E-mail jlapier@horrycountyschools.net

Facebook Page

https://www.facebook.com/HCS.LakewoodElementary

Twitter Handle _____ Google+ _____

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 that it is accurate.

Date

(Principal's Signature)

Name of Superintendent*Dr. Rick Maxey
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

E-mail:
RMaxey@horrycountyschools.net

District Name Horry County Schools Tel. 843-488-6700

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

Date

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Joe Defeo

(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 that it is accurate.

Date

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

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

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

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 school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year 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 2009 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: 2010, 2011, 2012, 2013, or 2014.
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

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 30 Elementary schools (includes K-8)
 - 11 Middle/Junior high schools
 - 15 High schools
 - 0 K-12 schools
- 56 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. 3 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	25	24	49
K	88	70	158
1	82	91	173
2	79	74	153
3	72	61	133
4	71	82	153
5	72	65	137
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	489	467	956

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 5 % Asian
 - 7 % Black or African American
 - 6 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 72 % White
 - 9 % 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.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 12%

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, 2013 until the end of the school year	69
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	44
(3) Total of all transferred students [sum of rows (1) and (2)]	113
(4) Total number of students in the school as of October 1	907
(5) Total transferred students in row (3) divided by total students in row (4)	0.125
(6) Amount in row (5) multiplied by 100	12

7. English Language Learners (ELL) in the school: 9%
86 Total number ELL
 Number of non-English languages represented: 13
 Specify non-English languages: Spanish, Portuguese, Chinese, Pohnpei, Indonesian, Vietnamese, Russian, Thai, Ukranian, Hindi, Arabic, Albanian, and Hebrew
8. Students eligible for free/reduced-priced meals: 49%
 Total number students who qualify: 470

Information for Public Schools Only - Data Provided by the State

The state has reported that 72% of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 9 %
88 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 categories.

<u>10</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>8</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>11</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>26</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>19</u> Multiple Disabilities	<u>6</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	3
Classroom teachers	40
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	23
Paraprofessionals	16
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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 24:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	98%	96%	97%	96%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
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. Please summarize your school mission in 25 words or less: Lakewood Elementary strives to assure that each child develops a strong foundation of personal and academic excellence through comprehensive, diverse, differentiated, and innovative learning experiences.

PART III – SUMMARY

The mission of Lakewood Elementary School is to be a progressive and nurturing community. We assure that each child develops a strong foundation of personal and academic excellence through comprehensive, diverse and innovative learning experiences. This mission has remained a constant for over 50 years while the surrounding area, population, and landscape of our building constantly evolves and changes. We truly believe that Small P.A.W.S. Make Big Impressions each and every day through our high expectations of academic excellence and belief that our entire school community must work together to make great things happen for students.

The doors of our school opened in September of 1959. Much like the surrounding Myrtle Beach area, our school has experienced change, growth, and transition. Through the growth and transition, our school, from inception to modern day, remains the centerpiece of our ever-changing community. Our students and their families, widely diverse in their professions and cultures, remain the focus.

Our location creates many unique factors, including a highly transient population that is ever changing. Our school carries a transiency rate of 25%. In addition, Lakewood has seen a unique change in demographics. In the past five years we have seen an increased number of students receiving free and reduced lunch from 42% to 54% and for the first time, our school has a Hispanic sub-group. Our rich traditions and high expectations for academic excellence remain recognized by all that enter our building.

Even though our school has many unique variables that impact student achievement, Lakewood has consistently received “Excellent” in both the absolute and overall ratings on the school report card. Our ESEA (Federal Accountability Rating System) grade for 2014 was a 97.9/A. When compared with schools like ours in the state of South Carolina, our Small Paws are Making Big Impressions with a #2 ranking.

Part of learning and growing as a school comes from the constant reflection on student performance data and reacting to it appropriately. Our school analyzes data to determine our strengths and weaknesses and determine our next steps in classroom instruction. As a team we carefully review all end of year achievement data including PASS, MAP, and DIBELS to help develop our instructional focus.

We understand that we must constantly analyze student performance data in conjunction with maintaining high expectations and the ability to build strong relationships with each of our students. Though each student is placed in a heterogeneous homeroom, we use assessments such as PASS, MAP, DIBELS, Circle, science/social studies benchmark data, formative, and summative teacher assessments to place students in homogeneous small groups for differentiated instruction to ensure individual student needs are met. Our students are provided with many enrichment opportunities across the curriculum. Students in grades 3 through 5 are identified for Math and English/Language Arts gifted and talented programs using a variety of assessment techniques such as CogAt, STAR, MAP, or PASS. Student data is closely monitored to ensure acceleration opportunities for all students. Two full-time and two part-time interventionists are employed to provide targeted small group instruction to students whose data indicates a need for alternative learning methods and/or pace.

The students at Lakewood have many opportunities to participate in a wide variety of clubs and activities. Lakewood is proud to offer clubs that cater to the diverse interests and abilities of our students. Over 250 students participate in such club offerings as art club; music clubs such as exploratory music, chorus, and steel band; athletic clubs including intramural sports, running, and archery; service clubs such as our pet friendly Paw Prints on the Heart Club and award winning Talking Trash recycling program; and science and technology clubs like Robotics, Technology, and the Eureka Science Club. Students can participate in knitting club, garden club, cooking club, drama, and Flag club, which presents the colors at all public meetings and raises and lowers our flags each day.

Lakewood is steeped in a tradition of excellence, our educators work each and every day to provide an engaging, innovative 21st Century education to every student. When students leave our doors for the final time, they will have been given the tools to be successful. We have no doubt their Small P.A.W.S. will Make Big Impressions.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The core of Lakewood Elementary School’s curriculum is comprised of Common Core and state level science and social studies standards. These standards outline the basic knowledge and skills students are expected to master at each grade level and content area. District curriculum along with state and district created support documents and pacing guides provide a framework for learning for all students. Our curriculum establishes high expectations for students in all content areas including English Language Arts (ELA), Mathematics, Science, Social Studies and the Arts. Data from DIBELS (Dynamic Indicators of Basic Early Literacy Skills), MAP (Measures of Academic Progress), ORF (Oral Reading Fluency) assessment, and Science and Social Studies Benchmark assessments are used when making instructional decisions for individual students. The staff at Lakewood Elementary is committed to and uses curriculum standards and data from both formal and informal assessments as they collaborate and plan to provide developmentally appropriate instruction and activities for maximizing student potential. □

Through the teaching and learning of English language arts, our mission is to encourage students to think independently and analytically; to aid them in strengthening their skills of self-expression, both written and oral, and to create learning environments conducive to fostering readers and writers so that our students can achieve full participation in the 21st century. The ELA curriculum in the elementary grades is aligned to the Common Core Standards. The essential components of effective reading instruction: phonics, phonemic awareness, fluency, vocabulary, and comprehension make up the core program in the primary grades with whole group, small group and personalized reading instruction paired with workstation activities planned to provide learning opportunities for all students. Realizing the true indicator of reading success is reading across curricular areas, teachers thoughtfully integrate these skills throughout the instructional day in our commitment to the superintendent’s core belief of “ensuring every child can read fluently by the end of second grade and write expressively by the end of fifth grade”.

The purpose of Lakewood’s Mathematics curriculum is to provide an educational experience in mathematics that facilitates students’ success in an ever-changing society. Teachers plan lessons based on Common Core Standards and deliver instruction through the use of the Everyday Mathematics program. Lakewood students receive at least sixty minutes of Everyday Math instruction daily. Grade three through five students participate in focus math groups for work on skills and concepts as needed. During focus math, students are grouped according to MAP RIT scores and receive intervention in programs such as M3 (Mentoring Mathematical Minds) for gifted and talented students, Everyday Math for strategic students, and Connecting Math Concepts for lower achieving intensive students. Our goal is that Lakewood students gain knowledge of mathematics while being challenged to develop conceptual skills as well as skills in analysis, reasoning, collaborative learning, and real-world application.

In the area of Science, we believe that providing rich, hands-on scientific experiences allows students the greatest opportunities to develop the skills and strategies essential to becoming real world problem solvers and scientific strategists. Incorporating FOSS (Full Option Science System) and STC (Science and Technology Concepts) kits give students the opportunity to explore through inquiry and discovery while working cooperatively on scientific investigations.

The Social studies curriculum at Lakewood is based on state and national standards. Primary Source documents, notebooking, technology integration, guest speakers, virtual field trips, and other experiences allow students to learn about areas around them and then branch out to the world throughout history. Community involvement and service projects allow students to recognize their roles as community members and good citizens.

Pre K Program: The core curriculum areas provided through our Child Development Program at Lakewood Elementary are implemented as early interventions for the most at-risk four-year olds. The program is designed to ensure that children arrive for kindergarten armed with the specific skills and abilities they need to meet the state standards as well as the Common Core State Standards. Eligibility for the program is

determined by an age-appropriate developmental screening which is held in March each year along with completion of a parent questionnaire. Selected students are taught by teachers fully certified in early childhood education in classes of 20 students with low student-teacher ratios using tested and proven standards and curriculum. Core curriculum instruction is provided in Language Arts and mathematics. The reading/language arts curriculum, *Imagine It!*, has also been adopted in kindergarten through fifth grade. *Building Blocks* from McGraw-Hill, our new mathematics curriculum adopted for Child Development this school year, provides a framework for teachers to engage in research-based instruction that is directly aligned with the mathematics standards and skills taught in grades K-5.

2. Other Curriculum Areas:

At Lakewood, the Special Areas ensure that students “Make Big Impressions” in all areas of life. It is our goal that students become well-rounded, confident citizens prepared for a 21st century world. The Media Center empowers our students to move from each grade level knowing how to think critically about information, be effective users of information, and creators of their own information. Students in each grade level are encouraged to think, create, collaborate, and share.

In Physical Education, students participate in a variety of fun and enjoyable physical activities in a positive, safe learning environment. Students of all abilities have maximum opportunities for success as they learn to develop and maintain physical fitness. Honesty, integrity and good sportsmanship are stressed as each individual becomes a skillful and confident mover. Students set and achieve personal goals, receive feedback to help master motor skills, and have opportunities to succeed in cooperative and competitive situations. Our Physical Education classes prepare and encourage students to practice skills and be active for a lifetime.

Our technology classes provide students with instruction on utilizing technology. *Compass Odyssey*, *Microsoft Office Tools*, keyboarding, graphic design, and animation are taught. In addition the students have the opportunity to do creative projects, often in collaboration with classroom teachers, such as *Author’s Journals* and timelines.

In music, students have the opportunity to explore, sing, listen, create, analyze and perform different styles of music. Primary students explore music through movement, singing, and instruments such as percussion and recorders. Elementary students have additional study in the technology based *Yamaha Music in Education* keyboard program. All classes are provided the opportunity to perform vocally during our *Lakewood Community Nights*. 4th and 5th grade students can elect to receive additional concentrated music study by participating in music clubs, such as *Steel Drum Band* and *Chorus*.

In the area of art, projects are tied to what content is being taught within the classroom. Mixed media, including painting, pottery, 3-dimensional creations, and pastels are used to help students be creative and self-expressive.

The overall goals/objectives for the guidance area are to incorporate life skills and character education into our lessons. Our teaching includes reading books, videos, hands on activities, role play, and real life experiences. We want each student to reach their potential both academically and socially. By empowering students to express their thoughts and emotions through movement, visual arts, music, and technology, we ensure the future success of our students.

3. Instructional Methods and Interventions:

The Lakewood Elementary staff is a community of learners that prides itself on doing what is best for our students. Our staff attends school, district, state, and national level conferences that promote and enhance the acceleration of student learning. Teachers use a varied menu of instructional methods to improve the acquisition of skills. The use of assessment data is our road map for guiding instruction. Teachers utilize data from *DIBELS*, *Oral Reading Fluency* and *MAP* scores in order to group students for instruction and plan differentiated lessons that address the needs of our diverse student body. Learning stations are strategically planned and differentiated to give students opportunities to apply and practice skills with their

peers. Our staff ensures that student learning stations are well organized, provide clear objectives and are meaningful reinforcement for students at various stages of mastery.

Our Response to Intervention team is chaired by our assistant principal and meets to discuss and plan for interventions for students who experience difficulty either academically or behaviorally. Students in grades two through five scoring below the 25%tile on the reading portion of the MAP test qualify for a daily period of strategic or intensive reading intervention. The reading series utilized for strategic and intensive reading (core replacement) interventions are Passport, Reading Mastery Signature, Corrective Reading, Language!, and Kaleidoscope. Opportunities for student support in math and ELA are provided before, during, and after school. For example, we offer a before-school computer lab remediation program for identified struggling students. Students in kindergarten and first grade who score below the grade level benchmark on DIBELS receive Burst reading intervention during their ELA station block.

Gifted students in 3rd -5th grade are provided with 90 minutes per day of gifted instruction in ELA and Math. Online pre-algebra is offered to fifth grade students who score in the 95%tile on MAP Math and in the Exemplary 5 range on PASS math in an after school program.

Creating a student-centered environment where teachers facilitate instruction and developmentally appropriate practice opportunities for students is crucial to our success. We believe that by providing data-driven instruction and a variety of research-based, rich learning opportunities, every student can and will experience success.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

The Education Accountability Act was revised in May 2008 to provide for the development of a new statewide assessment program. Known as PASS (Palmetto Assessment of State Standards), the test was first administered in May of 2009 and is an accountability measure used to evaluate student performance on the South Carolina Academic Standards. The PASS test is a rigorous, criterion-referenced assessment that is linked to our state standards. PASS results include scores in five subject areas: Writing, English Language arts (reading and research), mathematics, science and social studies for students in grade 3-5. Academic Progress is measured annually by a comparison of PASS scores for schools, districts, and the state.

Even though Lakewood has many unique variables that impact student achievement, our school has consistently received “Excellent” in both the absolute and overall ratings on the school report card. Lakewood has been recognized by the South Carolina Department of Education for closing the achievement gap. This recognition is awarded to schools demonstrating a high percentage of achievement with historically underachieving students. The Palmetto Gold and Silver awards program recognizes the state’s schools with the highest levels of student academic achievement and the fastest rates of improvement. Lakewood has been recognized as a Gold School for the last 10 years. Our ESEA (Federal Accountability Rating System) grade for 2013 was a 93.6/A. We are most proud when compared with schools like us in the state of South Carolina; our Small Paws are Making Big Impressions with a #2 ranking.

In the most recent year of assessment, very few achievement gaps were revealed based on the PASS data. In grade four a gap was shown in reading with 67% of all students performing at the Exemplary level, while only 55% of students in the free and reduced meal subgroup performed at the Exemplary level. In 5th grade, reading also showed a gap between 61% of students performing at the Exemplary level, while only 42% of students in the free and reduced meal subgroup performed at the Exemplary level. Also in 5th grade math, a gap was revealed with 70% of students scoring at the Exemplary level, while only 54% of students in the free and reduced meal subgroup performed at the Exemplary level.

Lakewood has taken many actions to help address these needs of our students shown from the PASS data collected. To help those students in the free and reduced meals subgroup, small group instruction in ELA and math has been refined to target the specific skills and needs of students. Teachers use MAP strand data to differentiate instruction during math focus time and small groups during reading. Students participate in ELA workstations utilizing small group instruction, and station activities to address various elements of literacy. ALEKs Math, Achieve 3000 and Compass Odyssey allow our students opportunities to work on an individualized and differentiated learning path. Our teachers align the Everyday Math curriculum with Common Core Standards. Teachers work to embed various levels of Webb’s Depth of Knowledge tasks across the content through the district curriculum consensus maps ultimately trying to reach level four tasks. Our district has provided us with a reading interventionist, and we have utilized funding to hire additional interventionists to help address the needs of students in both reading and math. The professional staff in our school knows and understands that we must continue to learn and grow to ensure our instructional practices are meeting the needs of our ever changing student population.

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

(A.) Lakewood Elementary administrators and teachers continuously use both formal and informal assessment data to make informed, data-driven decisions, plan rigorous, authentic lessons, and maintain high expectations for our students. The administrative team begins in early summer disaggregating PASS data to make strategic decisions that impact student achievement. Information gained from the analysis is used to guide decision-making involving the school, grade levels, individual teachers, student placement, specific academic programs, the allocation of both human and financial resources, and professional development. Assessment data provided by district mandated assessments such as DIBELS (Dynamic Indicators of Basic Early Literacy Skills), DORF (DIBELS Oral Reading Fluency), MAP (Measure of Academic Progress), and Reading, Math, Science, and Social Studies Benchmark Assessments. Our K-2 students are assessed three

times per year by DIBELS measures. Students who do not meet district benchmarks are placed in early literacy interventions. Intervention programs include: BURST, Passport, SRA Reading Mastery, Corrective Reading, Achieve 3000, and Language!. Small group lessons are tailored to meet individual needs and each student's progress is closely monitored. Students in grades 3-5 are assessed using DORF and MAP. The RTI (Response to Intervention) Team then analyzes data derived from all diagnostic measures for placement in specific programs. Results from mandated district assessments are plotted and displayed on a data board where teachers can monitor student progress and strategize how to increase student achievement.

Classroom teachers plan their small group instruction based on lesson assessments. After MAP assessment, students are placed at their appropriate skill level in Compass Learning, a computer program for reading and math. Assessment results also identify accelerated students for an on-line pre-algebra course provided before school. Teachers meet regularly to analyze data and plan instruction for those that need support or enrichment. Student performance is a continuous process and instruction must be data driven.

(B.) Communication begins prior to assessment. Parents can access curriculum standards through the student handbook and on the school, district or state web pages. A School Summary Report is provided to parents, which includes school, district, and state assessment results on all standardized and criterion-referenced tests. Each fall, the Lakewood Elementary School Annual Report Card displaying the school's performance and improvement rating is posted on the school's website. The report provides trends of the school's performance over the past years and details of the school's student achievement data by content area and student demographic groups. Important testing dates and test-taking tips are posted online, sent home, and communicated through social media. Progress reports are sent home quarterly and are also available online.

Parents are informed of students' progress through conferences, mid-term reports, quarterly report cards, and online access to grades (Power School). On-going collaboration between home and school and keeping parents informed of their child's progress is vital to ensuring that all those involved are working together to promote the highest level of success for each student.

Part VI School Support

1. School Climate/Culture

Being in an environment that is safe physically, emotionally, and intellectually is the only way a student can branch out and let their Small P.A.W.S. make Big Impressions. Each and every adult in our school feels a personal responsibility to each student. It is our job to make sure they are cared for in every way imaginable from the time they begin to approach our campus until they are safely back in their homes. The community knows and believes that our school is “home away from home,” with over 93% percent of our parents reporting they are satisfied with the social and physical environment of our school.

Without a doubt, we feel the physical safety of the student is of the utmost importance. Staff members have assigned duty stations both before and after school so that there is no time where students are unsupervised. We have established clear procedures for walkers, car riders, and bus riders. We utilize a keyless entry system for all staff members. Visitors must be buzzed into the front office where they are immediately issued ID tags before they can enter the hallways. All teachers are in compliance and up to date with the “Safe Schools” training program, and our school has established drills and clear procedures in case of emergencies as outlined in the Crisis Management Plan.

We hold regular P.A.W.S. student assemblies to discuss academics, behavior, student safety, and what it means to Make Big Impressions. Our teachers, administrators, and staff are friendly and compassionate and work to build relationships with our students. Our guidance department has established a “bully plan” and a “bully box” to report inappropriate behavior.

Intellectual safety grows out of physical and emotional safety. Community building within classrooms helps create a safe environment in which all children feel as though they can take risks in order to learn or help others learn. We are all part of the same family. All homeroom classes are heterogeneous and equally distributed, and we celebrate the successes of each student.

2. Engaging Families and Community

Nestled in the middle of two large neighborhoods, Lakewood is a common ground, a meeting place, and a refuge in times of need. Our school community has a well-established school improvement council (parents, community members, teachers, and administration) and a local Advisory (district administrators, school administrators, school board members, and parents) who work to ensure our community has a voice, is well informed, and is ready to make proactive decisions to help positively impact student achievement.

To keep our stakeholders well informed, the staff employs a variety of communication techniques. The utilization of newsletters, the school website, Face Book and Remind 101 provides our stakeholders up to date information on school celebrations, events, and important dates.

We encourage partnerships with local businesses. Two prime examples of this are our Adopt-a-Class program and Principal for a Day. Adopt-a-Classroom allows business members, who are often parents, to directly speak to classrooms about their profession and the Impressions they make each day in the work force. Principal for a Day allowed the principal to partner with the President and CEO of The Jackson Companies, who shadowed the administration and got a first-hand look at what is going on in our public schools. Eateries such as Donato’s Pizza and Coccadot’s Cupcakes provide refreshments at school events like the Winter Carnival, drama productions, and our Community Nights. Chick-Fil-A, California Dreaming, Nacho Hippo, and other restaurants partner with us for teacher appreciation luncheons and Spirit Nights. Other businesses such as Karate World, Olympia Gymnastics, and Fun Warehouse Amusement Center offer programs in our school and sponsor Spirit Nights as well.

Our Spring Arts Day brings performing groups from our local cluster middle school and high school that our students will eventually attend and multiple groups from Coastal Carolina University. In fact, CCU acts as a close partner providing a mentoring program for our students and sending us their interns for real

world training. We are lucky to have several of their professors as parents. These highly trained professionals offer their time and expertise to enhance student experiences such as the Eureka Science Club.

We hold Community Nights to highlight the Pride, Achievement, Work Ethic, and Service, Lakewood's guiding principles. Students perform and specific classrooms are opened to allow parents to see the great things going on at our school. We have partnered with other elementary schools to participate in friendly rivalries such as a kickball game to which the community was invited.

Other opportunities to bring people together have come in times of need. We offer Backpack Buddies food assistance program and have a family room for winter clothing and toiletries. Our students and staff have raised money for victims of local forest fires, supported the March of Dimes, and helped holiday cheer through the Operation Rudolph program and the Angel Tree. When tragedy struck a family in our community in the form of a house fire, Lakewood was able to secure the family a room at a local hotel, receive donations for clothes, and begin the clean up with the help of a local fire and restoration company. The relationships we have with our parents, local businesses, and the community at large is evidence that our school is Making Big Impressions.

3. Professional Development

Professional development is aligned with district goals and strategically designed with the needs of each grade level. We provide continuous support and trainings based on the needs of our teachers and therefore our students. We begin to dissect our needs through the analysis of school-wide data including MAP, PASS, and DIBELS data. The data is used to analyze target growth areas. Teachers reflect on their personal data as well as grade level data and then, professional development opportunities are planned around these target growth areas. Using the PDSA model, the school sets goals aligned to these growth targets and each teacher develops an individualized professional growth goal aligned to this plan for their Goals Based Evaluation Plans.

To maximize time with students, our teachers are engaged in a book study using Making Thinking Visible, presenting effective engagement strategies. These strategies align with our weekly common planning meetings using the Rigor and Relevance Matrix. Both of these tools have been instrumental in supporting the shifts in CCSS for both ELA and Math. Not only are our teachers able to dig to deeper levels of Depth of Knowledge, Blooms and Application in their instruction, but students are demonstrating higher levels in their work as well.

An Everyday Math Consultant provides full-day professional development six times each year training teachers in the implementation of the math program. The sessions include supporting the integration of technology and math instruction in the classroom, implementing the Common Core State Standards and Mathematical Practices, observation of math instruction in the classrooms, model lessons, and unpacking the essential elements of effective math lessons using the components of EDM.

Weekly common planning sessions are led by the instructional coach and include administration and scheduled district learning specialists to provide teachers with continuous support. Topics include model lessons, curriculum resources, learning services support, technology integration, unpacking standards in all areas, use of curriculum guides in science and social studies, collaboration, and exemplars of student work. The instructional coach also provides technology sessions on a weekly basis to demonstrate technology tools, applications, and techniques for implementation in the classroom.

We have seven teachers who have earned National Board Certification, teachers that have served on or led district staff development sessions, and all staff members use observation feedback to reflect on their practice. Our teachers are life-long learners and they model this love of learning for their students each and every day.

4. School Leadership

High expectations are key to “Small PAWS Making Big Impressions” every day at Lakewood Elementary. Striving for excellence and establishing a culture of high expectations permeates our entire school community. Our leadership philosophy at Lakewood Elementary focuses on shared-leadership and excellence. Our vision is shared by our stakeholders who include community members, parents, faculty, and staff. Stakeholders have a voice through our Strategic Planning process, School Improvement Council, and our Advisory Board who establish priorities and goals for our school. Our Parent Teacher Organization is very active in our school through fundraising and supporting instruction.

Shared decision-making is critical to demonstrating that we value collaboration as we make decisions on behalf of students. Our leadership team who includes our principal, one and a half assistant principals, one and a half instructional coaches, teacher leaders from each grade level/department, and a lead interventionist share the vision and set the instructional goals for our school. It also serves as the data team and plays a vital role in analyzing data by strengths and weaknesses, determining appropriate student interventions, and defining staff development needs.

Administration emphasizes the value of collaboration and leadership. They acknowledge the significant contribution that each member makes and encourages and supports faculty and staff in various leadership roles throughout our school. There is a high level of trust and communication which helps foster a culture of openness and team spirit. By tapping into the talents of our faculty and staff, everyone benefits from the wealth of knowledge, experience, and creativity that abounds throughout our school. Administration empowers teachers to implement new ideas and deliver professional development based on best-practices which has proven to be one of the greatest factors in achieving and maintaining a high level of student achievement.

Our administration is passionate about our students, faculty, and staff achieving their full potential. It's about creating and celebrating a culture of leadership, high expectations and excellence!

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Palmetto Assessment of State Standards</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2009</u>
Publisher: <u>SC Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Met and above	74	87	83	74	89
Exemplary	49	58	61	54	59
Number of students tested	145	132	151	121	133
Percent of total students tested	99	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Met and above	71	83	69	62	78
Exemplary	44	54	46	52	40
Number of students tested	84	73	77	66	60
2. Students receiving Special Education					
Met and above					
Exemplary					
Number of students tested					
3. English Language Learner Students					
Met and above					
Exemplary					
Number of students tested					
4. Hispanic or Latino Students					
Met and above					
Exemplary					
Number of students tested					
5. African- American Students					
Met and above					
Exemplary					
Number of students tested					
6. Asian Students					
Met and above					
Exemplary					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
7. American Indian or Alaska Native Students					
Met and above					
Exemplary					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Met and above					
Exemplary					
Number of students tested					
9. White Students					
Met and above					
Exemplary					
Number of students tested					
10. Two or More Races identified Students					
Met and above					
Exemplary					
Number of students tested					
11. Other 1: Other 1					
Met and above					
Exemplary					
Number of students tested					
12. Other 2: Other 2					
Met and above					
Exemplary					
Number of students tested					
13. Other 3: Other 3					
Met and above					
Exemplary					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Palmetto Assessment of State Standards</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2009</u>
Publisher: <u>South Carolina Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Met and above	94	94	88	95	94
Exemplary	71	79	59	69	62
Number of students tested	124	137	122	138	118
Percent of total students tested	99	100	100	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Met and above	92	88	86	93	91
Exemplary	66	63	56	53	50
Number of students tested	69	60	73	76	58
2. Students receiving Special Education					
Met and above					
Exemplary					
Number of students tested					
3. English Language Learner Students					
Met and above					
Exemplary					
Number of students tested					
4. Hispanic or Latino Students					
Met and above					
Exemplary					
Number of students tested					
5. African- American Students					
Met and above					
Exemplary					
Number of students tested					
6. Asian Students					
Met and above					
Exemplary					
Number of students tested					
7. American Indian or Alaska Native Students					
Met and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exemplary					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Met and above					
Exemplary					
Number of students tested					
9. White Students					
Met and above					
Exemplary					
Number of students tested					
10. Two or More Races identified Students					
Met and above					
Exemplary					
Number of students tested					
11. Other 1: Other 1					
Met and above					
Exemplary					
Number of students tested					
12. Other 2: Other 2					
Met and above					
Exemplary					
Number of students tested					
13. Other 3: Other 3					
Met and above					
Exemplary					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Palmetto Assessment of State Standards</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2009</u>
Publisher: <u>South Carolina Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Met and above	93	88	93	94	89
Exemplary	70	69	67	76	76
Number of students tested	151	132	145	122	132
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Met and above	93	79	87	91	83
Exemplary	54	54	46	73	65
Number of students tested	74	81	78	69	60
2. Students receiving Special Education					
Met and above					
Exemplary					
Number of students tested					
3. English Language Learner Students					
Met and above					
Exemplary					
Number of students tested					
4. Hispanic or Latino Students					
Met and above					
Exemplary					
Number of students tested					
5. African- American Students					
Met and above					
Exemplary					
Number of students tested					
6. Asian Students					
Met and above					
Exemplary					
Number of students tested					
7. American Indian or Alaska Native Students					
Met and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exemplary					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Met and above					
Exemplary					
Number of students tested					
9. White Students					
Met and above					
Exemplary					
Number of students tested					
10. Two or More Races identified Students					
Met and above					
Exemplary					
Number of students tested					
11. Other 1: Other 1					
Met and above					
Exemplary					
Number of students tested					
12. Other 2: Other 2					
Met and above					
Exemplary					
Number of students tested					
13. Other 3: Other 3					
Met and above					
Exemplary					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Palmetto Assessment of State Standards</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2009</u>
Publisher: <u>South Carolina Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Met and above	88	94	90	91	97
Exemplary	72	80	75	72	76
Number of students tested	145	132	151	121	133
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Met and above	85	92	78	82	90
Exemplary	64	76	60	38	62
Number of students tested	84	73	77	68	60
2. Students receiving Special Education					
Met and above					
Exemplary					
Number of students tested					
3. English Language Learner Students					
Met and above					
Exemplary					
Number of students tested					
4. Hispanic or Latino Students					
Met and above					
Exemplary					
Number of students tested					
5. African- American Students					
Met and above					
Exemplary					
Number of students tested					
6. Asian Students					
Met and above					
Exemplary					
Number of students tested					
7. American Indian or Alaska Native Students					
Met and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exemplary					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Met and above					
Exemplary					
Number of students tested					
9. White Students					
Met and above					
Exemplary					
Number of students tested					
10. Two or More Races identified Students					
Met and above					
Exemplary					
Number of students tested					
11. Other 1: Other 1					
Met and above					
Exemplary					
Number of students tested					
12. Other 2: Other 2					
Met and above					
Exemplary					
Number of students tested					
13. Other 3: Other 3					
Met and above					
Exemplary					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Palmetto Assessment of State Standards</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2009</u>
Publisher: <u>South Carolina Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Met and above	93	93	89	91	94
Exemplary	67	70	58	59	64
Number of students tested	124	137	122	138	118
Percent of total students tested	99	100	100	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Met and above	90	85	88	86	91
Exemplary	55	48	56	42	55
Number of students tested	69	60	73	76	58
2. Students receiving Special Education					
Met and above					
Exemplary					
Number of students tested					
3. English Language Learner Students					
Met and above					
Exemplary					
Number of students tested					
4. Hispanic or Latino Students					
Met and above					
Exemplary					
Number of students tested					
5. African- American Students					
Met and above					
Exemplary					
Number of students tested					
6. Asian Students					
Met and above					
Exemplary					
Number of students tested					
7. American Indian or Alaska Native Students					
Met and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exemplary					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Met and above					
Exemplary					
Number of students tested					
9. White Students					
Met and above					
Exemplary					
Number of students tested					
10. Two or More Races identified Students					
Met and above					
Exemplary					
Number of students tested					
11. Other 1: Other 1					
Met and above					
Exemplary					
Number of students tested					
12. Other 2: Other 2					
Met and above					
Exemplary					
Number of students tested					
13. Other 3: Other 3					
Met and above					
Exemplary					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Palmetto Assessment of State Standards</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2009</u>
Publisher: <u>South Carolina Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Met and above	95	92	92	94	91
Exemplary	61	66	59	49	64
Number of students tested	151	132	145	122	132
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Met and above	93	85	85	90	90
Exemplary	42	57	44	49	57
Number of students tested	74	81	78	68	60
2. Students receiving Special Education					
Met and above					
Exemplary					
Number of students tested					
3. English Language Learner Students					
Met and above					
Exemplary					
Number of students tested					
4. Hispanic or Latino Students					
Met and above					
Exemplary					
Number of students tested					
5. African- American Students					
Met and above					
Exemplary					
Number of students tested					
6. Asian Students					
Met and above					
Exemplary					
Number of students tested					
7. American Indian or Alaska Native Students					
Met and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exemplary					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Met and above					
Exemplary					
Number of students tested					
9. White Students					
Met and above					
Exemplary					
Number of students tested					
10. Two or More Races identified Students					
Met and above					
Exemplary					
Number of students tested					
11. Other 1: Other 1					
Met and above					
Exemplary					
Number of students tested					
12. Other 2: Other 2					
Met and above					
Exemplary					
Number of students tested					
13. Other 3: Other 3					
Met and above					
Exemplary					
Number of students tested					

NOTES: