

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13MS4

School Type (Public Schools): Charter Title 1 Magnet Choice

Name of Principal: Ms. Desiree Lizana

Official School Name: DeLisle Elementary School

School Mailing Address: 6303 W Wittman Road
Pass Christian, MS 39571-8518

County: Harrison State School Code Number*: 004

Telephone: (228) 255-6219 E-mail: dlizana@pc.k12.ms.us

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mrs. Beth John Superintendent e-mail: bjohn@pc.k12.ms.us

District Name: Pass Christian School District District Phone: (228) 255-6200

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. Randy Dewitt

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

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent 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, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP 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 and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
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

1. Number of schools in the district 2 Elementary schools (includes K-8)
 1 Middle/Junior high schools
 1 High schools
 0 K-12 schools
 4 Total schools in district
2. District per-pupil expenditure: 10049

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural
4. Number of years the principal has been in her/his position at this school: 3
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	35	35	70
1	35	32	67
2	27	37	64
3	39	35	74
4	36	35	71
5	31	27	58
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 in Applying School:			404

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
1 % Asian
15 % Black or African American
1 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
78 % White
3 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 23%

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

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	50
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	44
(3)	Total of all transferred students [sum of rows (1) and (2)].	94
(4)	Total number of students in the school as of October 1, 2011	412
(5)	Total transferred students in row (3) divided by total students in row (4).	0.23
(6)	Amount in row (5) multiplied by 100.	23

8. Percent of English Language Learners in the school: 1%

Total number of ELL students in the school: 1

Number of non-English languages represented: 1

Specify non-English languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 70%

Total number of students who qualify: 283

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 10%

Total number of students served: 42

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>0</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>21</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>5</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>19</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>11</u>	<u>1</u>
Paraprofessionals	<u>12</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>3</u>	<u>0</u>
Total number	<u>47</u>	<u>1</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

21:1

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	96%	95%	98%	96%	96%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: _____

Enrolled in a 4-year college or university _____ %

Enrolled in a community college _____ %

Enrolled in vocational training _____ %

Found employment _____ %

Military service _____ %

Other _____ %

Total _____ **0%**

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

PART III - SUMMARY

DeLisle Elementary is a public school that provides a challenging and progressive curriculum to students in kindergarten through 5th grade. DeLisle Elementary is one of four schools that comprise the Pass Christian School District. Located on the north side of the DeLisle Bayou, DeLisle's history goes back as far as 1961 when the school was first renovated. The community is very family oriented and is fortunate to live in close proximity to extended family. Several of our teachers and staff members have a vested interest in the success of our students as they are also members of the underlying community.

Creating life-long learners is a culture at DeLisle Elementary school with over half of the faculty holding a master's degree and 100% being highly qualified. Of the 31 faculty members, 6 are national board certified. DeLisle Elementary is known for achieving success and has been named a top performing school by the Mississippi Department of Education for the past three years. Prior to the implementation of the Quality Distribution Index, DeLisle Elementary was recognized as a Level 5 school. The school has accepted the PREPS value-added award for the past three years and was recognized this past year as being one of ten Highest Performing Reward Schools in Mississippi. In 2012, DeLisle was also named a Model Site for the Reach Mississippi's School-Wide Positive Behavior Interventions and Support (SW-PBIS) initiative.

Excellence at DeLisle Elementary is communicated through our annual vision that is centered on an age appropriate theme. Any educator could attest to the fact that the elementary level is the place where a student develops skills and habits that will lead him or her to academic success. It has become the mission of DeLisle Elementary School to assist each child in believing that elementary school is in fact "Where Dreams Begin." With this being our vision for the 2012-2013 school year, students are reminded that, although they are still young, they are creating a foundation for their future.

DeLisle Elementary strives to create dreams for each student currently enrolled. Actively engaging students in the learning process is a culture of the classroom environment at our school. All children have an equal opportunity to learn as teachers strive to differentiate instruction and continuously research ways to reach children in all learning styles. It is the belief of the educators at DeLisle Elementary that learning is a shared responsibility. Our physical education, music, and Spanish teachers along with our media specialist and technology facilitator are continuously supporting students and teachers in their own classroom. Quarterly family nights are well attended as we educate parents on topics of interest based on survey feedback. Students are held to high, clearly defined expectations as teachers set attainable goals for each individual learner. It is also a belief of DeLisle Elementary that students are accepted, valued, and safe. Staff members go to great lengths assisting children in developing social skills and educating students on bully awareness. Joining with the philosophy of Josten's Renaissance, students are honored for their efforts throughout the school year. It is our goal that students are recognized for excellence in the areas of attitude, attendance, and academics. We encourage student interests during our monthly Club sessions, where students are assigned to an activity of their interest level hosted by teachers and outside stakeholders. This mingling of students beyond their own class and grade level instills the significance of working together although circumstances may be different.

DeLisle Elementary enthusiastically contributes in supporting worthy causes such as The American Cancer Society, The Prevention of Child Abuse, and Red/Blue Ribbon Week. Fifth grade honor students are initiated into Beta Club and support local efforts such as sponsoring disadvantaged families at Christmas. Based upon student feedback, the first Student Council was formed this year, which is comprised of fourth and fifth grade students elected by their peers. This extracurricular club supports the students and public through various community service and school-wide projects. Several teachers have been successful in grant writing which has gained our school recognition by the placement of a 60 gallon

aquarium, a vegetable garden, xylophones, an Elmer's Classroom Survival Prize Pack and a Discovery Education Multimedia Collection.

Due to the firm belief that each student will meet his or her potential and our school is where the building blocks begin to bring dreams to fruition, the students, staff and community of DeLisle have proven themselves worthy of the distinguished honor of Blue Ribbon prestige.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The state of Mississippi administers the Mississippi Curriculum Test, Second Edition, (MCT2) to students in third through eighth grade in order to measure proficiency in the areas of Language Arts and Mathematics. Performance level descriptors set for MCT2 provide evidence about the projected level of student performance. Organized into four distinct levels, the performance levels describe the content and processes that a student at a given level is expected to know, demonstrate, or perform. Overall, to recognize increasing proficiency in language arts and mathematics, the levels are categorized as advanced, proficient, basic and minimal. Students at the advanced level repeatedly achieve beyond that which is required to be successful in the current grade. These students are able to perform at a high level of difficulty and complexity. Proficient students exhibit appropriate academic performance and mastery of the skills and knowledge required for success in the specific grade. Students who perform at this level are equipped to initiate work on even more challenging material that is required in the next grade. Students performing in the basic level demonstrate limited mastery of the knowledge and skills in the grade and often experience difficulty in the subsequent grade. These students may perform some of the content standards if set at a low level of difficulty. Interventions are often recommended for students performing at the basic level. Those students that score at the lowest performance level, minimal, are inconsistent in their demonstration of knowledge. These students need supplementary teaching and remediation in the knowledge and skills that are necessary for success in the current grade. Student success at DeLisle Elementary is found within the proficient and advanced levels of performance. Those students scoring basic or minimal receive interventions from classroom teachers, the technology facilitator, and/or the interventionist.

With data and vertical alignment as a focus for the new administration, there has been an upward trend in the majority of subject areas tested. Teachers are encouraged to observe other classrooms each nine weeks and meet in departmental meetings once a month. This has led to increased performance for language arts in fourth and fifth grade. During departmental meetings, language arts teachers have discussed best practice for teaching text-based evidence, argument (speaking and listening), and comparison writing. Language arts teachers have worked collaboratively with social studies and science teachers to integrate language arts across the curriculum. Language arts teachers are also reading and writing, reading and writing and writing some more. Third grade test scores have seemed to reach a plateau in reading. This year teachers are working more with centers to fortify an increase in proficient and advanced students. Based on common term assessment data, student growth is showing a positive trend.

In recent years, the average achievement gap has been less than ten percent. Data is constantly reviewed to determine student, class or instructional weaknesses. Small group remediation is conducted weekly and teachers use computer software to support or reteach skills. Teachers are also proactive when a student is struggling. Interventions are immediately put into place for student success. Classworks is used to both remediate and enrich since an individual path can be assigned to each child. DeLisle Elementary employs a computer facilitator and an interventionist who work closely with teachers to ensure students are working on an individualized plan and making progress toward the targeted goal. In 2010-2011, fourth grade math had an achievement gap of 14% and saw a decrease in proficient and advanced students. On a school-wide basis, data is used to inform teacher placement. Therefore, a different teacher was placed in fourth grade math thereby achieving an increase in proficient and advanced students and eliminating the achievement gap between all students and economically disadvantaged students. A minimal decrease of proficient and advanced students has been noted in third grade math; however, the percentages remain above average. Although fifth grade advanced students are increasing, the percentage of proficient and advanced has remained stagnant the past three years. The teacher has increased the amount of real world application and began implementing centers to differentiate instruction.

The economically disadvantaged (ED) fourth grade math students show a trend toward increasing performance. Each year the number of ED students who are proficient has increased. The teachers in all grade levels are holding students to a higher standard with justifying, productive struggle and working out the problem. Vertical alignment within the math department has given teachers an opportunity to discuss perseverance, common vocabulary, beginning of the year expectations, and rigor. The math teachers use manipulatives, chants, and games to enhance lessons. Through the strong foundation and concentration of fluency in kindergarten, first and second grade, students have the confidence to face math challenges in the upper grades. Centers and one-on-one time with the teacher seem to be helping the economically disadvantaged child grasp the application of math. The teacher also utilizes a weekly remediation time with the students. She pulls 5-6 students in need of remediation. At the same time, the computer lab facilitator works with other students using Classworks.

2. Using Assessment Results:

DeLisle Elementary is committed to the use of data to drive instruction and to meet the individual needs of students. This is evident from our school's use of formative and summative student assessments to monitor students' growth and to evaluate the school's instruction and curriculum. Each year begins with every teacher receiving a data binder which contains two years of data. The first set is the end of year data which includes the state wide summative assessment, Mississippi Curriculum Test 2 (MCT2), and all growth reports from benchmark and formative assessments. Teachers use this data to reassess instruction and to review previous class and grade level goals. After reviewing this data, teachers will amend and set goals for the current year. The second set of data contains information on the current students so that teachers may have a baseline, allowing them to set up groups or centers and determine if skills are on target. Analysis is also evident in the use of the school data room. Two years ago, DeLisle was the first in the Pass Christian School District to develop a data room. Data from the MCT2, quarterly common term assessments, STAR reading and STAR math are updated each quarter.

Throughout the year a comprehensive look at data is used to make decisions concerning instruction. Classworks, a computer based program which provides benchmarks and assignments is taken by all students three times each year. The benchmark results confirm class understanding of key skills which can drive instruction, check progress mid-year and determine curriculum effectiveness at the end of the year. Students who are struggling learners work on their individual assignments three to five times a week. Students in early elementary complete the CPAA (Children's Progress Academic Assessment) three times a year. This formative assessment allows teachers the opportunity to identify student needs, differentiate instruction and help each child succeed. In addition STAR early literacy, reading and math are given three times each year. This web based program allows teachers to more accurately gauge growth throughout the year. In addition, common term assessments provide data for teachers to use during extended day that runs for six weeks after school each nine weeks. Using a combination of data, observations and teacher assessments, instructional practices are utilized that benefit student achievement.

During professional learning communities such as, departmental meetings, grade-level meetings, and meetings with administration, teachers openly discuss areas of strengths and weaknesses, and assist one another in developing a more wide-ranging curriculum to meet the instructional needs of students. Data review meetings are held at all grade levels throughout the year. Data is disaggregated by objective and item analysis through the use of EZTracker. Because learning is a shared responsibility, data is reviewed and discussed as a grade level team, and with support services (special education and activity teachers). Weak areas are brought to the forefront to allow all subject area teachers to support areas of need. Areas of weakness will also be discussed in departmental meetings to research and deliberate upon best practices for revising lessons, for remediation and for enrichment. Students who have scored below grade level are also brought to the forefront to discuss remediation, centers or referral to the teacher support team (TST).

Test results are shared with stakeholders throughout the year at various meetings. To begin, the statewide assessment results are shared with parents during the first open house meeting. After parents receive the MCT2 report, teachers give a general overview of how to interpret the test results. They explain the state scale score and clarify the students' scale and performance level descriptors. After each benchmark or common term assessment, parents receive parent reports or feedback. These reports are also used in parent conferences to discuss areas of weaknesses. This year, after examining year end survey data, DeLisle will be hosting a parent conference evening. Teachers will discuss student growth and review weaknesses and strengths from STAR, CPAA and Classworks.

Each fall, a school improvement committee is formed with a group of stakeholders to review data from statewide assessments, and survey information in order to create goals for the current year. Measurable goals from the previous year are reviewed. Examining goals that were not met, the committee discusses areas of concern and plans ways to successfully meet these goals. In the winter, parents are invited for a coffee chat where the administration discloses assessment scores and trends using power points and graphs. In addition to the school websites, letters and school signs, a celebration of schools is conducted at the Pass Christian Park where the entire community is invited. School accomplishments are announced while parents, teachers, and businesses enjoy food and student entertainment.

3. Sharing Lessons Learned:

DeLisle Elementary School sets the bar high in regard to professional development. As our belief states, "Students excel when learning is a shared responsibility." This is evident as teachers are trained individually and then return to share new information with the rest of the staff. A few of the topics that have been shared include information gained from the Ron Clark Academy and Josten's Renaissance Conference, Science training from the National Science Teachers Association, and instruction based on Orton Gillingham. Kindergarten teachers have invited the staff at the local HeadStart facility to attend training on kindergarten readiness along with Dolch sight word phrases. A district wide professional development session was held which included our teachers presenting information on Writing Across the Curriculum, Differentiated Instruction, the TST process and Conscious Discipline. Beginning in 2002, the district implemented Thinking Maps as an instrument to enhance instruction. Being among the first schools to implement this initiative, DeLisle teachers have served as trainers for other districts. Workshops have been held on our campus, as well as in other schools, to share strategies.

In 2012, DeLisle Elementary earned the title of Model Site for Reach Mississippi's initiative of School-Wide Positive Behavior Interventions and Support. This recognition allows us to be an example for schools in regard to student behavior. Strategies and best practices are shared on a monthly basis through professional learning communities held with the other elementary school in the district. Topics such as pacing, assessment alignment, data analysis, and teaching strategies are discussed at these meetings. Several teachers serve as reading and math liaisons for Common Core as they attend additional training sessions and bring their knowledge back to our school to then train other teachers. DeLisle Elementary has warmly welcomed numerous visitors from outside districts, as well as the State Board of Education, to observe the data room, and teacher performance, including our technology facilitator.

Several DeLisle teachers have been selected to serve on committees at the state level. These committees meet annually to determine the validity of standardized test questions and ensure there are no stereotypes or bias questions. Another responsibility of this committee is to set the cut scores for Advanced, Proficient, Basic and Minimal.

4. Engaging Families and Communities:

DeLisle Elementary is successful at engaging families and community members to benefit student success. Parents are invited to join our Renaissance committee, to help devise our purpose, direction, and plan student success celebrations for the upcoming school year.

Parents attend Open House to meet teachers and become educated on classroom and school expectations. Parent surveys determine the topics of well-attended, quarterly family nights. Business owners, such as Hancock Bank, Mississippi Power, and the local corporate DuPont provide presentations for students and families throughout the year. Parents and community members assist with our monthly Clubs program, which allows students the opportunity to experience a hobby of interest. Coffee chats are held for parents to ask questions and provide feedback in a casual setting. A monthly Home & School Connection newsletter provides parents with strategies that lead to school success.

Our annual reading and science fairs are judged by local community members whom also serve as guest speakers at career day for fifth graders, and volunteer as proctors during state standardized testing. Students in the gifted program conduct presentations such as Christmas Around the World, Living Wax Museum, and the World of Wonders for students and families to enjoy. Our Kindergarten Round-Up, held in early spring, is heavily attended by parents and upcoming kindergarteners. Fifth graders receive the opportunity to attend Starbase-Atlantis, a STEM program conducted at the nearby Naval Base. During February, National Dental Health Month, the Junior Auxiliary organizes the SMILE program for second graders, where a local dentist conducts dental screenings to examine for large cavities and oral cancer. Sight Savers of America visit our school annually to implement the Vision Research program with kindergarteners. This free service aids in detecting vision problems in children and assists in providing glasses to those in need.

Music presentations are conducted by each grade level throughout the year. An honor choir, of select 4th and 5th grade students, performs at the community event “Christmas in the Pass” and at other local venues like Barnes and Noble. WalMart randomly selected ten DeLisle teachers to receive the WalMart Teacher Reward Incentive. Our physical education teacher collaborates with the local fire department to organize a fire safety program for all students. Families are always welcome at DeLisle but are formally invited to attend activities such as our academic rallies, fall festival, Grandparents’ Day luncheon, Ultimate Challenge, Pancake Breakfast, Talent Showcase, field day and seasonal celebrations.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Being in a district that holds the belief that students excel when the curriculum is progressive and challenging, the new common core state standards were introduced in the summer of 2010, and DeLisle is working toward full implementation by the 2014. The lower elementary grades, kindergarten –second grade, have fully adopted the common core state standards. Upper elementary has begun to make a shift to common core while continuing to provide instruction that follows the Mississippi Frameworks. Making cross-curricula connections through the core subjects of reading, language, math, science, and social studies the DeLisle Curriculum includes text dependent questioning, justifying answers, writing after reading, real world applications, writing across the curriculum and speaking and listening in every grade level. End of the year expectations are defined and a cumulative progression is followed to give students an opportunity for success.

Reading, language, social studies and science are integrated to utilize fiction and nonfiction for the purpose of instruction. Foundational skills such as phonological awareness, phonics and fluency are taught so that students become proficient readers who can comprehend all types of texts. Reading in every subject and grade level is an infusion of nonfiction and fiction using grade level appropriate text complexity and addressing content specific and academic vocabulary. With every reading task, it is the charge of the teacher to present a task that will engage students in either writing, speaking or listening. Questioning in all areas leads students to review the text for evidence and facilitates discussions with and between students.

Mathematics understanding is essential to understanding and using mathematics in the real world. The mathematics curriculum can be understood through three words: focus, coherence and rigor. Focus is given to critical areas in each grade level in order for students to garner deeper understanding. Throughout the year students are given opportunities to see a mathematical concept presented in many ways. The curriculum is vertically aligned for coherence and to build student understanding of progressively difficult skills. Building fluency in kindergarten through third grade enables students to focus on more difficult procedures in the upper grades. Manipulative, centers, and application provide students an opportunity to store mathematical concepts for future application. To create a lesson that provides a foundation for college and career readiness teachers seek to develop levels of expertise by utilizing the mathematical practices.

Science and social studies are taught at every level using textbooks, technology, informational text and literature. This year the DeLisle Elementary gifted class collaborated with various grade levels to create a center of Christmas around the world. While learning about the branches of government, the fourth and fifth grade classes participated in a political campaign for student council members. Speakers (a Mitt Romney campaign helper) and community businesses (Coast Electric) are often invited to share with our students. Science experiments are part of the course in lower and upper elementary which enhances students opportunity to participate in the school science fair.

Activity classes include physical education (PE), library, music, Spanish and computer. All activity classes are very supportive of the core curriculum as the students count, spell, provide vocabulary definitions or work on prime and composite numbers. Based on the MS frameworks, PE provides an opportunity for students to practice developmental motor skills and actively engage in the learning process with individual and team activities. It allows students to make the connection between health and wellness. Library activity supports the reading and language teachers through reading and research. Spanish includes cultural awareness and basic Spanish words. The computer lab is available to all students to enrich and remediate the established curriculum.

2. Reading/English:

The curriculum at DeLisle is designed to provide each individual student the skills necessary to succeed. Students in grades K-3 receive a minimum of 150 minutes of reading and language instruction per day; while 4th and 5th grades receive 110 minutes daily. Although we teach social studies and science separately, through the focus of non-fiction literature our students receive additional reading and language instruction during this time as well. DeLisle uses the research based programs of CPAA, Early Childhood Literacy, Classworks Gold, and STAR Reading to get a baseline collection of data for each individual student. These assessments are given 3 times each year to determine areas of growth and those that require more assistance. The students receive individual instruction via the programs that help ensure differentiation is occurring for each child. Students not exhibiting growth or those requiring added assistance to meet benchmark objectives are referred to RTI via the Teacher Support Team. Students in grades 3-5 attend extended day services to receive instruction that intervenes where needed or helps to assist in pushing the advanced learner. Ticket-to-Read and Accelerated Reader are used school-wide. AR is based upon a student's STAR report. Students are assigned a specific goal to achieve within a nine week period. Students reaching this goal receive special recognition at our school rallies, which encourages reading and motivates students to be successful.

DeLisle teachers assemble during the summer to write pacing guides and discuss data from the previous year to help direct teaching for the upcoming year. Throughout the year, teachers meet at least once a week to discuss the current curriculum's needed areas of improvement and strengths that have been noted. K-2 teachers use Orton-Gillingham to teach the basic understanding of our English language through phonemic awareness, sight word recognition, spelling rules, vocabulary improvement, fluency, and comprehension. This program incorporates daily hands-on activities which influence visual, auditory, and kinesthetic students alike. Second through fifth grade teachers use trade sets and novels to assist them in teaching the state and Common Core objectives. Basal readers are used periodically throughout the year, but do not drive instruction. Technology is used to create PowerPoints, compare mediums, and conduct interactive quizzes. Our teachers use center related teaching such as guided reading, writing centers, Thinking Maps, and teacher created items and games. Our students receive work that is thought-provoking and encourages lifelong learning through investigation.

3. Mathematics:

DeLisle Elementary uses a multitude of curriculum to prepare our students to be self-efficient in real world math situations. In K-2, students receive daily math instruction for at least 90 minutes, 3rd grade 60 minutes, and 4th & 5th grades 110 minutes. Students are assessed at least 3 times a year using the research based programs of STAR Math, Classworks Gold, and CPAA. Based on the data, teachers align their lessons using the pacing guides prepared during the summer. Teachers give Common Term Assessments, in the core subjects, each nine weeks and use the data from EZ Tracker to determine areas of weakness and growth. The pacing guides are used as an outline of what to teach, but as our students' needs change, the teachers change the intensity with which each objective is taught.

Teachers in K-2 use teacher created resources that incorporate our state objectives and Common Core objectives. Teachers use Everyday Math and hands-on manipulatives to assist students in their learning. We believe the foundation for lifelong learners in math begins at this young age. Therefore, most of the lessons are small group activities created to instill an awareness of problem-solving, where they are taught to self-assess and receive immediate feedback on their problem-solving techniques. Math vocabulary and reading texts are integrated at this age to have students begin relating to everyday math relationships.

In addition to teacher created resources grades 3-5 use , VersaTiles, Math Facts in a Flash, and educational supplements to reach their students. Each math class begins with a bell-ringer and a 5-7 minute check on the problems for that day. Math concepts and strategies are consistently stressed throughout the class, where a Word Wall and math visuals are displayed. Progress monitoring is done via

Accelerated Math (A-Math), Classworks Gold, and classroom drills assessed weekly. Through A-Math and Classworks Gold, students work on their individual paths allowing for differentiation among learners.

Teachers use Achieve 3000 to assist them in differentiation techniques and skills building. Technology is used daily, through interactive math activities, demonstration, relevant videos, Power Points, and interactive sites utilized to assist teachers in helping students reach their full potential. DeLisle's curriculum is progressive and challenging and therefore we do not follow one specific math curriculum but rather incorporate different strategies that we believe to be most effective and beneficial for our students.

4. Additional Curriculum Area:

Based on DeLisle's mission "Where Dreams Begin," our students are encouraged to become scientists and explore the world around them. DeLisle's science curriculum is multifaceted which inspires our students to dream big and follow through with their ideas. DeLisle uses Macmillan/McGraw-Hill Mississippi Science curriculum, which is aligned with state and Common Core objectives, and teacher created materials. Our state assesses science in 5th and 8th grade, but our focus on science begins in kindergarten. It is our philosophy that students learn better when they participate and are involved in their learning. Therefore, we provide a foundation for motivating and inspiring our "dreamers" to excel in science.

In all grades, our students have the opportunity to experience the scientific principles and techniques prevalent in science careers. Our kindergarten teachers received a grant that allows our kindergarteners to experience the four stages of the growth cycle of the butterfly through a butterfly garden. Our first graders hatch chicken eggs in an incubator each spring which introduces them to complex concepts and helps them better understand the life cycle. Our 5th graders attend STARBASE – Atlantis, a STEM (Science, Technology, Engineering & Math) program which entails research based instruction that meets national science and math standards through numerous hands-on experiments. Throughout the year, all students complete experiments in the classroom or science laboratory. DeLisle conducts a yearly science fair where all are encouraged to participate, but it is mandatory for 3rd and 5th graders to complete. The steps of the experiment are turned in over a five week period and the teacher checks for accuracy and integrity of the experiment. This further encourages students to engage in the scientific process and to expand their knowledge while being held accountable for the results.

Through a grant, one of our teachers from DeLisle attends the NSTA (National Science Teacher Association) Conference each year. She acquires up-to-date information and ideas that she shares during professional development. DeLisle also received a grant for a saltwater fish tank, which is maintained by our 5th graders.

This year DeLisle sponsored a school-wide blood drive that introduced the concept of 'paying it forward' to save a life. Prior to the blood drive, a guest speaker from the Red Cross spoke to the students about the components of blood and its necessity to life. This activity afforded our students the experience of a purposeful real world connection via science related careers.

5. Instructional Methods:

At DeLisle, teachers, parents, community stake holders, and students are vested in the curriculum and therefore they know that learning is a shared responsibility that entails guiding our students through instructional designs that are research based and student-focused. Our curriculum meets state and Common Core objectives, but our teachers continually reassess teaching techniques based on data received from CPAA, STAR Math, STAR Reading, Classworks Gold, MCT2 Results, and Common Term Assessments.

DeLisle is driven to ensure that the most equitable learning experience is being utilized for the benefit of our students, therefore classes are taught using the differentiated avenues of whole group, small group, peer pairs, and one-on-one teacher to student interaction. Students are afforded the opportunity to differentiate their coursework by being given a choice of assignments, they are allotted different novels based on their lexile levels, and are assigned more in-depth work to be completed.

DeLisle uses an inclusion model approach where a special education teacher rotates between classes. All teachers have acquired extensive training using “The Power of 2” video that discusses the six co-teaching techniques of effective inclusion classrooms. Teachers collaborate daily and are aware of any accommodations that students require. We have two hearing impaired students who have interpreters with them during class instruction. RTI is in place and those students who do not exhibit adequate growth are entered into the Tier process through recommendation from TST (Teacher Support Team). DeLisle has an extended day program, for grades 3-5, that is free of charge and consists of a fall and spring session occurring three days a week for an hour each day for 6-8 weeks. There is a 1:10 teacher student ratio and students are chosen using data from our screeners and current state testing scores.

Technology is used in class daily through our Dell Smart Boards. We use interactive computer-based programs (Classworks Gold and Ticket-to-Read) to enhance the individual learning path of our students. Teachers also use web-based sites such as Starfall, Funbrain, and Coolmath.

Our teachers have responded in surveys that an area of weakness is in growing our advanced learners. Although we were recognized this past year as being one of ten Highest Performing Reward Schools in Mississippi, we believe there is still work to be done in learning how to differentiate more for the advanced learner. Therefore, this year we have focused a lot of our professional development on this topic.

6. Professional Development:

DeLisle Elementary is fortunate to be a part of a district that strongly believes in training teachers and administration in best practices to bring students to their highest academic potential. Professional development is viewed as a much needed time for teachers and administrators to learn, plan, reflect and share innovative teaching strategies. A “Needs Assessment Survey” is issued annually for teacher feedback regarding the areas they feel are in need of improvement. Using this survey, it was discovered that there are seldom opportunities to promote the growth of paraprofessionals; therefore, the calendar was adjusted to allow these educators to attend a professional development session with the teachers.

Seven teacher workdays are built into the district calendar, with four of those days devoted to enriching the teaching process through professional development. Test data is dissected and observations are conducted by administration to recommend areas in need of additional training. As time is the biggest challenge for teachers to overcome, DeLisle Elementary has instituted a half day each nine weeks for teachers to be relieved of their classroom duties so that they can plan, both by department and vertical alignment. Common vocabulary is a staple for the success of the students at DeLisle Elementary School. Kindergarten teachers are involved in conversation with upper grade level teachers to ensure that the vocabulary is consistent and meaningful. Common Core training has been provided for the past two summers and will continue to be enhanced as the shift to the common core curriculum continues. Reading and math liaisons receive additional training on common core and use this newfound knowledge to educate their coworkers. Peer observations are conducted by each teacher and professional learning communities are put into place as we feel there is something to be learned by every educator. As differentiated instruction is an area that teachers feel could be enhanced, a book study was conducted using Carol Ann Tomlinson’s “Leading and Managing a Differentiated Classroom.” Professional development is consistently focused on student achievement as well as growth for every student, including the advanced learner.

Teachers seek out professional development opportunities through various venues, such as the Gulf Coast Education Initiative Consortium, the University of Southern Mississippi, and Stennis Space Center. As

the staff of DeLisle Elementary is committed to excellence, professional development will continue to be a driving force that leads our students to academic success as well as college and career readiness.

7. School Leadership:

A new leadership team was put in place at DeLisle in the 2010-2011 school year. The administration and staff are very focused on student success. DeLisle's beliefs are that students be held to clearly defined, high expectations, there is a shared responsibility for learning and that all students are granted the same opportunity for learning. These beliefs apply to administration and staff, as well. The administration at DeLisle believes in leading by modeling. Professional articles and websites are read and passed on to appropriate grade levels or teachers. The principal reviews the progress of at-risk students and dialogs with them biweekly. Because our students are granted the same opportunity to learn, our classrooms are safe environments for the learning process. This is done via the Assistant Principal who supports behavior by talking to all students who receive class infraction forms.

In sharing responsibility, the time to collaborate is a must. Professional learning communities (PLC) have been created and time has been given so that collaboration directs lesson plans, addresses behavior challenges or academics, creates recognition programs, and plans for the school's vision. An administrator attends the meeting or reviews minutes from each meeting to support the staff. Teacher liaisons and PLC chairpersons are utilized to share information and facilitate meeting agendas.

Administration, faculty and staff believe that students are working toward becoming productive citizens of our community. Therefore, it is important that everyone be held accountable for learning. The school improvement committee composed of parents, businesses, paraprofessionals, teachers, central office personnel, and administrators created an educational compact that defines the roles and responsibilities of students, staff and parents. It is the task of all staff to communicate and follow up on decisions made in the best interest of a child to guarantee everyone is doing what is best for children. It is also important that teachers hold students accountable for learning by giving them clearly defined, high expectations through which work will be monitored, effort encouraged, productive struggles allowed, and communication with parents.

Teamwork, data and heart have been strong determinants for DeLisle success. Every person involved with student success has taken ownership and looks for ways to continue toward excellence. The faculty and staff truly care about the children of DeLisle and are constantly seeking new ways to help them soar. Rather than being reflexive, all stakeholders are proactive in their approach to achieving student success and growth.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Mississippi Curriculum Test 2

Edition/Publication Year: 2nd Edition 2008 Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Above	96	98	81	79	80
Advanced	39	50	27	31	10
Number of students tested	69	54	63	82	100
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	2	1	0
Percent of students alternatively assessed	0	0	3	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Above	93	96	78	81	71
Advanced	20	46	20	6	1
Number of students tested	49	41	44	53	72
2. African American Students					
Proficient and Above	Masked	Masked	55	73	74
Advanced	Masked	Masked	0	20	0
Number of students tested	9	9	11	10	38
3. Hispanic or Latino Students					
Proficient and Above					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient and Above	Masked	Masked	Masked	10	Masked
Advanced	Masked	Masked	Masked	10	Masked
Number of students tested	6	6	4	10	9
5. English Language Learner Students					
Proficient and Above					
Advanced					
Number of students tested					
6. White					
Proficient and Above	95	96	87	81	82
Advanced	39	55	33	34	18
Number of students tested	56	44	52	68	56
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. *The Mississippi Department of Education does not report subgroups with an N count less than 10. **In 2009-2010, two students (3% of total) were alternatively assessed. These students were identified through an eligibility process as having significant cognitive delays in the area of Intellectually Disabled. The IEP Committee determined alternate assessment .					

13MS4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Mississippi Curriculum Test2

Edition/Publication Year: 2nd Edition, 2008 Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Above	74	83	75	72	77
Advanced	38	48	32	18	33
Number of students tested	69	54	63	82	101
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	2	1	0
Percent of students alternatively assessed	0	0	3	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Above	67	78	67	73	70
Advanced	31	39	25	3	18
Number of students tested	49	41	44	53	72
2. African American Students					
Proficient and Above	Masked	Masked	64	55	63
Advanced	Masked	Masked	0	10	21
Number of students tested	9	9	11	10	38
3. Hispanic or Latino Students					
Proficient and Above					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient and Above	Masked	Masked	Masked	10	Masked
Advanced	Masked	Masked	Masked	10	Masked
Number of students tested	6	6	4	10	9
5. English Language Learner Students					
Proficient and Above					
Advanced					
Number of students tested					
6. White					
Proficient and Above	76	86	77	74	86
Advanced	43	57	38	21	38
Number of students tested	56	44	52	68	56
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
*The Mississippi Department of Education does not report subgroups with a N count less than 10. **In 2009-2010 two students (3% of total) were alternatively assessed. These students were identified through an eligibility process as having significant cognitive delays in the area of Intellectually Disabled. The IEP Committee determined alternate assessment.					

13MS4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Mississippi Curriculum Test 2

Edition/Publication Year: 2nd Edition Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Above	86	72	79	77	78
Advanced	25	13	18	9	21
Number of students tested	59	69	79	64	107
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	1	1	1	0
Percent of students alternatively assessed	3	1	1	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Above	88	62	82	71	70
Advanced	20	21	17	5	11
Number of students tested	44	47	60	43	66
2. African American Students					
Proficient and Above	Masked	Masked	83	60	60
Advanced	Masked	Masked	8	10	6
Number of students tested	9	9	12	10	35
3. Hispanic or Latino Students					
Proficient and Above					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient and Above	Masked	Masked	Masked		36
Advanced	Masked	Masked	Masked		8
Number of students tested	7	5	7		13
5. English Language Learner Students					
Proficient and Above					
Advanced					
Number of students tested					
6. White					
Proficient and Above	88	77	78	78	85
Advanced	28	8	20	8	27
Number of students tested	50	60	64	50	66
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
*The Mississippi Department of Education does not report subgroups with a N count less than 10. **In 2011-2012, two students (3% of total) were alternatively assessed. These students were identified through an eligibility process as having significant cognitive delays in the area of Intellectually Disabled and an IEP Committee determined alternative assessment. ***In 2008-2009 Special Education subgroup, no students were tested. This spreadsheet does not accept the number 0 in this field.					

13MS4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Mississippi Curriculum Test 2

Edition/Publication Year: 2nd Edition, 2008 Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Above	85	81	77	67	79
Advanced	36	33	17	17	33
Number of students tested	59	69	79	64	107
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	1	1	1	0
Percent of students alternatively assessed	3	1	1	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Above	80	76	80	58	68
Advanced	27	9	13	12	15
Number of students tested	44	47	60	43	66
2. African American Students					
Proficient and Above	Masked	Masked	92	60	69
Advanced	Masked	Masked	8	0	14
Number of students tested	9	9	12	10	35
3. Hispanic or Latino Students					
Proficient and Above					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient and Above	Masked	Masked	Masked		27
Advanced	Masked	Masked	Masked		15
Number of students tested	7	5	7		13
5. English Language Learner Students					
Proficient and Above					
Advanced					
Number of students tested					
6. White					
Proficient and Above	86	82	78	69	83
Advanced	40	37	17	20	39
Number of students tested	50	60	64	50	66
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
*The Mississippi Department of Education does not report subgroups with a N count less than 10. **In 2011-2012, two students (3% of total) were alternatively assessed. These students were identified through an eligibility process as having significant cognitive delays in the area of Intellectually Disabled and an IEP Committee determined alternate assessment. *** In 2008-2009 in the Special Education subgroup, no students were tested. This spreadsheet does not accept the number 0 in this field.					

13MS4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Mississippi Curriculum Test 2

Edition/Publication Year: 2nd Edition Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Above	77	78	76	68	80
Advanced	27	27	19	19	32
Number of students tested	66	73	58	69	111
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	1	0	0	4
Percent of students alternatively assessed	3	1	0	0	4
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Above	69	73	66	46	71
Advanced	21	22	8	19	19
Number of students tested	48	54	38	34	67
2. African American Students					
Proficient and Above	60	69	Masked	64	85
Advanced	0	0	Masked	0	15
Number of students tested	10	12	9	11	27
3. Hispanic or Latino Students					
Proficient and Above					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient and Above	Masked	Masked	33	Masked	42
Advanced	Masked	Masked	20	Masked	8
Number of students tested	7	8	10	6	12
5. English Language Learner Students					
Proficient and Above					
Advanced					
Number of students tested					
6. White					
Proficient and Above	80	81	75	67	78
Advanced	32	34	23	24	35
Number of students tested	56	58	48	55	78
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
*The Mississippi Department of Education does not report subgroups with a N count less than 10. **In 2007-2008 four students (4% of total) were alternatively assessed. In 2011-2012, two students (3% of total) were alternatively assessed. In both cases, the students were identified through an eligibility process as having significant cognitive delays in the area of Intellectually Disabled and an IEP Committee determined alternate assessment.					

13MS4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Mississippi Curriculum Test 2

Edition/Publication Year: 2nd Edition 2008 Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Above	86	81	76	77	69
Advanced	20	18	10	22	20
Number of students tested	66	74	58	69	111
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	1	0	0	4
Percent of students alternatively assessed	3	1	0	0	4
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Above	80	73	72	63	60
Advanced	10	19	5	15	10
Number of students tested	48	54	38	34	67
2. African American Students					
Proficient and Above	80	77	Masked	73	67
Advanced	10	8	Masked	9	7
Number of students tested	10	12	9	11	27
3. Hispanic or Latino Students					
Proficient and Above					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient and Above	Masked	Masked	33	Masked	25
Advanced	Masked	Masked	10	Masked	0
Number of students tested	7	8	10	6	12
5. English Language Learner Students					
Proficient and Above					
Advanced					
Number of students tested					
6. White					
Proficient and Above	88	83	75	76	69
Advanced	21	21	13	24	23
Number of students tested	56	58	48	55	78
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. * The Mississippi Department of Education does not report subgroups with a N count less than 10. **In 2007-2008, four students (4% of total) were alternatively assessed. In 2011-2012, two students (3% of total) were alternatively assessed. All of these students were identified through an eligibility process as having significant cognitive delays in the area of Intellectually Disabled and an IEP Committee determined alternate assessment.					

13MS4