

**U.S. Department of Education**  
**2019 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

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

Name of Principal Mrs. Rebecca Schroyer

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

Official School Name Ocean Bay Elementary School

(As it should appear in the official records)

School Mailing Address 950 International Drive

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

Myrtle Beach SC 29579-3488  
City State Zip Code+4 (9 digits total)

County Horry

Telephone (843) 903-8400

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Web site/URL

<https://www.horrycountyschools.net>  
/Ocean Bay Elementary

E-mail [rschroyer@horrycountyschools.net](mailto:rschroyer@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 Ph.D.

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

E-mail  
[rmaxey@horrycountyschools.net](mailto:rmaxey@horrycountyschools.net)

District Name Horry County Schools District 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 Mr. 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

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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 2019 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 2013 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: 2014, 2015, 2016, 2017, or 2018.
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

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Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

### DISTRICT

1. Number of schools in the district (per district designation):
- 30 Elementary schools (includes K-8)
  - 16 Middle/Junior high schools
  - 11 High schools
  - 0 K-12 schools
- 57 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
  - Rural or small city/town
3. Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
<b>PreK</b>	21	6	27
<b>K</b>	66	67	133
<b>1</b>	72	62	134
<b>2</b>	74	68	142
<b>3</b>	72	79	151
<b>4</b>	77	70	147
<b>5</b>	76	85	161
<b>6</b>	0	0	0
<b>7</b>	0	0	0
<b>8</b>	0	0	0
<b>9</b>	0	0	0
<b>10</b>	0	0	0
<b>11</b>	0	0	0
<b>12 or higher</b>	0	0	0
<b>Total Students</b>	458	437	895

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 1 % American Indian or Alaska Native
  - 3 % Asian
  - 9 % Black or African American
  - 3 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 82 % White
  - 2 % 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 2017 – 2018 school year: 13%

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

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year	78
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	39
(3) Total of all transferred students [sum of rows (1) and (2)]	117
(4) Total number of students in the school as of October 1, 2017	895
(5) Total transferred students in row (3) divided by total students in row (4)	0.13
(6) Amount in row (5) multiplied by 100	13

6. English Language Learners (ELL) in the school: 9%  
81 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):  
Spanish, Arabic, Mandarin Chinese, Portuguese, Vietnamese, Turkish, Hindi, Bulgarian, Urdu, Albanian, Slovak, Russian, Creole, Hebrew, German, Finnish, Greek, Polish

7. Students eligible for free/reduced-priced meals: 26%  
Total number students who qualify: 235

8. Students receiving special education services: 9 %  
82 Total number of students served

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

- |                                  |  |
|----------------------------------|--|
| <u>6</u> Autism                  | <u>0</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>1</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>7</u> Other Health Impaired                 |
| <u>17</u> Developmental Delay    | <u>19</u> Specific Learning Disability         |
| <u>1</u> Emotional Disturbance   | <u>32</u> Speech or Language Impairment        |
| <u>1</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>2</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 3
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	3
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	37
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	9
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	16
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	10

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 24:1

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

<b>Required Information</b>	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	96%	96%	97%	97%	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 2018.

<b>Post-Secondary Status</b>	
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. In a couple of sentences, provide the school’s mission or vision statement.

At Ocean Bay Elementary we strive to create an environment that nurtures the academic, social, and emotional success of all students.

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**

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Ocean Bay Elementary is located in Myrtle Beach, South Carolina. We serve students in the rapidly growing Carolina Forest attendance cluster along with three other elementary schools, three middle schools, and one high school. We established in 2006 to alleviate overcrowding in our sister elementary school. An additional elementary school was established in 2012 to alleviate crowding in our school. Our school has experienced growth, change, and transition, but one constant remains – ensuring that our students learn, grow, and achieve every day.

Ocean Bay Elementary serves 925 students in Child Development through 5th grade. Over the 13 years that we have served our community, our population has become more diverse, both ethnically and socio-economically. Our ethnic makeup consists of 15 different countries with 18 languages spoken, resulting in 8% of our population identified as ELL. Nine percent of our students receive special education services, 26% are considered gifted and talented, and 26% of our students receive free and reduced lunch. Housing varies from affluent developments to modest home to apartments and government subsidized housing. The occupations of our families vary from business owners and professionals to parents who are unemployed and depending on government assistance.

Although our school has many unique variables, Ocean Bay Elementary has consistently received “Excellent” in our absolute and overall ratings on our school report card. Our consolidated SC and ESSA accountability rating for 2017 was excellent, earning 66 out of 100 possible points. Compared with schools like ours in the state of South Carolina, Ocean Bay Elementary consistently ranks in the top 5%. Having a population that continues to diversify requires our school to provide much more than just an education for our students. We must also act as parent, mentor, and sole support for many of our children. School becomes more than a place to learn, but a safe haven where children know that they are loved and valued. We put service to children above all else and believe that all children can learn and have the right to learn.

To meet the emotional and physical needs of our students, our school partners with various businesses, churches, and programs. Our school cafeteria provides hot breakfast and lunch each day. We also have our very own garden that grows fresh vegetables. We also receive donations from churches and businesses for backpacks with school supplies as well as coats and shoes. Small Smiles, a part of South Carolina Dental Associates, offers free dental care to students while the Lions Club and other organizations provide eye exams and glasses. Our school also sponsors an Angel Tree each holiday season to ensure that each child in need receives a special gift of warm clothes, shoes, or a special toy. To meet students’ emotional needs, mentors and athletes from Coastal Carolina University as well as local high schools partner with targeted students. Other partnerships include Teacher Cadets and athletes from local high schools.

Part of the learning and growing excellence at Ocean Bay Elementary due contributed to the constant reflection on student performance data and adjusting instruction based upon our analysis. Our school disaggregates data to determine strengths and opportunities for growth to determine next steps in instruction. Our analysis includes year-end summative data including SC Ready, PASS, and DIBELS data and formative data from classroom assessments, progress monitoring, and MAP. We understand that constant analysis and reflection of data in combination with high expectations and strong relationships with students are the keys to achievement. While each student is assigned a heterogeneous homeroom, we use the above-mentioned assessments as well as Circle, science and social studies benchmark data, and formative and summative teacher assessments to place students in homogeneous small groups to provide tailored, differentiated instruction to ensure individual student needs are met. Enrichment opportunities are also provided. Students in 3rd through 5th grades are identified for math and English language arts gifted and talented programs using state identification criteria. Two full time and one part time reading interventionist provide small group instruction to students whose data indicate a need for alternative learning methods and or pacing. Pre-Algebra is offered to 5th grade math gifted students as enrichment.

Students at Ocean Bay Elementary have many opportunities to participate in a wide variety of clubs and activities that serve their diverse interests and abilities. Opportunities include art club, show choir, robotics,

Rubik's Cube, yearbook, golf. Service clubs include Green Club (recycling and sustainability); Talking Trash Recycling Program, Garden Club, and Patriot's Flag Club.

We offer opportunities for parent and community involvement including Family Science Night, Parent University (for presentations such as Internet safety), Veteran Appreciation Day, Hurricane Florence Relief, Pastor Appreciation, and Family Reading Night. We also host Pastries for Parents, Helping Hands food drive, Can Jam food donation. On Career Day, Art Day at the Bay, and Music Day at the Bay various professionals and artists share their talents and passions with our students.

Although Ocean Bay Elementary is a new school in comparison with many of our sister schools in our district, we have established a tradition of excellence where our educators work tirelessly each day to meet the academic, social and emotional needs of our students.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

#### **1a. Reading/English language arts:**

Today’s students are preparing to enter a world in which colleges and businesses are demanding more than ever before. To ensure that all students are ready for success after high school, Ocean Bay Elementary’s (OBE’s) core curriculum consists of the SC College and Career Ready Standards for English Language Arts (ELA) and Math as well as state level science and social studies standards. District curriculum along with state and district created support documents and pacing guides create a framework for learning for all students. Our curriculum establishes high expectations in all content areas including ELA, math, science, social studies, and the arts. Data from DIBELS (Dynamic Indicators of Basic Early Literacy Skills), MAP (Measures of Academic Progress administered 3 times a year), ORF (Oral Reading Fluency) assessment and science and social studies benchmark assessments are used when making instructional decisions that are developmentally appropriate and that maximize student learning.

The purpose of our ELA curriculum is to ensure that all students are highly engaged in reading and writing in appropriately challenging texts that teach them to think independently and analytically and to assist them in strengthening skills of self-expression. In the primary grades, the essential components (“The Big 5”) of effective reading instruction are addressed: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Our primary teachers know that when there are gaps in these essential components, a student’s foundation of reading skills will not be solid and will affect their ability from learning to read in the primary grades to reading to learn in the elementary grades. They understand the long-term effects and the impacts of the need for urgency in their work. Intentional whole group, small group, and individual instruction is paired with workstation activities that are designed to provide learning opportunities for all students. This differentiated time allows teachers to work with groups that are flexible and tailored to meet the needs of all students. Groups are based upon DIBELS data, classroom observation, anecdotal notes, and running records.

The core components of the curriculum in the elementary grades include foundational skills of comprehension, accuracy, fluency, expanding vocabulary, and writing. Instruction is organized into whole group, small group, and individual modalities in order to meet the varying needs of students. Strategic, intentional, fluid groupings in grades 3-5 are created based upon MAP data, classroom observation, formative assessment, anecdotal notes, and running records. Since the true indicator of reading success is reading across all curricular areas, teachers intentionally integrate reading skills throughout the instructional day. Our elementary teachers understand the sense of urgency that comes with teaching children to be critical readers and thinkers and take the work of teaching reading very seriously. In addition to varied groupings, K-5 teachers also incorporate cooperative learning structures to increase student engagement and accountability as well as online learning tools such as Lexia, Raz Kids, Freckle, Epic Reading, and Achieve 3000. During the reading block students in grades K-5 may be pulled to work in intervention programs such as Burst and Passport. Students in grades 3-5 who are high achieving are served for enrichment in gifted and talented ELA classes.

#### **1b. Mathematics:**

The purpose of OBE’s mathematics program is to provide students with more than the ability to memorize facts. Students must be able to solve real-world problems, articulate their thinking to others, identify and analyze data, and to use technology in an effective manner. Everyday Mathematics, a spiraling curriculum, is taught in kindergarten through 5th grade. Students are encouraged to think like mathematicians and apply math to real-world situations. Teachers use manipulatives and technology to help students understand concrete applications and to move into more abstract concepts. To supplement instruction, students are placed into leveled groups within the classroom for an additional focus block where students work on additional math concepts such as conceptual skills, analytical skills, reasoning, collaborative learning, and real-world application. Instruction in these groups can include learning tools such as direct targeted

instruction, math games, work with manipulatives, basic fact fluency, and instructional technology such as Freckle, Red Bird, and ALEKS. These groupings are flexible and fluid and based upon MAP RIT scores as well as performance in the classroom. High achieving students are pulled and taught Everyday Mathematics as well as Mentoring Mathematical Minds (M3), which is a math curriculum, designed for gifted learners. Fifth graders who meet specific criteria also participate in an online pre-algebra class during the second semester of the year. Students in 2nd through 5th grades that are identified as needing additional support also receive intensive instruction from an interventionist.

### **1c. Science:**

In the area of Science, we use inquiry-based learning to help students explore and discover collaboratively. We believe that providing hands-on scientific experiences allow students the greatest opportunities to develop the skills and strategies that they need in order to become real-world problem-solvers and to understand the world around them. We believe that teaching reading and math concepts within the science block helps students to understand the real world relevance of these disciplines as well as understanding how closely all three disciplines are related. Science content is intentionally integrated in other disciplines throughout the instructional day. Google Classroom and interactive notebooks are utilized in grades 3-5. Incorporating the FOSS (Full-Option Science System) and STC (Science and Technology Concepts) kits give students the opportunity to explore through inquiry and discovery while working cooperatively to problem solve. We also have a STEM (Science Technology Engineering Math) lab that provide students hands-on experiences in engineering and design. We also know that students work best in a hands-on and minds-on approach. Therefore, all students are provided opportunities to become engaged in the discovery process. Special speakers, such as local weather forecasters and university professors, speak to our students on various aspects of science. We are fortunate in our district to have our very own Playcard Environmental Center, which classes are able to visit to learn about wildlife, plant life, and ecosystems. Our school's Green Club, Garden Club, and Talking Trash Recycling program offer our students the opportunity to study science and engineering practices in a real-word setting and extend classroom learning.

### **1d. Social studies/history/civic learning and engagement**

The social studies curriculum at OBE is based upon state standards. Teachers plan lessons that are not only engaging, but interactive so that students can make the connections necessary to understand the world around them. We use Google Classroom, interactive notebooks, guest presenters, and other experiences to help students develop the knowledge and skills necessary to become informed and productive citizens. We are very fortunate to live in an area that is rich in state and national history so study trips bring classroom instruction to life for every grade. We have a living history farm near our school so students can visit what living in our area was like 150 years ago. Our school's service projects, which include hurricane relief efforts and food collection, help students become good stewards of the community and recognize the need to serve others.

### **1e. For secondary schools:**

### **1f. For schools that offer preschool for three- and four-year old students:**

The core curriculum areas at OBE are implemented as early interventions for the most at-risk 4 year-olds. This program is designed to ensure that children arrive at kindergarten equipped with the skills and abilities to succeed academically and socially. Eligibility for the program is determined by age-appropriate developmental screening which is held in the spring of each year. The core curriculum in Child Development is a literacy-based program. Other disciplines, including math, science, and social studies are integrated. Social/emotional lessons that promote language and vocabulary development are also incorporated. This curriculum is aligned to the South Carolina Early Learning Standards, which are designed to prepare students for kindergarten by helping them become socially and emotionally ready for kindergarten and academically ready for all grades. A comfortable, literacy rich environment supports this curriculum where every workstation provides an opportunity to read, write, and learn with hands-on

activities. This early childhood curriculum also aligns with K-3 instructional standards. Many identically match, such as identify the main idea, sequence events, rote counting, problem solving, letter identification, sounds, rhyme, and content ideas for writing. The indicators that we have witnessed of early education on school readiness and success in the primary grades include a lower rate of delinquency, evidence of improved behavior in all school settings, and overall improved health and safety.

## **2. Other Curriculum Areas:**

At OBE, it is our goal to help our students to become well-rounded citizens who are academically, socially, emotionally, and physically prepared for our ever-changing world. Our co-curricular department offers students many opportunities that are rich in fine arts and culture that we believe are vital to success. Students are encouraged to think, create, collaborate, and share across all co-curricular areas.

In art, students have the opportunity to study and explore various media while connecting learning to what is being taught in the classroom. Mixed media, such as painting, pottery, 3-dimensional creations, and pastels are used to help students be creative and expressive. Our school also has an online art gallery on Artsonia showcasing student artworks. Student helpers serve the art department by photographing, uploading, and publishing most of the artwork created by our students. Enrichment is offered through our Art Club, which meets after school one day per week. Media such as 3-D projects, weaving, and sewing are explored and emphasized. We proudly line our hallways with the artwork of our students and host the OBE Art Show each spring where families and the community have the opportunity to purchase framed artwork of our students. Our students have also received numerous awards from such contests as Art Fields and Waves of the Future.

Our music program offers students the opportunity to learn to read music, explore a variety of instruments, sing, listen, create, and perform different styles of music. Primary students explore music through singing, movement, instruments such as percussion and recorders, and performance. Elementary students explore music through singing, handbells, keyboards, and performance. Enrichment opportunities are offered for students after school who have a desire to receive additional concentrated music instruction through show choir and drama whose performances are always a hit with families and community members alike. We are also very proud that many of our students are selected each year to participate in All County and All State Choirs.

Physical Education affords our students the opportunity to participate in a variety of fun and enjoyable activities in a positive and safe learning environment. Students of all abilities have maximum opportunities for success by participating in lifelong physical activity. 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 through Fitnessgram testing. Heart health is further emphasized by participation in Jump Rope for Heart. Our PE program also sponsors the OBE Family Fun Run, OBE Family Fitness Night, and family dances.

Our 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 based upon the appropriate instructional standards for their grade level and make connections to classroom learning by conducting research and borrowing books in their area of interest. Focused lessons are given where students gain knowledge about becoming strategic and informed researchers by learning to identify credible resources and identifying author bias. Our three technology labs afford students the opportunity to refine their computer literacy skills and learn about computer safety. Lessons are created based upon the needs of the classroom teacher. Students are given instruction on keyboard shortcuts, typing, MS Word documents, MS PowerPoint, and Excel. Students are able to publish works in each of these programs that highlight their skills. Online safety instruction is also emphasized and discussed at great length as well as how to appropriately use search engines such as Google to obtain credible information.

OBE is unique in that we are one of a handful of elementary schools who have a STEM lab. In STEM students learn to imagine, create, collaborate, and explore various aspects of engineering and design. Students use a variety of media from technology to Legos to problem-solve and create in a manner that

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helps them to become logical thinkers in the real world. Our school also has award-winning robotics and Rubik's Cube teams.

Our guidance department plays a key role in the overall well-being of our students. Our guidance counselor often discusses issues such as bullying, study skills, careers, and self-esteem. She also incorporates books and news articles that help students learn more about obtaining and keeping a positive growth mindset. Students are encouraged to use their growth mindset skills daily and one student per homeroom class is recognized each week as Growth Mindset Student of the Week. Special clubs are offered during the school year for student who are experiencing serious emotional issues such as the death of a family member, anger issues, divorce, and being newly immigrated to the United States. Our guidance department also coordinates mentors for our students through Coastal Carolina University, area high schools, and volunteers. Students also have the opportunity to experience such special events each year as Red Ribbon Week, March of Dimes Walk for Babies, the Buddy Not a Bully Program, Career Day for our 5th graders, and Individual Goal Plan (IGP) conferences with the parent and students of our 5th graders to discuss middle school classes and high school opportunities.

### **3. Special Populations:**

Classroom teachers are the first level of intervention for all students (Tier 1 and Tier 2). Analysis and interpretation of data coupled with collaboration with team members in Professional Learning Communities (PLC) assist teachers in understanding and responding to the needs of students. MAP, DIBELS, and ORF are used for instructional planning and grouping. Learning stations in both the primary and elementary grades are strategically planned and differentiated based on the needs of students. Writing across the curriculum has empowered students to share what they know on deeper levels. Teachers have been trained to analyze writing based upon the Depth of Knowledge (DOK) framework. Blended learning has become an integral part of the educational experience. Teachers plan technology-based lessons using SMART boards, document cameras, computers, iPads, and laptops. Students in 4th and 5th grades have assigned iPads for use throughout the instructional day.

We serve students who speak 18 different languages and hail from 15 different countries. Student are identified for services by screening assessments. ELL students are served 150 minutes weekly by a certified teacher who groups students based upon levels of English proficiency and age. ELL teachers also team with classroom teachers and an assistant principal to write Individualized Language Plans (ILP) for each child, which outlines classroom and district/state testing accommodations and modifications for our English language learners. We also have several teachers who volunteer their planning periods to administer classroom assessments or to reteach standards to ELL students.

Gifted and Talented students and high achieving students receive 1 ½ hours enrichment services daily in each of their area(s) of identification: English language arts and/or math. In fifth grade, beginning in the 2nd semester, students who score in the 95%tile on MAP are offered an online pre-algebra course.

Based upon achievement data from our most recent year of assessment, achievement gaps were shown in our African American subgroup in reading and math. In reading there was a 19.94% gap and in math the gap was 18.71%. Our Hispanic student data also showed a 26.10% gap in reading and 25.45% in math. Our mixed race students showed a gap of 18.92% in reading and a 16.84% in math. Our Limited English Proficient students showed a 15.31% gap in reading and our students with disabilities showed a gap of 34.97% and 23.9% in reading and math respectively.

OBE has taken action to address these needs. Teachers are using small group instruction in ELA and math RIT focus groups in the classroom. Our special education teachers and ELL teachers are now a part of team planning. We consistently monitor data and make instructional decisions to be proactive rather than reactive to what our data interprets. Our Response to Intervention (RTI) team is led by an assistant principal and school psychologist who meets with teams of individuals to discuss and plan interventions for students who experience academic difficulties and learning gaps. This team collects and analyzes academic data from a variety of sources to develop a plan. Students scoring below the 25 percentile range on MAP (Tier 3) in 2nd through 5th grades or score below the grade level benchmark on DIBELS in kindergarten and 1st grades

qualify for a daily period of strategic and intensive reading and/or math intervention. The curricula used are research-based programs. Math interventions include the reteach portion of Everyday Math and Math Connects.

## PART V – SCHOOL SUPPORTS

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### 1. School Climate/Culture:

At Ocean Bay Elementary (OBE), we believe that students learn best in an environment that is safe physically, emotionally, and intellectually. Each adult in our school takes personal ownership for each child. We understand that it is our job to ensure that children are cared for every day – from their arrival on campus in the morning until they depart in the afternoon. Our community and parents believe that school is a “home away from home” for our children. We provide support for our students, parents, and community that is free from distractors such as bullying, harassment, and discrimination.

The physical safety of our students is of the utmost importance. Staff members have assigned duty stations both before and after school so that there is no time that our students are unsupervised. We have established clear procedures for car riders, bus riders, and walkers. Visitors’ identities are confirmed prior to entering our front office using video surveillance. They are immediately required to sign in using our School Identification System technology that confirms that the visitor is safe to enter hallways. In addition, all staff members are in compliance with our required “Safe Schools” training program. Our school has also established drills and clear procedures in the event of emergencies as outlined in our Crisis Management Plan. We also collaborate with the South Department of Transportation, the Horry County Fire Chief, as well as local law enforcement to ensure that our building and grounds are safe for all stakeholders.

We know that hungry children will not learn to their full capacity. Therefore, we provide free and reduced hot lunch to approximately 25% of our population. We recognize that we may provide the only hot meals that these students get. The Share Cart, placed in the cafeteria, allows students to place uneaten, unopened cafeteria foods in a safe place where any student is welcome enjoy free of charge. With the support of various community organizations and staff contributions, we are able to provide resources such as coats, shoes, book bags, school supplies, hygiene kits, and food to our families in need.

We also understand that students must be motivated to engage in learning and that increased learning inspires more motivation to learn. We incorporate Positive Behavior Intervention Support (PBIS). Through this initiative, we are proactive rather than reactive and reward positive behaviors to individuals or classes that exhibit behaviors that are responsible, respectful, and ready. We also honor one child per homeroom each week with the Growth Mindset Award, which emphasizes positive thinking and attitudes that children exhibit throughout the school day.

Our administration believes that teachers who feel supported and cared for will go out of their way to work even harder for the students that they serve. We have two instructional coaches that work alongside teachers to provide ongoing, “just in time” support. We also hold monthly meetings where the personal and professional celebrations of staff members are honored as well as to provide time to be together as a school family. Staff members are treated to snack carts, duty-free lunches, jeans days, and other special surprises throughout the year. Finally, our administrative team takes the time to know each staff member personally. They see our faculty and staff as people with families and lives beyond our school.

### 2. Engaging Families and Community:

We believe in the importance of building strong, positive relationships within our school and staff as well as among our parents and the community. Our teachers provide a welcoming environment in their classrooms where students and their families feel supported. Parents often have lunch with their children and we invite our community into our school several times a year for events such as assemblies, Thanksgiving lunch, Veteran’s Day, and Volunteer Appreciation Day, and Family Day at the Bay.

To keep our stakeholders well informed, our staff employs a variety of communication techniques such as electronic phone calls from the principal, electronic and paper newsletters, our school website, Facebook, and Instagram. These methods of communication distribute information such as school celebrations, events, and important dates.

Our school also has a well-established Parent Teacher Organization (PTO), School Improvement Council (parents, teachers, community members, and administration), as well as a local Advisory Board. Our Advisory Board serves our attendance area and includes district administrators, school administrators, parents, community members, and school board members. These organizations work to ensure that our community has a voice, is well informed, and is able to make proactive decisions to help positively impact student achievement.

We also partner with local businesses and organizations. Local restaurants donate food and time to support our drama performances, Family Appreciation Day, and field days. Our Principal for a Day program offers a local business representative the opportunity to shadow an administrator to see and understand the work that takes place in our school each day. The Rotary Club donates dictionaries to our 3rd grade students each year. We also pride ourselves in encouraging young adults to enter the field of education by hosting high school teacher cadets, university practicum students, as well as student teachers.

OBE also encourages our families to learn through several learning nights that take place throughout the school year. Open House is held a few days prior to the first day of school. This time provides parents and students the opportunity to meet teachers and classmates, understand teachers' expectations and procedures, and to foster positive relationships between our school and families. Each grade level also holds a learning night in September. These sessions offer parents the opportunity to learn about instructional standards, expectations, study trips, and county or state testing that will occur during the year. We also hold Gifted and Talented parent night where state qualifications, curriculum, and program expectations are discussed. Our OBE Reading Initiative holds a family reading night where parents and their children participate in a carousel of reading activities. We also provide an informational session for parents who want to learn English or to learn to read. This session provides parents and community members the opportunity to about free literacy programs that our district offers for adult learners in a very respectful manner that allows participants to keep their dignity.

### **3. Professional Development:**

OBE is dedicated to building capacity in teachers through the implementation of ongoing staff development opportunities that align with district and state goals. Teachers attend staff development meetings each Monday after school and participate in Professional Learning Communities (PLCs) twice weekly during planning times. We strive to provide continuous support and trainings based upon the needs of our teachers and subsequently, our students. We begin planning staff development based upon the disaggregation of school-wide data such as SC Ready, PASS, MAP, and DIBELS data. We use this to target areas that are opportunities for growth. Teachers reflect upon school data as well as their personal classroom data then professional development opportunities are provided around targeted areas.

Consultants from Everyday Mathematics, Kagan Learning Structures, and Passport Reading Intervention provide full day professional development several times a year to our teachers. These sessions include the incorporation of these programs into our state standards, modeling in classrooms, and unpacking the essential elements of the program.

Professional Learning Community (PLC) sessions are held twice weekly by an instructional coach and include administration and scheduled district learning specialists to provide teachers continuous support. Topics of PLC's include model lessons, curriculum resources, learning services support, interpreting and implementing state standards, disaggregating data, the use of curriculum support documents, instructional technology and exemplars of student work.

We have four teachers who have earned National Board Certification. Many teachers have led district staff development sessions, participated in district curriculum writing, and have presented at regional and national conferences.

### **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 our children. Our school leadership team sets clear

expectations for students, staff, parents, and the community. They believe that all students can and will learn if we create an environment conducive to learning, provide high-quality instruction, and provide support for all students and staff that allows them to focus on learning and achievement. It is our administration's belief that people, not programs, increase student achievement and close achievement gaps. They also believe that a strong partnership among staff, students, and parents is critical in developing trust among our school community.

Shared decision making and leadership is also critical in demonstrating that we value collaboration as we make decisions on behalf of students. The administration firmly believes that this collaborative effort enhances a shared vision and sets solid instructional goals for our school. They acknowledge the significant contributions that each member of our school makes. Staff members are encouraged and supported in leadership roles that they undertake on behalf of our students. There is a high level of trust and communication that helps foster a culture of openness and team spirit. By tapping into the many talents of our faculty and staff, everyone benefits from a wealth of knowledge, experience, and creativity that is abundant throughout our school. Our administration also empowers teachers to implement new ideas and deliver professional development based upon best practices, which has proven to be one of the greatest factors in achieving and maintaining a high level of student achievement.

## **Part VI – STRATEGIES FOR ACADEMIC SUCCESS**

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Ocean Bay Elementary has one practice that we credit to making our school successful. The implementation of the OBE Reading Initiative that began three years ago is not a program, but an outcome of results based upon reigniting a love of reading in students and implementing research-based instructional practices. In order for learners to achieve reading and writing stamina, they must engage with reading and writing text. We have structured our instructional time, drenching children in high-quality reading in order to learn content. This has led teachers to focus less upon content delivery and more about teaching our students to read closely, analyze, synthesize, and evaluate – all within the content defined by our state standards.

The Reading Initiative process is ongoing and requires both teachers and students to learn by engagement. We have spent many hours coaching teachers and working with consultants on how to appropriately incorporate literature in the classroom that align with standards-based content as well as how to select the best quality literature for their students to read to learn. We have seen our goals come to fruition, based upon responsiveness of our teachers to the diverse needs of our learners. In addition, the focus upon small group and individualized instruction has made a positive impact upon our overall academic success. There is the more explicit teaching of what proficient readers and writers do with plenty of teacher modeling and guided practice. One of the greatest challenges to teaching literacy is to make the invisible act of what good readers do visible so that students are able to practice this. Students have learned to build their stamina to manipulate challenging texts with the support of their teachers.

OBE has created an environment that is drenched in literacy. Our bulletin boards are filled with picture book and chapter book authors of the month, each staff member has a picture of themselves holding their favorite picture and chapter books outside of their doors, and classrooms are literary environments where fiction and nonfiction texts are displayed for students to enjoy. We are especially proud of the videos that are broadcast on our morning show where our media specialist and a reading teacher share books from specific genres that students may check out from our media center. We have found that after our genre videos are aired that students flock to the media center in droves searching for the books that were mentioned on our videos!

Our teachers have worked very hard to develop an extensive knowledge base about reading to meet the diverse needs of our children. Instruction is data driven, explicit, and systematic – we are not just “free reading” classrooms. We have strived to set our students up for success by ensuring that they receive the best instructional strategies needed to become proficient readers and writers.