

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): Charter Title 1 Magnet Choice
(Check all that apply, if any)

Name of Principal: Mr. Mark Westby Ed.S

Official School Name: Brandon Elementary School

School Mailing Address: 206 Third Street
 P.O. Box 185
 Brandon, MN 56315-0185

County: Douglas State School Code Number: 0207-001

Telephone: (320) 524-2263 E-mail: mwestby@brandon.k12.mn.us
Fax: (320) 524-2228 Web URL: www.brandon.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*: Mr. Mark Westby Ed.S Superintendent e-mail:
mwestby@brandon.k12.mn.us

District Name: Brandon Public School District District Phone: (320) 524-2263

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: Ms. Debora Sullivan

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

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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 2010-2011 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 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
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

1. Number of schools in the district: 1 Elementary schools
 (per district designation) 0 Middle/Junior high schools
1 High schools
0 K-12 schools
2 Total schools in district
2. District per-pupil expenditure: 9642

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural
4. Number of years the principal has been in her/his position at this school: 20
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

| Grade | # of Males | # of Females | Grade Total | | | # of Males | # of Females | Grade Total |
|----------------------------------|------------|--------------|-------------|--|-----------|------------|--------------|-------------|
| PreK | 0 | 0 | 0 | | 6 | 7 | 10 | 17 |
| K | 11 | 17 | 28 | | 7 | 0 | 0 | 0 |
| 1 | 14 | 8 | 22 | | 8 | 0 | 0 | 0 |
| 2 | 16 | 11 | 27 | | 9 | 0 | 0 | 0 |
| 3 | 11 | 12 | 23 | | 10 | 0 | 0 | 0 |
| 4 | 7 | 8 | 15 | | 11 | 0 | 0 | 0 |
| 5 | 9 | 13 | 22 | | 12 | 0 | 0 | 0 |
| Total in Applying School: | | | | | | | | 154 |

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
1 % Black or African American
0 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
96 % White
2 % 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 2009-2010 school year: 2%
 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, 2009 until the end of the school year. | 1 |
| (2) | Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year. | 2 |
| (3) | Total of all transferred students [sum of rows (1) and (2)]. | 3 |
| (4) | Total number of students in the school as of October 1, 2009 | 154 |
| (5) | Total transferred students in row (3) divided by total students in row (4). | 0.02 |
| (6) | Amount in row (5) multiplied by 100. | 2 |

8. Percent limited English proficient students in the school: 0%
 Total number of limited English proficient students in the school: 0
 Number of languages represented, not including English: 0
 Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 41%
 Total number of students who qualify: 63

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

10. Percent of students receiving special education services: 10%
 Total number of students served: 15

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

| | |
|--------------------------------|---|
| <u>0</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>2</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>2</u> Specific Learning Disability |
| <u>2</u> Emotional Disturbance | <u>9</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>0</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>0</u> | <u>1</u> |
| Classroom teachers | <u>7</u> | <u>2</u> |
| Special resource teachers/specialists | <u>2</u> | <u>8</u> |
| Paraprofessionals | <u>0</u> | <u>4</u> |
| Support staff | <u>5</u> | <u>3</u> |
| Total number | <u>14</u> | <u>18</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: 22:1

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

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 97% | 97% | 98% | 97% | 97% |
| Daily teacher attendance | 96% | 96% | 97% | 95% | 96% |
| Teacher turnover rate | 6% | 6% | 0% | 3% | 0% |
| High school graduation rate | % | % | % | % | % |

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

| | |
|--|-----------------|
| Graduating class size: | _____ |
| Enrolled in a 4-year college or university | _____ % |
| Enrolled in a community college | _____ % |
| Enrolled in vocational training | _____ % |
| Found employment | _____ % |
| Military service | _____ % |
| Other | _____ % |
| Total | _____ 0% |

PART III - SUMMARY

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PHILOSOPHY OF BRANDON ELEMENTARY

Brandon Elementary believes that education must be a cooperative venture of home, school, and community. The quality of education received by students is directly related to the involvement of each.

It is the school's responsibility to provide varied learning experiences that will offer the opportunity for each child to fully develop their talents and worth so that they may grow physically, socially, emotionally, and intellectually to the best of his/her abilities.

The school believes that each child should be encouraged to develop a love of learning, positive attitudes, and a belief in his/her potential. The instructional program and curriculum at Brandon Elementary must provide exposure to the transfer of learning to life.

STUDENT POLICIES GOALS

Students are the first concern of the district, and must receive the primary attention of the Board and the staff members. In pursuing this primary goal, it is imperative that the good of the individual student be kept paramount. Each student shall be considered and treated with respect as an individual. One of the goals of the School District shall be to assist each student in becoming self-sufficient in utilization of decision making processes and techniques, eventually becoming responsible for determining his or her own learning purposes and the means for achieving them. To this end the Board and staff shall work together to establish an environment conducive to the best learning achievement for each student.

Brandon Elementary is a small rural school located in west-central Minnesota. We serve the communities of Brandon, 165 households with a population of 449 and Millerville, 75 households with a population of 75. The School District covers 94.6 square miles with a total population of 2, 242. We are located 15 miles from Alexandria, which serves as the economic hub in this region.

One of the true strengths is the community support of the school. The district has passed two operating levies over the past 6 years. We also have received monetary support from local businesses and service organizations.

One example of this support from the year 2000 was a \$190,00 remodeling of multi-purpose space into our Early Childhood center and a new elementary playground. Local grants and volunteer labor provided \$160,000 towards the \$190,000 budget.

The community support carries through with the tremendous parent support of our school goals. The parent involvement starts early with our Early Childhood programming, ECFE, School Readiness and a Head Start collaborative.

Brandon Elementary School has always had a great relationship with our parents, our area businesses, and the entire community. This partnership has played a big role in our success. We are fortunate to have a majority of parents who read nightly with their children making sure to return reading slips and math take home slips on a timely basis. (Especially in K-1) Our parents and teachers work together to help bridge that connection between home and school. We are in constant contact with our parents through letters, e-mails, phone calls, and our student information system. In fact, our parents see us as a school of opportunity for their children because we are definitely the forerunners of technology in our area. We carry on traditions that our community see as important, by holding Fall Open Houses, Christmas Concerts, Track & Field Fun Days, etc.

In the 1999/2000 school year we established 2 goals:

1. High student achievement through defining our school curriculum and programs.
2. A safe and welcoming learning environment through classroom observations and student/parent surveys.

These goals have remained our focus over the past ten years. Data collection and analysis during this time allowed us to make significant strides on both goals.

The teachers are what ultimately make Brandon Elementary the high quality school that it is. The years of experience in our district range from 10 to 35 years. The commitment to student growth by the staff is second to none. By using a continuous improvement model we have remained focused on individual student strengths and weaknesses. Because of our small grade level numbers we look at data over a 5 year period and try not to get too excited about the highs or lows. By remaining focused on individual student growth the grade level improvement follows.

1. Assessment Results:

Schools such as Brandon Elementary with small grade level student numbers do not have the statistically reliable data that districts with 100 or more students per grade level have. We are careful when reviewing our data not to jump to conclusions based on any individual year. We always try to evaluate based on our five year trends.

Mathematics: The five year trend shows steady growth. The average from 06/07 to 09/10 is 84 percent with a high of 88 percent. The percentage of students that exceed the standards remained steady.

Reading: Our five year trend for all grades shows a small amount of fluctuation with an average of 91 percent excluding 05/06. The percentage of students that exceed the standards remained steady.

We do not have an achievement gap of 10 percent or more with any subgroup.
Minnesota State performance levels:

A student's performance on a Minnesota Comprehensive Assessment – Series II (MCA- II) falls into one of four achievement levels – Does Not Meet Standards, Partially Meets Standards, Meets Standards and Exceeds Standards. For accountability purposes, students who are in the Meets Standards and Exceeds Standards are considered “proficient” and each contributes one index point in the calculation of Adequate Yearly Progress (AYP) for their school and district. Students who are in the Partially Meets Standards achievement level contribute a half index point. G represents the grade level.

Does Not Meet: G01 - G39

Partially Meets: G40 - G49

Meets: G50 - Gnn

Exceeds: Gnn - G99

The first two cut scores will be constant over grades, G40 and G50. The third score will vary slightly.

MN Dept of Education State results:

http://education.state.mn.us/MDE/Accountability_Programs/Assessment_and_Testing/Assessments/MCA/index.html

Brandon Elementary test results:

http://education.state.mn.us/ReportCard2005/schoolDistrictInfo.do?SCHOOL_NUM=001&DISTRICT_NUM=0207&DISTRICT_TYPE=01

2. Using Assessment Results:

The results of nationally-normed assessments like NWEA and MCA, as well as core curriculum assessments (company and teacher-made), are used to establish a baseline of strengths and weaknesses for each student. The data from the NWEA and MCA tests helps teachers identify students who are partially meeting the standards and need extra assistance to become proficient. For example, based on individual needs in the intermediate grades, some students participate in a program like Math Masters which caters

to students who are high achieving in Math. Other students struggling with specific mathematical skills have the opportunity to work with a licensed specialist or classroom teacher.

The results of the NWEA reading assessment helps teachers at Brandon create a Language Arts experience that is personalized for each student. It helps teachers meet students where they are at and engage and excite young readers. This is done through the use of the Lexile and Accelerated Reader systems that help students select literature that is individualized for the students' abilities and interests.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is used in grades K – 3 to identify student strengths and weaknesses in literacy skills. Students who require strategic support receive additional support in the skill areas where they are having difficulty. Students requiring intensive support are provided with more explicit modeling and instruction. Both groups are monitored monthly to ensure adequate progress.

By using grade level School Student Results we are able to monitor the impact that curricular and instructional changes have on student growth.

Teachers set grade level/classroom goals based on this achievement data. The goals are reviewed and the results are evaluated by the Leadership team.

At the kindergarten through 2nd grade level, we use several assessments to understand & improve student performance. One such assessment is

DIBELS – Dynamic Indicators of Early Literacy Skills. Here individual students are tested on various skills to improve their reading ability. Students who score below the benchmark goal are identified as Title I or as needing extra help/interventions. The progress of these students is tracked monthly and adaptations in teaching them are made according to their needs.

Another assessment we use is the NWEA MAPS testing. Here the students complete Reading and Math computerized testing in the fall, winter, and spring of the year. The results are tabulated into RIT scores in 1st & 2nd grade. In Kindergarten, the results are tabulated into percentages and any areas of concern are noted. We evaluate these test results and look for areas in which pockets of students' scores seem to fall and then we try to improve our teaching in these areas. We also look to see where individual students have difficulty and then we use our teacher aides to help students improve in these identified areas.

In addition, each first grader is assessed individually for the Reading Recovery/Intervention Program. This program targets first grade students and is used as a supplement to classroom teaching. All first grade students in Brandon School are screened during the first two weeks of schools. Students are selected according to needs in reading and writing as demonstrated on the Observation Survey. Students receive a half-hour lesson each school day for 12 to 20 weeks with a specially trained teacher. Lessons are discontinued when students achieve grade-level expectations and demonstrate that they can continue to work independently in the classroom. If needed, a second group of students is selected after the first round of students completes the program.

3. Communicating Assessment Results:

The fall conferences at Brandon are goal setting conferences in which parents, students, teachers, and specialists come together to set goals for the student for the school year. Some goals are created using MCA and NWEA data. At this conference, parents are reminded of their child's previous MCA and NWEA test scores. Teachers communicate with parents the importance of these tests and how parents and students can best prepare throughout the year. Teachers provide practice MCA activities, along with virtual resources linked through class websites. During conferences, parents are also reminded about the MCA locator number, which will help parents access their child's assessment data online at the Department of Minnesota website.

At conference time, the results of the NWEA MAPS & DIBELS testing are discussed with our parents. The results of unit Reading & Math tests are also shared. During these conferences and at our quarter grading periods, we include detailed narratives on student performance so parents are better able to help their child at home also. Individual goals are developed for each student and as a team, we work together to meet each goal. Our team consists of parents, students, teachers and specialists.

We are quick to contact our parents to inform them of their child's progress through notes, emails, phone calls and meetings throughout each quarter.

Perspective Website

- Visit <http://PerspectiveForFamilies.com/MN>
- On the Home page you will find a field to enter your Learning Locator codes, links to parent and support resources, access to grade-specific learning resources, and important announcements.
- The Learning Locator field is your link to learning resources aligned to the strands and sub-strands of Minnesota's Academic Standards where the student needs additional help or could benefit from supplemental enrichment activity. Enter the Learning Locators found in the student's Individual Student Report to access these targeted resources.
- Select a grade to access grade-specific games and other learning resources such as worksheets, movies, and interactive activities.
- Parent resources include assessment FAQs, explanation of performance levels, and the Minnesota Interpretive Guide.

School Report Cards Website

School Report Cards is open to the public and allows the user to view and analyze data for any public school or district in the state. To enter the School Report Cards Website, go to the MDE Website, choose Academic Excellence, and then choose School Report Card.

Test data is provided to the community in the School District's [Annual Report on Curriculum, Instruction, & Student Achievement](#). This report is published in October of each school year.

4. Sharing Lessons Learned:

We have not shared our successful strategies through a formal process. Any sharing that has happened has been through informal discussion. We have shared our processes when contacted by other schools.

1. Curriculum:

Our primary grades are unique in the fact that we tend to teach mastery of skills in both Reading and Math. We begin with whole group teaching, and then work individually or in small groups with students showing additional need. Once we are confident of their skill level, we continue on with our curriculum making sure we are teaching to the student rather than to the curriculum.

Grades 4 – 6 use a departmentalized approach in science/health, social studies and math. We feel that this allows us to better meet individual student needs.

For students having difficulty in any subject area we focus on high quality interventions such as; small interactive groups, direct and explicit instruction and modeling based on individual student needs. We then frequently monitor the intervention process and adjust as necessary.

All our subject areas have been aligned to meet the MN standards. Our curriculum cycle has been aligned with a larger neighboring district that allows us to work with more teachers when reviewing and evaluating curriculum. Each district can end up in a different place, but we are able base our decisions on increased input and discussion.

Each academic area uses State or District developed assessments to evaluate student growth in relationship to MN standards.

Visual and performing arts: Aligned with MN Academic Standards in the Arts

Students in grades K-6 receive 50 minutes of specialized instruction in the visual arts each week.

Our students also receive three 30 minute sessions of specialized music instruction each week. Dance units are included in our physical education curriculum.

Physical education, health and nutrition:

Students in grades K – 6 receive 30 minutes of physical education each day. The instruction is based on the National Standards for Physical Education. Students also have a minimum of 20 minutes of recess daily.

National Health Education Standards are incorporated into our science instruction.

English/Language Arts: Scott Foresman Reading

Our scope and sequence comes from our basal series. Our focus is to provide maximum time for High Quality reading. We use our reading specialist to assist staff in developing high quality interventions and to provide increased growth opportunities for our highest achievers.

Mathematics: Everyday Math

Our teachers use a variety of instructional formats; small groups, individual explorations, peer instruction, whole-class discussions, project work.

Science: SRA Real Science

Covered in section V.5

Social Studies: HBJ Social Studies scope & sequence

We use a variety of instructional resources and strategies to blend processing and content learning. Technology allows us to greatly expand the understanding of the world they live in. We stress the importance of history/social studies literacy. We have weekly Spanish classes for grades 3 – 6 with a focus on culture.

Each academic area has a clear scope & sequence, but staff is not limited to any single resource. All classrooms are equipped with computers, Smart Boards and audio systems that allow teachers to use a

wide variety of resources based on student interest. Our goal is to provide a learning rich environment in each area that supports the development of independent learners.

We stress reflective practice to ensure that adjustments in teaching strategies are made when necessary for students' active participation.

2. Reading/English:

Our goal is to create opportunities for all students to build their love of reading.

Observe reading instruction in classrooms, provide feedback to teachers and model lessons using researched-based instructional strategies around the five dimensions of reading (phonemic awareness, phonics, vocabulary, comprehension and fluency).

Title I – we focus our title interventions with the primary grades. We also support our Early Childhood School readiness program.

Reading Buddies – Students in grades 4 – 6 have reading buddies in Head Start, School Readiness, and Kindergarten.

Reading Recovery (Grade One)

Intervention programs that targets students with needs in basic development of reading skills. Individualized to student's needs. Some items that students may need are: Alphabet practice, formation of letters, word develop, sound – letter association, identification of print and/or concepts of print, sentence writing, knowledge of punctuation marks, capitalization of words, knowledge of difference between words, letters, sentences, etc., that a story has meaning and a message, and fluency in reading.

We use Read Naturally, Accelerated Reader, and Fast Forward to provide specific needs support with students.

Read Naturally

Program usually started with students in 2nd or 3rd grade and continues through intermediate grades. Program assists in making predictions about the story, modeling fluent and phrased reading, practice reading text, vocabulary development and comprehension. At higher levels writing and retelling are also components practiced

Accelerated Reader

Use to check comprehension of story.

Fast Forward: Program that was used with primary student to develop skills in sound discrimination, vocabulary, language structure. In intermediate grades the focus was on language structure, spelling, listening and reading comprehension skills.

We have a summer reading program that meets every other week. We have received community support in funding this program. We also have a school community reading challenge during the summer.

We also use the Daily 5 in grades two and three for improving literacy.

We use the following assessments to monitor student progress during the school year and make any necessary adjustments to individual skills development.

DIBELS (Grades K – 3) Assessments Fall, Winter, Spring includes monthly assessments for students identified as needing intensive or strategic interventions.

NWEA MAP Assessments Fall, Winter, Spring

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NWEA MAP Assessments Fall, Winter, Spring

3. Mathematics:

Mathematics curriculum focus

Brandon Elementary in reviewing research we find that the strongest positive effects are found for instructional process approaches such as forms of cooperative learning, classroom management, and supplemental tutoring programs. Programs designed to change daily teaching practices appear to have more promise than those that deal primarily with curriculum or technology alone.

As a result of this analysis we have focused our Math efforts on building instructional skills that allow students to be actively doing mathematics so they can build and enhance their understanding of mathematical ideas.

We have focused on the following instructional processes:

Pair learning – an approach in which children take turns as teacher and learner.

Cooperative learning – strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement.

Information Processing Strategies - teaching students "how to" process information is a key factor in teaching students how to strategically organize, store, retrieve, and apply information presented.

Supplemental tutoring is provided through Title I interventions with the primary grades. We also use Title I to support our Early Childhood School readiness program.

We use the NWEA MAP Assessments Fall, Winter, Spring along with classroom assessments to monitor student growth.

Grades 5 & 6 participate in Math Masters competitions.

4. Additional Curriculum Area:

Our Science curriculum focuses on developing critical thinking and problem solving skills.

Teachers base their instruction on use of –

Inquiry-based learning is based on the scientific method and works very well in developing critical thinking and problem solving skills. It is student centered and requires students to conduct investigations independent of the teacher, unless otherwise directed or guided through the process of discovery.

Information Processing Strategies teach students "how to" process information is a key factor in teaching students how to strategically organize, store, retrieve, and apply information presented.

The science curriculum for Brandon Elementary has been aligned with the Minnesota state standards.

Grades K - 3 use a unit based approach. Units are designed to include hands on inquiry based activities.

Multiple grades (4-6) departmentalized – constant teacher that is aware of what is taught each year & aware of student abilities, allowing for designing of instructional practices.

Curriculum offers hands-on lab activities w/ supporting conceptual info. presented. Same curriculum scope and sequenced through the grades.

Information presented with the use of a variety of instructional styles/practices: i.e. auditory, visual, kinesthetic, bloom's taxonomy

- Smart board interactive lessons
- United streaming video support
- Curriculum instructional videos

5. Instructional Methods:

We regularly review the school's academic programs in order to help teachers make effective instructional choices.

We regularly review student data in order to help teachers make informed instructional decisions.

We emphasize:

Targeted group instruction / intervention

Intensive individualized instruction / intervention

Instructional practices and interventions that match student needs

Inquiry-based learning is based on the scientific method and works very well in developing critical thinking and problem solving skills. It is student centered and requires students to conduct investigations independent of the teacher, unless otherwise directed or guided through the process of discovery.

Cooperative learning – strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement.

Information Processing Strategies - teaching students "how to" process information is a key factor in teaching students how to strategically organize, store, retrieve, and apply information presented.

Supplemental tutoring is provided through Title I interventions with the primary grades. We also use Title I to support our Early Childhood School readiness program.

Student response systems - give instructors instant and accurate insight into student learning.

SMART Boards – heighten student engagement

Classroom Audio systems – helps create an optimum learning environment by evenly distributing sound throughout the classroom, allowing every child to clearly hear the spoken instruction.

Using iPods for increased comprehension and fluency

6. Professional Development:

Brandon School District is part of the Minnesota Department of Education’s Quality Compensation for Teachers Plan. One of the five basic components of the plan is Job-Embedded Professional Development.

Our professional development links teacher observation feedback and reflection to participation in professional learning communities to classroom/grade level goals. It is a practice, application, and feedback cycle.

Teachers are observed three times each year and complete a rubric that provides evidence of their performance in ten component areas. We use Charlotte Danielson’s Framework for Teaching for this process.

Each teacher participates in 3 professional learning communities annually.

Their selection of each PLC is to enhance their professional growth and support achievement of their grade level goal. Grade level goals are developed to support achievement of the Elementary goal. Grade level and district goals are SMART goals that support achievement of MN content standards. The leadership team reviews all goals and determines whether or not they have been met.

Instructional coaches are involved in assisting teachers in use of effective programs and practices through demonstration and modeling.

Additional professional development activities are linked to our participation in the Runestone Area Education District, 6 member districts, that focuses on our special needs populations.

7. School Leadership:

The current principal has served in his present capacity as superintendent/elementary principal since 1990. Previous to that position he taught first and fourth grade along with SLD students in Brandon for 16 years.

He also serves as the Title I and curriculum coordinator. As a result of the “many hats” he is extremely hands in policy and program development along with resource allocation to support increased student achievement. He is able to view the range of programming and resources and coordinate them rather than deal with each area in isolation. He is able to see how supporting Early Childhood programming enhances what happens in grades K-6. Targeting reading development in grades K-2 significantly improves student performance in all curriculum areas.

He meets weekly with the staff to discuss school programming and concerns. He also serves on the Assistance/Intervention team that assists teachers with individual student concerns. He is also responsible for the Annual Report on Curriculum, Instruction and Student Achievement that is distributed to the community.

He serves on the Brandon Elementary Leadership team which includes:

He also evaluates the job performance of each position.

Position Title: Q comp Coordinator (1)

Responsibilities:

1. Coordinate, set agendas and schedule Q comp team meetings
2. Publish meeting minutes

3. Maintain Q comp folder on Faculty server. Folder contains budget, job descriptions, calendars, job postings, and goals.
4. Monitor task completion based on State Peer review feedback.
5. Serve on the Leadership Team.

Position Title: Mentor Supervisor (1)

Responsibilities:

1. Works with mentors to provide support to mentees.
2. Provides group training to mentees.
3. Maintains calendar of activities for mentees
4. Monitors progress of needs.
5. Serve on the Leadership team.

Position Title: Instructional Coach (2)

Responsibilities:

1. Provide Best Practices resources for staff.
2. Conducts needs assessments for professional development.
3. Maintain a list of staff skills/strengths.
4. Serve on the Leadership team.
5. **Position Title: PLC coordinator**

Position Title: PLC coordinator (1)

Responsibilities:

1. Communicate with staff on timelines for PLC plan approval and completion
2. Work with staff on incorporating district goals in PLC objectives
3. Receive initial PLC applications and submit to team
4. Work with PLC groups on progress and revisions
5. Collect PLCs and review before submitting to team
6. Report back to PLC groups on results or necessary changes

Position Title: Observation Coordinator (1)

Responsibilities:

1. Maintain calendar for individual teacher evaluations.
2. Maintain communications with teacher evaluators.
3. Monitor the Observation process.
4. Coordinate technology for observations
5. Serve as initial contact for any evaluation grievances.
6. Serve on the Leadership team.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: MCA-II Mathematics

Edition/Publication Year: 2006 Publisher: Pearson

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| proficient | 100 | 95 | 85 | 85 | 78 |
| exceeds | 21 | 43 | 15 | 35 | 46 |
| Number of students tested | 14 | 21 | 20 | 20 | 26 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| proficient | | | | | |
| exceeds | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| proficient | | | | | |
| exceeds | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| proficient | | | | | |
| exceeds | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| proficient | | | | | |
| exceeds | | | | | |
| Number of students tested | | | | | |
| 5. English Language Learner Students | | | | | |
| proficient | | | | | |
| exceeds | | | | | |
| Number of students tested | | | | | |
| 6. | | | | | |
| proficient | | | | | |
| exceeds | | | | | |
| Number of students tested | | | | | |
| NOTES: | | | | | |

11MN3

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 3 Test: MCA II Reading

Edition/Publication Year: 2006 Publisher: Pearson

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| proficient | 86 | 100 | 95 | 100 | 100 |
| exceeds | 57 | 91 | 70 | 85 | 81 |
| Number of students tested | 14 | 21 | 20 | 20 | 26 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| proficient | | | | | |
| exceeds | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| proficient | | | | | |
| exceeds | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| proficient | | | | | |
| exceeds | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| proficient | | | | | |
| exceeds | | | | | |
| Number of students tested | | | | | |
| 5. English Language Learner Students | | | | | |
| proficient | | | | | |
| exceeds | | | | | |
| Number of students tested | | | | | |
| 6. | | | | | |
| proficient | | | | | |
| exceeds | | | | | |
| Number of students tested | | | | | |
| NOTES: | | | | | |

11MN3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: MCA-II Mathematics

Edition/Publication Year: 2006 Publisher: Pearson

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| proficient | 85 | 79 | 67 | 79 | 96 |
| exceeds | 45 | 11 | 24 | 29 | 46 |
| Number of students tested | 20 | 18 | 21 | 24 | 26 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| proficient | | | | | |
| exceeds | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| proficient | | | | | |
| exceeds | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| proficient | | | | | |
| exceeds | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| proficient | | | | | |
| exceeds | | | | | |
| Number of students tested | | | | | |
| 5. English Language Learner Students | | | | | |
| proficient | | | | | |
| exceeds | | | | | |
| Number of students tested | | | | | |
| 6. | | | | | |
| proficient | | | | | |
| exceeds | | | | | |
| Number of students tested | | | | | |
| NOTES: | | | | | |

11MN3

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 4 Test: MCA II Reading

Edition/Publication Year: 2006 Publisher: Pearson

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| proficient | 95 | 94 | 81 | 100 | 73 |
| exceeds | 50 | 44 | 47 | 63 | 56 |
| Number of students tested | 20 | 18 | 21 | 24 | 18 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| proficient | | | | | |
| exceeds | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| proficient | | | | | |
| exceeds | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| proficient | | | | | |
| exceeds | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| proficient | | | | | |
| exceeds | | | | | |
| Number of students tested | | | | | |
| 5. English Language Learner Students | | | | | |
| proficient | | | | | |
| exceeds | | | | | |
| Number of students tested | | | | | |
| 6. | | | | | |
| proficient | | | | | |
| exceeds | | | | | |
| Number of students tested | | | | | |
| NOTES: | | | | | |

11MN3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: MCA-II Mathematics

Edition/Publication Year: 2006 Publisher: Pearson

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| proficient | 75 | 79 | 84 | 84 | 54 |
| exceeds | 25 | 21 | 20 | 47 | 21 |
| Number of students tested | 16 | 19 | 25 | 19 | 24 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| proficient | | | | | |
| exceeds | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| proficient | | | | | |
| exceeds | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| proficient | | | | | |
| exceeds | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| proficient | | | | | |
| exceeds | | | | | |
| Number of students tested | | | | | |
| 5. English Language Learner Students | | | | | |
| proficient | | | | | |
| exceeds | | | | | |
| Number of students tested | | | | | |
| 6. | | | | | |
| proficient | | | | | |
| exceeds | | | | | |
| Number of students tested | | | | | |
| NOTES: | | | | | |

11MN3

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 5 Test: MCA II Reading

Edition/Publication Year: 2006 Publisher: Pearson

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| proficient | 87 | 79 | 96 | 73 | 79 |
| exceeds | 31 | 37 | 52 | 47 | 29 |
| Number of students tested | 16 | 19 | 25 | 19 | 24 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| proficient | | | | | |
| exceeds | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| proficient | | | | | |
| exceeds | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| proficient | | | | | |
| exceeds | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| proficient | | | | | |
| exceeds | | | | | |
| Number of students tested | | | | | |
| 5. English Language Learner Students | | | | | |
| proficient | | | | | |
| exceeds | | | | | |
| Number of students tested | | | | | |
| 6. | | | | | |
| proficient | | | | | |
| exceeds | | | | | |
| Number of students tested | | | | | |
| NOTES: | | | | | |

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 6 Test: MCA-II Mathematics

Edition/Publication Year: 2006 Publisher: Pearson

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| proficient | 89 | 96 | 84 | 78 | 59 |
| exceeds | 26 | 33 | 26 | 44 | 21 |
| Number of students tested | 19 | 24 | 19 | 23 | 24 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| proficient | | | | | |
| exceeds | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| proficient | | | | | |
| exceeds | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| proficient | | | | | |
| exceeds | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| proficient | | | | | |
| exceeds | | | | | |
| Number of students tested | | | | | |
| 5. English Language Learner Students | | | | | |
| proficient | | | | | |
| exceeds | | | | | |
| Number of students tested | | | | | |
| 6. | | | | | |
| proficient | | | | | |
| exceeds | | | | | |
| Number of students tested | | | | | |
| NOTES: | | | | | |

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 6 Test: MCA II Reading

Edition/Publication Year: 2006 Publisher: Pearson

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| proficient | 89 | 96 | 79 | 96 | 63 |
| exceeds | 47 | 67 | 37 | 39 | 17 |
| Number of students tested | 19 | 24 | 19 | 23 | 24 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| proficient | | | | | |
| exceeds | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| proficient | | | | | |
| exceeds | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| proficient | | | | | |
| exceeds | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| proficient | | | | | |
| exceeds | | | | | |
| Number of students tested | | | | | |
| 5. English Language Learner Students | | | | | |
| proficient | | | | | |
| exceeds | | | | | |
| Number of students tested | | | | | |
| 6. | | | | | |
| proficient | | | | | |
| exceeds | | | | | |
| Number of students tested | | | | | |
| NOTES: | | | | | |

11MN3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| proficient | 87 | 88 | 80 | 81 | 72 |
| exceeds | 30 | 28 | 21 | 38 | 28 |
| Number of students tested | 69 | 82 | 85 | 86 | 92 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| proficient | 87 | 76 | 79 | 94 | 55 |
| exceeds | | | | | |
| Number of students tested | 23 | 25 | 24 | 16 | 29 |
| 2. African American Students | | | | | |
| proficient | | | | | |
| exceeds | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| proficient | | | | | |
| exceeds | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| proficient | | | | | |
| exceeds | | | | | |
| Number of students tested | | | | | |
| 5. English Language Learner Students | | | | | |
| proficient | | | | | |
| exceeds | | | | | |
| Number of students tested | | | | | |
| 6. | | | | | |
| proficient | | | | | |
| exceeds | | | | | |
| Number of students tested | | | | | |
| NOTES: | | | | | |

11MN3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| proficient | 90 | 93 | 88 | 93 | 79 |
| exceeds | 46 | 54 | 54 | 58 | 46 |
| Number of students tested | 69 | 82 | 85 | 86 | 92 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 1 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 1 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| proficient | 91 | 96 | 83 | 88 | 66 |
| exceeds | | | | | |
| Number of students tested | 23 | 25 | 24 | 16 | 29 |
| 2. African American Students | | | | | |
| proficient | | | | | |
| exceeds | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| proficient | | | | | |
| exceeds | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| proficient | | | | | |
| exceeds | | | | | |
| Number of students tested | | | | | |
| 5. English Language Learner Students | | | | | |
| proficient | | | | | |
| exceeds | | | | | |
| Number of students tested | | | | | |
| 6. | | | | | |
| proficient | | | | | |
| exceeds | | | | | |
| Number of students tested | | | | | |
| NOTES: | | | | | |

11MN3