

U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12MNI

School Type (Public Schools):
(Check all that apply, if any)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Charter	Title 1	Magnet	Choice

Name of Principal: Ms. Gerry Lukaska

Official School Name: Normandale Elementary School

School Mailing Address: 5701 Normandale Road
Edina, MN 55424-1599

County: Hennepin County State School Code Number*: 533

Telephone: (952) 848-4100 E-mail: gerlukaska@edina.k12.mn.us

Fax: (952) 848-4101 Web site/URL: http://www.edina.k12.mn.us/normandale/

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. Ric Dressen Ed.D. Superintendent e-mail:
superintendent@edina.k12.mn.us

District Name: Edina Public School District District Phone: (952) 848-3900

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: Mr. Randy Meyer

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

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

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, 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

12MN1

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 2011-2012 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 foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
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

12MN1

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 6 Elementary schools (includes K-8)
 (per district designation): 2 Middle/Junior high schools
1 High schools
0 K-12 schools
9 Total schools in district
2. District per-pupil expenditure: 11100

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 1
5. Number of students as of October 1, 2011 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	0	0	0
K	46	65	111		7	0	0	0
1	39	70	109		8	0	0	0
2	42	66	108		9	0	0	0
3	47	57	104		10	0	0	0
4	40	59	99		11	0	0	0
5	41	60	101		12	0	0	0
Total in Applying School:								632

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
5 % Asian
3 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
84 % White
7 % 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 2010-2011 school year: 4%

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, 2010 until the end of the school year.	23
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	2
(3)	Total of all transferred students [sum of rows (1) and (2)].	25
(4)	Total number of students in the school as of October 1, 2010	609
(5)	Total transferred students in row (3) divided by total students in row (4).	0.04
(6)	Amount in row (5) multiplied by 100.	4

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 2

Number of non-English languages represented: 1

Specify non-English languages:

French and Somali

9. Percent of students eligible for free/reduced-priced meals: $\frac{1\%}{7}$
 Total number of students who qualify: $\frac{7}{7}$

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: $\frac{8\%}{52}$
 Total number of students served: $\frac{52}{52}$

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>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>2</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>9</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>39</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>1</u>	<u>0</u>
Classroom teachers	<u>22</u>	<u>4</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>9</u>	<u>7</u>
Paraprofessionals	<u>5</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>8</u>	<u>0</u>
Total number	<u>45</u>	<u>11</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: 26:1

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	97%	96%	97%	97%	97%
High school graduation rate	%	%	%	%	%

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

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

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

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

No

Yes

If yes, what was the year of the award? Before 2007

Normandale Elementary School is a full language immersion program with approximately 600 students in kindergarten through fifth grade in our twenty-first year of existence, having grown from two kindergarten classes to five during that period, with a substantial waiting list.

Language immersion is an approach to second language instruction in which the usual curricular activities are conducted in a second language. This means that the new language is the medium of instruction as well as the object of instruction. Immersion students acquire the necessary language skills to understand and communicate about the subject matter set out in the district-wide program of instruction. We follow the same curricula, and in some instances, use the same materials (translated into the target language) as those used in the non-immersion schools of our district. The difference between Normandale and other elementary schools in our district is that formal English instruction lasts only sixty minutes a day and is not introduced until grade three. Despite this fact our formal assessments demonstrate that our students do not lag behind their non-immersion peers.

Educating the whole child is a core belief of our school. The specialist offerings play a fundamental role integrating content and skills delivered in French and English while nourishing the mind/body connection. As one of the languages of the world, Art compels students to decode visually as they interpret pieces and provides an outlet for expression as they produce works. In Physical Education students are exposed to a variety of activities, discover their passions, learn to make good choices and apply these skills for lifelong fitness. Participating in music enriches students' skill base and also supports second-language learning through planning and performance in both French and English. The compatibility between core content classes and specialists contributes to our students' overall self-confidence and thus their ability to achieve academically.

As a choice school in a highly competitive district it is imperative that students achieve high academic standards. To that end focus of leadership at Normandale is school-wide improvement facilitated by a collaborative network of teacher and families committed to the mission of the school. The Normandale Leadership Team (NLT), which includes the principal, partners with the community to expand the leadership capacity and engage the community in contributing to the school's success. All the elements of the NLT are designed to make teaching and learning an organizational and system priority by outlining a structure of collaboration and delegation of responsibilities. Example: Infusing the immersion environment with native speakers is a priority of the school. To this end, the entire community has worked harmoniously to bring French interns to Edina who work alongside teachers, share their culture and provide valued language modeling. An important subcommittee of the NLT is the Intern Organization and Coordination group. Parents work to recruit host families (to house interns), raise funds to sponsor the interns and pay them a stipend along with setting up an organized network of families to integrate interns into the community during their stay in Edina. The presence of these interns in the school setting underscores the diversity of francophone cultures for students. Interns also provide authentic audience for students communicate in French. The world-wide connections and relationships that are built in the community support the mission of the school.

At Normandale the principal leads the Response to Instruction (RtI) work following the district's new staff development model, where each grade level team meets in a Professional Learning Community (PLC) twice a month to review assessment data to inform instruction. The data reviewed include district-wide assessments as well as classroom data. Three times a year, the principal organizes data review days so teams can review their grade level data together. Not only does this ensure that collective wisdom of practitioners is shared, it also helps teachers feel a collective accountability for *all* the students in their grade level.

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

Beliefs We believe that:

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

1. Assessment Results:

Our Reading scores show that in each year out of the past five years 90% or more of Normandale students in grades 3, 4 and 5 have met or exceeded the state standards as assessed by the Minnesota Comprehensive Assessments (MCA) in Reading. (The exception to this is grade 4 Reading in 2007-08 in which 89% of students met or exceeded the standards). Our goal is not only to improve the percentages of students meeting and exceeding standards each year but to also increase the number of students who are exceeding standards each year. In particular, we are especially pleased with our results in grade 3 reading as our students have had only slightly more than 6 months of formal English instruction at the time they take the MCA test. The MCA tests confirm our teacher's findings that Normandale students are able to comprehend literally, inferentially and analytically. Many factors contribute to increasing or maintaining these scores over time. Much of our collaboration between grade levels in the area of Language Arts has helped teachers gain the knowledge and has allowed teachers to share best practices to improve student achievement. Also, through Alt. Comp. (which is a MN alternative compensation initiative in which teachers identify and then work toward specific 'student learning goals' as a performance incentive) and Professional Learning Communities, teachers have developed Student Learning Goals that increase student achievement in the areas of fluency, comprehension and vocabulary acquisition.

Our Mathematics scores also show that in each year out of the past five years 92% or more of Normandale students in grades 3, 4, and 5 have met or exceeded the state standards as assessed by the MCA. (The exceptions to this are 2010-11 in which 89% of grade 3 students and 81% of grade 5 students met or exceeded the standards and in 2007-08 in which 86% of grade 4 students met or exceeded the standards). As in Reading, our goal in Math each year is to increase the percentage of students who are meeting and exceeding standards and specifically to increase the number of students exceeding the standards. The MCA tests confirm that Normandale students are able to compute and apply content knowledge to be successful mathematicians. The factors that have contributed to ensure the success of students in these standardized assessments have been sharing best practices and staff development opportunities. As with the factors described earlier in reading improvement, teachers have, through Alt. Comp. and the development of Professional Learning Communities, developed Student Learning Goals to increase student achievement in the areas of computation, geometry, algebraic functions and mathematical reasoning, no matter what content area they were teaching. These student learning goals were filtered from our school wide goal to improve scores in these areas over a period of three years.

As a whole, Edina Public Schools continues to lead the state in Reading and Math proficiency rates. Edina's overall Reading proficiency rate for 2010-11 was 92 percent, increasing from 90 percent last year and compared with the state average of 74 percent. Proficiency in Math in 2010-11 was 80 percent, falling 7 percentage points from 87 in 2009-10 and compared with the state average of 56 percent. Statewide math performance in grades 3 through 8 fell 9 percentage points as this was the first year of the new MCA-III math exam aligned to more rigorous state standards (including a differently presented format entirely online). While we saw a dip in Math proficiency this year, some fluctuation is not unusual when a new test with a new format is administered for the first time. Since this is the first year of the MCA-III math exam, 2011 is considered a baseline year and should not be directly compared with previous year's math proficiency rates.

Normandale Elementary is consistently in the lead of Edina elementary schools in both Reading and Math proficiency rates. We have regularly maintained our high test scores or have improved upon them (with exception to 2010-11 in which 89% of grade 3 students met or exceeded math standards due to the aforementioned change in rigor and format) through our staff development opportunities, our sharing of best practices, our collaborative nature and using data for tracking and identification for interventions in order to continuously meet the changing needs of our students.

2. Using Assessment Results:

Over the summer our Normandale professional development team reviews the results of the Minnesota Comprehensive Assessments (MCA) to establish school improvement goals for our building. The team disaggregates the data to look at specific strands within the tests to determine content and/or instructional strategies to consider. Then, school-wide SMART (Specific, Measurable, Attainable, Relevant, Time-bound) goals are written and along with MCA test results are shared with the entire Normandale staff in a fall data retreat during the opening workshop days. At this data retreat, grade-level teams work together to write their own action plans and student learning goals based on the school-wide goals and each grade-level's analysis of their own teaching practices and student needs relative to the goal.

Normandale, along with the other schools within the Edina Public School system, participates in the Alternative Compensation program which provides teachers and schools with Alt. Comp. instructional coaches. These coaches observe and work with the classroom teachers to help ensure that the teaching practices within the classroom are in line with best teaching practices and instruction is directly helping students reach their student learning goal and the school to meet its school-wide goals. This reflective practice with alt. comp. coaches, in addition to data gathered from formative and summative assessments throughout the school year, helps us ensure that every child is being taught at his or her appropriate instructional level and that every child is making progress toward meeting or exceeding district and state standards.

Once again in the summer, the Normandale professional development team meets to review the MCA results and to provide a recommendation to present to staff as to whether to continue in the previous year's goal or if the goal has been met and we're ready to set a new school-wide goal. Once this goal is set and our first MAP (Northwest Evaluation Association Measure of Academic Progress) tests have been administered in the fall, our district data coach meets with individual teams for 1/2 day in order to analyze data of all students within a grade level and to group students for intervention and instruction. Student progress within these groups is monitored from September through June.

In addition, with changes made to our TIES (student management system), we are able to easily identify and respond to students who may be struggling in academic, behavior or attendance areas. The use of TIES facilitates student progress monitoring on a daily basis.

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

In order to inform parents, students and the community of students' academic achievement, we send home periodic letters to parents to introduce and explain standardized tests that we administer at each grade level. We also explain how to interpret these results and we solicit parents' partnership in their child's academic achievement. Each year during our Kindergarten Information Night, we briefly review our test results with prospective parents and answer many questions regarding how our students perform and what we do to prepare our students to be successful. Finally, our district newsletter shares with the public our latest results of Spring MCA and MAP tests including outlining areas of improvement for the coming year.

In addition, at the end of each semester, students receive formal grade reports. We also hold parent/teacher conferences in the fall and spring which act as goal setting opportunities between teachers and parents and help to ensure students' achieve at their highest levels.

At the district level, Edina Public Schools compiles all data from the three standardized tests that are administered each year to report them in a comprehensive annual report accessible on the district and individual school websites. In addition to the current year's performance this document provides longitudinal information in charts and graphs for a five-year period. Detailed explanations are provided to assist readers in understanding the purpose of the respective tests, the terminology and how to read the results. A link to the most recent annual report is included here: <http://www.edina.k12.mn.us/news/newsletters.html>.

3. Sharing Lessons Learned:

Normandale School is represented on the district assessment committee that meets several times during the year to discuss testing practices throughout the system. On several occasions the district looked to us for insight due to the consistent successes experienced by our students. To that end we developed and provided all schools with detailed procedures for the specific steps we take to assist our students in being successful learners. Normandale maintains representation on the district professional development committee as well. During the course of the year members are regularly asked to share our school improvement goals and the related action plans to achieve them. These goals are established after thorough examination and analysis of our assessment results. We commonly find other schools working on similar content or skills, providing an opportunity to collaborate and share proven strategies used to increase the probability of success for our students. We also maintain representation on the district English Language Arts design committee. This group meets monthly to analyze the changes in the standards by grade level. In addition, we create preliminary recommendations on changes to our district curriculum. Those recommendations are brought back to our teams for review and will ultimately be given to our school board to be approved.

For the past twenty years, Normandale has been at the forefront of immersion education in the State of Minnesota. Working in partnership with the Center for Advanced Research on Language Acquisition, one of the U.S. Department of Education's National Language Resource Centers, we have participated in a variety of Professional Development activities, as planners, facilitators and participants. In 2008, Normandale staff helped plan and carry out the Immersion Education: Pathways to Bilingualism & Beyond Conference, which garnered us international recognition.

Normandale is a founding member of Minnesota Advocates for Immersion Education (MAIN). In 1998, we were one of only six immersion programs in the metro area, and today there are more than fifty immersion programs across the state. One reason for the exponential growth of immersion programs is because of our proven success, as Normandale is consistently one of the top-scoring schools on state assessments, despite the fact that most of our instruction is delivered in a second language.

As members of the MAIN consortium, Normandale teachers are able to share Best Practices with immersion colleagues during biannual "MAIN Events." During these workshops, we learn about the latest research in immersion education, then see and hear from practitioners in the field, oftentimes our own colleagues. We are also well represented in the American Council on Immersion Education Newsletter. This quarterly journal has published articles written by over a dozen Normandale staff members.

Normandale Elementary French Immersion School has proven to be a school of excellence in one of the most successful districts in the nation.

4. Engaging Families and Communities:

At Normandale we have developed several unique strategies to ensure collaboration between staff, parents and the community to ensure our students' success. We developed a new leadership team with equal representation by staff and parents. This Normandale Leadership Team (NLT) works as the board

of directors of the Normandale Parent / Teacher Organization (PTO) which includes all parents and staff at Normandale. The NLTs goal is to develop policy, procedures and programs which put our students at the center of everything we do. The NLT also evaluates and implements enrichment programs designed to build community while supporting key learning initiatives. Programs such as Jr. Great Books, Art Adventure, Math Olympiads and the Imagination Fair give students the opportunity to expand on themes that they have learned in the classroom through these parent-led programs.

As a school we also believe that children learn compassion and connections to others in need through Service Learning. Thus, we have incorporated service elements into our classroom parties such as students packing lunches for people living in homeless shelters, making “birthday bags” for children living in women’s shelters, and collecting books for schools and orphanages in French-speaking Africa and Haiti. This year our third grade also held its first ever garage sale for a school in Lougou, Haiti. The classroom teachers organized the event and taught students the necessary French language needed and Math skills needed to run the garage sale in French while all grade levels shopped. Teachers, parents and students teamed up to collect and price items and work the sale, which was a phenomenal success and a real-life application of learning and service.

Because we are an immersion school, we have the ability to provide rich cultural experiences for our children. Through our intern program, parents and staff collaborate to recruit and hire native French interns to come to Edina for the entire school year to teach alongside our staff. This program allows for a smaller student to teacher ratio. It also enables families (if they choose) to have a young adult from France live with them for half of the school year sharing their culture and language with our children. We also collaborate with schools in France to provide our students the opportunity to participate in a student travel and exchange program. French students come to live with families from our school and in return, we send 5th graders to live with a family in France for two weeks.

1. Curriculum:

Normandale Elementary School's curriculum is fully aligned to the Minnesota state standards. In addition, following the Edina Public Schools strategic initiative to personalize instruction, we have put a process in place to differentiate instruction in the core content areas through our Response to Instruction (RtI) framework. All students in grades 3 to 5 take the MAP (Northwest Evaluation Association Measures of Academic Progress) assessments in Mathematics and Reading at least twice a year. Those students whose performance is below the 40th percentile receive additional instruction with a classroom teacher or our instructional specialist, depending on the subject matter and grade level. In grades 3-5, students whose performance consistently ranks at the 98-99th percentile are offered gifted education services, which are taught in English by our gifted education teacher. In Mathematics, those services are delivered through a replacement curriculum which is one to two grade levels above that of the students. In Reading, gifted services are delivered through the literary analysis of novels.

In Mathematics, all classroom instruction takes place in French, using translated materials that are identical to those in our non-immersion schools. Students are pre-tested for every unit of study in order to better differentiate instruction. Those whose performance on the pretest exceeds 80% mastery follow an accelerated course of instruction. This course of instruction concentrates on the standards not yet mastered and deepens students' understanding by teaching students the concepts of the unit using instructional materials one level above their current grade. Students whose performance on the pretest is below 80% mastery follow the standard pace of instruction with differentiation provided by the teacher, as needed. In grades 3-5, students whose performance on the MAP assessments is below the 40th percentile receive additional intervention instruction by working in small groups with the instructional specialist.

Language arts instruction takes place entirely in French in grades K-2. Formal English language arts instruction begins in third grade: language arts are studied one hour each day in English, and one hour each day in French in grades 3-5. Through our curriculum review process in both English and French language arts, we align our curriculum to the Minnesota Language Arts Standards, outlining which skills will be developed in each or both languages. Several times each week, students are also flexibly grouped across several classrooms for guided reading instruction in grades 3-5. In grades K-2, students who are more than one grade level behind in their literacy development receive additional instruction on phonemic awareness and phonics skills with our learning specialist. This intervention is delivered in English.

At all grade levels, teachers use formative and summative assessments to identify students performing below grade level expectations, and to pinpoint the skills they need in phonemic awareness, phonics, vocabulary, fluency, and/or comprehension.

The Science curriculum follows the Minnesota Science Standards. To address the engineering strand of the standards, we have embedded engineering units into existing units of study in grades 2-5. The Science curriculum also includes using Science Notebooks (see Additional Curriculum Area description) to deepen student thinking and clearly assess their understanding of scientific concepts. We also have embedded Science trade books in Language Arts instruction that are aligned with the science topics at each grade level. This way, students work on informational reading and writing skills on topics they study in Science.

The Social Studies curriculum, also aligned with the Minnesota Social Studies Standards, is closely intertwined with French and English language arts. Students practice their reading and writing skills as they are studying social studies topics. Most of the Social Studies standards are taught in French but

topics where there are no French resources, such as the American Revolution, have been embedded into English Language Arts.

Because so much of what is taught in French is highly visual and auditory, we rely heavily on technology to make the content come to life. Each classroom is equipped with an interactive whiteboard so teachers and students can use videos, interactive games, Internet resources, etc. Each classroom has a website that allows teachers to upload student work. We encourage e-relationships with other French-speaking schools so students have an authentic audience for their work. As teachers continue to develop students' digital writing skills, they are collaborating with technology resource staff, including our media specialist. The media specialist plays a crucial role in supporting instruction by helping build the background knowledge of students in English before topics are studied in French. She partners with classroom teachers and reinforces the curriculum taught in French by reading books, showing websites, and organizing long-distance field trips in English.

2. Reading/English:

At Normandale we teach students to read in both French and in English. In Kindergarten through grade 2 we focus on vocabulary building, phonics and comprehension strategies in French. Teacher created materials provide a systematic and sequential approach to phonics in these grades while a Canadian reading curriculum called GB+ provides the base for comprehension and vocabulary instruction. Teachers start in Kindergarten teaching students phonemic awareness and phonics skills by using strategies such as attaching hand signs to aural sounds to help students better hear and visualize the difference between sounds in French. Whole group instruction of vocabulary and fluency includes singing, choral reading and repeated readings. Students are also instructed in small groups where they can apply their phonics, fluency and comprehension skills to French texts at their appropriate reading level.

In grades 3 through 5, students continue their literacy education in French with the GB+ program and they begin their formal English instruction, which lasts one hour daily. The French and English literacy instruction works together to help students transfer their literacy skills learned in French to English instruction. Our core English curriculum is Houghton Mifflin which allows us to give our students a strong base in phonics, vocabulary development, comprehension and fluency. In grade 3 we focus intensely on phonics, fluency and comprehension. We use a variety of small and large group settings to insure that every student is exposed to grade 3 vocabulary and comprehension skills and then given the chance to apply these skills and build their fluency in guided reading groups with a text that is appropriate to their reading level. In grades 4 and 5 the focus is on comprehension, while still continuing to build students' vocabulary and fluency. These skills are taught in a whole group setting and then students are able to apply these strategies in guided reading groups with texts at their appropriate reading level. Students also apply these skills to the reading and comprehension of texts in Social Studies and Science.

Students who are reading below grade level in Kindergarten through grade 5 are given extra support in French from the classroom teacher in the form of extra small group time or one-on-one teaching time. Students are also pulled out from the classroom by our Reading Interventionist who builds phonemic awareness, phonics, fluency, vocabulary and comprehension skills in a small group setting through grade 2. Starting in grade 3 students also receive individual support through programs such as Lexia and Read Naturally. Students can also qualify for after-school small group instruction which focuses on phonics, fluency, vocabulary and comprehension skills. Above grade level readers are given opportunities to extend their learning in French and English through extra opportunities in novel study, word study and through work in the gifted education program for those who qualify.

3. Mathematics:

Edina Public Schools adopted the Everyday Mathematics curriculum developed by the University of Chicago School Mathematics Project. While many traditional Math programs usually focus on one strand for a few weeks (e.g., geometry in Unit 6), Everyday Math uses a process known as spiraling -- once

introduced, concepts are continually revisited throughout the school year. Spiraling works especially well in Normandale's French immersion setting since the on-going review of mathematical vocabulary and content offers children numerous opportunities to grasp both language and concepts. Lessons begin with whole-class instruction and are often followed by small-group or partner activities which require pupils to re-use target language as they gain experience with verbalizing explanations and reasoning skills. Number sense and basic computation skills are strengthened through daily mental math routines & review problems, homework, timed tests, and math games: both manipulative- and computer-based.

As part of our professional development plan, teachers and other learning professionals gather semi-annually to examine assessment data from standardized tests to seek out learning trends in our school and district as well as to identify individuals who show a need for remedial or enrichment learning opportunities. During the school year, teachers use the results of summative and weekly evaluations to monitor student growth. Normandale's efforts to help students who are performing below grade-level expectations are rooted in individual and small-group interventions. The most qualified teachers at each grade level provide these pupils additional core instruction and activities multiple times each week. Each student's needs as well as the specific interventions to be used are planned in weekly team meetings. Children whose summative assessments place them below the grade-level benchmarks also receive additional support from the special education teacher or math specialist. Children who perform above grade-level benchmarks receive enrichment interventions from a different teacher in a different classroom at the same time as those receiving remedial interventions. In the upper elementary grades, students who demonstrate a very high math aptitude, and whose summative and standardized assessments qualify them, also receive daily advanced instruction from our Gifted and Talented teacher, thus allowing us to teach every student at their appropriate learning level.

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

4. Additional Curriculum Area:

In the Science curriculum, we develop not only scientific inquiry thinking but also literacy skills. In Science, students study the four strands of science outlined in the Minnesota Science Standards: the Nature of Science and Engineering, Physical Science, Earth and Space Science, and Life Science. We also follow a Science Notebook process, outlined by the district's Science Design Team, to deepen students' thinking and to record their scientific understanding. We scaffold this process through the grade levels, providing more teacher support and visuals in the primary level while expecting more independent student writing in the upper grades. The Science content is also aligned with Language Arts, where we have replaced less-relevant nonfiction texts in our materials with trade books that are aligned to the Science standards. This helps develop better vocabulary and academic knowledge for students. It also provides a rich context for teaching informational reading and writing skills.

To better understand how this interdisciplinary process works, we can look at a grade 3 unit, where students learn about the sun, the moon and the stars. In Science, they conduct experiments and record observations in their Science Notebooks. In Language Arts, they read books about the topic and acquire additional vocabulary. In Science, they write their findings and reflect on their understanding in their Science Notebooks. And in Language Arts, they may further develop a research question from their Science Notebook reflection, practicing research or persuasive writing skills.

The skills and vocabulary are built upon in two content areas and in two languages in this example (French in Science and English in Language Arts). In the primary grades, the same process takes place in French only. At all the grade levels, students have the opportunity to experience multiple exposures and

authentic use of vocabulary. When teachers post students' work on their class website, the audience for this work is no longer confined to the classroom but becomes global, especially for those classrooms that have established collegial relationships with French-speaking schools across the United States and the world.

5. Instructional Methods:

Normandale uses a multi-level framework of instructional supports called Response to Instruction to accelerate student growth (RtI). The purpose of RtI is to enhance personalized learning. The first tier of the framework is the core classroom instruction using research-based-evidence-based curriculum delivered by the general education teacher. The second tier is targeted small group intervention that takes place both inside and outside the classroom for students that need support in addition to the core curriculum. The third tier is targeted to specific students for students qualifying for special education services or gifted and talented services.

Students at Normandale spend the majority of their learning time in French, thus teachers work in small groups as often as possible to provide a rich language structure and to ensure each child understands the core content. In the primary grades students learn a lesson in a whole group setting and then apply their learning to activities in small groups led by the teacher, by the French teaching intern, or by a French-speaking volunteer. In Reading and Math, students receive small group instruction based on their levels as determined by the teacher's observations or formative tests.

In the upper elementary grades, two teachers per grade level teach the same subject simultaneously. This allows students to be leveled across classrooms and to work in small groups in Math, French and English Language Arts based on their levels as determined by pretests and formative assessments. In this manner, all students, grades Kindergarten through grade 5, are receiving instruction at their appropriate challenge level. It is our core belief that every student deserves to be taught at his or her current level of readiness.

Technology plays a key role in our instruction at Normandale because many of our materials are teacher-created in order to meet the district and state standards in French. The use of technology brings these materials to life through color, sound and the ability to interact with the material. Each classroom is equipped with a Promethean Board to best allow teachers to deliver and students to interact with instruction. Student projects are completed using tools such as Google documents and presentations which allow students easy access to their work both at home and at school. Each classroom teacher maintains a website with useful homework links to allow for support and enrichment both in school and at home.

6. Professional Development:

Edina Public Schools and Normandale Elementary are committed to designing and implementing enriching, meaningful, and in-depth programs whose main goals are to enhance and improve student achievement and teacher performance.

For example, at the beginning of every school year, Normandale teachers analyze data from the MCAs, parent, student, staff surveys and they identify both academic and social/emotional goals for our students. The focus of our professional development for that year becomes implementing a cohesive plan that will help us attain our goals. These goals align with district and state standards and they are specific, measurable, and relevant to the needs of our students. As part of our professional development, our staff reviews our progress throughout the year.

In order to reach these academic and social/emotional goals, we commit a part of every staff meeting to professional development discussions and presentations in the areas of Math, Literacy, RtI implementation, Immersion best practices, and Science Notebook use. Grade level teams also have

individual and precise goals which align with what students need to learn. Our professional development time is spent observing, sharing and discussing best practices to meet students at their level. Based on these professional development activities, each grade level pre-tests students to determine which students need either extra help or a challenge. Afterwards, we create and implement various instructional strategies that ensure individual success and growth, such as pre-testing, small group activities, and flexible grouping.

Finally, ongoing assessments are used to monitor student progress and adjust instructional strategies. Data are reviewed at monthly RtI grade level meetings and during school-wide staff development time. At the beginning of the next school year these goals will be reviewed along with data collected from MCA tests and parent, student and staff surveys to determine whether the goals were met and to set our professional development goals for the coming year.

7. School Leadership:

The focus of leadership at Normandale is to empower all stakeholders to use their expertise and resources to meet the academic, social and emotional needs of all learners. The principal is the designated administrator of the leadership team and serves as a skilled project manager and instructional leader supporting joyful, purposeful and engaged learning in the community. To that end, the principal creates an environment of trust and responsibility that is efficiently structured to set students up for success and teachers for delivering collaborative best-practices instruction by modeling the use of the target language and being highly visible as leader who enjoys learning. The goal of leadership at Normandale is to motivate highly-qualified teachers and to positively impact the learning environment. Leadership at all levels is mindful to prioritize the initiatives and to allocate time to those people with the greatest potential to have the highest impact on student achievement.

Given the extra layer of instruction that immersion entails, efficiently scaffolding content and language learning becomes a goal to be infused into as many parts of the day as possible; announcements, assemblies, signage, and celebrations. Using all resources to appropriately assign responsibility for task completion is critical. Our community has maintained the confidence of parents, grandparents, alumni and interested volunteers thus allowing us to partner with the people best equipped and interested in working at a high level of competence. This expansion of leadership and ownership throughout the Normandale community has provided for fundamental elements of the Normandale program to be shouldered by many with a strong sense of accomplishment. It also allows teachers to be focused on instruction and free to develop curriculum and best-practices instruction.

Normandale is a French immersion environment that is filled with the dynamic energy of children acquiring second language skills, supported by passionate parents and teachers. Parents, teachers and staff are committed to supporting the enormous effort, energy and ongoing application of resources it takes from many to sustain this environment. The immersion experience and our commitment to academic excellence connect us to others in our community, country and world on a path toward academic and personal excellence.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: MCA

Edition/Publication Year: Series II/ III(2011) Publisher: Minnesota Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets or Exceeds	89	99	94	96	93
Exceeds	47	70	63	46	52
Number of students tested	98	103	102	104	103
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					
Meets or Exceeds					
Exceeds					
Number of students tested		2	1	1	
2. African American Students					
Meets or Exceeds					
Exceeds					
Number of students tested	2	5	1		1
3. Hispanic or Latino Students					
Meets or Exceeds					
Exceeds					
Number of students tested	3	5	4	3	1
4. Special Education Students					
Meets or Exceeds	80	92	79	85	
Exceeds	20	54	14	23	
Number of students tested	10	13	14	13	6
5. English Language Learner Students					
Meets or Exceeds					
Exceeds					
Number of students tested					1
6. Asian					
Meets or Exceeds					
Exceeds					
Number of students tested	8	6	6	6	5
NOTES:					

12MN1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: MCA

Edition/Publication Year: Series II Publisher: Minnesota Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets or Exceeds	95	96	95	90	92
Exceeds	81	80	77	59	75
Number of students tested	98	103	103	104	103
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					
Meets or Exceeds					
Exceeds					
Number of students tested		2	1	1	
2. African American Students					
Meets or Exceeds					
Exceeds					
Number of students tested	2	5	1		1
3. Hispanic or Latino Students					
Meets or Exceeds					
Exceeds					
Number of students tested	3	5	4	3	1
4. Special Education Students					
Meets or Exceeds	70	85	80	77	
Exceeds	70	62	30	38	
Number of students tested	12	13	14	13	6
5. English Language Learner Students					
Meets or Exceeds					
Exceeds					
Number of students tested			1	5	1
6. Asian					
Meets or Exceeds					
Exceeds					
Number of students tested	8	6	6	6	5
NOTES:					

12MN1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: MCA

Edition/Publication Year: Series II (III-2011) Publisher: Minnesota Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets or Exceeds	92	94	92	86	95
Exceeds	58	58	43	46	59
Number of students tested	97	103	104	103	98
Percent of total students tested	99	100	100	99	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					
Meets or Exceeds					
Exceeds					
Number of students tested	1	2			
2. African American Students					
Meets or Exceeds					
Exceeds					
Number of students tested	4	1		1	
3. Hispanic or Latino Students					
Meets or Exceeds					
Exceeds					
Number of students tested	5	3	4	1	1
4. Special Education Students					
Meets or Exceeds		69	60		
Exceeds		31	40		
Number of students tested	9	13	10	9	8
5. English Language Learner Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
6. Asian					
Meets or Exceeds					
Exceeds					
Number of students tested	6	7	7	6	2
NOTES:					

12MN1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: MCA

Edition/Publication Year: Series II

Publisher: Minnesota Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets or Exceeds	98	93	93	89	97
Exceeds	66	70	62	63	80
Number of students tested	98	102	104	103	99
Percent of total students tested	99	99	99	99	99
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					
Meets or Exceeds					
Exceeds					
Number of students tested	1	2			
2. African American Students					
Meets or Exceeds					
Exceeds					
Number of students tested	4	1		1	
3. Hispanic or Latino Students					
Meets or Exceeds					
Exceeds					
Number of students tested	5	2	4	1	1
4. Special Education Students					
Meets or Exceeds	100	69	70		
Exceeds	30	31	30		
Number of students tested	10	13	10	9	8
5. English Language Learner Students					
Meets or Exceeds					
Exceeds					
Number of students tested					1
6. Asian					
Meets or Exceeds					
Exceeds					
Number of students tested	6	7	7	6	3
NOTES:					

12MN1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: MCA

Edition/Publication Year: Series II (III 2011) Publisher: Minnesota Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets or Exceeds	81	93	91	94	92
Exceeds	27	51	53	49	61
Number of students tested	101	107	100	99	94
Percent of total students tested	100	100	99	99	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					
Meets or Exceeds					
Exceeds					
Number of students tested	1	2			2
2. African American Students					
Meets or Exceeds					
Exceeds					
Number of students tested	1	1	1		1
3. Hispanic or Latino Students					
Meets or Exceeds					
Exceeds					
Number of students tested	3	4	1	1	2
4. Special Education Students					
Meets or Exceeds	42				
Exceeds	17				
Number of students tested	12	8	8	5	8
5. English Language Learner Students					
Meets or Exceeds					
Exceeds					
Number of students tested		1			
6. Asian					
Meets or Exceeds					
Exceeds					
Number of students tested	7	7	6	2	4
NOTES:					

12MN1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: MCA

Edition/Publication Year: Series II Publisher: Minnesota Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Mar	Apr	Apr
SCHOOL SCORES					
Meets or Exceeds	96	93	95	97	95
Exceeds	73	49	50	70	72
Number of students tested	100	107	101	101	94
Percent of total students tested	99	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					
Meets or Exceeds					
Exceeds					
Number of students tested	1	2			2
2. African American Students					
Meets or Exceeds					
Exceeds					
Number of students tested	1	1	1		1
3. Hispanic or Latino Students					
Meets or Exceeds					
Exceeds					
Number of students tested	3	4	1	1	2
4. Special Education Students					
Meets or Exceeds	75				
Exceeds	33				
Number of students tested	12	8	9	5	8
5. English Language Learner Students					
Meets or Exceeds					
Exceeds					
Number of students tested		1		1	
6. Asian					
Meets or Exceeds					
Exceeds					
Number of students tested	7	7	6	3	4
NOTES:					

12MN1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Meets or Exceeds	87	95	92	91	93
Exceeds	43	59	52	46	57
Number of students tested	296	313	306	306	295
Percent of total students tested	99	100	99	99	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					
Meets or Exceeds					
Exceeds					
Number of students tested	2	6	1	1	2
2. African American Students					
Meets or Exceeds					
Exceeds					
Number of students tested	7	7	2	1	2
3. Hispanic or Latino Students					
Meets or Exceeds	100	91			
Exceeds	72	66			
Number of students tested	11	12	9	5	4
4. Special Education Students					
Meets or Exceeds	67	82	72	70	59
Exceeds	25	35	24	22	36
Number of students tested	31	34	32	27	22
5. English Language Learner Students					
Meets or Exceeds					
Exceeds					
Number of students tested	0	1	0	0	1
6.					
Meets or Exceeds	81	95	83	100	100
Exceeds	38	35	52	42	36
Number of students tested	21	20	19	14	11
NOTES:					

12MN1

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Meets or Exceeds	96	93	94	91	94
Exceeds	73	66	63	63	75
Number of students tested	296	312	308	308	296
Percent of total students tested	99	99	99	99	99
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					
Meets or Exceeds					
Exceeds					
Number of students tested	2	6	1	1	2
2. African American Students					
Meets or Exceeds					
Exceeds					
Number of students tested	7	7	2	1	2
3. Hispanic or Latino Students					
Meets or Exceeds	100	90			
Exceeds	81	81			
Number of students tested	11	11	9	5	4
4. Special Education Students					
Meets or Exceeds	80	77	70	70	68
Exceeds	45	41	27	36	45
Number of students tested	34	34	33	27	22
5. English Language Learner Students					
Meets or Exceeds	0				
Exceeds	0				
Number of students tested	0	1	1	6	2
6.					
Meets or Exceeds	90	80	78	93	100
Exceeds	66	60	58	53	75
Number of students tested	21	20	19	15	12
NOTES:					

12MN1