

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Ms. Deb Lee Colliver

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

Official School Name Myrtle Beach Intermediate School

(As it should appear in the official records)

School Mailing Address 3301 Oak Street

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

City Myrtle Beach State SC Zip Code+4 (9 digits total) 29577-3091

County Horry County State School Code Number* 2601053

Telephone 843-626-5831 Fax 843-626-8528

Web site/URL http://mbi@horrycountyschools.net E-mail dcolliver@horrycountyschools.net

Twitter Handle _____ Facebook Page _____ 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*Mr 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):
- 27 Elementary schools (includes K-8)
 - 11 Middle/Junior high schools
 - 14 High schools
 - 0 K-12 schools
- 52 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. 2 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	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	191	144	335
5	176	139	315
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	367	283	650

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 25 % Black or African American
 - 26 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 46 % White
 - 1 % Two or more races
 - 100 % Total**

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

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 7%

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	28
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	20
(3) Total of all transferred students [sum of rows (1) and (2)]	48
(4) Total number of students in the school as of October 1	674
(5) Total transferred students in row (3) divided by total students in row (4)	0.071
(6) Amount in row (5) multiplied by 100	7

7. English Language Learners (ELL) in the school: 25 %
146 Total number ELL
 Number of non-English languages represented: 11
 Specify non-English languages: Spanish, Uzbekek, Tajik, Portugeese, Russian, Arabic, Albanian, Vietnamese, Mandarin, Jamaican Creole, Turkish.
8. Students eligible for free/reduced-priced meals: 77 %
 Total number students who qualify: 520

Information for Public Schools Only - Data Provided by the State

The state has reported that 83 % 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: 15 %
87 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>9</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>16</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>43</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>18</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>6</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</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	2
Classroom teachers	31
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	18
Paraprofessionals	23
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

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 23:1

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%	97%	97%	97%	96%
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: The mission of Myrtle Beach Intermediate School is to be a true community of learners and leaders, demonstrating respect and pride both academically and socially in all we do.

PART III – SUMMARY

Myrtle Beach Intermediate School is a Title I school located two blocks from the Atlantic Ocean in the beautiful coastal region of South Carolina. We serve students in inner city of Myrtle Beach, with other school clusters. Our building, established in 1952, was once the home to Myrtle Beach Middle School, where many of our current parents attended school. In 1997 it became Myrtle Beach Intermediate School, which it remains to date. Our educational cluster consists of five schools: primary, elementary, intermediate, middle, and high school. Previously, each school essentially operated as its own entity, with very little communication and continuity between buildings. To help rectify this situation, our cluster of schools adopted the Covey Leadership Model. This was a huge initiative that encompasses district resources, the business community, and other stakeholders. This provides the opportunity to use a common language and have common expectations from Kindergarten through High School. This year we are sponsoring a Community Fun Run along with our elementary cluster of schools. Students and their families are invited to enjoy this festival-type atmosphere free of charge while running and socializing with school employees as we encourage healthy habits. Food, health screenings, booths, and other activities are planned.

Myrtle Beach Intermediate serves 650 students in 4th and 5th grades. Our students hail from very diverse ethnic and socio-economic backgrounds. Our ethnic makeup consists of 16 different countries with 18 different languages spoken resulting in 26% of our population being served in ESOL. Our student population consists of 15% Special Ed, 17% are Gifted and Talented, 25% are African American, Hispanic, Asian, European, and other, 76.8% free and reduced lunch, and a 38% transient rate. Housing varies from multi-million dollar homes on the beach front, to government subsidized housing, campgrounds, hotels, and homeless shelters. As much as housing varies, so do the occupations of our families. Some parents are owners of the businesses where some of our parents are employed, while others are unemployed living on government assistance.

Having such a diverse population requires our school to provide more than just an education for our students. We become the parent, guardian, mentor, and sole support for some students. School becomes more than a place to learn, but it becomes a second home where they know they are loved and nurtured, and they are in a safe haven. We take care of their emotional and physical needs with help from others in the community, such as businesses, churches, and other stakeholders. To meet the student's physical needs, we offer various opportunities and programs. Our school participates in Back Pack Buddies, which provides food for children of poverty to ensure students have food to eat over the weekends and holidays. Our cafeteria, The Seahawk Café, provides a hot meal to our students for breakfast and lunch. Our student council held a coat drive this winter that provided coats to any child in need. Small Smiles, a part of the South Carolina Dental Associates, provides free dental care to students in need. Students in need of glasses receive assistance from the Lions Club and other civic organizations. To meet the student's emotional needs we also provide many opportunities. One such program is Mentoring Men, which consists of male role models from the high school that mentor a select group of 4th and 5th grade male students. These students are chosen in order to provide a model role model in their lives. The high school students provide academic and moral support for these students on a weekly basis. We also offer the same type of program entitled Leading Ladies for our female students, with female role models providing the same support. In a partnership with Coastal Carolina University, college students serve as mentors for students who need a positive relationship and academic support. We provide many opportunities for parents and community members to actively participate at Myrtle Beach Intermediate. Watch D.O.G.S. (Dads of Great Students) promotes positive relationships with students. Our Ministers Alliance was formed to bridge the gap between various communities in the area to serve a common goal of bringing more adults into schools. Parents are encouraged to volunteer in school by reading with students, practicing math facts, and other forms of meeting the needs of students. After school tutoring is provided to at risk students. Pre-Algebra is offered to Gifted and Talented students as enrichment. After school clubs, such as Karate, Legos, Junior Lifeguard, Good News Club, Student Council and Chorus are offered to all students.

At Myrtle Beach Intermediate School our focus is “growing the brains” of every child by providing as many resources and opportunities to provide an enriching, nurturing, and worthwhile environment in which to learn and to be leaders by finding the voice in themselves.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The curriculum at Myrtle Beach Intermediate is rigorous and challenging so that all students meet or exceed their growth targets for the academic year. Students are prepared with skills necessary to succeed in a global society. For the 2013-2014 school year, Myrtle Beach Intermediate followed the South Carolina State Standards for all core subjects. The staff attended professional development sessions to prepare for the 2014-2015 transition to Common Core State Standards for reading and math. Pacing guides and curriculum guides provided by the district set the framework for learning. A range of assessment points are used throughout the year in order to inform instructional decisions. The students take the Measure of Academic Progress (MAP) test three times a year. The DIBELS Oral Reading Fluency (DORF) is given as a probe and checkpoint throughout the year. Unit assessments in the Everyday Math Program, as well as reading assessments, guide instruction. Students take a social studies or science benchmark after each unit and the data is instantly shared with teachers to plan for future instruction. Teachers use a variety of instructional methods including inquiry, cooperative learning, and technology to plan effective lessons. Collaboration is key at Myrtle Beach Intermediate, where all teachers work on a team, along with the instructional coach to provide engaging and individualized experiences for all students.

Myrtle Beach Intermediate uses a balanced literacy approach guided by the Imagine It! program. Approximately two hours per day are set aside for classroom literacy. Informational texts, foundational reading skills, comprehension, vocabulary, as well as listening and speaking standards are integrated into the literacy block. Classroom discussions, whole group, partner work, and independent work are a few ways teachers plan their reading time so that each child is working on their level. In addition to the reading block, students have a work station time where they receive small group instruction that is flexible and tailored to their individual needs. This differentiated time allows the teacher to work with groups of four or five while other groups are engaged in a leveled activity within the classroom. As a part of stations time, students needing intervention may be pulled to work in programs such as Corrective Reading, Passport, and Ticket to Read.

A spiral curriculum approach is utilized in math so that students are encouraged to think like mathematicians. Students have numerous opportunities to use mathematical language and vocabulary in their classrooms, as well as applying math to everyday life. Teachers use manipulatives in order to help students understand the concrete applications and move to more abstract concepts. Additionally, as a supplement to math time, students are placed into leveled groups for an instructional focus block, where students work on math concepts such as Numbers and Operations, Algebraic Thinking, Measurement and Data, and Geometry.

The social studies curriculum at Myrtle Beach Intermediate is guided by South Carolina standards. Using district created curriculum guides, teachers plan lessons that are engaging and interactive so that students can make the connections necessary to understand the world around them through the history of the United States. The curriculum takes students on a journey, starting in fourth grade, with the first people that came to the Americas, all the way through modern times at the end of the fifth grade curriculum. Interactive note booking is utilized throughout the classrooms for students and teachers to use as a communication tool and for students to take ownership of their learning.

Science skills for students are rooted in hands on learning situations that enhance the science process and inquiry skills. The school receives science kits for the various science units covered in fourth and fifth grade. The science kits are distributed from the Full Option Science System (FOSS) and Science and Technology Concepts (STC). In fourth grade, the students use the habitat kits to make observations and inferences. They are also able to create a classroom weather station and collect weather data. For the electricity unit, students are given hands on practice in building circuits and electromagnets. In fifth grade, students study ecosystems and create an aquarium and terrarium, showing the relationship of factors included in the ecosystem. The units also provide real life inquiry experiences with land and water, motion and design, and mixtures and solutions.

2. Other Curriculum Areas:

Supplementary classes are part of the educational experience. Students attend one section of media, art, physical education, and music each day. Guidance and technology courses alternate bi-weekly.

The media center has become a technology hub for our school. Students work on standards based projects that include research and presentation. Students are able to choose topics from subjects they have learned in class, and may also make connections to what they have learned by borrowing books in areas of their interest. There are also lessons where students gain knowledge about reliable sources and author's bias. Students get experience working with cameras, iPads, and research tools. The district-wide technology fair gives the students a chance to exhibit their skills. Students have the opportunity to create multimedia projects to display at the technology fair. You never know when you may walk by and see a class working on their task in front of our very own green screen! While in art, students enhance what they have learned in their classroom by creating pieces that connect to their learning. Fourth grade art students have created Native American pieces of art and clay, and fifth grade students have worked on symmetry projects and creating examples of natural disasters.

The Physical Education curriculum is based on National and South Carolina Physical Education Curriculum Standards. The PE program is built to give the students the essential skills to participate in lifelong physical activity. The PE program uses different forms of activities and games to teach the skills necessary for students to participate in physical activity. MBI works closely with local recreation programs and secondary schools to provide activities. To give students the knowledge of how their bodies work, the physical education curriculum also incorporates the 5 Health Related Fitness Components into class and are assessed using Fitnessgram testing. Heart Health is addressed further through the participation in Jump Rope for Heart. The PE program participates in The First Tee National School Program and National Archery in the Schools Program to teach life skills such as honesty, integrity, sportsmanship, respect, and perseverance. MBI extends its Physical Education program by offering several clubs that are run by school employees, including karate and Junior Lifeguarding.

Our music program allows students to learn to read music, practice a variety of instruments, and to perform on stage. Students have collaborated to create their own class song with the help of a hands-on technology based music program. Students are introduced to instruments such as bells, keyboards, and guitars as they are reading music. The students spend the first semester practicing for their winter performance. This performance standard ties in with standards of speaking, listening, and performing. A chorus is chosen from the student population and they spend time after school practicing for events such as 9-11, Veteran's Day, and various plays put on at the High School.

Students receive guidance approximately twice a month. The guidance counselor often discusses issues such as bullying, study skills, careers, and self-esteem. She also pulls in books and news articles that help students learn more about the Covey Habits and lifeskills. Students are encouraged to use their habits and lifeskills daily, focusing on a specific one each week. At the end of the week, a student who exemplifies that lifeskill is chosen from each class. Special clubs are offered to students throughout the year who may be dealing with other issues such as divorce, loss of a loved one, anger issues, etc.

In technology, lessons are created based on the needs of the classroom teacher. Students are given instruction on keyboard shortcuts, typing, MS Word documents, MS PowerPoint presentations, and Excel Documents. At the beginning of the year, time is spent learning the parts of a computer and proper typing. The basics of MS Word are introduced and students publish several documents that highlight their skills. Gradually the students learn to create PowerPoint presentations and their work is shared with the other students. Homeroom teachers can collaborate with the technology teacher to complete projects and research that might be going on in the classroom. There is a Lego club that meets afterschool twice a week. They create Lego projects that are then animated by computer programming.

3. Instructional Methods and Interventions:

The staff is committed to helping students “grow their brain” throughout each day. Using various data points, such as MAP scores and state test scores, the Response to Intervention team (RTI) meets throughout the school year and determines if there is remediation needed for students who may not have an Individualized Education Plan (IEP). Any student in the tenth to twenty fifth percentile range could be identified for math or reading interventions, such as; Corrective Reading, or Passport/Ticket to Read. These students are closely monitored in order to ensure that they are making the gains that are expected. ESOL students also receive services during stations time, which focuses on academic vocabulary and building foundational language skills. For a forty five minute math instructional focus section, students are differentiated and receive instruction based upon their current ability level and the next strand according to their MAP scores.

High flyers are determined by various data checkpoints from the previous school year and are served with Gifted and Talented students. They receive enrichment services every day for English Language Arts and Math. In fifth grade, starting in the second semester, students who score in the ninety fifth percentile on MAP are offered an online algebra class.

Writing across the curriculum has empowered students to share what they know on deeper levels. Teachers have been trained to analyze writing based on the Depth of Knowledge framework. Students write in all four core subject areas and utilize constructed response methods along with a Document Based Question (DBQ) project twice a year.

Blended learning has become part of the educational experience. Teachers plan a variety of interactive technology based lessons using their SMART boards, document cameras, computers, and iPads and laptops. Students have access to Achieve 3000 for nonfiction reading, Compass Odyssey for all subjects, ALEKS math program, Edmodo, and websites including Discovery Learning, Brain Pop, and Learn 360 for streaming videos and interactive lessons. Computer labs open before the school day begins.

Study trips boost what has been learned in the classroom. The fourth grade attends a trip to Columbia, South Carolina to the Statehouse and the Riverbanks Zoo. This covers both social studies government standards as well as science animal and habitat standards. In fifth grade, students attend an overnight trip to Barrier Islands where the students gain hands-on experiences aligned with science state standards. All these experiences serve to extend the experiences for kids beyond the classroom.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

This year we made growth in both reading and math in all subgroups except special education reading. The growth ranged from more than 10 percentage points to 3 percentile points. The number of students in proficient and advanced gained about the same. We attribute some of that growth to the level of questioning that we are now asking students in the classroom. We are focusing on Depth of Knowledge Level 2 and 3. We feel this is requiring children to think more and dig into the text.

Our focus is on children and accelerating their growth. We have data meetings that include all subgroups. One of our school goals this year includes the subgroup of Special Education. Currently we have only 47 percent of this subgroup meeting the standards in math and 38 percent in ELA. We have the goal and individual student data posted in our Team Room. This is a secured area for professional staff development with the coaches. The special education teachers are now a part of Team Planning. Observations in the special education classrooms include feedback relating to IEP goals and state standards. We are constantly referring back to the data and the need to have the same expectation for all children. Utilizing MAP benchmarking, we provide additional support for children in the strategic range which is the 11-24 percentile. Reading and Math Interventionists, who are trained to use strategies, work with the students in addition to the regular classroom teacher with the goal to move them to benchmark. Students who fall below the 10 percentile on MAP receive CORE instruction in a smaller group with a trained professional adult to look at individual needs. This last year we provided a new book of choice for each child to have at the Holiday break, Spring Break, and over the summer. We passed out reading logs and had a sleepover here at the school as an incentive. The common theme throughout is we are growing proficient readers.

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

MAP test is administered to students in English Language Arts and Mathematics. When the fall test is complete, the teachers work closely with the principal and curriculum coach to set goals for the following spring. The data is displayed on a school data wall and grouped according to percentile. As a whole, school data is reviewed from the previous year's PASS test in early August before the new school year begins. Then, teachers review the data for the grade level and for their own specific classrooms.

Students are placed into Instructional Focus groups according to their math MAP scores. ALEKS data can be used to help drive mathematical instruction. Students are given problems based on an initial assessment which is repeated throughout and student's levels are changed accordingly.

Achieve 3000 is used to assess a student's ability to comprehend non-fiction text. After an initial assessment, students are given articles according to their Lexile, and are reassessed each month. Teachers use the program to create lessons based on individual levels. DORF tests are administered throughout the year to test fluency skills. Struggling readers will be tested more frequently and lessons will be planned accordingly.

Compass Odyssey gives students activities according to their MAP levels in math and ELA. Activities change with each MAP test.

Classroom data is communicated in a variety of ways. Parents can log into our online gradebook to check scores, and can monitor a child's work on our online programs "parent portals."

Communication about these programs is given to parents through conferences and informational nights. School-wide data is available to stakeholders with our school report card and state test scores published in the newspaper and on the district website.

Part VI School Support

1. School Climate/Culture

With the unique needs of the students of Myrtle Beach Intermediate, we strive to create a warm, inviting environment where our children are provided a safe haven. Our goal is to provide an enriching, quality environment where children can reach their full potential. Our building and classrooms are brain-compatible and encourage students to prepare their minds for learning. We provide free breakfast and lunch for approximately 76 percent of our student population. Sometimes these are the only hot meals our students may get. With the support of various community organizations and staff contributions, we are able to provide resources such as coats, shoes, clothing, book bags, various school supplies, hygiene kits, and food for our families.

We have one guidance counselor in our school, along RBHS counselors (Rehabilitative Behavioral Health program), a member from Waccamaw Mental Health Services, and a school psychologist. The guidance counselor supports students being a part of classrooms throughout the year, provides small group counseling, and assists students individually as needed. The RBHS and Waccamaw Mental Health counselors are there to support our students with challenging mental health and/or emotional issues. They work with students individually and in small groups. The school psychologist rotates throughout the Myrtle Beach school cluster academically supporting students with learning concerns. Our teachers are a vital component to our success as a school. They nurture our students' minds and hearts by providing rigorous curriculum, encourage students to embrace life skills, and look to fill needs that students may have. They are often the first to notice academic, emotional, and personal needs of our students and families.

Myrtle Beach Intermediate School has adopted the Covey Leadership Program. This program is based off of Stephen Covey's book *Seven Habits of Happy People*. Here at MBI we are using the Covey program to enrich the leadership capabilities of all the students in the school. The faculty have all been involved in staff development days in order to learn and become familiar with the habits, how they fit with life skills, and becoming academic and social leaders.

2. Engaging Families and Community

Myrtle Beach Intermediate passionately believes in the importance of building strong, positive relationships within our school and staff and among our students, parents, and the community. Our teachers provide a welcoming environment in their classrooms where students and families feel comfortable. Families are invited to have lunch with their child on any day. Our cafeteria cooks a Thanksgiving meal where students can eat with their families. In the spring we have a school-wide cookout, and families enjoy eating picnic-style in our courtyard.

MBI encourages families to learn along with their students on nine parenting nights offered during the school year. We at MBI believe that instilling a love for learning is the key to a lifetime of learning.

Our entire school staff works hard to make families feel welcome to the new school year at our annual "Class Meeting" night. Support services are on hand as well to assist with bus and meal information. Teachers provide time to get to know their new students and families and to introduce them to the curriculum "A Day in the Life of My Child" is a session where parents are enlightened on the many academic rigors their child is involved with daily. Parents participate in an Every Day Math lesson modeled by a teacher as well as reading instruction.

Open House is held in September. It is a night for students to showcase their work and their good beginning to a new year of school. The classrooms are prepared to welcome families and are geared toward educating parents as to their child's schedules, the teachers' expectations and procedures, and to ensure a good relationship between the school and our families.

Math Pit Stop is a night where parents not only learn about their child's math program at school, but actually are able to build a math game with their child that can go home with them. Parents participate in technology activities and strategies to help at home. This has been a tremendous help to our non-English speaking families.

"Assessment and Why It's Important" is an opportunity for parents to learn about the various testing methods (MAP, CogAT, PASS) we employ in our school and how they can assist their child in preparing for these tests.

Our Spring Carnival is held on a Saturday so that families can attend easily. Children enjoy inflatables and other games while the adults shop our many booths. There is even a community yard sale where all families are invited to clean out their closets and earn money for themselves. A favorite event is the dunk tank where students thoroughly enjoy seeing their teachers and even their principals get dunked!

English Language Learners (ELL) Interactive Parenting Night is a family event where parents receive an introduction to grade level curriculum standards and engage in hands-on ELA educational activities through ELL.

"Parenting Strategies" night is an opportunity for parents to be exposed to research-based methods of raising children to be successful. Jim Rogers, author of *The Incredible Importance of Effective Parenting: Plain Talk About Raising Children From a Concerned Field Worker*, will be our guest speaker.

3. Professional Development

Myrtle Beach Intermediate School is dedicated to "growing brains" in their teachers as well as their students through the implementation of on-going staff development opportunities aligned with district and state goals. Teachers attend after school meetings each Monday and staff development days periodically throughout the school year.

Classroom environments are important to Myrtle Beach Intermediate teachers, so we began the school year with a special staff development day led by Inspire and Engage, brain compatible classroom consultants. Teachers learned about the importance of positioning instructional spaces and the colors utilized in order to be less distractive for students. Teachers used these strategies in designing their classrooms for the upcoming school year.

School-wide data analysis of PASS, MAP and DIBELS results are utilized by the faculty to plan for target areas and a professional development plan is designed. Teachers develop individualized teaching strategies based on these areas for instruction and as a part of their Goals Based Evaluation Plans.

Through collaboration with an Everyday Math Consultant, teachers receive full-day training opportunities six times per year in the implementation of the math program. They are instructed in aligning the Common Core State Standards with the EDM program to ensure all students receive a thorough mathematical education. The consultant also offers model lessons and co-planning strategies.

Teachers received an all-day training concerning the new ACT Aspire writing rubric where each element of these rubrics was analyzed in order for teachers to plan practice prompts to drive their classroom instruction. Students in both grades are expected to be proficient in three genres of writing.

Our school is committed to providing learning opportunities in technology for teachers during weekly staff meetings in order to support student achievement in individualized learning through computer based software. Data analysis is used to inform instruction and monitor student growth.

A consultant with CORE provides us with support in the development of our reading program, Imagine It, four times per year. Full-day trainings vary from reading strategies to effectively implementing the program. Opportunities for incorporating Common Core State Standards within the program provide teachers with the ability to effectively plan for lesson delivery.

4. School Leadership

The goal of the administrative staff is to create and maintain a culture of leadership, high expectations, and excellence for all; which, most importantly, includes the children. Striving for excellence and establishing a culture of high expectations starts at the front door and extends into our hallways, and goes out into our entire school community, has earned the honor as being recognized as “A Lighthouse Covey School.” Our leadership philosophy focuses on putting children first and filters down to everything we do and all decisions that are made as a staff and community. Administration is visible at ballgames, churches, and community events. Our belief is communicated and valued by our stakeholders, who include community members, parents, students, faculty, and staff. We “Begin with the End in Mind” in wanting every child to be a productive citizen and being the best they can be. Stakeholders have a voice through our Student Improvement Council, Leadership Team Meetings, Title I Planning team, Advisory Board, morning announcements, Student Council, and Leadership Clubs. Our Parent Teacher Organization is a vital part of planning and extending activities in our school supporting instruction. They are the “icing on the cake” for our kids. Our leadership team sets the instructional goals for our school, serves as the data team, and plays a vital role in analyzing data and determining appropriate student interventions. The leadership team consists of the principal, assistant principal, the instructional coach, the school psychologist and the grade level leader for each team. The leadership team meets on a weekly basis to briefly look at data, goals, and new students. Through classroom walk throughs and observations, a professional development plan is created for the year. Administration emphasizes being resourceful accepting only what is right for all children. They appreciate the role that the staff plays throughout our school and works upon the strengths of the staff to create and keep an inviting environment. There is a high level of trust and communication and an open door policy for all stakeholders. Administration empowers teachers to bring new ideas and deliver professional development based on best-practices. The Seven Habits are modeled, target talked, and used throughout the day. The eighteen life skills are featured on our student-run morning show every day and are modeled by all. Framed posters in our building highlight students demonstrating leadership within the life skills. Every Friday, students proudly wear PTO-purchased Seahawk spirit shirts. It’s about creating, recognizing and celebrating a culture of leadership, high expectations and excellence, and priding ourselves for knowing families by name! Students want to do well so as to not disappoint the adults or themselves here at MBI.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>PASS</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Met and above	82	77	70	81	73
Exemplary	46	35	33	41	40
Number of students tested	331	337	331	330	333
Percent of total students tested	99	99	99	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Met and above	81	71	65	77	66
Exemplary	40	26	25	28	30
Number of students tested	260	252	264	222	236
2. Students receiving Special Education					
Met and above	43	38	41	59	46
Exemplary	11	8	16	25	15
Number of students tested	53	48	69	68	66
3. English Language Learner Students					
Met and above	81	76	64	78	63
Exemplary	39	30	24	28	40
Number of students tested	74	86	85	64	60
4. Hispanic or Latino Students					
Met and above	81	72	61	74	68
Exemplary	36	28	15	28	42
Number of students tested	64	64	64	58	53
5. African- American Students					
Met and above	73	58	52	60	61
Exemplary	33	16	13	13	19
Number of students tested	84	62	77	83	85
6. Asian Students					
Met and above					
Exemplary					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
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	87	84	81	95	84
Exemplary	57	44	49	64	53
Number of students tested	151	177	155	155	171
10. Two or More Races identified Students					
Met and above	85	79	78	84	
Exemplary	41	21	33	20	
Number of students tested	27	28	27	25	
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: Growth in all subgroups as we are moving more children to Exemplary

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>PASS</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Met and above	84	72	68	72	67
Exemplary	53	29	28	38	34
Number of students tested	358	340	348	314	268
Percent of total students tested	99	99	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Met and above	79	66	61	64	64
Exemplary	46	23	16	29	30
Number of students tested	260	255	257	224	189
2. Students receiving Special Education					
Met and above	47	37	41	23	32
Exemplary	11	14	11	7	14
Number of students tested	55	63	73	61	50
3. English Language Learner Students					
Met and above	82	68	62	65	75
Exemplary	51	22	20	35	33
Number of students tested	83	87	66	57	39
4. Hispanic or Latino Students					
Met and above	78	66	64	73	73
Exemplary	52	17	20	44	27
Number of students tested	60	65	60	52	37
5. African- American Students					
Met and above	69	56	47	48	42
Exemplary	29	21	6	20	12
Number of students tested	72	71	89	65	69
6. Asian Students					
Met and above					
Exemplary					
Number of students tested					
7. American Indian or Alaska Native Students					
Met and above					
Exemplary					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
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	88	81	82	84	76
Exemplary	63	37	45	45	44
Number of students tested	190	170	162	168	152
10. Two or More Races identified Students					
Met and above	97	74	69	48	
Exemplary	50	30	24	22	
Number of students tested	28	27	29	23	7
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: Growth in all subgroups

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>PASS</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Met and above	78	73	71	75	74
Exemplary	42	32	31	33	33
Number of students tested	331	337	319	327	330
Percent of total students tested	98	99	97	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Met and above	78	68	66	68	72
Exemplary	42	26	23	27	37
Number of students tested	248	252	253	220	234
2. Students receiving Special Education					
Met and above	32	30	48	57	49
Exemplary	6	4	14	25	15
Number of students tested	53	48	59	67	58
3. English Language Learner Students					
Met and above	77	65	63	65	60
Exemplary	32	27	19	27	21
Number of students tested	74	86	81	63	53
4. Hispanic or Latino Students					
Met and above	76	66	61	67	68
Exemplary	36	28	11	30	26
Number of students tested	64	64	62	57	53
5. African- American Students					
Met and above	73	60	53	58	59
Exemplary	26	13	13	12	21
Number of students tested	84	62	72	82	85
6. Asian Students					
Met and above					
Exemplary					
Number of students tested					
7. American Indian or Alaska Native Students					
Met and above					
Exemplary					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
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	81	80	82	88	87
Exemplary	53	41	46	60	56
Number of students tested	151	177	152	155	171
10. Two or More Races identified Students					
Met and above	78	79	77	72	
Exemplary	33	18	46	32	
Number of students tested	27	28	26	25	0
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: 13 percent growth in African American subgroup.
10 percent growth in Free-Reduced subgroup.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>PASS</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Met and above	84	78	69	77	77
Exemplary	41	32	28	35	38
Number of students tested	358	340	345	313	268
Percent of total students tested	100	99	97	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Met and above	80	73	63	70	73
Exemplary	34	24	17	24	31
Number of students tested	260	255	255	223	189
2. Students receiving Special Education					
Met and above	46	48	44	46	44
Exemplary	11	13	10	8	12
Number of students tested	55	63	73	61	50
3. English Language Learner Students					
Met and above	84	80	60	63	70
Exemplary	33	22	19	13	31
Number of students tested	83	87	63	56	39
4. Hispanic or Latino Students					
Met and above	82	79	61	71	70
Exemplary	35	19	19	17	30
Number of students tested	60	65	59	52	37
5. African- American Students					
Met and above	68	65	53	59	62
Exemplary	22	17	6	15	16
Number of students tested	72	71	89	65	69
6. Asian Students					
Met and above					
Exemplary					
Number of students tested					
7. American Indian or Alaska Native Students					
Met and above					
Exemplary					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
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	89	84	81	86	84
Exemplary	50	44	44	49	51
Number of students tested	190	170	160	168	152
10. Two or More Races identified Students					
Met and above	93	78	72	77	
Exemplary	36	30	21	27	
Number of students tested	28	27	29	22	0
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: PACT -ALT is the alternative assessment for Special Needs Trainable Children