

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: Elementary Middle High K-12

Name of Principal Mr. John A. Devine
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Normandale Elementary French Immersion School
(As it should appear in the official records)

School Mailing Address 5701 Normandale Road
(If address is P.O. Box, also include street address)

Edina MN 55424-2401
City State Zip Code+4 (9 digits total)

County Hennepin School Code Number* 533

Telephone (952) 848-4199 Fax (952) 848-4101

Website/URL www.edina.k12.mn.us/normandale E-mail johdevine@edina.12.mn.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Ken Dragseth
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Edina Public Schools Tel. (952) 848-4000

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Tim Walsh
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

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

**Private 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 certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 the OCR has accepted a corrective action plan from the district to remedy the violation.
7. 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.
8. 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 (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 6 Elementary schools
 2 Middle schools
 0 Junior high schools
 1 High schools
 _____ Other
- 9 TOTAL

2. District Per Pupil Expenditure: \$8,688
 Average State Per Pupil Expenditure: \$8,450

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 4 Number of years the principal has been in her/his position at this school.

_____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K	38	67	105	8			
1	43	60	103	9			
2	41	62	103	10			
3	44	55	99	11			
4	52	51	103	12			
5	40	52	92	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							605

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|---------------|----------------------------------|
| <u>95</u> | % White |
| <u> </u> | % Black or African American |
| <u>1</u> | % Hispanic or Latino |
| <u>4</u> | % Asian/Pacific Islander |
| <u> </u> | % American Indian/Alaskan Native |
| 100 | % Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 2.8 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	8
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	9
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	17
(4)	Total number of students in the school as of October 1	597
(5)	Subtotal in row (3) divided by total in row (4)	.028
(6)	Amount in row (5) multiplied by 100	2.8

8. Limited English Proficient students in the school: 1 %
3 Total Number Limited English Proficient
 Number of languages represented: 1
 Specify languages: French

9. Students eligible for free/reduced-priced meals: 2 %
 Total number students who qualify: 13

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 federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{8}{49}$ %
49 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

- | | |
|-----------------------------------|---|
| <u>1</u> Autism | <u> </u> Orthopedic Impairment |
| <u> </u> Deafness | <u>2</u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u>10</u> Specific Learning Disability |
| <u>2</u> Hearing Impairment | <u>34</u> Speech or Language Impairment |
| <u> </u> Mental Retardation | <u> </u> Traumatic Brain Injury |
| <u> </u> Multiple Disabilities | <u> </u> Visual Impairment Including Blindness |
| <u> </u> Emotional Disturbance | |

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

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>25</u>	<u> </u>
Special resource teachers/specialists	<u>10</u>	<u>7</u>
Paraprofessionals	<u>7</u>	<u>3</u>
Support staff	<u>3</u>	<u> </u>
Total number	<u>46</u>	<u>10</u>

12. Average school student-“classroom teacher” ratio: 24

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97 %	97 %	97 %	97 %	97 %
Daily teacher attendance	94 %	93 %	93 %	93 %	93 %
Teacher turnover rate	20 %	8 %	16 %	20 %	20 %
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

Normandale Elementary School is a full language immersion program with students in kindergarten through fifth grade. This is our fourteenth year of existence having grown in that time from 100 students to slightly over 600 students with a substantial waiting list. Being a choice school in a highly competitive district it is imperative that our students consistently achieve high academic standards.

Language immersion is an approach to second language instruction in which the usual curricular activities are conducted in a second language. This means that the new language is the medium of instruction as well as the object of instruction. Immersion students acquire the necessary language skills to understand and communicate about the subject matter set out in the district-wide program of instruction. We follow the same curricula, and in some instances, use the same materials (translated into the target language) as those used in the non-immersion schools of our district.

Hiring native French speakers or near native speakers with elementary licensure is one exciting challenge that we face. Approximately one half of our current classroom instructional staff is currently on either a limited license or variance while they attend graduate school. We have staff members from Senegal, Canada, France, and Romania as well as the United States. Many of our professional staff members have career experience in theatre, music, and various business fields. In addition to our professional staff, each year we bring 17-21 young adults from France and other native speaking French countries to broaden our children's language skills and engulf them in the culture of these countries.

We are strongly committed to collaborative teamwork amongst and across grade level and work alike groups. These professional collegial relationships promote the interchange of ideas and provide us with opportunities to grow and learn from one another. Our Site Council includes equal representation of parents and staff members. Its purpose is to review policy and establish processes that continually improve the educational setting and experience that we provide our students. Parents are viewed as partners and are actively involved in important interactions with the children in our school.

Formal English instruction begins in grades three continuing in grades four and five for seventy minutes a day. In addition to focusing on reading, writing and speaking skills it often includes elements of social studies that are best taught in the English language. Physical education, music and art are also taught in English although a significant effort is made to integrate curriculum, content and skills such that students are able to build cognitive connections. A full range of supportive services is available to students who have needs on both ends of the learning continuum.

Mission Normandale Elementary School provides students a nurturing learning environment in a language immersion setting where staff members, students and parents work in partnership to live and learn in a culturally diverse, ever changing global society.

Beliefs We believe that:

- a quality school bases its decisions on what's best for children
- a primary goal of education is fostering a community of responsible citizens
- emotional and social development are integral to academic achievement
- creating a community of lifelong learners is essential to the success of our program
- respect for persons and property promotes a caring community of learners
- productive use of technology is vital to learning and helps us connect with the world
- a quality education includes opportunities for the visual and performing arts
- learning a second language enhances intellectual development and higher level thinking skills
- second language acquisition promotes interaction that increases global cultural awareness and understanding
- effective communication and collaboration must occur amongst parents, students and staff members

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Describe in one page the meaning of the school's assessment results in reading (language arts or English) and mathematics in such a way that someone not intimately familiar with the tests can easily understand them. Explain disparities among subgroups. If the school participates in the state assessment system, briefly explain the state performance levels and the performance level that demonstrates meeting the standard. Provide the website where information on the state assessment system may be found.

Information on the Minnesota Comprehensive Assessments in grades 3 and 5 can be found on the website http://education.state.mn.us/html/intro_teach_mca_spec.htm and then clicking on the respective links for grade level and subject area content. Student achievement is measured on a five point scale with Level 1 indicating gaps in knowledge and skills and Level 5 demonstrating superior performance beyond grade level. Students scoring at Level 3 are considered to be progressing satisfactorily relative to the state's content standards. More information can be found at <http://education.state.mn.us/content/072526.pdf> where each of the levels is explained in more detail. The state of Minnesota has also issued a report card that includes a number of items that provide relevant information about Normandale Elementary at http://education.state.mn.us/ReportCard2004/schoolDistrictInfo.do?SCHOOL_NUM=533&DISTRICT_NUM=0273&DISTRICT_TYPE=01.

Normandale had students in eight of the nine subcategory groupings designated under the 2004 NCLB AYP status although numbers in subcategories other than White and All Students are not of a sufficient number to be ranked. All our grade 3 and grade 5 students took the exams and for those subcategories in which students were identified, scores ranged from 34 percent higher to 73 percent higher than the current state target score for each subgroup. Only two of our subgroups are eligible for identification purposes of AYP, those being White who achieved proficiency at 98.63 percent in math and 95.92 percent in reading and All Students who achieved proficiency at 98.70 percent in math and 96.13 percent in reading. Importantly, the one other subgroup with a significant number taking the test our Special Education students (20) achieved proficiency at 95 percent in math and 87.5 percent in reading.

The results from 2003-04 closely mirror the success of each cohort of students in grade 3 and grade 5 over the past five years. In comparison with their grade level mates at the state level our students have consistently far exceeded their counterparts at the basic, proficient and advanced levels. Similar successes are borne out in comparison with other students in our own school district where our students have scored as well as, and often better, across grade levels in reading and math although receiving no formal instruction in English for the first three years of their schooling.

In particular, we are especially pleased with our results in grade 3 reading as our students have had only slightly more than one semester of formal English instruction at the time they take the MCA test. We have seen 88 percent of our third graders achieve at the advanced level in each of the last two years with less than 2 percent scoring below the basic level. Equally important, we continue to see our fifth graders performing exceedingly well with 89 percent of our fifth graders achieving at the advanced level in the last two years and 100 percent of students above the basic level. The MCA tests confirm our teacher's classroom observations that Normandale students are able to comprehend literally, inferentially and analytically.

Our mathematics scores have shown particular strength for some time now. In four of five years 100 percent of our grade 5 students scored above the basic level and in the last three years 91-96 percent of our students scored at the advanced level. Students in grade 3 are also achieving well with 95-100 percent of test takers scoring above the basic level all five years and 92-95 percent demonstrating proficiency. The MCA tests confirm that Normandale students are able to compute and apply content knowledge to be successful mathematicians.

It is important to note during the last five years that 19 classroom teacher changes out of a possible 25 classroom positions occurred. In some instances more than one teacher held a particular position during this timeframe. The result of these numerous transitions has been an increased need for us to focus orientation and induction training on curriculum and instruction practices.

2. Show in one-half page (approximately 300 words) how the school uses assessment data to understand and improve student and school performance.

Over the summer our staff development team reviews the results of the state administered MCA tests and our district administered ALT tests to establish school improvement goals for our building. The team disaggregates the data to look at specific strands within the tests to determine content and/or instructional strategies to consider. SMART (Specific, Measurable, Attainable, Relevant, Trackable) Goals are written and shared along with test results in a fall data retreat during the opening workshop days. Grade level and subject area teams are asked to analyze their own practices relative to the goal that is set and to develop an action plan. Curriculum, instruction and assessment are all considered carefully to determine those changes needed to assist students in achieving proficiency.

Action plans are shared so that we are able to ensure appropriate articulation is occurring across grade levels and to encourage collaboration. We ask that teams continually review what is being accomplished toward the achievement of their action plans during regularly scheduled team meetings and special inservice sessions set during the school year. In the late spring of each year we schedule half day retreats for grade levels to pull together their informal assessment results, discuss progress made or the need for continuation of the plan and to write a report for sharing with others on staff.

The Staff Development Committee communicates regularly with teams throughout the school year to assist with addressing individual, team and building needs. We are making a more purposeful effort to take some time at staff meetings to keep our goals in front of us to provide one another with support and to encourage sharing of successes.

In the last year we agreed upon a common assessment in reading to track student progress, inform instruction and communicate progress and the current level of achievement with next year's classroom teacher. We are committed to the use of formative and summative assessments and their respective use in implementing effective teaching and evaluating student performance.

3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

First and foremost, we believe it is important to involve students directly in understanding their achievement. To this end we provide them with ongoing feedback regarding current strengths and areas of growth when completing informal and formal assessments. Students are exposed to practice test situations and taught appropriate test taking skills in order for them to best demonstrate their grasp of the content being assessed.

We hold "Understanding Assessment Results" meetings for interested parents in which we talk about the three standardized tests we administer in our district and how to interpret and understand the results shown. We also take one meeting a year in our Site Council to review the results and to outline and discuss the school improvement goals set based on our performance. Each year during our Kindergarten Information Night, we briefly review our test results with prospective parents and answer many questions regarding how our students perform and what we do to prepare our students to be successful.

All families of students taking the tests receive a parent report along with an explanatory letter from the respective grade level. Formal report cards are also given three times a year with two designated periods, in the fall and spring, for parent/teacher conferences. Teachers in grades three, four and five provide parents with office hours once a week enabling them to schedule more frequent and ongoing dialogue throughout the school year.

The school district compiles all data from the three standardized tests that are administered each year to report them in a comprehensive annual report accessible on the district and individual school websites. In addition to the current year's performance this document provides longitudinal information in charts and graphs for a five-year period. Detailed explanations are provided to assist readers in understanding the purpose of the respective tests, the terminology and how to read the results.

4. Describe in one-half page how the school has shared and will continue to share its successes with other schools.

Normandale School is represented on the district assessment committee that meets several times during the year to discuss important issues related to testing practices throughout the system. On several occasions the district looked to us for insight due to the consistent successes experienced by our students. To that end we developed and provided all schools with detailed procedures for the specific steps we take to assist our students in being successful learners. This information is also found on the shared drive of our school network and is forwarded annually by our district mathematics Teacher On Special Assignment (TOSA) to classroom staff throughout the district.

We also maintain representation on the district professional development committee that meets monthly. During the course of the year members are regularly asked to share our school improvement goals and the related action plans to achieve them. These goals are directly established after thorough examination and analysis of our assessment results. We commonly find other schools working on similar content or skills providing an opportunity to collaborate and share proven strategies used to increase the probability of success for our students.

Last year we invited the school improvement team from another district elementary school to discuss our process for disaggregating data and determining school improvement goals and ensuing action plans. This was a marvelous opportunity for us to reflect on our current process and to review what they are doing with the idea of benefiting from each other's successes.

Members of our teaching staff are presenters at regional, national, international conventions and workshops that provide others with insight in the areas of reading, writing and second language acquisition. We are strongly committed to encouraging the professional exchange of ideas and eagerly accept invitations to participate and/or take a leadership role. We were actively involved in the start up of the Minnesota Advocates for Immersion Network (MAIN) a group whose express raison d'être is to bring together immersion schools to share best practices and continuously improve our programs.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school's curriculum. Outline in several sentences the core of each curriculum area and show how all students are engaged with significant content based on high standards. Include art and foreign languages in the descriptions (foreign language instruction as a part of the core curriculum is an eligibility requirement in grades seven and higher).

Our curriculum reflects that of the Edina Public Schools which in turn has as its foundation state and national recommended standards. While each curricular area has its own well-defined goals and objectives a strong effort is made to connect and integrate content and skills helping students to strengthen their understanding of similar concepts or grasp more completely the disparate elements presented in the instructional setting. When what students learn, a comprehensive curriculum, is married with how they are taught, effective instructional practices, then students achieve.

Significant time and energy are devoted to the academic core subjects, the principal of those being the language arts. Students are provided instructional experiences that focus on and emphasize listening, speaking, reading and writing as integral components of effective communication. Objectives are laid out

that foster the development of proficiency in each of these sub areas both within the language arts curriculum and woven throughout the subjects of science, social studies, mathematics, art, music, physical education, information literacy and ethical values. We view literacy as one skill set, but approach it through two languages. In an immersion setting it is natural for a heightened awareness and high expectations to be present in the receptive and expressive development and production of language.

Our science program is guided by the principles of discovery and observation. Students are asked to explore the physical world in relationship to their own interdependence with the environment. We are very process oriented expecting our students to actively engage in hypothesizing and experimenting with the world around them. Students use critical thinking and problem solving strategies to demonstrate and explain their findings in our hands-on approach to learning.

Students are asked to learn not only their role within their families, school and immediate community, but gain a deeper appreciation of their responsibilities in the world at large in social studies. As an immersion school, we find that language and culture are intertwined and touch all aspects of life. Emphasis is given to developing understanding and the evaluation of how and why events occurred in addition to knowing when and where they took place.

In mathematics students are consistently engaged in utilizing problem solving, data analysis and interpretation to manipulate numbers and think critically. It is our desire to teach students to think mathematically enabling them to more effectively and efficiently operate in their daily lives. We expect students to compute and to comprehend equally well. Advanced application and practice are key components routinely experienced by our students.

In the arts and music it is our belief that students must become both knowledgeable consumers and creative producers. In doing so they are exposed to a vast array of enriching, unique experiences and genre. Specific technique, form and content are taught and assessed in combination with effort expended. It is our belief as well that students be engaged in physical activity and skill development as part of a health oriented physical education program. Students are asked to write, think, speak, calculate, chart, and read in addition to running, jumping and playing.

Recognizing that information is power, we collaborate with our media specialist to teach our students to be sophisticated users of primary and non-print sources of knowledge. Students learn to access, analyze, synthesize and present findings in an appropriate manner. Effective use of technological tools and the significance of becoming a self-actualized learner are major areas of emphasis.

Profound wisdom is truly present only in an environment and culture where intellect and values are evident. Respect, responsibility, compassion and honesty are consistently stressed among adults and children alike in our building. Our ethical values committee, school social worker and service committee play an integral role in teaching these necessary life skills.

2a. (Elementary Schools) Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.

Our reading curriculum takes a centrist approach that embraces best practices including essential elements of phonics based instruction and whole language. All students receive initial systematic instruction in phonemic awareness that helps them develop necessary skills to hear the similarities and differences found in language and then to apply those skills in familiar and new contexts. Simultaneously, we introduce students to the multiple strategies useful in becoming successful readers that are often associated with whole language teaching. Students use picture walks, prediction, story webs and other techniques to make sense of what they read. Emphasis is always placed on comprehension strategies with particular attention given to inferential and analytical reasoning. Writing is an important and integrated subject area embedded in reading instruction.

Frequent assessment is done to analyze accuracy, fluency and comprehension. All classrooms use a set of standardized tests for the purpose of consistency and accountability in analyzing curriculum taught and learning mastered. The results of these individual assessments provide ongoing insight, enabling our teachers to ascertain current instructional levels and to design an effective program for all students. Flexible groups are used to provide instruction in specific identified skills that will enable developing readers to be successful maintaining enthusiasm and motivation.

Students are taught to read in French and begin to receive formal reading instruction in English at third grade. This makes it particularly important that we provide students with multiple approaches to construct meaning of the text. Using a comprehensive approach to teaching reading that recognizes and includes important aspects of phonics instruction alongside those of holistic practitioners allows our immersion students to transfer skills learned in the target language to those needed in their native tongue.

- 2b. **(Secondary Schools)** Describe in one-half page the school's English language curriculum, including efforts the school makes to improve the reading skills of students who read below grade level.
3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

Students in our immersion school follow a mathematics curriculum that is closely aligned to state and national standards established by the National Council for Teaching Mathematics. Two primary texts are used to accomplish this. Quest Mathematics is used as the base for our instruction because it is in French providing our teachers and students with vital vocabulary and the process of learning mathematics in another language. The Quest program is carefully and strategically supplemented with Everyday Mathematics the standard text used in our school district. We find Quest to be particularly strong on arithmetic principles and Everyday Mathematics on problem solving and critical thinking. The combination of these two distinct programs woven together provides our students with a comprehensive approach to becoming proficient mathematicians.

We see math as a language and being an immersion school this amplifies the need to develop sound understanding and grasp of the concepts or fossilized errors will occur. To this end we work hard and continue to collaborate within and across grade levels to ensure that clear curriculum articulation exists and is provided our students. Our staff continues to meet reviewing vocabulary and concepts taught to maintain agreement on uniform language and approaches used. This helps us better reinforce the necessary developmental building blocks used in the spiraling curriculum of Everyday Mathematics.

While the use of two texts naturally produces some challenges for both the teacher and the learner, we see it as complementing one of the foundational principles of our school, that being, to base our decisions on what is best for children. In immersion education where the target language is both the medium and the object of instruction, it is imperative that students be presented with authentic and accurate language models to ensure that they become highly proficient in their own use of the language.

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

At Normandale, we use formative assessment to inform instructional decisions made on a daily basis. Our teachers use mathematics unit pre-tests, the Developmental Reading Assessment (DRA) and other informal reading inventories to establish flexible groups and inform instruction in mathematics and reading. Providing students with "just in time" content and skills, is a key element of our efforts to differentiate for learners at all levels. Consistent and ongoing assessment provide our teachers and students with constant feedback enabling our instructors to monitor and adjust as needed and our learners to be empowered and motivated to achieve success.

Teachers use a broad mix of whole group, small group and individual approaches based on the content, timing and demonstrated need at the time of the lesson. Student to student interaction and active learning

are encouraged and emphasized. The process of learning and acquiring knowledge is combined with practical application through guided practice and project based experiences and activities. Many teachers use a learning center approach to enable focused direct instruction, provide students with multiple reinforcement activities and to build independent learning skills.

Because we are teaching in a language immersion program it is crucial that teachers are comfortable with using strategies that accentuate the importance of addressing student learning styles through experiences that maximize the principles of multiple intelligence theory. In particular, a significant amount of instruction involves musical/rhythmic, visual, and kinesthetic approaches in conjunction with an interpersonal receptive and expressive linguistic bath. It is readily apparent that our students' brains are activated in a way that increases their ability to be critical thinkers and problem solvers.

High expectations for achievement are balanced with appreciation for the importance of commitment and effort. Parents are seen as active partners in a supportive role through regular volunteerism with programs like Math Olympiads, Junior Great Books and the Stock Market Club. We also ask that our parents take an active role in supporting students to complete assigned homework.

5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

Our building staff development team is made up of representatives from our classrooms and specialist areas. This group meets monthly to design building in-service training that supports district initiatives, develop goals and plans specific to our school improvement needs and review requests for individual professional development. A dedicated effort is made to focus building level sessions on activities and training that support the achievement of our annual goals. Because of our unique needs as an immersion program on district level professional development days, we often plan our own specific, separate training for our classroom staff.

Money is made available to grade level and subject area teams for individual or collaborative experiences that promote acquisition of skills and knowledge that complement district and building initiatives. Individuals attending local, national or international conferences or workshops are asked to share their experiences and newly acquired knowledge through either written or oral presentations. When teams meet they are asked to complete reports that are posted on the shared drive of our building server.

With almost half of our classroom staff in their first three years of teaching, it is very important for us to provide ongoing mentoring by way of our experienced teachers. The school district also provides a teaching specialist in world languages who acts as a resource for our new teachers. This year an additional staff meeting has been added to the monthly calendar to focus specifically on instructional issues and concerns within the building that would benefit from collaborative brainstorming and action initiatives. We are currently studying the concept of Professional Learning Communities and have initiated professional book study groups.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS FOR NORMANDEALE ELEMENTARY

Subject Reading Grade Three Test Minnesota Comprehensive Assessments

Edition/Publication Year 1 Publisher Minnesota Department of Public Education

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
% At or Above Basic	98	99	92	98	94
% At or Above Proficient	92	92	80	85	83
% At Advanced	88	89	62	69	67
Number of students tested	100	96	95	86	87
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
STATE SCORES					
% At or Above Basic	88	88	84	84	82
% At or Above Proficient	73	73	67	67	62
% At Advanced	60	56	49	49	45

Subject Mathematics Grade Three Test Minnesota Comprehensive Assessments

Edition/Publication Year 1 Publisher Minnesota Department of Public Education

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
% At or Above Basic	100	99	96	100	99
% At or Above Proficient	96	93	89	89	95
% At Advanced	91	71	76	77	86
Number of students tested	99	96	97	88	87
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
STATE SCORES	92	92	90	90	90
% At or Above Basic	70	72	65	66	65
% At or Above Proficient	55	56	48	53	46
% At Advanced					

Subject Reading Grade Five Test Minnesota Comprehensive Assessments

Edition/Publication Year 1 Publisher Minnesota Department of Public Education

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
% At or Above Basic	100	100	99	100	100
% At or Above Proficient	95	95	96	97	89.12
% At Advanced	89.36	90.69	94.12	96.51	77
Number of students tested	94	86	85	86	82
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
STATE SCORES					
% At or Above Basic	91	90	90	89	86
% At or Above Proficient	76	77	75	74	67
% At Advanced	64	64	64	63	52

STATE CRITERION-REFERENCED TESTS FOR NORMANDEALE ELEMENTARY

Subject Mathematics Grade Five Test Minnesota Comprehensive Assessments

Edition/Publication Year 1 Publisher Minnesota Department of Public Education

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
% At or Above Basic	100	100	100	100	100
% At or Above Proficient	99	99	98	96	94
% At Advanced	95	97	92	89	88
Number of students tested	94	86	84	90	82
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
STATE SCORES					
% At or Above Basic	96	92	90	89	86
% At or Above Proficient	74	75	70	67	62
% At Advanced	59	60	53	51	46