

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13MN4

School Type (Public Schools): **Charter** **Title 1** **Magnet** **Choice**

Name of Principal: Mrs. Jennifer Olson

Official School Name: Winsted Elementary School

School Mailing Address: 431 4th Street North
Winsted, MN 55395-0160

County: McLeod County State School Code Number*: 001

Telephone: (320) 485-2190 E-mail: jolson@hlww.k12.mn.us

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Bradley Sellner Superintendent e-mail: bsellner@hlww.k12.mn.us

District Name: Howard Lake-Waverly-Winsted District Phone: (320) 543-3521

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Dan Schaible

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, Director, National Blue Ribbon Schools (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, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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

1. The school configuration 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 (AYP) or its equivalent 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 AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum 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 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 2 Elementary schools (includes K-8)
 1 Middle/Junior high schools
 1 High schools
 0 K-12 schools
 4 Total schools in district
2. District per-pupil expenditure: 9598

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 8
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	38	27	65
K	28	25	53
1	24	18	42
2	23	27	50
3	9	24	33
4	23	24	47
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			290

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
1 % Black or African American
8 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
88 % 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 2011-2012 school year: 4%

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

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	6
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	4
(3)	Total of all transferred students [sum of rows (1) and (2)].	10
(4)	Total number of students in the school as of October 1, 2011	225
(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: 4%

Total number of ELL students in the school: 9

Number of non-English languages represented: 1

Specify non-English languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 42%
 Total number of students who qualify: 94

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: 14%
 Total number of students served: 31

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>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>8</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>7</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>6</u> Developmentally Delayed

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

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>0</u>	<u>1</u>
Classroom teachers	<u>13</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>4</u>	<u>7</u>
Paraprofessionals	<u>2</u>	<u>8</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>2</u>	<u>2</u>
Total number	<u>21</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:

17:1

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	96%	96%	96%	96%	96%
High school graduation rate	%	%	%	%	%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

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?

PART III - SUMMARY

Winsted Elementary is home to approximately 300 students in preschool through grade four, and one of two elementary schools in the Howard Lake-Waverly-Winsted School District. Winsted Elementary is located in the town of Winsted MN, just 45 minutes west of the Minneapolis-St. Paul area.

Our district-wide mission is to “provide a positive learning environment that recognizes diversity, instills life-long learning skills, and nurtures each individual’s unique potential, talents and self-worth.” Winsted holds to this mission. Winsted Elementary is comprised of 2 sections each of first, third and fourth grade, 3 sections of kindergarten and second grade, and 4 sections of preschool, all of which have small class sizes. Our staff of over 40 members is balanced in experience, ranging from first year teachers to twenty-five year veterans. This diversity provides for a seasoned, no-nonsense approach to learning, and the unique challenge to stretch staff professionally to meet the changing needs of our student population.

Winsted offers low class sizes and a variety of experiences for its students. Students receive instruction in core subject areas as well as a balance of physical education, art, and music. Students also have the opportunity to seek weekly media experiences with our library and instructional computer lab and programs. Staff have been trained in the Responsive Classroom model, and we use it school-wide for common language and expectations. Our expectations are high for students. In offering a range of support between special education, title one, traditional classroom and extension support, all of our students are met at their academic levels. We utilize solid curriculum to meet and exceed the standards set by the state, and continually work to integrate technology through the use of SMARTboards, iPads, projection devices and other digital means in our classrooms.

It is our belief that purposeful instruction, caring dedicated teachers, intrinsically motivated students and a supportive community each played a role in our nomination for National Blue Ribbon status and our students’ success.

Volunteers can be seen in the building on a daily basis, assisting in small group activities, supporting student learning, and the instructional development of our school as a whole. Parents are involved, and are an integral part of our learning community. We have an active volunteer organization—Partners In Education, which supports and enriches classroom learning through sponsorship of family and school activities, provides positive public relations, and offers funds when/where needed. We work in partnership with other volunteer organizations as well. By teaming with the local United Way and Lions groups, as well as the senior care facility, we are not only offering learning for these individuals, we bridge the gap between generations as well as our school to its community. It becomes increasingly important for us to promote positive relationships.

We also have been able to bridge the gap within our own district. Staff and students have the opportunity to experience “elementary” activities together. Music programs, field trips, and special presentations bring the two schools together to develop rapport, and build connections before being merged into one middle school starting at the fifth grade. Staff work hand-in-hand to brainstorm best practice strategies and to mirror the expectations set for our elementary students. High school students also have an opportunity to make connections at the elementary. Working with high school staff, our elementary students receive instruction from high school students involved in the National FFA (Future Farmers of America) program in the areas such as science and safety, and have the opportunity to get involved in school pride through peer mentorship and school assemblies. Our high school students have been able to experience work-like experiences in an educational setting by shadowing teachers through their coursework which increases the impact and connection to our own students.

Above all, our students have a passion for learning. Although motivated by dedicated, knowledgeable and hard-working staff, our students have an interest to learn more, and most often a willingness to push themselves to a higher level academically and socially.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The two most significant standardized assessments administered district-wide are the Minnesota Comprehensive Assessments (MCAs) and the Measures of Academic Progress (MAP tests). The district uses the national norms to monitor benchmarks and growth made in the areas of reading and math by students on the MAP tests. MAP testing occurs a minimum of two times a year—fall and spring, and provides results in strand areas in the form of lexile ranges. A third assessment opportunity in the winter season is used for progress monitoring purposes. MCAs are administered once a year in the spring to students in grades 3-11 and have state-determined proficiency levels. Primary assessments are in the reading and math content areas, with the addition of science and writing at various grade levels. At Winsted Elementary, we only administer reading and math assessments. The four distinct categories of progress are exceeds standards, meets standards, partially meets standards, and does not meet standards. Our goal at the district and school level is to achieve a minimum of “meets” or “exceeds” status. District-wide we have set the high expectations of all students meeting proficiency. It is an additional goal that students show growth from one year to the next in each content area’s assessment.

In looking at our building’s trends, Winsted Elementary continues to achieve a high proficiency rates beyond the state standards in the areas of reading and math. In 2011, the MN Department of Education implemented a multiple measures rating for schools. In the two years of implementation, the Department of Education has recognized Winsted Elementary twice as a Reward School. This recognition is given to the top ten percent of all Title I funded schools based on academic performance and participation in high stakes testing, as well as school attendance rates. Winsted Elementary received a rating of 99.7% in 2012, and was one of the top three schools in the state of Minnesota.

Delving deeper into students’ performances from 2008 to 2012, we found the most significant gains from 2009-10 to 2011-12 in reading, and from 2010-11 to 2011-12 in math. Collectively, third and fourth grade students made improvements in excess of 9 percentage points in reading, and 12 percentage points in math moving from 82 % to 91% and 78% to 91%, respectively.

In reading, Winsted Elementary’s third and fourth grade students moved from 84 % proficiency to over 91% proficiency. Our biggest success is in reducing the number of students who did not meet proficiency. At our lowest marks in 2010, 17% of our student body was not meeting state proficiency. In our most recent testing session (2012), we were able to cut the percentage to under 9% that were not meeting the expectations of proficiency.

Reading success can be attributed to small group expanded instruction in addition to whole group, core lessons delivered by teachers. Progress has been made through consistent staff conversations and book studies targeting best practices in literacy. Teachers worked diligently to implement key vocabulary words and the strategies of literacy using the Daily 5 model developed by “The Two Sisters,” Gail Boushey and Joan Moser. Cooperative conversations between classroom teachers, special education and title one instructors and the reading specialist also help to create clear goals for the continued improvement in reading instruction at Winsted Elementary.

In Math, Winsted Elementary’s fourth grade made great strides from 2008 to 2012 moving from 75% to over 94% proficiency. We saw a dip in scores for 2011, dropping to 76% percent of our students meeting proficiency targets. The most logical explanation for the drop in proficiency is due to the format and revision of the state assessment. Newly implemented state math standards and a computer-based format for test administration are both valid arguments when reflecting on possible impacts of student results. The feeling statewide, and we’d concur, is that students were being tested not only on the math standards and content, but also the computer skills in which to complete the test. We were pleased,

however, to see that with attention and focus to the standards and additional practice in online assessments, students' scores rebounded to 94.8% in 2012. Third grade students maintained a more consistent growth pattern with its most significant gain from 2011 to 2012, moving from 82.4% to 88.1% proficiency. One of Winsted Elementary School's goals for 2013 is to continue to provide more chances for students to use computer-based curriculum assessments in order to build students' confidence levels, as well as place the focus back on the mathematical understanding and skills expected at each grade level.

A highlight in our students' success is the jump in our economically disadvantaged student subgroup, boasting a minimum proficiency rating of 91.7% between third and fourth grade students in reading and math. Winsted has made incredible gains from 2008 where our proficiency rating was as low as 66%. Our focus in closing achievement gaps in student subgroups has been based primarily on socio-economic status and special education services. Other subgroups are difficult to address because of the small student populations. In targeting Winsted Elementary's gaps in achievement, instruction and opportunities are provided for all students regardless of their economic background or abilities. With the utilization of large and small group instructional formats, and the additional volunteer help extended by our school's community, we can more closely target students' achievements to best support their varying needs and better meet the high standards set for our school and district. Winsted Elementary continues to make positive progress and has proudly shown little gap in achievement between all students and the students falling into the subgroup of socio-economic status, and continue to close the gap between general education and special education students.

2. Using Assessment Results:

Winsted Elementary uses formative and summative student data to improve student and overall school performance. Each fall, staff members administer baseline assessments. In the area of language arts, an emergent literacy survey, the Minnesota Comprehensive Assessments (MCAs), STAR reading scores, and a fluency score in addition to the Measures of Academic Progress results are tabulated to create a solid baseline for student abilities and a "starting point." In mathematics, our staff uses a diagnostic tool from our regular enVision curriculum, the Minnesota Comprehensive Assessments (MCAs), STAR math scores, and the Measures of Academic Progress assessment.

Using curriculum based assessments in both mathematics and literacy, classroom teachers monitor student progress and overall understanding. Teachers meet on a monthly basis as a grade level team and periodically with administration to discuss student data, adjust curriculum pacing, address areas of need, and make fluid changes with student groups and support needed. During the monthly discussions, the curriculum based assessments and fluency scores drive discussion on teacher instruction and student success. Discussion takes place at a more global level during staff meetings, professional learning committees (PLCs) and district professional development opportunities. It is during this time that we can vertically focus the needs of our students—both celebrating areas of strength and targeting areas of need. Student data, curriculum maps and state standards are present during this reflective discussion and recommendations are made to improve the instructional targets for a specific group of students. For primary students, we ask, "How can we better build the foundational skills needed for student success?" For our intermediate aged students, we look at trend data for deficiencies and have purposeful conversations for improvement.

Honing in on specific students for improvement, staff seek the assistance of a team of teachers, the Intervention Team, which is comprised of regular education, special education and support staff, a school social worker, and an administrator. The purpose of this team is to provide support, suggest additional intervention strategies for student achievement growth and/or to bridge the gap of the referral process for special education services. This team is proactive in providing resources for staff to diminish the void of support for student success.

Winsted Elementary celebrates success and acknowledges need within the classroom and school setting with students and families in an ongoing fashion. As required by the state's education department, we

share a Student Achievement Report (SAR) with our school board to seek approval, and in turn publicly share with our school community as well as the state. In this document, school and district goals are discussed, results of state and national assessments are shared, trends analyzed, and recommendations are made to address deficiencies.

In addition to the SAR report, students' academic achievements are shared via parent-teacher conferences held in the fall and late winter, and quarterly grade reports. Communication is not limited to parent-teacher conferences and report cards. Winsted staff have a strong rapport with parents and work diligently to recognize achievement and set goals with parents intended for student improvement. Recognition for achievement is highlighted in classroom and school newsletters, the local paper, and on our school district website. Quarterly and year-end achievements are honored in student body assemblies, where families are invited and encouraged to attend.

3. Sharing Lessons Learned:

Winsted Elementary regularly collaborates with Humphrey Elementary and Howard Lake Middle School staff via book studies, professional development opportunities, small group learning communities, and ongoing communication. With communication and common language district-wide, our goals continue to be clear and focused.

Most recently, staff gathered to discuss curriculum alignment gaps and review student data to best address the skills needed for the upcoming state assessments. Stepping outside the school PLC groups, PLC facilitators meet quarterly to discuss implementation of best practice instructional strategies, brainstorm roadblocks for the district PLC groups, and make recommendations for further professional growth, keeping student achievement at the forefront of the discussions.

With several of Winsted's staff members at the masters level of education, relationships were built from surrounding district educators during their educational coursework. Staff utilize their educational connections to seek out answers to questions, investigate strategies and styles of instruction, and share what has been working well in their own classrooms. This has served to be invaluable while researching curriculum, exploring Daily 5, reevaluating our formative assessment tools, and expanding our experiences with a school-wide model of Responsive Classroom.

The elementary principal works with the rest of the HLWW administrative team to plan opportunities for collaboration. She participates in a book study group with other area district administrators, and serves on the Minnesota Elementary School Principals Association board, acting as the chair of the Educational Advisory Committee. With this state-wide networking she is able to seek feedback from principals on educational initiatives, to keep current on legislative priorities, present strategies working to fellow colleagues, and advocate for student and district needs at a grassroots level.

4. Engaging Families and Communities:

Engaging families and the community with schools seems to be a struggle state and nationwide. We work hard to make our families and our school's surrounding community feel welcomed and appreciated. Winsted Elementary has an open-door policy and we solicit help in areas that our volunteers feel they can offer support. We tap into their individual talents and strengths, respect their time shared with us, and graciously recognize the impact they make on our students and school as a whole.

Winsted Elementary offers many ways for families to get involved within the life of their child's learning experiences. We host family breakfasts (Donuts for Dads, Muffins for Moms), grandparents day, and school-wide events such as Family Fun Night and Field Day, in addition to our traditional open-house to start the school year, and parent-teacher conferences held in the fall and spring. Open-house kicks off the school year on a positive note, greeting families and welcoming their child into each teacher's learning

community. It is a chance for teachers to share expectations with students' families in an uninterrupted, succinct and clear message. It also provides an opportunity for parents and students to ask questions about what to expect for the learning year, and dispel any fears. Our conferences, however traditional, provide an essential tool for parents and staff to come together with students to develop learning goals, enhance learning, and address student needs for the school year. Deliberate conversations of partnership show value to each party, and the only way to achieve ultimate success.

Parents and community members serve on various committees--Partners In Education (PIE) organization, District curriculum review, Title I Parent Advisory Board, our school's advisory panel and special education leadership teams. In these various forums, we seek honest feedback in our commitment to provide the best experiences possible for our students.

With any success, we also recognize the continuing need for improvement. At Winsted Elementary we seek constructive feedback via parent satisfaction surveys, highlighting the quality of educational opportunities, the safe and welcoming school environment, and the value of their child's (and their) overall school experiences. From the feedback received, our leadership team works to improve the overall reputation and quality of the school.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

At Winsted Elementary, the curriculum in all core areas is consistently being modified and adapted to meet the learning standards set forth at the local, state, and national levels. Annually, teams composed of teachers and administrators collaborate to adopt new curriculum in varying content areas that follows the cycle determined by the school district. Included more specifically in the curriculum team are teacher representatives from both primary and intermediate grades, as well as special education and title one staff, to be sure all student learning needs are addressed. Through the adoption process, the members of the team determine which curriculum best aligns to our current state and national standards. Additionally, they decide upon any materials that need to be supplemented to fulfill all content area standards. Once implemented, teachers are given consistent professional development opportunities to horizontally and vertically align the curriculum to ensure that all learning outcomes are being met.

Over the past four years we have adopted new curriculum in the core content areas of science, English Language Arts, and Mathematics. Most recently, we adopted the Reading Street series developed by Pearson-Scott Foresman. This series aligns to the 2010 Minnesota K-12 Standards in English Language Arts, which are based from the Common Core State Standards for English Language Arts and Literacy. In 2010, the school district adopted the Seela Science series, which is a customized curriculum that aligns to the Minnesota K-12 Academic Standards in Science. In the content area of Math, the school district implemented the Envisions series developed by Pearson-Scott Foresman in 2009 which aligns to the Minnesota K-12 Academic Standards in Mathematics that were adopted in 2007. This year, in coordination with the adoption of the 2012 Minnesota K-12 Academic Standards in Social Studies, the school district has formed a team to update the current social studies curriculum to align to the most current standards.

In other curriculum areas such as fine arts, physical education/health, and technology, curriculum and standards reviews have each been completed within the last five years. All content areas are current with state and/or national standards. Our current health curriculum, Health and Wellness by McMillan/McGraw-Hill purchased in 2008, is taught in the general education setting complimenting the instruction taking place in the physical education setting. In the physical education and fine arts content areas, rather than instructional curriculum purchases, we purchased curriculum to provide more direct learning opportunities tied to the state and national standards in each curricular area. The music department purchased Orff and other musical instruments to offer more hands-on learning opportunities to students, and the physical education department purchased fitness items and activity kits to develop wellness, improve eye-hand coordination, and promote of general fitness. Technology is reviewed uniquely. With the ever-changing world of technology, we look to ISTE (International Society for Technology in Education) as a guide for our standards, and work to integrate technology in other curricular areas in addition to a standalone instruction model. Although technology is integrated and reviewed on a yearly basis, we use a more global approach to integrate technology and instructional media in the district and to provide a solid plan that the district's budget can manage more soundly.

2. Reading/English:

Winsted Elementary currently uses Pearson-Scott Foresman's Reading Street Series to assist in reading instruction. In previous years, the district used an older version of the Scott Foresman series. Staff incorporates a variety of teaching strategies and tools in the delivery and instruction of reading to meet the diverse needs of student learners. First and foremost, Winsted staff tackle instruction in a direct approach with standards in one hand and curriculum in the other. While both pieces are key to address student needs, ultimately student data is what drives the pace of instruction.

With solid core instruction in place with cyclical key strands of fluency, author's purpose, writing, phonics, grammar, and literacy strategies in the reading curriculum, we approach a second session of learning with modified student groupings. During this 45 minute time period, staff pool together to provide instruction to students in a clustered setting. We draw experience from special education and Title I, general classroom teachers, and a reading teacher to meet with students in small groups of 8-10 students to target literacy components such as vocabulary development, comprehension skills, grammar, inferential learning, and writing. This offers students more individualized instruction and better meets their needs. It also capitalizes on a staff member's strengths and his/her own unique teaching styles. The additional time also offsets the time that students are pulled out of instruction for those needing special education or other support services.

Special education draws on other instructional materials and strategies, utilizing Reading Triumphs, Reading Mastery, and methods such as direct instruction. Title One supports the regular classroom instruction and provides additional support through Houghton-Mifflin's Soar to Success program, which provides weekly measures to monitor progress and student growth. Our reading extension teacher provides additional instruction to a small cluster of third and fourth grade students using the Junior Great Books series. Winsted Elementary also participates in the READ (Reading Education Assistance Dogs) Program. This program is dedicated to improve students' reading skills, such as building fluency and developing self-confidence, using a certified therapy team as literacy mentors.

Beyond current curriculum, state standards, and student data to drive our instruction, we have several other influences that promote and encourage literacy. We use the Accelerated Reading program to emphasize comprehension and enjoyment of reading. Providing small incentives at incremental points within the AR program encourages students to set goals and maintain interest. Teachers have worked together to implement the Daily Five, a strategic approach to promote literacy with Read to Self, Read to Someone, Listen to Reading, Work on Writing, and Word Work components. These strategies are being implemented solidly in the primary grades, and are expanding into the intermediate grade classrooms. First and second grade teachers identified vocabulary as an area of need. The dynamics of the study group allowed for fluid implementation strategies based on Marzano's research. Common vocabulary words were introduced during music and physical education classrooms, and outside traditional literacy instruction. Key words were selected and shared with staff, and strategies to teach meaning to the words highlighted. Strong student achievement results are noted.

3. Mathematics:

Winsted Elementary School utilizes the Scott Foresman-Addison Wesley enVision Math program. This program provides twenty focused topics that are groups of lessons with a common focus. The topics are small enough to rearrange into an individualized curriculum that matches the sequence preferred by a teacher or grade level. There are 140 lessons within the 20 topics. The content in the basic lessons can be taught before the end of the school year which assists in the preparedness for state testing. In addition, students are also prepared for the next year by using the lessons that preview the next grade and the Math Diagnosis and Intervention System for test success the next year. The daily spiral review and the problem of the day provide ongoing review throughout the year which leads to improved mastery and maintenance of skills. The school also uses Pacing for Test Success which addresses all the grade level content that is assessed on the MCA test before the test is given. This provides daily, short activities that relate to geometry, measurement, algebra, data analysis, or probability. These activities are used in conjunction with student book lessons that focus on content assessed on the MCA test to make sure students have experience with all the assessed content prior to taking the test.

All students have access to the same content but the level of the instruction is based on how much support each child needs. Teachers provide leveled activities and leveled homework for re-teaching, practice, or enrichment. Teachers also integrate digital resources to promote learning with the digital student editions, visual learning animations, animated glossary, tests, and games on the computer,

Internet, and interactive boards. For students needing additional support, the Title One Program uses pre-teaching, re-teaching, and basic skills practice to supplement the classroom instruction.

All students at Winsted Elementary have access to instruction on grade-level content standards. Ongoing assessment provides valuable information to guide data-driven instruction. With frequent progress monitoring, students receive important feedback, while teachers gain information about students that can guide instruction. Appropriate accommodations and/or modifications are provided as needed on evaluations of classroom performance, with the individual student's needs being carefully considered before implementation of accommodations, modifications, and/or interventions. Students having difficulties achieving proficiency on grade-level content standards are provided with various options for specially designed instruction, such as individual or small group standard/strand specific remediation.

The mathematics curriculum and instruction, instructional methods, and the strategies used to improve the mathematics skills of all students, have had a powerful impact on student learning at Winsted Elementary School.

4. Additional Curriculum Area:

The Howard Lake-Waverly-Winsted School District is dedicated to providing a safe and healthy learning environment for all students. Included in this mission is that of teaching our students healthy life habits and choices. The role of physical education in our district is crucial in order to keep our students moving, healthy and safe. A coordinated school health program is key in order to meet the health and safety needs of our K-12 students. HLWW schools promote eight coordinated school health components: health education, physical education, health services, nutrition services, counseling/psychological services, a healthy safe environment, parent and community involvement and staff wellness.

Our food services program is highly regulated and works hard to ensure balanced, healthful meals for all children during every school day. Our school breakfast program continues to grow with each passing year. Many studies have shown that by starting the day with breakfast, academic performance improves; attention span increases and students are better able to process information more effectively.

The philosophy of our physical education classes has taken a dramatic swing in the last ten years. Lifetime activities have become a much larger part of the curriculum. Competitive team and partner activities still have their place in our schools as well. These activities provide valuable life skills such as how to deal with failure and how to be gracious and courteous in victory. Learning opportunities have been expanded more recently with a grant from the Minnesota Department of Natural Resources to include archery offered to fourth grade. Additional monetary support has come from our parent organization in which we have been able to provide an experience in roller skating for students in grades kindergarten through fourth grade.

HLWW's health and physical education department is composed of licensed K-12 specialists who serve all our schools, including Developmental/Adaptive Physical Education endorsements to better serve our special needs students in the physical realm. Our mission is to contribute to each student's growth and development in the physical, cognitive, and social domains through a movement-based curriculum. This will involve a unified approach to education (parents, community, and school) coupled with the delivery of a planned, sequential K-12 instructional curriculum that follows the Minnesota Physical Education Standards while teaching the behaviors and knowledge necessary to exemplify good health and maintain a physically active lifestyle. Quality health and physical education instruction involves the whole child by providing psychomotor, cognitive, and affective benefits.

5. Instructional Methods:

Humphrey teachers provide core instruction to their classrooms of students. At the beginning of the year, a screening tool is used to identify target areas of strength and weakness, and ongoing formative

assessments monitor the progress of each student's growth. Small extension learning groups are created from the student data by tapping into additional staff support—special education, Title I, and an instructional specialist, to focus on target skills needed to develop higher student achievement. Special education and title one staff monitor specific skill progress in greater detail, as they are responsible to track and report progress for their respective programs' accountability. Each student is challenged carefully at his/her own level to address the expectations of meeting academic standards. Each grade level has a slightly different approach to student instruction, matching teacher personality and classroom dynamics, yet all grade levels strive for high standards and expectations for ALL students.

Integration of technology, however important, has not taken the place of the teacher. Technology is used as an effective tool to engage and enhance student learning, complimenting solid teaching instruction. Each grade level utilizes SMARTboard technology and/or a computer-projection device station to assist combination. Students also have access to a variety of learning applications and web-based resources within the computer lab and classroom. Parents have an option to participate in free web-based instructional "games" built directly around our state standards. This availability was made provided by fundraising and support from our parent organization. Suggested educational games are also shared on our website to assist families in fun learning experiences and generally provides students with instant feedback on success.

6. Professional Development:

In the last two years, the Howard Lake-Waverly-Winsted school district has revised the methods of providing staff development. The shift in delivery was shaped by the limited availability of state funding, and the need to keep teachers in the classrooms on a more consistent basis. Currently professional development has been offered by teacher experts and guest speakers. The opportunities for staff are complimentary to their re-licensure needs and addressing the district's goals of high student achievement, safe and welcoming learning environment, and efficient and effective operations. Staff members receive time to participate in job embedded professional development while working in professional learning communities, book studies, and standards/curriculum development work.

Allowing staff collaboration time to discuss and reflect on purposeful reading excerpts, develop action plans and allow for implementation, and then return to the group for discussion on gains and concerns with the implementation, has been invaluable. Teachers have been able to cater the discussion to their specific classroom needs, and students are the recipients of more focused instruction, positive learning strategies, and meaningful, connected instruction.

Our last several professional development sessions targeted current curriculum and the alignment to academic standards. Staff worked in respective content area groups (with elementary addressing math and literacy standards) to vertically align instruction, address gaps in instruction, and then review using academic standards and state-wide test specifications to guide discussion. The outcome was purposeful communication to reaffirm key strategies and quality instruction, and expanded conversation to address the weaker areas in student achievement. Providing collaboration time has been essential for staff to regroup and refocus, and truly rejuvenates positive attitudes and energy needed to implement successful instruction for student growth.

7. School Leadership:

Winsted Elementary is led by our outstanding principal, who works closely with the district administrative team (Superintendent, High School Principal, and Middle School Principal) to provide students, staff, parents, and community members a well-rounded and fulfilling education. The principal is the instructional leader at Winsted Elementary.

Through collaboration with staff, the principal provides leadership that fosters teacher development and growth. With the implementation of Professional Learning Communities provided by the district, the

principal and district administrative team have created an atmosphere of reflection on best practices and development of programs and curriculum that are best for students.

As part of the team that implements new curriculum and alignment, the principal plays a key role in fostering how to creatively work within the framework of schedules, budgets, and staffing to deliver quality curriculum that is aligned to standards and best practices.

The principal also promotes relationships and a teamwork approach throughout the building. Whether it is through grade level planning, the integration of Title and Special Education services, or through the development and implementation of the student assistance team, she instills the working relationship it takes from all players to address the needs of students and their improved achievement.

Creativity and initiative is the stronghold of a good working elementary school. In a small school setting such as Winsted Elementary, students, parents, teachers, and the community must be flexible, collaborative, and have the vision of where they want the school to go. The principal facilitates and continuously feeds this approach through implementation of required policies and procedures, as well as by implementing the goals and objectives of the district at large.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Minnesota Comprehensive Assessments (MCA)

Edition/Publication Year: III Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets and Exceeds Standard	88	82	82	84	91
Exceeds Standard	41	41	38	41	32
Number of students tested	42	34	34	32	34
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 and Exceeds Standard	92	73	75	80	Masked
Exceeds Standard	25	18	31	30	Masked
Number of students tested	12	11	16	10	9
2. African American Students					
Meets and Exceeds Standard					
Exceeds Standard					
Number of students tested					
3. Hispanic or Latino Students					
Meets and Exceeds Standard	Masked	Masked	0	Masked	Masked
Exceeds Standard	Masked	Masked	0	Masked	Masked
Number of students tested	1	1		1	3
4. Special Education Students					
Meets and Exceeds Standard	Masked	Masked	Masked	Masked	Masked
Exceeds Standard	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	5	6	2	9
5. English Language Learner Students					
Meets and Exceeds Standard	Masked	Masked			Masked
Exceeds Standard	Masked	Masked			Masked
Number of students tested	1	2			1
6. Asian/Pacific Islander					
Meets and Exceeds Standard		Masked			
Exceeds Standard		Masked			
Number of students tested		1			
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13MN4

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 3 Test: Minnesota Comprehensive Assessments (MCA)

Edition/Publication Year: II Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets or Exceeds Standard	93	92	79	91	82
Exceeds Standard	52	59	25	69	50
Number of students tested	42	34	34	32	34
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 Standard	100	73	69	90	Masked
Exceeds Standard	42	36	38	50	Masked
Number of students tested	12	11	16	10	9
2. African American Students					
Meets or Exceeds Standard					
Exceeds Standard					
Number of students tested					
3. Hispanic or Latino Students					
Meets or Exceeds Standard	Masked	Masked		Masked	Masked
Exceeds Standard	Masked	Masked		Masked	Masked
Number of students tested	1	1		1	3
4. Special Education Students					
Meets or Exceeds Standard	Masked	Masked	Masked	Masked	Masked
Exceeds Standard	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	5	6	2	9
5. English Language Learner Students					
Meets or Exceeds Standard	Masked	Masked			Masked
Exceeds Standard	Masked	Masked			Masked
Number of students tested	1	2			1
6. Asian/Pacific Islander					
Meets or Exceeds Standard		Masked			
Exceeds Standard		Masked			
Number of students tested		1			
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13MN4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: Minnesota Comprehensive Assessments (MCA)

Edition/Publication Year: III Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets or Exceeds Standard	95	76	97	76	90
Exceeds Standard	54	22	62	30	33
Number of students tested	39	37	34	37	21
Percent of total students tested	100	100	100	100	91
Number of students alternatively assessed	0	0	0	0	2
Percent of students alternatively assessed	0	0	0	0	9
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets or Exceeds Standard	100	73	93	62	Masked
Exceeds Standard	54	13	36	23	Masked
Number of students tested	13	16	14	13	8
2. African American Students					
Meets or Exceeds Standard		Masked			
Exceeds Standard		Masked			
Number of students tested		1			
3. Hispanic or Latino Students					
Meets or Exceeds Standard	Masked	Masked	Masked	Masked	
Exceeds Standard	Masked	Masked	Masked	Masked	
Number of students tested	1	3	1	2	
4. Special Education Students					
Meets or Exceeds Standard	Masked	Masked	Masked	Masked	Masked
Exceeds Standard	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	5	2	8	5
5. English Language Learner Students					
Meets or Exceeds Standard	Masked	Masked	Masked	Masked	Masked
Exceeds Standard	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	2	1	1	2
6. Asian/Pacific Islander					
Meets or Exceeds Standard	Masked	Masked			Masked
Exceeds Standard	Masked	Masked			Masked
Number of students tested	1	1			1
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13MN4

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 4 Test: Minnesota Comprehensive Assessments (MCA)

Edition/Publication Year: II Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets or Exceeds Standard	90	81	85	78	90
Exceeds	64	30	56	43	57
Number of students tested	39	37	34	37	21
Percent of total students tested	100	100	100	100	91
Number of students alternatively assessed	0	0	0	0	2
Percent of students alternatively assessed	0	0	0	0	9
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets or Exceeds Standard	92	69	71	77	Masked
Exceeds	54	19	24	31	Masked
Number of students tested	13	16	14	13	8
2. African American Students					
Meets or Exceeds Standard		Masked			
Exceeds		Masked			
Number of students tested		1			
3. Hispanic or Latino Students					
Meets or Exceeds Standard	Masked	Masked	Masked	Masked	
Exceeds	Masked	Masked	Masked	Masked	
Number of students tested	1	3	1	2	
4. Special Education Students					
Meets or Exceeds Standard	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	5	2	8	5
5. English Language Learner Students					
Meets or Exceeds Standard	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	2	1	1	2
6. Asian/Pacific Islander					
Meets or Exceeds Standard	Masked	Masked			Masked
Exceeds	Masked	Masked			Masked
Number of students tested	1	1			1
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					