

U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) Charter Title I Magnet Choice

Name of Principal: Mrs. Ginny Clark

Official School Name: Greenwood Elementary School

School Mailing Address:
18005 Medina Road
Plymouth, MN 55446-2998

County: Hennepin State School Code Number*: 0284-01-806

Telephone: (763) 745-5500 Fax: (763) 745-5591

Web site/URL: www.wayzata.k12.mn.us/greenwood E-mail: ginny.clark@wayzata.k12.mn.us

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Chace Anderson

District Name: Wayzata # 284 Tel: (763) 745-5000

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Carter Peterson

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

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

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

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

PART I - ELIGIBILITY CERTIFICATION

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

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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.
9. 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.
10. 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: (per district designation)
- | | |
|-----------|-----------------------------------|
| 7 | Elementary schools (includes K-8) |
| 3 | Middle/Junior high schools |
| 1 | High schools |
| 0 | K-12 schools |
| 11 | TOTAL |

2. District Per Pupil Expenditure: 10331

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. 7 Number of years the principal has been in her/his position 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			0	6			0
K	42	52	94	7			0
1	64	50	114	8			0
2	48	45	93	9			0
3	53	56	109	10			0
4	53	52	105	11			0
5	77	55	132	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							647

6. Racial/ethnic composition of the school: % American Indian or Alaska Native
12 % Asian
1 % Black or African American
3 % Hispanic or Latino
 % Native Hawaiian or Other Pacific Islander
84 % White
 % Two or more races
100 % **Total**

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

7. Student turnover, or mobility rate, during the past year: 3 %

This rate is 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.	12
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	5
(3)	Total of all transferred students [sum of rows (1) and (2)].	17
(4)	Total number of students in the school as of October 1.	632
(5)	Total transferred students in row (3) divided by total students in row (4).	0.027
(6)	Amount in row (5) multiplied by 100.	2.690

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 3

Number of languages represented: 3

Specify languages:

Portuguese, Bengali, Spanish

9. Students eligible for free/reduced-priced meals: 5 %

Total number students who qualify: 35

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals 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: 8 %

Total Number of Students Served: 53

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>11</u> Autism	<u>2</u> Orthopedic Impairment
<u>1</u> Deafness	<u>8</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>6</u> Specific Learning Disability
<u>7</u> Emotional Disturbance	<u>14</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>2</u> Multiple Disabilities	<u>2</u> Developmentally Delayed

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>0</u>
Classroom teachers	<u>26</u>	<u>2</u>
Special resource teachers/specialists	<u>11</u>	<u>8</u>
Paraprofessionals	<u>17</u>	<u>8</u>
Support staff	<u>4</u>	<u>3</u>
Total number	<u>59</u>	<u>21</u>

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

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	96%	97%	97%	96%	97%
Daily teacher attendance	95%	96%	98%	95%	97%
Teacher turnover rate	0%	4%	9%	5%	0%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Daily student attendance and mobility rate data for the 2008 - 2009 school year is not available until April 2010.

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

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	0	%

PART III - SUMMARY

Greenwood Elementary is a K-5 school located in Plymouth, Minnesota, with a student population of 640 students. Greenwood is one of seven Wayzata School District Elementary buildings, opening its doors to students for the first time in 1965.

Our learning community is an exemplary child-centered environment that strives to meet the needs of all learners.

We emphasize basic skills, while educating the child's emotional, social and intellectual self. Provide a classroom in which the child's developmental level is the focus. Motivate students to learn at a pace commensurate with their abilities in all areas. Develop competence in problem solving skills, where innovative ideas are generated, failures are accepted, and self-confidence is promoted. Model a positive attitude and respect toward each other and the learning process.

This direction clearly guides the heart, soul and mind of our school. One person cannot accomplish this alone; it happens because of the exceptional collaboration and trust that exist among our parents, students and staff.

Wayzata Public Schools has a vision of being a model of excellence among learning communities. Greenwood's work supports this vision. The school culture supports all aspects of a learning community. Faculty practice the discipline of analyzing student results for the purpose of understanding student learning progress and planning for improvement. We view all students as "ours" and not just "mine."

Parents value the education their children receive at Greenwood. They hold high expectations for their children and our staff. There are families that are part of our community, with an attendance rate at parent teacher conferences of 99%. They support the school through the passing of levy referendums, PTA sponsored activities, volunteering, organizing curriculum enhancement programs, supplementing our budget, and following through at home.

Students at Greenwood strive to follow our 3 basic rules of Being Kind, Being Safe, and Working Hard. This results in a climate of caring and safety for all of us. For example, older students have younger students as buddies. Students feel safe when they are at school. They know there are adults in the school they can turn to for questions, concerns or needed pats on the back.

The staff at Greenwood is profoundly professional. Working for students is a priority! They are hardworking, dedicated, intelligent and caring. They set high expectations for themselves and the students. Systems are in place to support the wide spectrum of student needs. We have teachers and paraprofessionals that provide instructional enhancement and support. There are 72 full and part time staff members, including custodial and food service staff.

As our district vision states, we strive to be "a model of excellence among learning communities."

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Greenwood Elementary School participates in Minnesota's state testing program. The state of Minnesota follows the guidelines set forth by the federal government in relation to No Child Left Behind. The MCA-IIs are the primary assessments used for NCLB accountability. All students are required to take this test or a designated replacement such as the alternate assessment or Test of Emerging Academic English (TEAE) for Limited English Proficiency (LEP) students. Information from these tests is used to determine proficiency levels of students in each school. NCLB requires that all public school students in grades 3-8, and in one grade in high school, be assessed in reading and mathematics.

From 2001-2002 to 2004-2005 students were tested using the Minnesota Comprehensive Assessment (MCA). Beginning in 2005-2006, students were tested using the Minnesota Comprehensive Assessment Series II (MCA-IIs). The two tests are different. The MCAs were written using the Minnesota Profiles of Learning Standard versus the MCA-IIs written with the Minnesota Academic Standards. They used different scales, four digits versus three digits. The MCAs had five different achievement levels versus four in the MCA-IIs.

The purpose of the Minnesota Comprehensive Assessments – Series II (MCA-II) is to measure Minnesota student achievement with regard to the Minnesota Academic Standards. The MCA-IIs are reading and mathematics tests that meet the accountability requirements of the 2001 Federal Legislation “No Child Left Behind” (NCLB).

The raw score of the MCA-IIs is converted mathematically to a scale score for each test subject and grade. This scale score tells you how the student did on the test. For each test the scaled score can range from G01 to G99, with G = Grade. The last two digits of the number identify the position of the raw score within the scale range. The first one or two digits represent the student's grade when tested, with grade ranges of 3-8 and 10 (reading only) or 11 (mathematics only). For example, a student in grade 4 could earn a scale score from 401 to 499, while a student in grade 11 could earn a scale score from 1101 to 1199.

There are four achievement levels for the MCA-IIs:

- Exceeds the Standards (E) or Level 4
- Meets the Standards (M) or Level 3
- Partially Meets the Standards (P) or Level 2
- Does Not Meet the Standards (D) or Level 1

A student who earns an achievement level of M (Meets) or E (Exceeds) is considered proficient on the Minnesota Achievement Standards.

The NCLB goal is for students in tested grades to show progress so that 100 percent of students are proficient in reading and mathematics by 2013-14. The Minnesota Comprehensive Assessments – II (MCA - II) indicates whether a student is proficient or not.

2008/2009 Mathematics Data

- 98 % of the 3rd grade students scored at or above “Meets State Standards” (Level 3) on the MCA in mathematics

- 73 % of the 3rd grade students scored at the “Exceeds State Standards” (Level 4) on the MCA in mathematics
- 91 % of the 4th grade students scored at or above “Meets State Standards” (Level 3) on the MCA in mathematics
- 51 % of the 4th grade students scored at the “Exceeds State Standards” (Level 4) on the MCA in mathematics
- 89 % of the 5th grade students scored at or above “Meets State Standards” (Level 3) on the MCA in mathematics
- 65 % of the 5th grade students scored at the “Exceeds State Standards” (Level 4) on the MCA in mathematics

2008/2009 Reading Data

- 95 % of the 3rd grade students scored at or above “Meets State Standards” (Level 3) on the MCA in reading
- 66 % of the 3rd grade students scored at the “Exceeds State Standards” (Level 4) on the MCA in reading
- 87 % of the 4th grade students scored at or above “Meets State Standards” (Level 3) on the MCA in reading
- 55 % of the 4th grade students scored at the “Exceeds State Standards” (Level 4) on the MCA in reading
- 91 % of the 5th grade students scored at or above “Meets State Standards” (Level 3) on the MCA in reading
- 53 % of the 5th grade students scored at the “Exceeds State Standards” (Level 4) on the MCA in reading

2007/2008 Mathematics Data

- 93 % of the 3rd grade students scored at or above “Meets State Standards” (Level 3) on the MCA in mathematics
- 54 % of the 3rd grade students scored at the “Exceeds State Standards” (Level 4) on the MCA in mathematics
- 93 % of the 4th grade students scored at or above “Meets State Standards” (Level 3) on the MCA in mathematics
- 57 % of the 4th grade students scored at the “Exceeds State Standards” (Level 4) on the MCA in mathematics
- 89 % of the 5th grade students scored at or above “Meets State Standards” (Level 3) on the MCA in mathematics
- 49 % of the 5th grade students scored at the “Exceeds State Standards” (Level 4) on the MCA in mathematics

2007/2008 Reading Data

- 91 % of the 3rd grade students scored at or above “Meets State Standards” (Level 3) on the MCA in reading
- 66 % of the 3rd grade students scored at the “Exceeds State Standards” (Level 4) on the MCA in reading
- 95 % of the 4th grade students scored at or above “Meets State Standards” (Level 3) on the MCA in reading
- 60 % of the 4th grade students scored at the “Exceeds State Standards” (Level 4) on the MCA in reading

- 92 % of the 5th grade students scored at or above “Meets State Standards” (Level 3) on the MCA in reading
- 58 % of the 5th grade students scored at the “Exceeds State Standards” (Level 4) on the MCA in reading

2006/2007 Mathematics Data

- 89 % of the 3rd grade students scored at or above “Meets State Standards” (Level 3) on the MCA in mathematics
- 50 % of the 3rd grade students scored at the “Exceeds State Standards” (Level 4) on the MCA in mathematics
- 91 % of the 4th grade students scored at or above “Meets State Standards” (Level 3) on the MCA in mathematics
- 65 % of the 4th grade students scored at the “Exceeds State Standards” (Level 4) on the MCA in mathematics
- 86 % of the 5th grade students scored at or above “Meets State Standards” (Level 3) on the MCA in mathematics
- 48 % of the 5th grade students scored at the “Exceeds State Standards” (Level 4) on the MCA in mathematics

2006/2007 Reading Data

- 92 % of the 3rd grade students scored at or above “Meets State Standards” (Level 3) on the MCA in reading
- 76 % of the 3rd grade students scored at the “Exceeds State Standards” (Level 4) on the MCA in reading
- 90 % of the 4th grade students scored at or above “Meets State Standards” (Level 3) on the MCA in reading
- 65 % of the 4th grade students scored at the “Exceeds State Standards” (Level 4) on the MCA in reading
- 94 % of the 5th grade students scored at or above “Meets State Standards” (Level 3) on the MCA in reading
- 61 % of the 5th grade students scored at the “Exceeds State Standards” (Level 4) on the MCA in reading

2005/2006 Mathematics Data

- 89 % of the 3rd grade students scored at or above “Meets State Standards” (Level 3) on the MCA in mathematics
- 54 % of the 3rd grade students scored at the “Exceeds State Standards” (Level 4) on the MCA in mathematics
- 92 % of the 4th grade students scored at or above “Meets State Standards” (Level 3) on the MCA in mathematics
- 46 % of the 4th grade students scored at the “Exceeds State Standards” (Level 4) on the MCA in mathematics
- 81 % of the 5th grade students scored at or above “Meets State Standards” (Level 3) on the MCA in mathematics
- 44 % of the 5th grade students scored at the “Exceeds State Standards” (Level 4) on the MCA in mathematics

2005/2006 Reading Data

- 87% of the 3rd grade students scored at or above “Meets State Standards” (Level 3) on the MCA in reading
- 72 % of the 3rd grade students scored at the “Exceeds State Standards” (Level 4) on the MCA in reading
- 88 % of the 4th grade students scored at or above “Meets State Standards” (Level 3) on the MCA in reading
- 64 % of the 4th grade students scored at the “Exceeds State Standards” (Level 4) on the MCA in reading
- 94 % of the 5th grade students scored at or above “Meets State Standards” (Level 3) on the MCA in reading
- 51 % of the 5th grade students scored at the “Exceeds State Standards” (Level 4) on the MCA in reading

Although the Greenwood Elementary School did not have sufficient numbers to report disparity among subgroups, our school is also looking at disaggregated data and asking ourselves how best we can support all of our students. The website where information on the state assessment system may be found is <http://education.state.mn.us>.

Greenwood also participates in the district wide use of the NWEA Measures of Academic Progress. This assessment administered via computer is given to students in grades 3 – 5 twice a year. The results generated in the fall are used as baseline data and then compared with the spring assessment to measure anticipated growth. The scores are reported as RIT score (Rauch Index) which then correlate to a corresponding band of skills. This assessment allows students are various readiness levels to demonstrate their knowledge. Teachers use this data to determine where students are performing and plan on where students need to go next. . Using fall MAP scores and the NWEA database teachers can set appropriate growth goals across all quartiles to ensure all students are growing..

NWEA –MAP Data

2009	73.4 % of students meeting target RIT growth in reading
	85 % of students meeting target RIT growth in math
2008	70 % of students meeting target RIT growth in reading
	79 % of students meeting target RIT growth in math
2007	61.8 % of students meeting target RIT growth in reading
	58 % of students meeting target RIT growth in math

2. Using Assessment Results:

Over the past five years, Greenwood Elementary staff members have met to consider our Professional development and student-learning focus by analyzing standardized assessment and curriculum-based data. A significant amount of time is allocated to analyzing third through fifth grade standardized assessment outcomes and student-level work to identify patterns in performance and specific actions to assist our students in furthering their proficiency in mathematics and literacy skills. This data analysis provides important information from which to consider outcomes that relate to Minnesota Academic Standards. As data patterns are identified in strands, trends, and/or subgroups, staff members consider potential areas of professional development or curricular changes to improve instruction.

Extra concern is given to students who are underachieving and or exceeding beyond grade level expectations. Literacy Specialists and gifted and talented teacher, both for reading and math, work with students and teachers to offer alternative programs and differentiation so that academic success can be realized.

3. Communicating Assessment Results:

Assessment results are communicated using multiple methods in an effort to provide the Greenwood Elementary community with accurate information on which to base the partnership between parents and staff. Each parent is supplied specific assessment outcomes for their child that identifies performance, proficiency, and comparative data. Additionally, school-sponsored communications, such as the weekly parent newsletter, are used to provide site-specific performance and planning information.

District-wide communications are provided to all homes as a method of distributing accountability outcomes for individual schools and the entire District in standardized assessments. Both demographic and achievement data provides citizens within the School District comparative outcome data. Both print and electronic forms of this information are available through the District Communications Office and the District's web site.

An additional level of communication is focused on providing parents with ongoing progress data using curriculum-based performance rubrics to improve the understanding of student performance and areas of targeted support. In particular, mathematics secure skills outcomes for each unit of study, and reading achievement levels using reading inventory data, are provided at regular intervals.

Helping parents understand and interpret the data presented from MCA's and Measures of Academic Progress (NWEA MAP) was a key goal to improving student learning. With PTA support several evening "Data Nights" were offered as a way to help parents understand MCA and MAP reports as well as key skills needed to help their child move forward.

4. Sharing Success:

Information as to building-based initiatives is regularly shared. School improvement efforts are discussed as part of District wide curriculum and instruction review efforts, and as part of building exchange activities. School staff participates on content area committees that consider current practice and enhancements that influence learning. In addition, Greenwood Elementary staff members serve as resource teachers in specific curriculum areas, acting as instructional and content specialists to promote best practice adoption across the District.

Staff members from Greenwood Elementary have presented successful endeavors for various organizations. Staff members have presented at the regional meeting for the National Council of Teachers on Mathematics, and at national meeting of National Association of Gifted Children. Several staff members are currently teaching a course on interactive smart boards to improve learning for the Wayzata Academy.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum at Greenwood Elementary School encompasses content and process. We set high expectations for all students to master core concepts and develop critical skills in reading/language arts, mathematics, social studies, science, health and physical education, art, music, Spanish, and Thinking Skills. To provide this rigor, our teaching staff uses the Minnesota Academic Standards as a basic starting point in designing differentiated curriculum that meets a broad range of academic abilities. This allows Greenwood students to maintain their current level of exemplary achievement as assessed by the Minnesota Department of Education on the Minnesota Comprehensive Assessments.

Greenwood's language arts program includes reading, writing, listening, and speaking. Primary grade students engage in written language experiences that reinforce growing phonemic competencies, voice, and generative skills. Intermediate grade students apply secure encoding skills to multiple genres and refine writing trait competencies to both express knowledge and further learning. Students receive instruction in various types of writing, including descriptive, expository, narrative, persuasive, and comparison/contrast. Additionally, students are provided with regular experiences that develop effective speaking and listening skills including informal presentations of student-selected topics to formal speeches examining defined topics.

Greenwood's science curriculum is organized around the Minnesota Academic Standards for Science. These science standards investigate four areas: the history and nature of science, earth and space science, physical science, and life science. A thoughtfully organized set of units developed to engage students in developmentally appropriate interactive experiences across the elementary grade levels serves as the core of the science curriculum. The inquiry-based units are aligned with benchmarks encompassed in district, state, and national standards. A typical unit of study is made up of ten to fifteen investigations formatted around a learning cycle that supports the development of specific scientific concepts and scientific thinking skills through observing, communicating, comparing, organizing, relating, inferring and applying.

Social Studies at Greenwood is critical to laying the foundation for global citizenship. Students acquire a greater understanding of the multiplicity of cultures from around the world as they move from the study of "the self" to "the community" to "the world". Kindergarteners study themselves and the world; first graders study their families and families of the world; second graders study their community and communities of the world, including an understanding of the past; third graders study the geography of the United States with emphasis on immigration and migration; fourth graders learn about world geography, specifically continents; and fifth graders study Minnesota history and early explorers to colonial United States. These units of study align with the strands of United States history, world history, Minnesota history, geography, economics, government and citizenship that comprise the Minnesota Academic Standards in History and Social Studies.

Greenwood's fine arts programming includes visual arts and music. The visual arts program introduces students to the elements of art, including line, color, shape, space, texture, and form. Students study cultural and historical forms and traditions of the visual arts. A variety of media are used to give students the opportunity to create works of art that communicate ideas in a variety of ways. In vocal music, students are introduced to general music concepts. Topics such as rhythm, melody, composition, listening, music history, and the elements of music are explored through various vocal and instrumental experiences, including a visit to Orchestra Hall.

All fourth and fifth grade students at Greenwood study the Spanish language and Latino cultures. This initial experience in second language learning emphasizes spoken language and vocabulary building. Spanish is taught in a manner called Total Physical Response that mimics the way students acquired their first language

by responding with actions, rhymes, songs, storytelling and games- building the foundation for more advanced language.

A comprehensive physical education/health program is embedded in the learning at Greenwood. Students are provided with physical education instruction that emphasizes fitness-oriented exercise and recreational skill development. Physical education establishes activities and learning opportunities around the themes of health and fitness, body image, skill development, social and personal responsibility, and community integration.

Thinking Skills is a unique opportunity for students at Greenwood. The following skills are compacted and processed in a spiraling manner: patterns and sequencing, deductive thinking, spatial perception, attributes and analogies, research, and divergent thinking. In the intermediate grades, students learn a research process using appropriate reference and technological tools to write extensive research reports.

At Greenwood, technology is integrated into each classroom. Our students have regular instruction on how to use technology throughout their elementary experience. Students are introduced to basic operations, keyboarding, word processing, draw/paint capabilities, spreadsheets, internet usage, research tools and basic multimedia.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Our District adopted a published reading curriculum by Scott Foresman Publishers in 2008. Before choosing our curriculum, we developed a mission statement, “Literacy for Life,” and belief statements based on current research. These research-based beliefs call for and our curriculum provides for:

1. A balance between direct basic skill instruction and an immersion in literature and writing because both are important to ensure learners’ success.
2. Instruction in the essential components of reading, i.e. phonemic awareness, phonics, vocabulary, fluency, and comprehension. We were particularly interested in supporting students in comprehension as the ultimate goal of reading instruction and chose a curriculum that emphasized it while a foundation of the other components are also established.
3. Integration of the language arts. Because of the reciprocal nature of reading, writing, speaking, and listening, we want our students to, for example, use writing to increase reading skills. Writing, spelling, research, and grammar activities connect to the text being read. Our students read and write in a variety of genres, including both nonfiction and fiction.
4. Differentiated instruction. Our curriculum provides a large number of tasks aimed at a wide range of readers and writers and additional books for use with small groups for targeted instruction. It includes formative assessments to determine students’ strengths and weaknesses. We encourage instruction that pushes all students to a higher level of thinking. In addition to the basal materials, our school has numerous sets of trade books for use with small groups to use for guided reading and literature circles.
5. Meeting standards. We created a “curriculum map” based on the Minnesota standards and other national sources to ensure that both Minnesota standards and national standards are met. We use the curriculum’s assessments to inform and measure learning for our school’s standards.

3. **Additional Curriculum Area:**

Greenwood Elementary uses Everyday Mathematics, developed by the University of Chicago School Mathematics Project, as a basis for teaching and learning mathematics. This program is organized into seven mathematical content strands: operations; numeration and order; patterns; functions and algebra; data and chance; measurement; geometry; and problem solving. Every strand is addressed throughout all grade levels of the program in a manner that builds and extends concept understanding in a spiraling format. Woven throughout the content strands are several key mathematical themes which include: algorithmic and procedural thinking; estimation skills and number sense; mental arithmetic skills; and problem solving.

The concepts and skills of this program are aligned with the Minnesota Academic Standards and embody the Wayzata philosophy of mathematics. Topics are introduced using manipulatives and examined in many ways including verbal, pictorial, symbolic, and concrete in order to accommodate students of different ability levels and learning styles. Group work and cooperative learning activities are employed. Students are asked to communicate their ideas both verbally and in writing. Teachers enhance or modify the program as necessary to meet student capabilities. Differentiated learning specialists support students who need additional enrichment or reinforcement in mathematics. Teachers assess progress using a simple rubric for beginning, developing or secure understanding of the concepts and skills taught at each grade level.

Our goal is to broaden student problem solving skills and teach the mathematic processes, rather than encouraging students to memorize formulas. Computation fluency is taught in a manner that imitates real life mathematical problems. This approach gives students a greater ability to solve a wide variety of math problems and prepares them for more complex mathematics

4. **Instructional Methods:**

The instructional methods that the teachers use at Greenwood Elementary vary according to the readiness, interest and/or learning profile of the students. The learning activities can be differentiated by content, process or product.

In preparation for the submission of this application teachers were asked to reflect on the instructional methods he/she felt really improved student learning, something that each was especially proud of. Responses included: literature circles; Daily 5 to improve reading, writing and independent skills; pre-assessing skills and concepts; think-pair-share; STP -Stop, Think, Paraphrase; the Frayer model, a vocabulary development model; taxonomies; keyword notes; metacognitive frames; thinking maps; guided reading; key word predictions; teaching with a multisensory approach; kinesthetic, tactile, auditory, visual and occasionally gustatory and olfactory; goal setting student teacher conferences social thinking strategies to improve communication interactions; taxonomies

The teachers have spent many professional development hours learning how to use various differentiated instructional strategies to improve student learning. The above list provides evidence as to why our students continue to achieve the scores they do on the Minnesota Comprehensive Assessments.

Successful student learning/achievement happens at Greenwood because the teachers and auxiliary staff model and remind each other that emphasizing cognitive and affective qualities in all of our students are the keys to making learning a priority.

Greenwood teachers base their instructional programs on the assumption that students vary widely in their interests and abilities. They create purposeful instruction to honor these differences as well as creating an environment to empower these differences. In the classroom, students are active learners, decision makers

and problem solvers. Offering students choices and matching compatible tasks allows students to maximize their full potential.

Reading instruction based on best practices may include such strategies as guided reading, Daily 5, Literature Circles, and Writers' Workshop. First and Second grade teachers meet with students during the summer to assess reading instructional levels. This assessment enables teachers to effectively plan for each student's unique learning needs and address those needs by using books with a rich variety of topics, genres, and difficulty levels. Teachers also use this data to refer students for additional support provided by a reading intervention specialist or gifted specialist.

Using Everyday Mathematics, children engage in activities that focus on basic math skills while practicing higher order thinking and critical problem solving. Many teachers pretest each unit and then regroup for instruction based on demonstrated need. Teachers then facilitate instruction through flexible small groups. Students demonstrating a significant level of mastery work with the gifted specialist to explore topics in greater depth and complexity. Students needing additional support work with the math intervention specialist.

Greenwood uses the latest technology to improve student learning. Students have frequent and regular access to computer labs, digital cameras, interactive Smart boards and high-speed internet and WI-FI.

Greenwood's staff integrates students with disabilities into regular classrooms whenever possible with support from special education staff. Supports for students and teachers may come in the form of Response to Intervention, autism modification training and social thinking strategies. In addition, Occupational and Developmental/Adapted Physical Education services are utilized as effective student support strategies.

Emphasizing differentiated instructional strategies as an approach to content addresses the varied learning needs of students. Several instructional formats, including whole group, small group, partners, and individual, are utilized to provide students with appropriate structures for specific learning needs. To guide learning, teachers review student work in comparison with academic benchmarks and identify priorities for improving instruction. Teachers have also spent many professional development hours learning how to use various differentiated instructional strategies to improve student learning.

5. Professional Development:

All teachers at Greenwood Elementary School serve as members on the Professional Development Committee which facilitates and monitors professional learning activities and additionally manages the funding allocated for this purpose. Greenwood, as a Minnesota Q Comp School, has the school-wide goal to improve student achievement in the areas of reading and math as measured by student performance on NWEA Measures of Achievement Progress (MAP) testing instrument. Based upon fall 2008 to spring 2009 assessment results, we identified professional development goals pursuant to strengthening student performance in reading. Professional development learning activities were designed to focus on the acquisition, practice and implementation of strategies which foster the increase of higher order thinking comprehension skills. Strategies that help students implement analytical skills in word/vocabulary acquisition and implementation and inferential thinking are a specific focus.

To support our professional research based learning, we will be utilizing the Fountas and Pinnell resources. Using their terminology, we will be analyzing Thinking Within the Text: Thinking Beyond the Text; and Thinking About the Text. We will be collecting evidence of literacy processing by learning and implementing systems of strategic action, as well as assessing ways to blend our instruction with student assessments. (The structure for these activities is delineated in Teaching for Comprehension and Fluency: Thinking, Talking, and Writing About Reading K-9, by Fountas and Pinnell, Heinemann, 2006.) One of our

bi-monthly staff meetings and portions of the four days of grade level planning are devoted to endeavors and study in this area.

All teachers and specialists are organized into learning teams for our professional learning and work together as part of the broader Professional Learning Community. Teachers can pursue additional professional development by teaching and taking Wayzata Academy Classes, or participating in Study Groups which have been developed to respond to professional needs and interests.

6. School Leadership:

Greenwood functions in a Learning Team structure. The Principal acts as a facilitator for grade level teams, specialist teams, paraprofessional teams and any other team that functions on behalf of the students. Using data to inform our teaching and learning processes is paramount. Teachers step forward to share their learnings and strengths at the grade level as well as with the entire staff. Our professional development is designed to affect student learning.

School leadership is one of the many keys to success at Greenwood. Ginny Clark, Greenwood Elementary School Principal, defines her role as a facilitator. She is highly visible and accessible for parents, teachers, and students. She greets and checks in with teachers on a daily basis. Mrs. Clark knows the name and learning needs of all Greenwood's 640 students. She is an instructional leader who leads by example and freely acknowledges areas of deficit, modeling her own journey of self-discovery and learning. This humble but resilient style promotes teachers to be stakeholders in ensuring growth for all students. Mrs. Clark's use of active listening, reflective questioning, and never wavering belief in Greenwood's teachers and students are the foundation that lead to Greenwood's overall achievement.

Mrs. Clark attends learning team meetings on a regular basis. She meets to assist in reading and analyzing data, from which goals are monitored and adjusted. If professional development is needed to ensure that student needs are met, the principal often facilitates it. She also uses the strengths and gifts of teacher leaders to move teacher competencies forward.

The principal fosters an environment that allows for reflective practice. She promotes, models, and uses skills that help teachers and staff to perform at the top of their skill sets as professionals, as well as human beings. She understands the importance of establishing relational trust with students, parents, and colleagues. Her key essential question is "How does it benefit the students?"

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: MCA - II

Edition/Publication Year: Modified annually

Publisher: MN Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
Meets the standard	94	93	89	89	
Exceeds the standard	65	54	50	54	
Number of students tested	106	123	101	94	
Percent of total students tested	99	100	100	100	
Number of students alternatively assessed	0	0	0	1	
Percent of students alternatively assessed	0	0	0	1	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets the standard					
Exceeds the standard					
Number of students tested					
2. African American Students					
Meets the standard					
Exceeds the standard					
Number of students tested					
3. Hispanic or Latino Students					
Meets the standard					
Exceeds the standard					
Number of students tested					
4. Special Education Students					
Meets the standard		55			
Exceeds the standard		27			
Number of students tested		11			
5. Limited English Proficient Students					
Meets the standard					
Exceeds the standard					
Number of students tested					
6. Largest Other Subgroup					
Meets the standard					
Exceeds the standard					
Number of students tested					

Notes: From 2001-2002 to 2004-2005 students were tested using the Minnesota Comprehensive Assessment (MCA). Beginning in 2006, students were tested using the Minnesota Comprehensive Assessment Series II (MCA-IIs). The two tests are different. The MCAs were written using the Minnesota Profiles of Learning Standard versus the MCA-IIs written with the Minnesota Academic Standards. The MCAs used different scales, four digits versus three digits. The MCAs had five different achievement levels versus four in the MCA-IIs.

Subject: Reading

Grade: 3

Test: MCA - II

Edition/Publication Year: Modified Annually

Publisher: MN Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
Meets the standard	97	91	92	87	
Exceeds the standard	74	66	76	72	
Number of students tested	105	124	101	93	
Percent of total students tested	98	100	100	100	
Number of students alternatively assessed	0	0	0	1	
Percent of students alternatively assessed	0	0	0	1	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets the standard					
Exceeds the standard					
Number of students tested					
2. African American Students					
Meets the standard					
Exceeds the standard					
Number of students tested					
3. Hispanic or Latino Students					
Meets the standard					
Exceeds the standard					
Number of students tested					
4. Special Education Students					
Meets the standard		50			
Exceeds the standard		33			
Number of students tested		12			
5. Limited English Proficient Students					
Meets the standard					
Exceeds the standard					
Number of students tested					
6. Largest Other Subgroup					
Meets the standard					
Exceeds the standard					
Number of students tested					

Notes: From 2001-2002 to 2004-2005 students were tested using the Minnesota Comprehensive Assessment (MCA). Beginning in 2005-2006, students were tested using the Minnesota Comprehensive Assessment Series II (MCA-IIIs). The two tests are different. The MCAs were written using the Minnesota Profiles of Learning Standard versus the MCA-IIIs written with the Minnesota Academic Standards. They used different scales, four digits versus three digits. The MCAs had five different achievement levels versus four.

Subject: Mathematics

Grade: 4

Test: MCA - II

Edition/Publication Year: Modified annually

Publisher: MN Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
Meets the standard	91	93	91	92	
Exceeds the standard	51	57	65	46	
Number of students tested	129	110	113	106	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets the standard					
Exceeds the standard					
Number of students tested					
2. African American Students					
Meets the standard					
Exceeds the standard					
Number of students tested					
3. Hispanic or Latino Students					
Meets the standard					
Exceeds the standard					
Number of students tested					
4. Special Education Students					
Meets the standard	80		55	50	
Exceeds the standard	27		18	10	
Number of students tested	15		11	10	
5. Limited English Proficient Students					
Meets the standard					
Exceeds the standard					
Number of students tested					
6. Largest Other Subgroup					
Meets the standard					
Exceeds the standard					
Number of students tested					

Notes: From 2001-2002 to 2004-2005 students were tested using the Minnesota Comprehensive Assessment (MCA). Beginning in 2005-2006, students were tested using the Minnesota Comprehensive Assessment Series II (MCA-IIs). The two tests are different. The MCAs were written using the Minnesota Profiles of Learning Standard versus the MCA-IIs written with the Minnesota Academic Standards. They used different scales, four digits versus three digits. The MCAs had five different achievement levels versus four in the MCA-IIs.

Subject: Reading

Grade: 4

Test: MCA - II

Edition/Publication Year: Modified annually

Publisher: MN Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
Meets the standard	87	95	90	88	
Exceeds the standard	54	60	65	64	
Number of students tested	129	110	113	104	
Percent of total students tested	100	100	100	99	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets the standard					
Exceeds the standard					
Number of students tested					
2. African American Students					
Meets the standard					
Exceeds the standard					
Number of students tested					
3. Hispanic or Latino Students					
Meets the standard					
Exceeds the standard					
Number of students tested					
4. Special Education Students					
Meets the standard	53		55		
Exceeds the standard	20		36		
Number of students tested	15		11		
5. Limited English Proficient Students					
Meets the standard					
Exceeds the standard					
Number of students tested					
6. Largest Other Subgroup					
Meets the standard					
Exceeds the standard					
Number of students tested					

Notes: From 2001-2002 to 2004-2005 students were tested using the Minnesota Comprehensive Assessment (MCA). Beginning in 2005-2006, students were tested using the Minnesota Comprehensive Assessment Series II (MCA-IIs). The two tests are different. The MCAs were written using the Minnesota Profiles of Learning Standard versus the MCA-IIs written with the Minnesota Academic Standards. They used different scales, four digits versus three digits. The MCAs had five different achievement levels versus four in the MCA-IIs.

Subject: Mathematics

Grade: 5

Test: MCA - II

Edition/Publication Year: Modified Annually

Publisher: MN Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
Meets the standard	89	89	86	81	
Exceeds the standard	65	49	48	44	
Number of students tested	109	119	116	115	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	1	1	
Percent of students alternatively assessed	0	0	1	1	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets the standard					
Exceeds the standard					
Number of students tested					
2. African American Students					
Meets the standard					
Exceeds the standard					
Number of students tested					
3. Hispanic or Latino Students					
Meets the standard					
Exceeds the standard					
Number of students tested					
4. Special Education Students					
Meets the standard	50	55	53	33	
Exceeds the standard	40	18	7	13	
Number of students tested	10	11	15	15	
5. Limited English Proficient Students					
Meets the standard					
Exceeds the standard					
Number of students tested					
6. Largest Other Subgroup					
Meets the standard					
Exceeds the standard					
Number of students tested					

Notes: From 2001-2002 to 2004-2005 students were tested using the Minnesota Comprehensive Assessment (MCA). Beginning in 2005-2006, students were tested using the Minnesota Comprehensive Assessment Series II (MCA-IIs). The two tests are different. The MCAs were written using the Minnesota Profiles of Learning Standard versus the MCA-IIs written with the Minnesota Academic Standards. They used different scales, four digits versus three digits. The MCAs had five different achievement levels versus four in the MCA-IIs.

Subject: Reading

Grade: 5

Test: MCA - II

Edition/Publication Year: Modified annually

Publisher: MN Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
Meets the standard	91	92	94	94	
Exceeds the standard	53	58	61	51	
Number of students tested	108	119	116	115	
Percent of total students tested	99	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets the standard					
Exceeds the standard					
Number of students tested					
2. African American Students					
Meets the standard					
Exceeds the standard					
Number of students tested					
3. Hispanic or Latino Students					
Meets the standard					
Exceeds the standard					
Number of students tested					
4. Special Education Students					
Meets the standard		55	67	60	
Exceeds the standard		36	33	20	
Number of students tested		11	15	15	
5. Limited English Proficient Students					
Meets the standard					
Exceeds the standard					
Number of students tested					
6. Largest Other Subgroup					
Meets the standard					
Exceeds the standard					
Number of students tested					

Notes: From 2001-2002 to 2004-2005 students were tested using the Minnesota Comprehensive Assessment (MCA). Beginning in 2005-2006, students were tested using the Minnesota Comprehensive Assessment Series II (MCA-IIs). The two tests are different. The MCAs were written using the Minnesota Profiles of Learning Standard versus the MCA-IIs written with the Minnesota Academic Standards. They used different scales, four digits versus three digits. The MCAs had five different achievement levels versus four in the MCA-IIs.