U.S. Department of Education
2020 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 Ms. Wynna Renea Fowler
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Ocean Drive Elementary School
(As it should appear in the official records)

School Mailing Address 901 11th Avenue North
(If address is P.O. Box, also include street address.)

City North Myrtle Beach   State SC   Zip Code+4 (9 digits total) 29582-2509

County Horry

Telephone (843) 390-6900   Fax (843) 390-6901

Web site/URL
https://www.horrycountyschools.net/Ocean_Drive_Elementary   E-mail randerson@horrycountyschools.net

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* Dr. Rick Maxey   E-mail RMaxey@horrycountyschools.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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, to the best of my knowledge, that it is accurate.

_____Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson Ken Richardson
(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. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.

2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

3. 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.

4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.

5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.

6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.

7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.

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 (2019-2020) unless otherwise stated.

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

1. Number of schools in the district   <u>28</u> Elementary schools (includes K-8)
   (per district designation):   <u>13</u> Middle/Junior high schools
   <u>13</u> High schools
   <u>0</u> K-12 schools

   <u>54</u> TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: https://nces.ed.gov/ccd/schoolsearch/ (Find your school and check "Locale")

   [ ] Urban (city or town)
   [ ] Suburban
   [X] Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	24	23	47
K	59	60	119
1	58	53	111
2	74	85	159
3	64	59	123
4	73	89	162
5	88	76	164
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 or higher	0	0	0
Total Students	440	445	885

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of   0.7 % American Indian or Alaska Native
    the school (if unknown, estimate):   0.9 % Asian
                                         8.3 % Black or African American
                                         12 % Hispanic or Latino
                                         0.1 % Native Hawaiian or Other Pacific Islander
                                         73.4 % White
                                         4.6 % 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 2018 - 2019 school year: 19%

    If the mobility rate is above 15%, please explain:

    We live in a tourist area. During the winter months many people move near the ocean as rental rates drop. It is also a hospitality industry area so we have many move here for work during the most popular months.

    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 *to* the school after October 1, 2018 until the end of the 2018-2019 school year	100
(2) Number of students who transferred *from* the school after October 1, 2018 until the end of the 2018-2019 school year	79
(3) Total of all transferred students [sum of rows (1) and (2)]	179
(4) Total number of students in the school as of October 1, 2018	923
(5) Total transferred students in row (3) divided by total students in row (4)	0.19
(6) Amount in row (5) multiplied by 100	19

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

    Afrikaan, Arabic, Creole, Greek, Mandarin, Russian, Spanish, Vietnamese, Housa

    English Language Learners (ELL) in the school: 15 %

                                                     130 Total number ELL

7. Students eligible for free/reduced-priced meals: 51 %

        Total number students who qualify: 449

8. Students receiving special education services: 12 %

                                                          106 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.

14 Autism	1 Multiple Disabilities
0 Deafness	1 Orthopedic Impairment
0 Deaf-Blindness	10 Other Health Impaired
21 Developmental Delay	31 Specific Learning Disability
0 Emotional Disturbance	28 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
0 Intellectual Disability	0 Visual Impairment Including Blindness

9.   Number of years the principal has been in her/his position at this school: 10

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

	Number of Staff
Administrators	3
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	42
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	14
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	18
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

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   22:1

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

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	95%	95%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

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 2019.

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 X

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.

Our mission is to provide a safe, welcoming, and collaborative learning environment where students enjoy positive relationships that prepare them to be productive, successful citizens

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

Ocean Drive Elementary is located in North Myrtle Beach, South Carolina and is a community inhabited by those seeking seasonal work. We serve students in a transient, tourist area which relies on hospitality/construction jobs. Four other schools are in our cluster: 2 elementary, 1 middle, and 1 high. Of the three elementary schools, we are most populated and hold red zone status, which requires residence in our attendance zone. Serving a high population with limited space is challenging, yet students continue excelling. In 2013 we converted from a primary school into an elementary school serving CD-5th.

Ocean Drive serves 905 students. As population increases, so does the number of second language students. Ethnic backgrounds represent 10 countries and 9 languages. This results in 15% of our ELL population. 12% of our population receives special education services and 24% receive gifted services. The socioeconomic level of families ranges from oceanfront homes, to those renting weekly, thus creating a diverse population. We do not qualify for Title I status as free/reduced percentage is 51%. Most students' families work in service/hospitality which provides inconsistent family income. Other family occupations span from business owners/professionals to unemployed parents dependent upon government assistance.

For the past two years, Ocean Drive has received "Excellent" in our overall rating on the SC state report card. Despite the high mobility rate, rising population of ELLs, and varied socioeconomic levels, Ocean Drive's SC and ESSA accountability rating was excellent, earning 61 of 100 possible points.

Students at ODE experience more than standards/content. ODE provides food, clothing, school supplies and other necessities to those in need. By providing these, students feel safe, secure and loved, therefore developing connections essential to success. Staff often serve as mentors providing emotional/educational support to students in their care. We partner with community agencies/businesses which donate resources including time, money, and supplies. Students participate in monthly schoolwide service projects, (coat collections, food drives, backpack buddies), that help our community. Through these projects, students learn citizenship tools which will serve them throughout life. Help4Kids provides "Backpack Buddies" to students weekly providing food at home. Our cafeteria provides hot lunch/breakfast daily. Neighborhood groups assist in meeting needs by providing: clothes (Maddie Moo's Closet), sight/hearing evaluations and eyeglasses (Lions Club), and dental services (Miles for Smiles). During Christmas local law enforcement, (Shop with a Cop), NMB High students, (Christmas Angels), and Helping Hand provide gifts. Our volunteer program contains members who assist teachers with small group activities or clerical details. A local church group of retired volunteers, donate time by providing the "Good News Club", an after school program extending social/emotional instruction. Teacher Cadets and student athletes work as buddies with students. 5th graders serve as "peer buddies" by partnering with CD classes. Ocean Drive believes that all students have a right to learn and strives to ensure that our learning environment is safe, welcoming, and non-threatening. By assuring students we will help them learn/achieve, we enable students to feel important and secure for optimal learning/success.

Student performance data is reviewed consistently by administrators. Curriculum coaches, teachers of subgroups, administrators and counselors meet often to determine placement. Through testing, student strengths/weaknesses are evaluated and this information determines the type of instruction resulting in maximum student growth, allowing students to achieve goals. The data includes summative data such as SCReady, SCPASS, DIBELS as well as formative data from MAP, classroom assessments, and progress monitoring. Students in grades 3-5 set academic goals with help from the school counselor while completing career interest surveys, thus connecting learning with future choices, meeting requirements of The SC Profile Of a Graduate. Setting goals makes students aware of high expectations. All students are heterogeneously placed in homerooms. Using data analysis results, students (3rd-5th) are placed in math/ELA classes and small groups for differentiated instruction. Enrichment is offered through the gifted/talented program (grades 3-5) in which students are identified by state criteria. Students with similar data are also placed in gifted classes as high flyers. There are 9 endorsed gifted/talented teachers. There are 2.5 interventionists providing instruction to students needing assistance.

Ocean Drive has after-school opportunities representing varied interests to include: running club, Chorus,

Mini Chiefs Dance Team, Art Club, Rubik's Cube Club, and Technology Clubs. PE night is held monthly encouraging family participation.

Ocean Drive provides numerous parent/community opportunities. Parents are invited to attend Academic Planning Meetings (offered day/night to accommodate schedules), Internet Safety Night, Movie Night, 5th Grade Spaghetti Dinner, Multicultural Night, Parent Conferences, and choral productions. Neighborhood groups/churches offer Christmas Angel programs, school supply drives, and book drives. A local group, The Freedom Readers, offers tutoring to students after school. One community member has a "Giving Tree" in which teachers request supplies, and community members provide. During The Great Kindness Challenge, local professionals, law enforcement, government representatives and high school students greet students as a "Community Kindness Tunnel". On Career Caravan Day, over 30 professionals present careers to students.

Altogether, staff, students, parents and community work together to provide a safe, welcoming, enriched atmosphere where students can succeed/grow academically, social, physically, and emotionally.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

Ocean Drive Elementary is dedicated to preparing students for success in the 21st century as expectations for higher learning and careers continue to be demanding. By following the guidelines of South Carolina's Profile of a Graduate, Ocean Drive's instruction focuses on a framework with a common goal and language while integrating the high expectations for our students' future. The core curriculum consists of the SC College and Career Ready Standards for ELA and Math as well as state level science and social studies standards. District curriculum, district created support documents, and pacing guides drive the learning for all students. Teachers create a personalized learning plan for each student through small group instruction, student created learning sessions, differentiated pacing, digital content and self-paced work. In grades 3-5, students track growth in response to learning goals, thus allowing students to be accountable and self-regulate their learning, helping them to be college/career ready. Altogether, these approaches inspire high expectations in all content areas. In order to maximize student growth, data including MAP (Measures of Academic Progress), DIBELS (Dynamic Indicators of Basic Early Literacy Skills), ORF (Oral Reading Fluency), and science and social studies benchmark assessments are used when making instructional decisions. Learning is student centered and collaborative, which creates interdependent communities within classrooms. Teachers communicate and work together to enhance instruction while meeting the needs of special populations including special education and English language learners. Ocean Drive believes in contributing to a culture that empowers learning while meeting student needs at the highest, most appropriate level.

1b. Reading/English language arts

Primary school students explore relationships among sounds, letters, and words as defined by the SC College and Career Ready Standards. At the primary level, ELA curriculum consists of "The Big Five" (phonemic awareness, phonics, fluency, vocabulary, and comprehension) of effective reading instruction. Kindergarten students investigate the world around them by asking questions, and exploring patterns and relationships. Students learn to work collaboratively to investigate and learn, often incorporating digital learning as one tool for inquiry. Utilizing grade level standards, instruction is meant to be a building process, providing the foundation for the next academic year. The following are standards used: inquiry, learning to read, writing, communication, and purposes of reading-for enjoyment or information. Primary years are essential for language development and reading skills. Instruction includes whole group, small group, and individual opportunities partnered with workstations that include activities to enhance literacy skills for all students. Workstations allow time for teachers to work with differentiated groups (meeting the needs of all) which are determined by DIBELS data, classroom observation, and progress monitoring. BURST is used as an intervention in these grades. Primary teachers understand the need for a strong foundation in reading skills to be successful; therefore, monitor student progress so that in future years students will be able to read to learn, rather than learn to read as in primary years. Overall, we desire students to be engaged and challenged in reading and writing to assist them in learning to think independently, reason, and analyze situations.

At the elementary level, student inquiry is on a much deeper level as students analyze text for information and reflect on beliefs. Beginning in 3rd grade, students acquire more complex vocabulary, using grammar to write more detailed, clear sentences. Reading fluency is essential for student success. Standards include comprehension, accuracy, fluency, enhancing vocabulary, and writing. Students learn how to plan, write, and edit as they become more advanced in descriptive writing. Digital tools as well as keyboarding are introduced in the elementary grades. Students begin to express opinions and ideas through communication as well as accept others' beliefs and opinions. Students deepen their knowledge of what is read allowing for the analysis of written text through comparison and contrast. Students work collaboratively through cooperative learning structures that increases student interaction and accountability. Instruction is offered through whole group, small group, and individual scenarios to meet the needs of all. Data is used to

determine strategic and intensive needs and consists of MAP data, observation, formative assessment, and DORF scores. Students may receive intervention if the data determines a need. Students are pulled during reading workstations in order to receive Passport support with an intervention teacher. Students in grades 3-5 who are state qualified as gifted or designated high achievers by the school are served enrichment in a gifted ELA class. Online tools and programs such as Lexia and Achieve 3000 are also utilized to differentiate instruction.

1c. Mathematics

ODE's math program is designed to provide students with the opportunities and resources necessary to develop the fluency of math facts, critical thinking and problem solving skills required to be "College and Career Ready". SC College and Career Ready Standards for Math guide instruction. Everyday Mathematics Curriculum is used in our district for grades K-5. It is a spiraling curriculum that includes the use of manipulatives and technology. In primary grades, students count, using manipulatives and write numbers while organizing and grouping into tens. Students compare two or more written numbers and begin to make sense of patterns and use numbers to formulate concepts. These concepts are what build their understanding of addition and subtraction patterns. Students recognize shapes and learn measurement, appling both to relevance of position. As students proceed into higher grade levels, they expand their math knowledge to include the following: counting coins, telling time, dividing shapes, graphing, and expanding concepts of numbers past 100. Students are provided instruction directly, through workstations, and in small groups. Students are placed in leveled groups by need determined by teacher-made checklists. They may receive additional instruction if needed. Teachers in primary grades use classroom observation/performance to assess and second grade students also have MAP data to determine strengths/weaknesses for differentiation.

Using state criteria, upper grade students are placed in math classes according to MAP data, SC READY data, and gifted identification. Gifted instruction includes Mentoring Mathematical Minds (M3), and inquiry-based practices, while general education instruction utilizes Everyday Mathematics (K-5) and team created resources. Enrichment for fifth grade qualifying students is provided through an online pre-algebra class for qualifying fifth graders during second semester. All students are given differentiated lessons based on individual needs to not only ensure their achievement of grade-level standards, but also their personal growth. At ODE, we teach to the students' level to ensure success and growth no matter what individual level. Upper elementary grades explore area, perimeter, volume, fractions, and decimals, all of which allow for frequent, conceptual lessons that allow students to engage in hands-on activities. At this level, students expand their knowledge by putting equations into verbal form and solving, as well as putting verbal situations into student-created solved equations. Students must use reasoning skills and think more abstractly, allowing them to best understand how math works. Instructional settings include: whole group, flexible small group, independent models, and blended learning models. Teachers consistently develop lessons that target student's individual needs to ensure support for each child while enabling progress at an appropriate speed. Students also use programs online such as ALEKS, Education Galaxy and Khan Academy to further growth-centered learning. Students are assessed by teacher created assessments aligning with state standards, MAP, and SC READY. The data collected is used to differentiate instruction. Upper grade students may be placed in intervention based on performance of these assessments.

1d. Science

Our district supports the Framework for K-12 Science Education by the National Research Council of National Academies. This goal, which includes the appreciation of the beauty/nature of science, knowledge of science/engineering, and being careful consumers is the standard of our curriculum. The 2014 SC science standards include Science and Engineering Practice standards. Instruction is differentiated across grade levels and core areas and should include students actively experimenting and exploring in the area of science.

At ODE, science instruction is inquiry-based learning. Students collaborate with peers and work together to perform hands-on experiments while recording/collecting data. Through this process, students acquire problem solving skills that prepare them for real world experiences. We believe it is important to incorporate math and science during experimental learning allowing students to see connections in relation to solving

real problems. Students explore and discover new information by using FOSS (Full-Option Science System) and STC (Science and Technology Concept) kits. These kits provide multiple learning opportunities to explore through inquiry when used within a cooperative group. Kits are distributed during various times of the year. Teachers also incorporate science standards into reading curriculum further reinforcing skills and content. Students have another opportunity for further exploration through STEM (Science, Technology, Engineering, and Math) classes every six days. Each grade level builds on 3 concepts: Physical Science, Earth Science, and Life Science. Teachers often invite guest speakers (weather station, environmentalists, etc.) to present content. Study trips are beneficial as students have opportunities to learn about plant life, animals, and ecosystems. Kindergarten students partner with a local garden club that provides Ecotots, a program teaching students about protecting the Earth. ODE also composts, recycles, through the Talking Trash program. In primary grades, assessment occurs through teacher observation and checks for understanding; while in upper grades, district benchmarks and teacher designed assessments evaluate student achievement. Overall, students are expected to observe, explore, analyze, and experiment to draw conclusions/solve problems. These essential skills are necessary for problem-solving and critical thinking throughout our lives.

1e. Social studies/history/civic learning and engagement

The elementary Social Studies curriculum begins with kindergarten and focuses on the world around us. As students progress in consecutive grades, the focus expands to other cultures and how we relate and connect to those cultures. Primary grades learn about the societal conventions we live by, how groups of people live and work together, the role of government in our daily lives, as well as the geographical and social interdependence among peoples. SC standards based lessons are presented to students allowing opportunities for students to interact and make connections with each other. Students acquire essential skills such as responsibility, respect, cultural appreciation, and good citizenship by collaborating with others. In addition, Google Classroom offers exploration of cultures for students to experience. Informal assessments measure student understanding.

Upper grades build upon prior knowledge to further learning in the areas of economics, geography, politics, and historical concepts. Students are expected to learn about past events in order to understand why the world is the way it is today. Students infer and compare to understand rights and struggles so that history may not repeat. Students will understand the state of SC and its role in the United States, as well as the world. Instruction is presented through Google Classroom, collaborative projects, and direct instruction. Assessment is offered through district benchmark testing as well teacher created assessments. Study trips benefit student learning as SC is rich in history to discover. Students also have a sense of community as ODE has monthly service projects benefiting the local area. Ultimately, students are expected to learn about their surroundings, gradually expanding knowledge into greater geographical regions, how all are connected, and the affect it has on society today.

1f. For secondary schools:

1g. For schools that offer preschool for three- and/or four-year old students:

Ocean Drive Elementary has a child development program as well as an early childhood special education program. Students in the ECSE are identified as students with disabilities as defined by state/federal government through IDEA federal law. State standards are used to guide instruction with an emphasis on identified educational needs. Focus includes school readiness, functional and adaptive skills, and social/language development. Our goal is to intervene early so that students will be more successful as they enter kindergarten. We have 10 students enrolled in this program and 8 of those are on an abbreviated schedule.

Child development classes have been aligned with the South Carolina Early Learning Standards and designed to prepare students for kindergarten with skills to succeed academically, emotionally and socially. This program is an early intervention for at risk 4 year-old students. An age-appropriate screening is held each spring to determine eligibility. This program also provides an opportunity for the teacher and parents to work collaboratively to determine the needs of the student. The core-curriculum is literacy-based, while

integrating math, science, and social studies. It is aligned to the K-3 instructional standards that includes skills such as sequencing events, identifying main idea, problem solving, rote counting, letter identification, sound, rhyme, and ideas for writing. The classroom is a literacy-rich environment with hands-on activities in which teachers provide a nurturing, cooperative, and safe learning environment. One goal of the program is to encourage and enhance language/vocabulary development. Thus, workstations provide students with language, reading, and writing activities, as well as opportunities for decision-making and problem solving while learning to work together respectfully. There are social/emotional lessons that teach procedures while furthering language/vocabulary development. Classroom environments are safe, welcoming, and full of interactive learning. Students who have attended this program enter kindergarten understanding school-wide procedures, are able to model acceptable school behavior, are able to form relationships, and are prepared for learning.

2. **Other Curriculum Areas**:

ODE offers instruction in fine arts, physical education/health, and technology/media (STEM). Students problem solve, create, invent, and collaborate. These essential skills are necessary for success.

In art, students explore media while engaging in creative activities. Students study art history while connecting personal experiences/content. Artwork is showcased in the fine arts hallway. CD-5th graders attend art every 6 days for 45 minutes. Standards are taught through mixed media such as painting, and three dimensional works. Essential skills include sharing, collaborating, and following directions. The teacher models using Smart Board technology. Enrichment is offered through an after-school Art Club that meets weekly (8 week periods).

In music, opportunities include creating, performing, responding, and connecting to music. Students explore by learning to play instruments, singing, listening, and performing. Varied learning styles are addressed including movement, technology, learning to read music, and analyzing forms. All students attend music 45 minutes every 6 days. Students are taught SC College and Career Ready general music standards. ODE participates in All State Choir. Additional music opportunities are offered year-round for 4th/5th graders who join the ODE Chorus. This group performs and participates in All County Chorus.

The media center at ODE aligns the instructional program to support the curriculum. Students research, read for pleasure, and access information.The digital world is integrated into all areas. Students are critical thinkers, eager readers, users of information, and strategic researchers. Students visit every 6 days for 45 minutes, but also visit throughout the day with permission. Students are exposed to grade appropriate non-fiction/fiction. Teachers communicate instructional needs so materials are available. Lessons are guided by standards (AASL Standards Framework for Learners). Students are encouraged to research, borrow books and utilize the computer lab. Grades 3-5 are taught research skills, copyright laws, and learn how to navigate digitally using search engines. Maker Space activities are provided as a STEM extension. Computer safety is taught (Acceptable Use Policy), accessing the online environment, and use of programs/apps. A second tech lab is utilized for students to practice computer literacy/word processing skills. Within classrooms, students have an iPad to use daily; students in grades 3-5 are 1:1 and CD-2 are 2:1.

All students have physical education ninety minutes every six days. Students engage in a non-threatening, encouraging environment. Shape America's NASPE standards guide instruction, and teachers promote lifelong fitness/health through Kids Heart Challenge/Jump Rope for Heart. This program provides opportunities for community service while developing an understanding of heart health. Our program supports students' acquisition of essential skills/knowledge by incorporating cross-curricular activities in the PE setting, and promoting life skills. Physical activity, and health/nutrition lessons are taught. ODE sponsors an after-school Running Club providing opportunities to participate in races sponsored by Grand Strand Running Club. Monthly, Family PE Night is offered allowing family participation and giving parents a glimpse at PE curriculum . PE teachers encourage lifelong physical activity by working with recreation departments and Gymnastics and More to offer additional opportunities.

STEM classes encourage students to create, imagine, and explore through collaboration. Students receive instruction 45 minutes every 6 days. Students have hands-on activities that extends instruction in the regular

classroom. Students explore design/engineering using VEX kits. Technology is integrated as students code and create animated stories. Students problem-solve when given real world situations that have several solutions. Other disciplines are integrated into lessons, such as solving conflict within stories, exploring body systems, designing prevention of erosion, and experimenting to determine which product works best. Through STEM, students become deeper thinkers with logical solutions.

The guidance counselor promotes growth mindset encouraging positivity. She teaches all students over a 2 week period. Instruction is guided by American School Counselor Association (ASCA) standards. Instructional topics include: safety, choices, life skills, friendship, anger, careers, online safety, and bullying. She works with students individually and in groups for personal issues. She works with parents, staff, community members and students to encourage well-being. She helps maintain a a safe, welcoming, non-threatening atmosphere. Students participate in events she coordinates including Red Ribbon Week, Great Kindness Challenge, Career Caravan/Fair, and Be a Buddy, Not a Bully. Grade 3-5 students complete career assessments/academic planning folders (IGP) and meet individually with the counselor and parents. Academic meetings are held to present future options. She creates awareness by planning special days such as Pink Out, Purple for Platelets, Stomp Out Bullying/Blue Shirt Day, etc. Overall, the counselor provides support for students to be productive learners with positive mindsets.

3. **Academic Supports**:

3a. Students performing below grade level

Data analysis and collaboration during Professional Learning Communities provide opportunities for teachers to review and discuss needs of all students. Using results from assessments such as MAP, DIBELS, and ORF, teachers plan and create groups to differentiate based on student needs for below, at and above grade level students. This is considered the first level of intervention (Tier 1) and teachers provide this intervention within the classroom through small group instruction. Teachers also differentiate for students in Tier 1 when implementing and introducing learning stations in all grade levels. Further analysis of this data also provides interventionists with data to determine eligibility for Tier 2 intervention. Instruction is provided by programs taught by intervention teachers (Passport, BURST) Progress monitoring is conducted every 10 days by the intervention teacher and used to to track progress. If a student consistently shows little to no progress, interventionists and the data team determine if Tier 3 support is needed. In Tier 3 the interventionists use programs to guide instruction. Data is reviewed on a consistent basis. This data along with collaboration of interventionists and teachers, is then used to provide the best support for all students. All students participate in a district wide writing program, Being a Writer, to provide writing lessons that encourage deep thinking, collaboration with peers, and daily reflection. Technology-based lessons also provide students with a variety of ways to view information so students have another way of learning.

3b. Students performing above grade level

Using state identification criteria, students in grades 3-5 are identified for Math and English Language Arts gifted and talented programs. Curriculum coaches, the guidance department, and administrators work together to constantly reflect on student performance data in grades 2-5. Quarterly the team analyzes performance data of students who do not quite make the state qualifications for the GT program. Ocean Drive has numerous students who fit into this category. With district approval, we developed a high flyer program which allows these students to receive the gifted and talented curriculum, even though they are not state qualified. Parents may sign a waiver for students to be in these classes. Since initiating this program three years ago, Ocean Drive has seen an increase in the number of students who have qualified with state criteria. On a daily basis, these students receive 90 minutes math and/or ELA gifted instruction by teachers who are endorsed gifted teachers. Ocean Drive Elementary currently has 52 fifth graders, 40 4th graders, and 14 3rd graders as state qualified gifted and talented students. With "High Flyers" added, Ocean Drive's gifted and talented enrollment increases to: increase to 28 in 3rd grade, 54 in 4th grade, and 54 in 5th grade. Two years ago, the current fifth grade had but 21 students qualified by the state criteria, with the addition of those served as high flyers 31 more are now qualified.

3c. Special education

Ocean Drive Elementary ensures that students with disabilities receive instruction in the least restrictive environment to develop necessary skills in the developmental areas of academic, physical, social, and emotional for future success. Students are identified for evaluation through the Response to Intervention (RTI) process. The RTI team consists of the assistant principal, school psychologist, curriculum coach, school counselor, and teachers. They analyze data and plan specialized instruction for students who experience academic difficulties. Special education teachers "push-in" and co-teach during writing as they implement the "Being a Writer" curriculum. All special education teachers address general education standards through specially designed instruction and do this as much as possible in the general education setting. Special education teachers plan with general education teachers by grade level and attend Professional Learning Community (PLC) meetings. Students also receive direct instruction in small groups where math and ELA standards are taught explicitly through approved district curriculum/programs. By teaching small steps with guided practice, then building up to student practice allows students to experience a high level of success.

3d. ELLs, if a special program or intervention is offered

Home language surveys indicate if a student is an English language learner. Screening assessments are used to determine levels for listening, speaking, reading, and writing. ELL students are taught by a certified teacher 225 minutes weekly. ELL teachers also "push-in" and co-teach. ELL teachers create an Individualized Language Plan (ILP) for each ELL student and each includes details of services, classroom accommodations, and district/state testing accommodations. Once students achieve the required scores on the WIDA assessment, ELL teachers track students for four years to ensure they are sufficient in the English language and are performing on level with English speaking peers. Currently there are 130 ELL students with nine different languages being served. All teachers are required to provide language objectives in lesson plans and during instruction to accommodate non-English speakers. Classroom teachers and ELL teachers plan together in classes they co-teach. Professional learning opportunities are offered throughout our district so that teachers support EL students. Newcomers and students with lower English proficiency are taught using the REACH curriculum which is a language driven curriculum focusing on the four domains outlined by WIDA standards. Bilingual volunteers also work with ELL students in small groups on a weekly basis. Cultural backgrounds are honored and valued to strengthen self-confidence and encourage non-threatening. Newcomers are shown a video in their native language to make transitions successfully. We have several volunteers who reteach vocabulary and standards daily to EL students.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

Utilizing data from the most recent state testing, a gap of 21.7% was to be in fourth grade ELA limited-English proficient students. Late in the year, 5 newcomers joined this population, and 3 students also received special education services. In addition, our students with disabilities showed a gap of 46.3% in ELA and 37.1% in math. In order to address these needs, special education teachers have joined personalized learning communities which plan lessons with regular education teachers. In our schedule, we allocated time for special education teachers and EL teachers to "push-in" and co-teach. This school year, a new writing program, Being a Writer, was adopted by the district, and is designed to strengthen ELA instruction, while addressing social/emotional learning. Data is monitored consistently and instructional decisions are made regarding deficits. The Response to Intervention (RTI) team (led by school psychologist and assistant principal), analyzes a variety of data and determines what is needed for students with gaps in learning. Students scoring below the 25% on MAP (grades 2-5) or below benchmark in DIBELS (grades K-1) qualify for intervention. Research-based programs, such as BURST and Passport are used for intervention in reading.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

ODE believes students should be motivated to engage in learning. We utilize a proactive approach to behavior management through Positive Behavior Intervention Support (PBIS). Students who exhibit positive behaviors-respectful, responsible, and ready, are rewarded. Focus is placed on positive behavior rather than negative. Using a schoolwide matrix for procedures, behavior expectations are provided/modeled. ODE believes this increases the desire for learning while intrinsically motivating students. Positive communication inspires better relationships among staff/students. ODE's environment is safe, loving, and non-threatening so students grow physically, academically, and emotionally.

Safety is an important priority. Students are supervised before, during, and after school by teachers in assigned duty stations. Procedures at drop off/pick up are defined for walkers, car riders, bus riders, and parents. ODE works with law enforcement and transportation supervisors to ensure traffic safety. All visitors to ODE must enter at the front and are scanned using the School Identification Check technology. Visitors must wear a tag indicating they are allowed to be in the school. Volunteers have a more extensive check and attend orientation in order to enter hallways freely. Video surveillance monitors areas inside/outside classrooms, and school grounds. A security guard is present each day to patrol. Utilizing a district approved Crisis Management program, all staff are trained in approved methods of crisis management including various drills and Safe Schools Online program.

So students may learn as much as possible, we know basic needs must be met. ODE provides 51% of our students free/reduced hot breakfast/lunch daily. Teachers provide snacks in classrooms and Help4Kids provides bags of food for students in need to take home weekly. We maintain a clothing closet, Maddie Moo's, which provides shoes, clothing, or coats. Also, through various contributors, we have book bags and school supplies. We desire to provide a worry-free learning environment by meeting basic needs.

By developing close and caring relationships while meeting safety needs, community members/parents know ODE is a "safe haven for learning". ODE provides instruction for identification of discrimination, harassment, and bullying with procedures to reduce these behaviors among students. Students are encouraged to be kind and ODE celebrates The Great Kindness Challenge and other similar events. Developing social skills is an essential part of learning and by teaching kindness and conflict resolution/problem solving strategies, students develop tools for interacting with peers.

ODE staff members are supported by the administration. Two curriculum coaches support teachers by assisting with plans, teaching techniques, and assessments. ODE staff and students are rewarded by administrators when goals are met. ODE functions as a family unit where each family member strives to support and encourage one another, thus providing a positive environment for students and staff.

2. Engaging Families and Community:

Ocean Drive Elementary (ODE) desires to have a strong relationship with families and community members. ODE provides a welcoming, non-threatening environment throughout the building. Parents are welcome to attend lunch as well as special events in the classroom. We offer a Veteran's Day program, Volunteer Appreciation lunch, as well as The Great Kindness Challenge Community Tunnel. We also host many after school events for family and community which include: Multicultural Celebration, Academic Parent Night, Internet Safety Night, and Fifth Grade Spaghetti Dinner. ODE partners with community organizations to allow events on campus such as the Rotary Club Spaghetti Dinner, Public Safety Department Annual Fish Fry, and Rescue Squad events.

Families are informed of academic information as well as all news in numerous ways. Teachers utilize communication apps like Bloomz, as well as email and class newsletters to communicate specific classroom information. Schoolwide information is dispersed by using Facebook, the school web page, electronic and paper newsletters, and electronic phone calls/emails from the principal. Information distibuted and shared

includes events, contests, school celebrations, and important dates.

Ocean Drive supports community organizations and businesses through participation in various contests and events. Each year students are given the opportunity to participate in essay and poster contests with Santee Cooper, The SC US District Attorney's Office, Horry Georgetown Public Safety, and Horry County Schools Attendance Awareness. Students also are offered opportunities to attend city and county parks and recreation events. ODE supports local students in area high schools and colleges through student teaching experiences, practicums, observations, and the Teacher Cadet program. We participate in Principal for a Day in which a local professional shadows the principal in order to see the inner workings of a day at ODE. Community members also assist by presenting careers at out annual Career Caravan. Each year in January, ODE celebrates The Great Kindness Challenge. Community members attend and create a "tunnel" in which all greet and welcome our students into the building one morning. The Rotary Club delivers dictionaries to third graders and coloring books emphasizing life skills to kindergarten students. Several business owners also provide books for character development that are donated to second grade students. Many community members and businesses donate items for us, not only for students but also staff members as they feed everyone on special occasions.

Ocean Drive Parent Teacher Organization (PTO) also works to assist staff, students, and all of the ODE learning community. They provide monthly celebrations for staff, donations to each classroom, and offer fundraisers to improve any needed items for improvement. School Improvement Council (parents, teachers, community members and administration) and the local Advisory Board (district personnel, administrators, parents, community members, school board members) also ensure that all stakeholders have input, are well informed, and assist to positively impact student growth and success.

Ocean Drive welcomes parents and holds many opportunities at night whether learning nights, or celebrations. Open House is help within a couple days of school starting and families may visit classrooms and meet teachers. This provides an opportunity to foster relationships among staff and families, as well as communicate expectations and procedures. In September a Gifted and Talented Night is offered so parents understand the qualifications, curriculum, and overall expectations of the program. An Internet Safety Night is organized by the school counselor in partnership with the local public safety department. Academic Planning Sessions are held three times a year with sessions during the day and at night for parents to learn about academics after elementary school as well as to meet individually to see students' academic and career plans. Book Fairs are offered during two different weeks each year and each hosts a parent night for visiting. The Adult Education Department within the district has also partnered with ODE to offer English language support for adults.

3. **Creating Professional Culture:**

Professional development at Ocean Drive includes the support of two instructional coaches. Teachers meet twice a week in Professional Learning Communities (PLC) in order to have continuous support of district and state expectations for teachers, and most importantly, students. ODE provides staff development that is aligned with district and state goals. Monday staff meetings are held to further support initiatives and target areas. Schoolwide data from assessments such as SCReady, SCPASS, MAP, and DIBELS is used to determine areas in which growth is needed. Teachers also provide data from classroom assessments in order to determine what professional development may be necessary. Consultants visit and assist with incorporation of programs. Consultants included are from Everyday Math, Kagan Learning Structures, and Being a Writer. They model and provide advice on how to incorporate these programs in classrooms while also addressing the necessary standards.

Personalized Learning Community (PLC) opportunities occur twice weekly during teacher planning times and are led by the instructional coaches. Administration and district learning specialists are also participants in these sessions. The goal is to provide any and all support for teachers in any area of instruction. Areas covered include: instructional technology, interpretation of state standards, analysis of data, use of support documents and pacing guides, and modeling of lessons.

ODE has thirty teachers with advanced degrees and seven teachers who have achieved National Board Certification. Two staff members are currently enrolled in an advanced degree program.

4. School Leadership:

School leadership at ODE is a team effort. The goal is to provide an atmosphere that is welcoming and friendly, while expecting leadership, high expectations, respectfulness, and success for all. The school leadership team establishes procedures for behavior while setting clear expectations of all staff and students. In order to have academic growth and success, all stakeholders (parents, staff, students, and community) must work as a team to develop strong relationships and provide an enriched learning environment in which all students can learn. The leadership team provides support for staff and students to encourage focus on learning and achievement of high expectations through high-quality instruction. The administration believes in all stakeholders being responsible for all student learning in order to reach goals and close achievement gaps. Through positive relationships and connections, students will be successful as teachers provide challenges as well as support to increase student learning.

Each staff member is valued for his/her contribution to learning at ODE. Collaboration is critical as grade levels and groups work together to make decisions regarding instruction. Administrators encourage all staff to support our shared vision as teams set goals and determine best practices for instruction. Through collaboration, knowledge, experiences and talents are shared among staff which establishes opportunities for implementation of new ideas.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Ocean Drive Elementary is successful in the area of academics through the continuous and collaborative practice of analyzing student data. This practice allows us to plan for each student at his academic level in both ELA and math. Every student has an individualized growth plan that also provides consistent challenge. Students receive their math and ELA instruction in flexible, leveled groups based upon scores from MAP, SC Ready, and CoGAT. Students work with their teachers to monitor their scores and set achievable, yet personally challenging goals. Grade level teams, interventionists, and administrators work together quarterly to review student scores and progress. Students at Ocean Drive Elementary demonstrate responsibility and a greater interest in their academic progress as they take ownership in their own learning. Students who do not meet the state criteria for Gifted/Talented (GT), but consistently score in higher level percentiles and earn similar grades receive instruction with gifted/talented students and many of these students eventually become GT qualified. Additionally, students who demonstrate a significant strength in only one area are placed in the GT group for that area. Similarly, students who need more support in ELA and/or mathematics have access to instruction planned to meet their specific academic needs.

Our second through fifth grade teachers work in collaborative partnerships. Each partnership consists of a grade level teacher who is responsible for all of ELA, or all of mathematics, science and social studies. In this way, all students benefit from the expertise and strengths of each individual teacher. Furthermore, this organization of content ensures consistency and fidelity of practice across all academic content areas, raising the level of academic rigor and reaching a larger span of students. Instruction is explicit and geared for each student's growth.

We have seen this practice increase student growth in math and ELA for all students. All students are taught on their level with a specific plan for instruction based on data. Our state test scores show continual growth. Our teachers have worked diligently to enhance instruction and reach students at each individual level. This has a positive impact on all students. We have seen an increase in the amount of students qualifying for gifted and talented. Overall, students have met goals and progressed to higher levels.