

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

[X] Public or [] Non-public

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

Name of Principal Mrs. Rhoda Byler Yoder

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

Official School Name Casey Elementary School

(As it should appear in the official records)

School Mailing Address 2101 Lake Circle

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

City Jackson State MS Zip Code+4 (9 digits total) 39211-6616

County Hinds County State School Code Number* 3520

Telephone 601-987-3510 Fax 601-987-4944

Web site/URL Http://www.casey.jpsms.org E-mail lrcc18@aol.com

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

Date

(Principal's Signature)

Name of Superintendent*Dr. Cedrick Gray E-mail: Cgray@jackson.k12.ms.us

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

District Name Jackson Public School District Tel. 601-960-8700

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 Dr. Otha Burton, Jr.

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

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

Date

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

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

PART I – ELIGIBILITY CERTIFICATION

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

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district (per district designation):
- 38 Elementary schools (includes K-8)
 - 13 Middle/Junior high schools
 - 7 High schools
 - 0 K-12 schools
- 58 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 9 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	23	28	51
1	31	29	60
2	34	46	80
3	29	35	64
4	20	15	35
5	29	27	56
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	166	180	346

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 90 % Black or African American
 - 1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 6 % 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.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 8%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	21
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	8
(3) Total of all transferred students [sum of rows (1) and (2)]	29
(4) Total number of students in the school as of October 1	355
(5) Total transferred students in row (3) divided by total students in row (4)	0.082
(6) Amount in row (5) multiplied by 100	8

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 55 %
 Total number students who qualify: 199

Information for Public Schools Only - Data Provided by the State

The state has reported that 55 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

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

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|--------------------------------|--|
| <u>4</u> Autism | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>6</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>3</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>11</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>1</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>4</u> Developmentally Delayed |

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

	Number of Staff
Administrators	1
Classroom teachers	15
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals	9
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23:1

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

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

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

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

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

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

Yes No

If yes, select the year in which your school received the award. 1999

15. Please summarize your school mission in 25 words or less: Casey's mission is to provide an arts-enriched academic curriculum that is both challenging and engaging in order to develop well-rounded and productive citizens.

PART III – SUMMARY

Our Casey Elementary School Motto says it all: “Educating the Whole Child In and Through the Arts.” We operate under the Whole Schools Initiative (WSI) model, a comprehensive school reform that uses the arts as a vehicle for promoting high quality instruction and learning for all students. Casey students are engaged in visual arts, theatre, dance and music during the instructional day. The program encompasses the students’ personal and social development as well as academic performance in school.

Casey is located in the largest urban school district in Mississippi in Jackson (Jackson Public School District, JPSD, 29,738 students). Casey is a k-5 choice school in JPSD. Ten percent of our students live within our school attendance zone and 90% live in Jackson and choose to attend Casey. We accept new choice students on a first come, first serve basis through an application process based on space availability. Assessments are administered to applicants so that JPSD choice/magnet schools have the same application process, but Casey uses these assessment results for diagnostic purposes only. Ninety percent of our students are African American and 10% are Caucasian, Hispanic, or Asian. Fifty-five percent of our students qualified for free/reduced lunch last year. Casey is a Title 1 school. We serve exceptional education students through inclusion and we have a self-contained class for students with Autism.

In 1997, Casey became an Arts Access school and with parent leadership and support, we developed into an Arts Integration school in 1999. Casey received the National Blue Ribbon School designation in 1999. This recognition led to increased community awareness of our success which led to an increase in student applications that year. Parents perceive Casey as a credible option to Jackson’s private and parochial schools. With increased support from our community, Casey was able to move forward with becoming a WSI school, increasing arts integration opportunities for our students. We adopted the WSI model in 1999 and Casey was named by the Mississippi Arts Commission (MAC) as a “Model Whole School” in 2004. We have been awarded Model Whole School status every year since then. Casey has been awarded the Governor’s Award in the Arts, the Mississippi Alliance for Arts Education Award, the Program of Research and Evaluation for Public Schools (PREPS) Value Added Award for achieving above statistical expectations (6 times), Mississippi Department of Education (MDE) Champions of Change Award for academic excellence and closing the achievement gap (3 times), and has twice been named a finalist for the National School Change Award. Since 2009, Casey has made gains in our academic performance each year and we continue to close the achievement gap.

At Casey, the arts are a significant part of each student's education in two ways. First, there are classes in the four arts disciplines. All Casey students have weekly music classes taught by a certified music teacher and weekly visual arts classes taught by a certified art teacher. In addition, each grade level takes twelve consecutive 50-minute classes in dance and drama taught by specialists. In planning, the arts teachers look for connections between their own arts curricula and the academic curriculum to enhance and reinforce concepts introduced in the academic classroom. Secondly, Casey classroom teachers are committed to reaching students by infusing the arts into their standard curriculum, teaching all subjects with and through the arts. The teachers plan significant ways of using concepts from the arts (such as creative writing, painting, acting, dancing, singing, and making music) to enable students to better understand concepts in language arts, science, math, and social studies.

In addition to the arts programs, Casey provides other opportunities to study the arts. Beginning in first grade, students may join the “Strings in the Schools” program and take weekly lessons to play violin or cello with a teacher provided by the Mississippi Symphony Orchestra. Ballet and guitar classes are taught after school.

A grant from MAC, funds from JPSD and funds from the PTA have provided: teachers in dance, drama, and visual art; many visiting artists; special exhibits and performances; and extensive professional development for all Casey teachers. Casey teachers attend the annual Whole School Summer Institutes and Spring and Fall Retreats. The Summer Institute is an intense week of stimulating and thought-provoking experiences designed to inspire teachers to use the arts in more effective ways in their classrooms.

Casey makes all decisions based on data. We have a strong RTI program and we analyze data from multiple sources to find consistent trends. We use data to determine next steps and successful strategies. Our data sources include our student learning styles inventories, universal screeners, progress monitoring, common weekly assessments, and student, parent and staff surveys.

Our state test results, low student mobility numbers, and almost non-existent staff turnover rate support our claim that Casey is the best school in which to learn and teach. We have a principal and teachers who use every available resource to ensure that our students develop their full potential academically, emotionally, physically, socially, and culturally.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Casey is a designated Model Whole (Arts) School with a dedicated principal and teaching staff that go above and beyond curriculum requirements prescribed by our district and state dept of education. Over the last two years we have implemented Common Core Standards (CCSS). The Houghton Mifflin reading/English language arts and math series we currently use are rigorous and lend themselves well to teaching these standards for high, middle and low level learners. However, Casey teachers are always looking for ideas and other resources to supplement and extend the standards. We work well together utilizing CCSS, state and district frameworks, and district pacing guides to build a scope and sequence of skills and thematic units. All subjects are taught in a cross curricular manner integrated with the arts and students' various learning styles. We analyze data to drive instruction and to help each student become successful, high achieving lifelong learners.

Reading/English language arts begins in kindergarten with a strong and balanced foundation in phonics and sight word recognition. Handwriting/letter formation is taught as design elements through the arts. As students progress through grade levels they learn to write creatively and express themselves through the writing process. The rich trade books we supplement our reading series with lend themselves to visual arts, drama and music skills as well as teaching math, science and social studies. Our approach to literacy includes both fiction and informational texts with an increasing emphasis on nonfiction. Each grade level builds upon this foundation to increase fluency, vocabulary, and comprehension as they explore different literary genres. In addition, many times these trade texts are Accelerated Reader (AR) books. AR is another aspect of our reading program that encourages and promotes reading outside the classroom (including kindergarten) and further reading in the class for students who work quickly. Students are taught to think about how a text relates or connects to themselves or other information they have learned and are encouraged to ask questions about what they read as they explore new material. This is documented through art work and journals. Fifth grade students even read and perform a Shakespearean play. Casey chose these curricular approaches because data proves arts integration works to improve student achievement. Efforts to continue improvement are monitored and discussed weekly during team and staff meetings. Weekly assessment data is used to pinpoint and remediate students who are performing below expectations through the tier process with specific interventions and differentiated instruction. Also, students who exceed expectations are challenged to read more difficult materials and participate in a gifted program that promotes higher order thinking instruction.

The Go Math series has been embraced by Casey teachers as a basis for meeting Common Core standards. It is rigorous and provides manipulative materials and strategies to differentiate instruction for a variety of learners and levels. It is utilized alongside arts integration, cooperative learning groups, trade books and thematic units. Two examples from third grade would include building Cinderella's castle with geometric shapes after reading multicultural Cinderella stories from around the world and then using area and perimeter to build the students' own dream homes.

The science and social studies curriculums are prescribed by the Mississippi Department of Education. Common Core reading/ELA standards and many math objectives are embedded into these subjects. The ever increasing higher percentage of nonfiction text throughout the curriculum promotes science and social studies objectives. The science curriculum's focus is on biology, Earth and space, and environmental science. Science is taught through the inquiry process using hands on materials to promote problem solving and higher level thinking skills which help our students compete in school and district science fairs. Social studies overlying themes are community, Mississippi history, the nation and the world. Many skills and information in both subject areas are taught through project based learning. Students work on projects and research papers at home and at school to further their knowledge of a particular standard and share that knowledge with their classes. Many projects and student art works along with objectives taught are displayed in the halls to become teaching tools for other grade levels.

2. Other Curriculum Areas:

Many parents choose Casey for their children because of the emphasis on the arts both as a teaching strategy in the academic classroom and as separate classes offered to all students. Every student in grades K-5 receives a weekly 50-minute class in both Visual Arts and Music. The visual arts teacher uses the curriculum to create, enhance, and integrate learning with Common Core Standards across content areas. Units of instruction are based on the MDE curriculum and are designed to teach students about artists, processes, the elements and principles of art, responding to artworks, and to make cross connections with other content areas. The focus is to create a community of learners with artistic literacy and the tools to express their ideas. In Music Class, students experience pure music through singing, playing, creating, and moving. They also study arts-integrated lessons which are directly related to classroom curriculum. By third grade, every student learns to play the recorder, and all grades participate in one musical program for parents each year.

For twelve consecutive weeks, students in first, third, and fifth grades participate in 50-minute weekly classes in drama from a certified drama teacher. Students learn principles of self-control and the skills of creating “tableaux” through a series of drama-based techniques. They study the elements of drama (which coincide with the “story elements” of language arts classes) in order to apply them to analyzing, creating, and performing short plays. Each year, fifth graders read and perform a simplified version of a Shakespeare play.

For twelve consecutive weeks, students in kindergarten, second, and fourth grades take 50-minute weekly classes in Dance from a part-time dance instructor whose lessons focus on the elements of dance (time, space, and energy) and creative movement as educational strategies for exploring curriculum connections with the academic classroom.

Starting in first grade, any interested student may choose to learn to play violin, viola, or cello in Strings classes taught by a musician from the Mississippi Symphony Orchestra. The Strings classes are taught once a week for 50 minutes. The class is free, only requiring that students obtain their own instruments, and the Symphony is very helpful in finding free or inexpensive instruments for students in need. The Strings program continues to grow in popularity, and over half of the students in grades 1-5 currently participate. Strings students perform throughout the year, ending with a final district-wide concert every spring. Research shows that when children play a strings instrument, they increase their academic performance.

In addition to the arts classes provided during the school day, there are other after school options for students. For no additional cost, students may take ballet classes taught by a professional dancer from Ballet Mississippi. For a nominal fee, they may also take guitar lessons that are taught onsite.

Casey students are continuously learning through the arts, not only in classes taught by arts specialists, but also as an ongoing part of the academic curriculum in arts-integrated lessons that continue to reference the skills and concepts learned in special classes in order to enrich the exploration of academic topics. During their years at Casey, students take a variety of arts-oriented field trips to events presented by New Stage Theatre, the Mississippi Museum of Art, Ballet Mississippi, the Mississippi Symphony Orchestra, and the Mississippi Puppetry Guild to develop a familiarity with the cultural opportunities surrounding them in their own community. Also, various artists (including musicians, actors, and painters) frequently visit the school to speak, demonstrate, perform, or teach lessons to share their expertise with the students. Each spring, our culminating arts celebration is our Arts Festival. We showcase examples of arts-integrated student work throughout our hallways and feature educational performances by both students and outside artists.

3. Instructional Methods and Interventions:

Classroom teachers utilize appropriate teaching methods based on all available data to teach all learners. Every student is taught through Arts Integrated lessons designed to meet all learning styles and needs. Learning styles inventories are administered in August and student results are analyzed to differentiate instruction. Teachers differentiate through the use of small groups/centers and they accommodate and modify for all students (gifted, talented, exceptional, and traditional learners).

We have multiple teachers, whose sole purpose is to provide differentiated instruction, including two gifted teachers, two exceptional education teachers, a language-speech pathologist, and an interventionist. These teachers work with the classroom teachers to identify students who need additional enrichment and/or intervention beyond the differentiation that's already occurring in the classroom.

Casey uses the RTI three tier processes to determine if students are considered at risk for not meeting their full potential at any particular grade level. We analyze state test scores, previous year's report cards, retention status, universal screeners, exceptional education status, and grades. Students who are identified through this process are given extra one-on-one instruction and special tracking for the entirety of the academic year. Students in the intervention program receive additional supports before school as well as throughout the normal school day. Intervention students and exceptional education students are double-blocked in reading through the use of the Read Well Program and the regular reading program.

We also have students at Casey who are exceptional learners, including students with vision impairment, speech delays, specific learning disabilities and we have a self-contained autism class. These students receive differentiated instruction in the classroom as well as additional accommodations and modifications from our exceptional education teachers.

Gifted students participate in a weekly five hour pull out program, where they build upon things they are learning in their regular classes, as well as engage in critical thinking and leadership activities. Like all students at Casey, gifted learners are encouraged to reach their full potential, even when that means doing work far beyond their traditional grade level. Gifted students might be found doing a project-based engineering unit, solving brain puzzles, engaging in a higher-level novel study, planning a service project, or writing a play.

Our school community at Casey is extremely diverse. We make every possible effort to accommodate our wide variety of learners. Our goal is for every student to reach his or her full potential.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Casey's achievement level is determined by results on the Mississippi Curriculum Test 2 (MCT2). During the 2013-2014 school-year, Casey fully implemented Common Core but the MCT2 assessed only previous state standards. Last year, the states accountability model changed as well. There are seven areas that are measured to determine a school's accountability level. Even with all these changes, Casey's accountability level has remained an A (on an A-F scale) for the past three years, which is the state's highest accountability level. The seven reporting categories for 2013-2014 were: 1. percent proficient/advanced for all students for ELA, 2. percent proficient/advanced for all students in Math, 3. percent proficient/advanced for 5th grade science, 4. percent growth for all students in ELA, 5. percent growth for all students in Math, 6. percent growth for our lowest quartile of students for ELA, and 7. percent growth for our bottom quartile of students for Math. Schools must score 500 points to be "A" rated (adding up the % numbers from each of the 7 categories). Casey scored 578 points.

Our analysis of our data in the tables shows consistent overall growth for students scoring proficient and/or advanced in ELA and Math. Our weighted ELA table shows 12% growth for students scoring proficient and advanced and 17% growth for students scoring advanced. In the weighted Math table, we saw 16% growth in the advanced category from 2010 to 2013 and a 4 point decrease in this category in 2014. We believe this is due to the discrepancy between our common core Math implantation and the state assessment on state standards. What is notable at the 3rd grade level 2014 ELA assessment was the gap between our economically disadvantaged students and "all" of our 3rd grade students. We have addressed this gap by triple blocking these students for ELA interventions and progress monitoring throughout the year making adjustments based on data.

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

Casey Elementary carefully analyzes data from our state assessment (MCT2), STAR Universal Screeners, Read Well assessments, common weekly assessments, and classroom grades every week to find patterns of student strengths and weaknesses. Using data from these sources provides a clear picture of student performance levels/growth over time, help us to plan instruction, and guide us in our RTI process.

The MCT2 is given in May of each year to 3rd-5th grade students. The STAR Universal Screeners are administered three times per year to our 1st-5th graders in August, January, and May. The STAR Early Literacy is administered to our K students at the same times. The data from the MCT2 and the STAR screeners show us student performance levels in terms of growth, scale scores, grade equivalents and/or proficiency levels (grades 3-5). The STAR screening report provides categories based on scale scores including at/above benchmark, on watch, intervention, and urgent intervention. One STAR report provides detailed lists of recommended skills to be taught/retaught to a whole class, groups or individuals. This is extremely helpful for our RTI process: tier interventions, tutoring, and differentiation within each classroom. We create student subgroups in STAR so assessment results can be analyzed for each subgroup's performance. We compare these to our AMO's to see if we are progressing per these objectives. STAR has been our most effective predictor for student performance on the MCT2 for our Qualitative Distribution Index (QDI).

MCT2 student score reports are shared with parents/students at our Open House and/or our 1st school-wide parent/teacher conference day. Our school results are shared with our community via school report cards, local newspapers, our PTA Facebook page, and "Casey Arts News." STAR reports are shared with students, sent home to parents following each screening, shared with parents at TST and IEP meetings, and parent/teacher conferences. Casey also shares data and other information at parent academies, PTA meetings, online gradebook, and teacher newsletters.

Part VI School Support

1. School Climate/Culture

The Casey community fosters a culture that promotes student growth in all areas of academics and social/emotional development. To foster academic growth, our staff analyzes all possible sources of data to provide rich differentiated instructional experiences for our students. The teachers participate in professional learning communities to continuously improve our craft and we share in the belief that arts integrated lessons are the best way to reach the learning styles of our students. Visitors to Casey often comment that they can "feel" how special our school is, that they feel welcome, and that our children appear happy and have self-discipline.

Casey was designated as a model Positive Behavior Intervention & Supports (PBIS) School by our state PBIS agency two years ago. We are a state leader in PBIS implementation and our data shows that by decreasing unwanted behaviors, we have increased instructional time. Students and staff are regularly rewarded for achieving behavioral goals and our parents and community are involved in providing incentives for positive behaviors.

Students are recognized weekly and at the end of the school year for academic success, citizenship and attendance. All students create "self-awards" to show what they believe is their greatest accomplishment for the school year. These awards show us that student self-worth has been supported and nurtured. Examples of student rewards include certificates of achievement, restaurant gift cards, donut and pizza parties, trips to the treat box, etc.

One way we promote social/emotional growth is through our counseling program. Students receive counseling sessions individually, in small groups, and in large groups, that are based on Casey's Core Character Traits, Bully Prevention Curriculum, Drug Awareness Curriculum, Kindness Awareness Curriculum, PBIS Lesson Plans/Rewards Program, Test Taking Skills Curriculum, Study Skills and Time Management Curriculum, Career Awareness Curriculum, and by parent, student, or teacher request. If deemed necessary, the counselor makes referrals to outside agencies.

Casey creates an environment where teachers feel valued and supported. We have a PBIS Award System for staff that includes gift cards, prizes, and positive announcements about their accomplishments in our newsletter and via morning announcements. The principal issues early leave/off campus lunch passes to show her appreciation and respect for teacher's time. Our principal and PTA provide monthly and annual staff appreciation activities to include breakfasts, lunches, treats, and gift cards. Teachers have a voice in school decisions and we practice a shared leadership philosophy. We have very little teacher turnover at Casey because we feel appreciated, valued, and respected by our entire school community.

2. Engaging Families and Community

At Casey Elementary, we believe that close community partnerships provide the best possible opportunities for our students, parents, and school as a whole. We are privileged to see our community working together for our school on a daily basis—from parents to local businesses to neighborhood partners. We have three formal local partners who work with our school in a variety of ways, offering both time and resources. A local bank donates technology funds to our school monthly, provides reading fair judges, and even teaches finance lessons for older students. An architecture/design firm and a bank "adopt" needy students every Christmas by providing gifts, student incentives, and judges our science fair. The church across the street from our school hosts an annual beautification day where dozens of community members and Casey families work side by side on our school grounds. We also have a community book buddy program with thirty volunteers who work with our struggling readers as an intervention. These students reading levels are growing as a result.

The Casey Parent-Teacher Association is extremely active, holding formal monthly meetings and hosting numerous other events. Our PTA has provided an abundance of technology for Casey, including

Promethean Boards and iMacs. These resources enable our students to compete in our increasingly technology driven world. PTA has also purchased the Accelerated Reader program (as well as student incentives) to promote reading comprehension for our students. However, far from merely financing our commitment to reading, Casey parents are often present at the school taking groups of students to the library to take quizzes on books they've read, giving prizes for point totals, or running an AR center. We have seen this pay off in our excellent reading test scores. Our principal and teachers host grade level Parent Academies to provide parents with strategies to support student learning at home. Parent participation has increased over the past three years, complaints have decreased, and student achievement has increased.

Everyday at Casey, parents are assisting with learning centers in a classroom, dozens of college athletes are cheering for our students on College Spirit Day, local business men and women are making presentations for our fifth grade Career Café, a neighborhood foundation is painting our hallways, engineers are speaking to the gifted class, a local theater company is presenting a traveling show, or a wood wind quintet is performing. Our community is engaged each and every day—and the results are enormous.

3. Professional Development

Casey Elementary participates in Professional Learning Communities to impact the learning capacity of teachers and administrators in multiple ways. One way is through workshops/presentations. Our teachers and principal participate in and lead ongoing training in arts integration through our association with the Whole Schools Initiative. Every year, a team of Casey teachers attends a week-long Whole Schools Summer Institute and the follow-up Whole Schools Retreats presented by the Mississippi Arts Commission. The annual Whole Schools training is essential to reinvigorating teachers' arts-integration strategies and to introducing new teachers to the benefits of teaching through the arts. Later in staff and after-school meetings, the Casey teachers demonstrate and model the new practices and strategies learned from the Summer Institute. From this essential professional development opportunity, our teachers infuse the state curriculum and the Common Core standards with the arts. The Whole Schools training supports academic achievement in all ranges of the curriculum. For example, visual arts and drama supports our students' writing proficiency. Music has also had a positive connection to the students' spatial reasoning and the retention of complex math principles.

Another professional development approach that Casey uses is Product/Program Development. The teachers at Casey attend the LETRS training sponsored by our state department and Job-alike training offered by our district. LETRS (Language Essentials for Teachers of Reading and Spelling) is a professional development series that focuses primarily on reading comprehension skills. The LETRS training teaches our staff to use the five-stage model approach which includes: readiness, planning, training, implementation and maintenance. Our staff first prepares for the professional development series with online training and assessments that determine our readiness for the reading and writing training. Casey teachers then attend a three day intensive training on teaching literacy. During the training, our staff gains foundational knowledge about how students learn to read, write and spell. After receiving the in-depth LETRS training, our staff implements the strategies into the classroom instruction. This includes teaching all five components of reading. During district job-alike training and team meetings, teachers work together to insure that the literacy concepts align with the state and Common Core standards. In order to evaluate our success in maintaining knowledge and implementing what we've learned, teachers take additional on-line assessment and analyze assessment data. From this data, teachers are able to evaluate their own depth of knowledge and level of success with implementation in the classroom. Webinars are periodically offered to insure that the teachers maintain their knowledge of teaching literacy through systematic phonics instruction. This translates into our school maintaining its "A" Level status which is the highest level of achievement in the state.

4. School Leadership

At Casey Elementary, our principal practices the philosophy of shared leadership. She believes that all stakeholder input is essential to provide the best possible education for our students. The principal created a

leadership team that consists of the principal, grade level team leaders, an arts/resource team leader, our school counselor, and our interventionist. Grade-level and leadership team meetings are held regularly to evaluate assessment and other data to determine student, class, grade level and school level strengths and weakness. These data inquiry meetings are essential for formulating our next steps. We discuss Response to Intervention (RTI) strategies for immediate implementation.

The principal conducts regular staff meetings where data, goals and short/long range plans are discussed and formulated. Although the Casey principal is ultimately the final decision maker, she wants the vision for the school to reflect the vision of the staff, parents, and community. The principal meets regularly with other principals, central office staff, and the superintendent to review data throughout our large urban school district. These interactions allow for district wide issues to be identified and curricular decisions to be made to provide continuity as students move within our district. Our principal also coaches other principals in our district. She models successful school leadership strategies to be implemented in hopes of improving student achievement in these struggling schools.

Casey has a PTA board which includes parents as PTA president, Vice President, treasurer, and secretary. The board also includes the principal, two teachers, one classified staff member, and one community member. We have a school site council that includes four parents, the principal, four teachers, and one classified staff member. Our PTA and Site Council work to support our school goals. Our site council reviews the school Title 1 Plan & Budget and provides input. Our PTA raises funds for technology needs to promote student achievement. They also provide funding to bring visiting artists to our school to provide arts experiences.

Our parents are highly encouraged to be involved in their children's education and our staff, parents, and community respond to this challenge. We begin each school-year with an open house where parents meet teachers and other staff members to build relationships that will foster student achievement. The principal schedules parent teacher conferences on set days/times and additionally, teachers and parents request conferences as needed.

Our principal's shared leadership style has significantly increased community involvement and support during her tenure resulting in over \$300,000 in fundraising and donations, 100+ volunteer tutors and mentors, and numerous building/grounds improvements.

All of these relationships afford opportunities for Casey students to achieve at the highest possible level.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Mississippi Curriculum Test 2</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Mississippi Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	80	87	94	87	80
Advanced	18	23	28	25	20
Number of students tested	49	71	65	71	81
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	76	91	94	83	72
Advanced	14				11
Number of students tested	29				36
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above	87	87	92	87	79
Advanced	19				18
Number of students tested	47				71
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					

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

NOTES: Our student demographics change from year to year and from grade to grade. Our state reports percentages and not numbers of students and in years past, our state reported only the percentage of proficient and advanced together and not separately. Most importantly, our state assessment and curriculum have changed over the past several years. Last year our state assessed on state standards when all schools in the state were fully implementing Common Core. The state changed our accountability system last year. Our state will be assessing students using PARCC assessments this year.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Mississippi Curriculum Test 2</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Mississippi Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	92	94	85	81	88
Advanced	23	39	20	18	2
Number of students tested	62	52	60	67	56
Percent of total students tested	100	100	100	100	97
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	97	87	80	71	67
Advanced	18				
Number of students tested	33				
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above	100	93	86	80	74
Advanced	21				
Number of students tested	56				
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

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

NOTES: Our student demographics change from year to year and from grade to grade. Our state reports percentages and not numbers of students and in years past, our state reported only the percentage of proficient and advanced together and not separately. Most importantly, our state assessment and curriculum have changed over the past several years. Last year our state assessed on state standards when all schools in the state were fully implementing Common Core. The state changed our accountability system last year. Our state will be assessing students using PARCC assessments this year.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Mississippi Curriculum Test 2</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Mississippi Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	83	88	89	79	84
Advanced	30	31	33	11	19
Number of students tested	46	49	55	53	43
Percent of total students tested	100	100	100	100	96
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	79	76	82	64	91
Advanced	33				
Number of students tested	24				
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above	83	89	90	76	85
Advanced	32				
Number of students tested	41				
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

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

NOTES: Our student demographics change from year to year and from grade to grade. Our state reports percentages and not numbers of students and in years past, our state reported only the percentage of proficient and advanced together and not separately. Most importantly, our state assessment and curriculum have changed over the past several years. Last year our state assessed on state standards when all schools in the state were fully implementing Common Core. The state changed our accountability system last year. Our state will be assessing students using PARCC assessments this year.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Mississippi Curriculum Test 2</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Mississippi Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	78	87	83	76	79
Advanced	37	42	48	23	28
Number of students tested	49	71	65	71	81
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	100	91	89	79	78
Advanced	34				19
Number of students tested	29				36
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above	90	89	85	77	80
Advanced	34				
Number of students tested	47		0	0	
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

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

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Subject: <u>Reading/ELA</u>	Test: <u>Mississippi Curriculum Test 2</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Mississippi Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	98	94	87	67	74
Advanced	57	48	28	19	26
Number of students tested	63	52	60	67	58
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	100	91	80	79	78
Advanced	48				
Number of students tested	33				
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above	98	93	86	77	80
Advanced	57				
Number of students tested	56				
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

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

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STATE CRITERION--REFERENCED TESTS

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All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Mississippi Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	83	82	82	76	73
Advanced	17	25	20	13	7
Number of students tested	46	49	55	53	45
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	83	71	73	68	72
Advanced	17				
Number of students tested	24				
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above	83	83	82	71	73
Advanced	20				
Number of students tested	41				
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

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

NOTES: Our student demographics change from year to year and from grade to grade. Our state reports percentages and not numbers of students and in years past, our state reported only the percentage of proficient and advanced together and not separately. Most importantly, our state assessment and curriculum have changed over the past several years. Last year our state assessed on state standards when all schools in the state were fully implementing Common Core. The state changed our accountability system last year. Our state will be assessing students using PARCC assessments this year.