U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13MN1

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

Name of Principal: Mr. Bryan McGinley Ed.S

Official School Name: Deephaven Elementary School

School Mailing Address: 4452 Vine Hill Road

Deephaven, MN 55391-3539

County: Hennepin County   State School Code Number*: 602

Telephone: (952) 401-6900   E-mail: bryan.mcginley@minnetonka.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*: Dr. Dennis Peterson PhD   Superintendent e-mail: dennis.peterson@minnetonka.k12.mn.us

District Name: Minnetonka Public Schools   District Phone: (952) 401-5000

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: Mrs. Lisa Wagner

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   6 Elementary schools (includes K-8)

    2 Middle/Junior high schools

    1 High schools

    0 K-12 schools

    9 Total schools in district

2. District per-pupil expenditure: 9579

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: 13

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	0	0	0
K	49	57	106
1	39	53	92
2	52	56	108
3	54	42	96
4	38	44	82
5	36	39	75
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:			559

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
0 %	Asian
2 %	Black or African American
4 %	Hispanic or Latino
4 %	Native Hawaiian or Other Pacific Islander
90 %	White
0 %	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 ***to*** the school after October 1, 2011 until the end of the school year.	11
(2)	Number of students who transferred ***from*** the school after October 1, 2011 until the end of the school year.	12
(3)	Total of all transferred students [sum of rows (1) and (2)].	23
(4)	Total number of students in the school as of October 1, 2011	559
(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: 1%

   Total number of ELL students in the school: 11

   Number of non-English languages represented: 9

   Specify non-English languages:

   Arabic, Bosnian, Ethiopian, Icelandic, Japanese, Khmer, Oromo, Russian, and Spanish.

9. Percent of students eligible for free/reduced-priced meals: ___13%___

    Total number of students who qualify: ___70___

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: ___8%___

    Total number of students served: ___43___

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

10	Autism	0	Orthopedic Impairment
0	Deafness	4	Other Health Impaired
0	Deaf-Blindness	6	Specific Learning Disability
3	Emotional Disturbance	20	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	0	Developmentally Delayed

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

	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	26	1
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	10	14
Paraprofessionals	5	14
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	4	9
Total number	46	38

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:   21:1

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	97%	96%	95%	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?   Prior to 2000

PART III - SUMMARY

The mission of the Minnetonka School District is to ensure all students envision and pursue their highest aspirations while serving the greater good, through teaching and learning which: value and nurture each person, inspire in everyone a passion to excel with confidence and hope, and instill expectations that stimulate extraordinary achievement in the classroom and in life.

Deephaven has a long tradition of excellence and our school is fortunate to have staff, students, and parents working together to create partnerships for learning. The dynamic and committed professional educators at our school continually look for ways to improve our school and our classroom instruction. Our focus is on our students and their personal and academic growth. We make learning come alive through the use of:

- Differentiated Instruction

- Responsive Classroom

- Balanced Literacy approach

- Guided Reading with the use of leveled reading material

- K-5 Coordination of Science Instruction

- Technology Integration

- Our adopted curriculum of Houghton Mifflin, Everyday Math, 6+1 Traits of Writing, Foss Science, History Alive and The Great Body Shop.

- Music, Art, Physical Education, Media Center, Band and Orchestra taught by licensed specialists in these areas.

- Spanish Immersion Program

- After-school Spanish classes

- Fine Arts opportunities – Elementary Musical Theater Program and enhanced fifth grade music options.

The Deephaven staff creates a learning environment that encourages cooperation, assertion, responsibility, empathy and self-control. Common language is also used with students to reinforce consistent expectations for work and behavior. Our Kindness Initiative and Olweus Bullying Prevention Program encourage a safe and supportive learning environment for all students, allowing us to support each student's progress toward academic, social and emotional growth.

Deephaven Elementary is a vibrant learning environment continually improving the learning experiences of our students. Our school first piloted Smart Boards in 2002 and led the District in classroom technology integration. We built a beautiful new playground for students in 2005, created an outdoor classroom in 2007 and opened a state-of-the-art Media Center in 2010. We began a partnership in 2011 with Life Time Fitness to provide students with healthier lunches by improving the ingredients in our menu items. In 2012, Deephaven began a partnership with Crane Engineering to support our focus on S.T.E.M. Our goal is to continue to look for ways to improve our school in order to prepare our students for a successful future.

Deephaven has promoted student learning in a number of ways beyond our district curriculum. Our strength as a school includes the numerous additional programs that support student learning. These programs include:

Lighthouse Publishing - Students in grades 2-5 write stories outside of the school day and receive their published book at a monthly Authors' Celebration recognition event.

Authors' Celebration of Excellence (ACE) is a program offered to students in fifth grade. Participating students meet with adult mentors after school and engage in weekly meetings over a five-month period of time following a step-by-step process for writing a full-length novel. Students receive a published copy of their book and a second copy is placed in our media center for students in our school to check out and read.

Student Leadership is open to all fourth and fifth graders. We believe developing leadership skills in students is essential and have created an after-school program that teaches specific leadership skills to students and allows them to practice them through service learning projects.

A nationally recognized technology leader, Deephaven was the first school in our district to pilot Smart Boards in 2002 and we piloted the use of over 50 iPads for instructional purposes in 2011. We developed primary and intermediate lessons that supports our adopted curriculum. In addition, our use of laptops in the classroom, Smart Board technology, and classroom sound systems play a key role in accelerating student learning.

In Reading and Math, we identify every student's reading level and use leveled readers to instruct students using Guided Reading. Students are engaged in 70 minutes of math instruction every day and use Rocket Math to ensure proficiency in math facts. Events such as Month of Math and Math Madness promote excitement and learning around mathematics.

In Science, we recently created a partnership with Crane Engineering to support S.T.E.M. in our school.

Bees - Deephaven conducts an annual fifth grade spelling bee and a geography bee to encourage further learning in each area.

Summer Learning Loss - Deephaven has created the Principal's Summer Challenge to encourage parents to support their children over the summer by tracking their work in the areas of reading, math and writing.

Overall, our students have not changed significantly over the past several years. A slight increase in additional learning needs has developed at our school and our staff currently uses the Response to Intervention process along with our problem solving team to address unique student needs. We have also provided more support for parents including the posting of homework on-line, reading logs, and calendars so they may ensure that their child completes his or her homework each night.

Parents are valued partners at Deephaven Elementary School, playing important roles at home and at school. We are fortunate to have a community that shares their time and talents with our students. We encourage all parents to become involved in our school in a way that fits their time and taps into their talents.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Deephaven Elementary School uses the Northwest Evaluation Assessment (NWEA) and the Minnesota Comprehensive Assessment (MCA) to assess student growth in reading and math during the course of the school year.

The NWEA test is given to every student in grades K-5 twice during each school year: once in the fall and again in the spring. Student growth is measured by RIT scores. Students who score above the 50th percentile are considered to be at grade level. Students who score below the 40th percentile qualify for support services from Response to Intervention (RtI) and Title I teachers.

The MCA is given to every student in grades 3-5 in April. Students are considered proficient in math or reading with a score of 350 (3rd grade), 450 (4th grade) or 550 (5th grade). Students who exceed the standards are those that score at or above 366 (3rd grade), 466 (4th grade), or 566 (5th grade).

In looking at the MCA scores from 2007 through 2012, Deephaven Elementary's data shows a noticeable upward trend. The overall math proficiency has increased 9.2 percentage points over the past 5 years from 85.8% to 95%. The overall reading proficiency has increased 5.2 percentage points 90.7% to 95.9%.

There are many factors that have contributed to significant gains over the five-year period in math and reading. Staff development is a critical component to the success of our students. All classroom teachers have been trained in Guided Reading, Singapore Math, and Rocket Math along with other instructional strategies. In addition, we have established a comprehensive guided reading resource room to provide materials for teachers to use. Each grade level is given the opportunity to work together with the school reading specialist using our NWEA and MCA III data to group students for reading instruction. Our staff has engaged in numerous book studies focusing on best practices in reading, writing, and mathematics.

Many programs exist at Deephaven designed to support student growth. Students who are performing below grade level receive services through RtI, Title 1 and Read Naturally. The gifted and talented services have increased from one part-time teacher to one full-time teacher in order to enhance students' learning through pull-out instruction, enrichment groups, independent investigations, book clubs and co-teaching of themes in the classroom. We feel these programs have contributed significantly to the gains our students have made.

Technology has increased substantially over the last five years to positively impact our students' test scores. All classrooms have Smart Boards, small group computer stations and access to classroom sets of laptops and iPads. Staff members have had extensive training in technology/curriculum integration focused on increasing student learning.

Parents are highly involved in their children's education. Families participate in home programs that enhance the students' learning such as ALEKS Math, Raz-Kids (a reading fluency and comprehension program), weekly reading logs at each grade level, Math Madness and Month of Math, as well as the ACE writing program. Parent support of student learning has a direct effect on student performance.

In analyzing our data, we found there is an achievement gap of greater than 10 percentage points in 2 subgroups in both reading and math. To address this issue classroom teachers analyze the specific area of need and collaborate with our support personnel in reading, math, and ELL. In reading, these students may work in a small group in their classroom (tier 1), in a small pullout group (tier 2), or work one-on-one with a reading interventionist (tier 3). In math, these students work in a small group in the classroom or with a Title I teacher in a small group. Students who need ELL services may work with the ELL

specialist or may have paraprofessional support in the classroom. These students are assessed continually throughout the year. Support is adjusted as they meet their individual learning goals.

The significant gains in test scores at Deephaven Elementary can be attributed to analyzing student data to create student learning goals, using test data to pinpoint student strengths and areas for academic growth, targeted instruction for students based on individual learning needs, strong curriculum based on reading and math fundamentals, staff development, integrated technology that accelerates learning, and parent involvement.

2. Using Assessment Results:

Deephaven Elementary analyzes assessment data continually throughout the year to provide instructional information.The NWEA test is administered to all students in September and March. From this data and the previous year's MCA-III assessment, classroom teachers have information to plan, group and instruct their students' learning. Analysis of this data allows the staff to set educational goals and plan for instruction.

Data is analyzed through a collaborative effort. Minnetonka's Director of Assessment meets with each grade level team in the fall and spring to review trends in student scores for both math and reading. Test scores are analyzed by teachers looking at the entire grade level, individual classrooms, and individual students. The information gleaned from these data days informs whole class instruction, as well as small group and individualized instruction. Following this meeting, grade level teams work together, taking into account RIT scores broken down by strand to effectively develop a plan to place students in flexible groups. Once a plan is in place, Professional Learning Communities use the data to develop smart goals for reading or math, which are monitored throughout the year, adjusting and informing instruction. The Teaching and Learning Committee, composed of teachers from all grade levels, uses this information when setting goals and determining staff development needs for the school year.

The assessment data is used to inform daily instruction and to systematically form groups for students requiring enrichment or remediation opportunities. Specific groups using this criteria include accelerated math, gifted/talented groups, math enrichment, book clubs, RtI reading, and Title I math support.

When teachers have concerns about individual students, they refer them to The Problem Solving Team. This team requires data information when reviewing students for academic intervention. Special Education uses this data as a component for qualifying a student to receive services and an Individual Educational Plan is developed.

To improve instruction and student learning, each teacher uses formative assessments, such as oral reading fluencies and district created common assessments in math, reading and science. Using the results from these assessments, teachers are able to create flexible grouping for differentiation to meet the needs of their students. Due to the regularity of these assessments, these groups are fluid, which allows teachers to plan for each child's instructional needs as they change. In addition, this information is communicated to students so they can take ownership for their learning and develop individual goals.

Parents are kept informed of their child's academic achievement in a variety of ways. After a child has taken the NWEA test, parents are able to view their test results using our Skyward student information system. Teachers share the data with parents strategically at conferences. Parents are consulted about any groups their child may be included in due to their test scores for either enrichment or remediation. If a child needs interventions for either enrichment or remediation, a team of educators and the parents are involved to determine what is best for the child.

The community at large is informed about our students' assessment data through many communication tools. There are PTA meetings at which data is shared from the various grade levels and also from the school at large. A presentation is shared with the School Board about the aggregate data from our school

to see the trends and patterns. This information is also easily obtained through the District's website. The MCA results are shared in the local newspaper, along with school rankings within the state, and through our Community Report Card.

3. Sharing Lessons Learned:

Deephaven Elementary works with other schools in and out of the District on a regular basis. As a result of the school's success, other educators look to learn from the many practices and programs we have in place. The Deephaven staff is very willing to collaborate with these educators to help them grow to positively impact students in their setting.

Deephaven Elementary is considered a leader in many areas in the district. Much of the work that is done at the school is shared with the five other elementary schools in the district. Cross-level PLC teams are practiced in some areas, and allows teachers to collaborate and work with student data from other buildings on school improvements. The Deephaven students leadership after-school program has also been shared with other elementary schools in the district. This program focuses on the development of student leadership skills, along with participating in service-learning opportunities.

Deephaven staff is in the forefront of the integration of 21st Century Fluencies and technology integration in the district, too. As a result, many professional development opportunities in these areas have been developed, modeled, and utilized by many other schools in the district. Additionally, Deephaven Elementary has been leading the pilot of integrating iPads in the classroom setting. This pilot has been supported by the district technology staff and the model has been shared with all the other elementary schools in the district.

Deephaven Elementary has also shared programs with many other schools outside our own school district. We have hosted several state and national technology site visits in the past ten years. During these visits, teachers and administrators from other districts tour our school to learn about how we integrate technology in the classroom to enhance the learning environment. For the last two years, Deephaven has been working with Life Time Fitness on a school lunch improvement program. The findings of this program have been shared nationally with other school districts who are in the process of implementing the program. Teachers from other districts have also come to our school to learn more about applying Responsive Classroom practices in the classroom. This included classroom observations, as well as meeting with teacher leaders from Deephaven.

4. Engaging Families and Communities:

Deephaven employs several strategies to successfully engage our families and community. We begin by clearly communicating to parents that they are a valued partner at our school. Survey data reports that 96.9% of parents feel welcome by staff at Deephaven during the school day. We invite parents to share their unique skills and talents with our school. We also have several volunteer opportunities available to parents and community members.

Opportunities for parent and community engagement support our mission. Examples include parents and community members serving as writing mentors, supporting students in math, publishing stories written by students, serving lunch to students, providing art and music enrichment programs, leading our Imagination Fair, volunteering on our playground, conducting kindness activities and planning our World Culture Week with teachers. In addition, we have over 95% attendance at parent-teacher conferences and conduct phone conferences with parents that are unable to make it to school.

Parents and community members were actively involved with major school projects including our new playground, the outdoor classroom, and our media center remodel. We utilized specific skill sets of parent and community members to fulfill roles in the areas of design, fundraising, research and planning for each project.

Our school has developed two business partnerships to support our students in the areas of improved nutrition and S.T.E.M. The Life Time Fitness Foundation provides our school with an on-going grant to support more nutritious lunches for students. The objective of the partnership is bold and includes the elimination of bleached flour, processed sugar, food coloring, high-fructose corn syrup, preservatives, trans fats and antibiotics/hormones from the lunch menu. The Life Time Foundation provides the necessary financial support to offset the gap between the existing school budget and the cost of the improved lunch menu. Crane Engineering partners with our school by providing an annual field trip for our fifth grade students to their business headquarters where students view and participate in experiments that illustrate basic scientific and engineering principals. Examples include the application of physical forces that move objects, chemical reactions, and the use of measurement techniques to evaluate results. The experiments are designed and conducted by licensed professional engineers.

Technology plays an important role in communicating and partnering with parents. Parents view report cards, test scores, and assignments through our student information system (Skyward). Teachers and administrators communicate with parents using this same software or through our mass messaging system, which allows specific communications to be sent efficiently via email or phone. In addition, teachers communicate with parents and students using Schoology, a password-protected learning management system with social networking features that allow teachers to share information that relates specifically to their grade level curriculum. Minnetonka's robust website includes carefully selected website links, subscription databases, and subscription software that supports classroom curriculum, all available to students and families logged into the portal.

Parent and community volunteers are in our school every day. They feel welcome and valued in our school and readily participate in supporting school staff. Partnering with parents and community members is a key strategy we use at Deephaven to capitalize on the resources available to us beyond state and federal funding.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Deephaven Elementary curricula challenges and supports all students in the pursuit of their highest levels of academic and personal achievement. This curriculum is based on the rigorous standards set by the state of Minnesota and the Minnetonka Public Schools. Deephaven Elementary is a one-school community delivering instruction in either English or through Spanish immersion.

The language arts curriculum is standards-based and comprehensive. It utilizes the Houghton Mifflin Reading Anthology supported by classroom libraries and the Guided Reading Resource Room. Students have access to a wide variety of reading materials, both print and digital, that meet each student's learning targets and their Lexile range. The writing curriculum encompasses the 6+1 Traits of Writing Framework. These curricula allow for direct instruction in reading and writing skills and strategies using whole class, small flexible groups, and individual conferencing formats.

Deephaven uses the Everyday Mathematics curriculum, enhanced with Singapore Math Strategies and independent skill building software (ALEKS). This program includes the following mathematical strands: Number and Numeration; Operations and Computation; Data and Chance; Measurement and Reference Frames; Geometry; and Patterns, Functions, and Algebra. Additional curricular resources that support student learning include manipulatives, tools, Singapore Math strategies, Rocket Math and technology. Standards-based assessments inform instructional decisions and small group structures.

Deephaven uses the Full Option Science System (FOSS) and STEM activities at each grade level, which are aligned with state science standards. The curriculum focuses on the scientific method, allowing students to actively construct ideas through observation, inquiry, investigation and analysis. The curriculum and instruction provides a stimulating and challenging learning environment that incorporates science, technology, engineering and math to inspire students to discover and innovate.

The social studies curriculum at Deephaven is taught using the Social Studies Alive series, which aligns with Minnesota's state standards. The emphasis changes at each grade level, however it remains consistent by focusing on real-world experiences that broaden students' knowledge of community. Students develop a sense of belonging to a diverse world, along with national and local communities. Within this framework, students are taught how to interact with others and be a productive global citizen in the 21st century. Also, students learn about the influences of a democratic society.

The visual arts program at Deephaven strives to build and foster essential innovative thinking, creativity, and problem solving to enhance communication fluency. Visual Arts instruction is focused on promoting the ability to interpret, use, appreciate, and create images and video using both conventional and 21st century media in ways that advance thinking, decision making, communication, and learning.

The music program is a comprehensive and sequential curriculum. It is based on national standards and includes singing, movement, music reading, and playing instruments. Intermediate students have the opportunity to participate in string instrument lessons. The fifth grade program invites students to choose one of four options: classroom music, choir, band, or orchestra.

Health and physical education at Deephaven are an integral part of every student's daily experience. The health curriculum is taught using The Great Body Shop, which is a nationally recognized comprehensive health and substance abuse prevention program. Physical education classes introduce students to a variety of lifelong activities that promote self-confidence and healthy, active lifestyles. Through a partnership with Life Time Fitness, students are offered nutritious lunch choices, supplemental physical activities, and increased parent education about maintaining healthy lifestyles at home.

Media lessons focus on internet safety, cyber bullying, research, and the ethical and effective use of information with the goal of providing students the necessary skills to live in the digital age. Instruction takes place in the media center and is also integrated into classroom lessons. The media specialist partners with classroom teachers to facilitate effective integration of technology and information literacy skills into the core curriculum.

2. Reading/English:

The reading curriculum at Deephaven Elementary is aligned with the Minnesota state and Minnetonka Public Schools standards. The program creates life-long readers who are fluent with print and digital media. Students are given opportunities to read, write, speak, listen, and view in order to become successful students.

Minnetonka Public Schools adopted the Houghton Mifflin curriculum after researching all relevant materials available. Houghton Mifflin was found to meet the learner outcomes and vision of the school district. With the current model, there are opportunities to support the enrichment and remediation needs of all students. The instructional format affords a balanced approach to reading instruction. Classroom teachers provide a differentiated approach to their instruction which includes whole group, small flexible groups, and individual conferencing.

The Houghton Mifflin curriculum provides opportunities to incorporate the components of balanced literacy, including small group guided reading instruction. Meeting with small groups of students allows teachers to address needs that are identified during a lesson or assessment. During this time, teachers incorporate resources to tailor instruction for each student. The Guided Reading Resource Room at Deephaven Elementary provides over 1,000 leveled texts to support classroom instruction. Another resource that supports the balanced literacy model is the Daily Five framework, which provides students practice with the following: read to self, read to someone, listen to reading, word work, and work on writing.

In order to monitor student growth, teachers administer quarterly comprehension assessments, oral reading fluency benchmarks three times per year, as well as informal reading inventories. These data points are used to structure classroom small group instruction and enrichment, as well as intervention support.

There are several reading programs in place at Deephaven Elementary to support the needs of all learners based on a variety of nationally normed and classroom formative assessments. Grade level teams, along with reading support personnel, meet to review data and plan for small group enrichment and intervention. To best meet the needs of students who exceed grade level expectations, the high potential teacher guides small groups of students in each grade level through appropriately challenging literature. Response to Intervention (RtI) is a tiered-support program that meets the needs of students working below grade level expectations. Other opportunities that support student learning are: Read Naturally (fluency), RAZ Kids (comprehension and fluency), and instructional paraprofessionals within the classroom.

3. Mathematics:

At Deephaven Elementary we use Everyday Mathematics, which was developed by the University of Chicago School Mathematics Project. Everyday Math promotes mathematical literacy at an earlier age than other traditional programs and meets the Minnesota State Academic Standards. Our math instruction uses this curriculum to focus on developing essential learnings and uses a standards-based learning approach to mathematics. The instructional methods used move from a concrete to abstract approach in a sequential manner, which allows for differentiated instruction through flexible grouping.

Everyday Math curriculum allows students to acquire foundational mathematical skills, such as computation, reasoning and problem-solving. These skills are taught using a variety of instructional

methods to provide mathematical opportunities for all levels of learners using exemplars, extensions and re-teaching strategies. At Deephaven, each class is given at least 70 minutes of direct math instruction daily. Technology is integrated throughout mathematical instruction with the use of iPads, applications, Planet Turtle and other computer programs. Also, teachers integrate the use of manipulatives and math games, found in the school's Math Resource Room, to support student learning.

In an effort to improve the mathematical skills of students that are above and below grade level, we use assessment measures such as the NWEA, MCAs, district created common assessments and benchmark tests for computation to inform our instruction. At Deephaven we utilize many strategies to supplement Everyday Math. Singapore math strategies are implemented to enhance the strength of students' number sense and problem-solving abilities through a visual and concrete approach, which provides enrichment for high achieving students and help for struggling learners. Rocket Math is used for computational fluency. Instructional specialists meet with small groups of children for additional math instruction and collaborate with classroom teachers to determine math interventions to use in the classroom.

There are a number of interventions we use at Deephaven for students who need additional instruction in math. Classroom teachers utilize small, flexible groups to differentiate math instruction. We offer Title One instruction and paraprofessional support as a way to provide more intensive interventions. Parents partner with us by helping students with math instruction through our Math Madness program, the use of a computerized program called ALEKS for at-home learning along with weekly home links for math homework. For students who need enrichment, our High Potential teacher works with small groups of students to provide the challenge those individuals need. We use a multitude of instructional approaches to meet the needs of each learner in the area of math.

4. Additional Curriculum Area:

21st Century Skills are integrated effectively into core curricular areas. Our framework is derived from the 21st Century Fluency Project (http://fluency21.com/) and includes solution fluency, information fluency, creativity fluency, collaboration fluency, and media fluency. The goal of these fluencies is to develop our students into effective global digital citizens, which includes global citizenship, personal responsibility, digital citizenship, altruistic service, and environmental stewardship.

Student development in Media and Information Fluencies occurs regularly and effectively at Deephaven School. Teachers partner with media and technology specialists to effectively utilize a variety of different technology tools. Students learn to define a topic/project and locate, evaluate and utilize sources of information to complete their work. They learn to select the most appropriate and effective medium to communicate information. This may include digital tools, such as presentation and document software, Web 2.0 tools, and handheld devices, such as iPads. Often these tools facilitate student collaboration, as well as timely teacher feedback and support.

Solution Fluency is the framework students use to guide them through solving problems in the academic setting. Problem-solving opportunities are integrated into the K-5 curriculum in classrooms as well as in small group/specialist settings. Students apply background knowledge and learned content to solve real-world problems. The Solution Fluency process allows students to define problems, discover information, dream, design, and deliver solutions, and then debrief about the effectiveness of the process. The goal of this work is to provide students with a concrete process to solve real-world problems in an academic setting.

Collaboration Fluency gives students tools to interact and work effectively with others in a variety of settings. Students learn to respectively identify strengths in others to build productive teams, as well as develop and achieve parallel team goals. In addition, teams use collaborative technology tools (Google Apps, Schoology, Web 2.0) to support their work.

Digital Citizenship is an essential part of Deephaven technology integration. Students learn to be

respectful of themselves and others when using social networking tools, websites, and other technology resources. Media lessons include a focus on internet safety, cyber bullying, and ethical use of information with the goal of providing students necessary skills to live in this digital age.

5. Instructional Methods:

Deephaven uses a variety of instructional reading methods in the classroom to meet the needs of all learners. Students are instructed using guided reading based on formative data, including informal reading inventories and NWEA test results. The results of these tests allow teachers and specialists to form differentiated, flexible guided reading groups, and identify students who qualify for additional intervention classes in reading enrichment and support.

Guided Reading is accomplished by using the Daily Five language arts structure. While the teacher is working with a small group, the other students are engaged in meaningful activities that enhance their individualized reading and writing skills. This structure allows teachers to conference one on one with students to personalize language arts instruction. Additional interventions include Response to Intervention (RtI). RtI specialists who work with small groups of students in reading to support their development. Read Naturally is an individualized program that is used to help children become more fluent readers. RAZ Kids is a computer-based program that reinforces fluency and comprehension at individual levels.

Deephaven provides students with a differentiated math experience. Teachers create small and whole group learning opportunities within every classroom based on common standards-based assessments. Additional instructional support or enrichment is provided to students based on NWEA data. Students in fourth and fifth grades may be placed in an accelerated math group based on individual achievement data in order to differentiate instruction.

Singapore Math strategies are embedded into math instruction. This model uses visual strategies to teach problem-solving and helps many children who struggle to learn complex math concepts. Rocket Math is a math fact program that provides students with individualized practice, which allows mastery at their own pace. Students also use the computer-based program ALEKS, Xtra Math and Planet Turtle at home and in the classroom. In addition, Title 1 is used to support small group math instruction.

Technology is integrated in all academic areas and plays an important role in differentiating instruction. iPads are used with whole groups and small groups. Teachers use apps to introduce, reinforce, and apply concepts. The Smart Board is another tool that helps teachers explain and engage students in learning. Computer stations and laptop access in the classroom allow students to work independently or in small groups.

6. Professional Development:

Professional development is an integral part of the culture at Deephaven Elementary. Professional development enhances and improves student achievement and teacher performance. Administrators and teacher leaders work with staff to support professional development. Student data is an essential part of this process and staff uses it effectively to create professional development goals.

Teachers work with student data to create school-wide professional development goals and create plans to meet these goals. These goals are specific, measurable, attainable, relevant, and timely to our student population. Additionally, these goals align with district and state standards. The purpose of this work is to identify areas of strength and student growth.

Grade-level Professional Learning Communities align their team goals with the school's professional development goals. Teams use grade-level specific student data to support the school's overarching

professional development goals. The Professional Learning Community structure also lends itself to meaningful collaboration with colleagues to further develop professional practices.

Deephaven teachers take advantage of professional growth opportunities that improve practices and encourage a more cohesive approach to instruction. Staff has completed training in curricular areas that serve to enhance instructional practices to meet school professional development goals. These include Daily Five/CAFE reading frameworks, Writer's Workshop, Singapore Math, and 21st Century Fluency Integration. Staff also participated in Responsive Classroom trainings to improve the learning environment, along with developing common language and behavior expectations for the school community. Many staff completed the week-long training in Responsive Classroom, OLWEUS training, and Social Thinking strategies training. Balancing the professional learning opportunities between academic and behavioral areas, results in a rich and effective learning environment allowing us to capture more instructional time during the school day.

In addition to professional workshops and trainings, Deephaven staff regularly reflects on professional practice. Teachers participate in a regular cycle of principal observations, along with self and peer reflection by partnering with Teacher Instructional Coaches and/or the principal. They focus on instructional goals and discuss strengths and areas of growth. Additionally, staff can elect to participate in the district's Distinguished Educator Program, which can be used as a springboard for National Board Candidacy.

Deephaven staff participate in the Minnetonka Schools new teacher mentorship program. Charlotte Danielson's Domains of Effective Teaching provides the framework for this program. New teachers are supported by a building mentor, as well as a grade level/program content mentor. Mentors support the development of content knowledge, instructional strategies, and classroom management strategies.

7. School Leadership:

Deephaven Elementary's mission of ensuring all students envision and pursue their highest aspirations is the driving factor for all of our leaders. We live this mission through our leadership structure which is collaborative by design.

Our building committees, including Teaching and Learning, C.A.R.E.S. (how we work with children), Technology and our Social Committee, are supported with staff development funds for teacher training and development based on committee goals and initiatives. Committee Chairs set goals along with the principal each year based on district initiatives. The Deephaven PTA raises money for our school initiatives and provides support and involvement to implement this work.

The role of the principal is to set the direction and tone for the school. This includes having high expectations for staff, students and parental involvement. The principal works with district leadership to ensure the school is aligned with district goals and initiatives. Empowering others, including those in school leadership roles, allows the unique skills and talents of each individual to contribute to the success of our school. The principal supports school leaders and provides access to financial resources and time for collaboration. The principal also ensures that each leader is working in alignment with our school's mission, goals, and initiatives.

Deephaven Elementary's principal ensures that district and school policies are focused on student achievement by making decisions in the best interest of students. Student attendance is critical if students are going to reach their highest aspirations. We have implemented a plan that initiates a call from the classroom teacher if a student is absent ten days during the school year. The nurse or social worker contacts parents if a child misses 12 days of school and the principal calls home if a student is absent 14 days. Students are typically absent due to illness, but we are determined to make sure we are providing support and resources for parents to ensure their child attends school every day.

District programs are based on our district's mission. School programs align with district programs and provide additional support and opportunities for students. Serving the greater good is part of our district's mission and our school's Student Leadership Group carries this out by engaging students in a toy drive and packaging food for children in need. Students feel they are making a difference in the world, validating the need to make their own education a priority.

Staff and parents work together to create an environment conducive to learning. We use common language to communicate behavior expectations and set students up for success by modeling and practicing what we expect. Our C.A.R.E.S. committee provides staff with leadership and direction in this area, while parents support this work by conducting monthly classroom activities focused on kindness. Students experience consistent expectations from all staff and see staff and parents working together to ensure a safe and respectful learning environment.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: MCA II and MCA III

Edition/Publication Year: Math MCA II 2007-2011, Math MCA III 2011-2012 Publisher: 2007-2011: Pearson. 2011-Present: American Institute for Research.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets and Exceeds	97	90	97	95	88
Exceeds	63	62	67	58	64
Number of students tested	97	86	84	84	72
Percent of total students tested	96	98	100	97	97
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	85	60	Masked	Masked	Masked
Exceeds	62	40	Masked	Masked	Masked
Number of students tested	13	15	8	6	9
2. African American Students					
Meets and Exceeds	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	1	2	1	1
3. Hispanic or Latino Students					
Meets and Exceeds	Masked	0	Masked	Masked	Masked
Exceeds	Masked	0	Masked	Masked	Masked
Number of students tested	5		2	1	3
4. Special Education Students					
Meets and Exceeds	86	Masked	Masked	75	Masked
Exceeds	43	Masked	Masked	8	Masked
Number of students tested	14	5	7	12	8
5. English Language Learner Students					
Meets and Exceeds	Masked	0	0	Masked	Masked
Exceeds	Masked	0	0	Masked	Masked
Number of students tested	4			1	3
6. White					
Meets and Exceeds	98	89	100	96	91
Exceeds	52	51	68	60	64
Number of students tested	82	84	76	79	63

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.

13MN1

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 3 Test: MCA II

Edition/Publication Year: Reading MCA II 2007-2012 Publisher: 2007-2011: Pearson. 2011-Present: American Institute for Research.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets and Exceeds	98	93	92	89	86
Exceeds	82	72	74	70	67
Number of students tested	97	98	100	97	97
Percent of total students tested	96	98	100	97	97
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	92	73	Masked	Masked	Masked
Exceeds	69	67	Masked	Masked	Masked
Number of students tested	13	15	8	6	9
2. African American Students					
Meets and Exceeds	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	1	2	1	1
3. Hispanic or Latino Students					
Meets and Exceeds	Masked	0	Masked	Masked	Masked
Exceeds	Masked	0	Masked	Masked	Masked
Number of students tested	5		2	1	3
4. Special Education Students					
Meets and Exceeds	100	Masked	Masked	42	Masked
Exceeds	64	Masked	Masked	17	Masked
Number of students tested	14	5	7	12	8
5. English Language Learner Students					
Meets and Exceeds	Masked	0	0	Masked	Masked
Exceeds	Masked	0	0	Masked	Masked
Number of students tested	3			1	3
6. White					
Meets and Exceeds	98	93	92	90	87
Exceeds	83	72	75	70	68
Number of students tested	82	84	76	79	63
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13MN1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 4   Test: MCA II and MCA III

Edition/Publication Year: Math MCA II 2007-2011,   Publisher: 2007-2011: Pearson. 2011-Present:
Math MCA III 2011-2012   American Institute for Research.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets and Exceeds	97	94	95	82	88
Exceeds	65	55	63	47	53
Number of students tested	82	84	88	74	100
Percent of total students tested	97	99	99	97	95
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	Masked	90	100	Masked	Masked
Exceeds	Masked	50	60	Masked	Masked
Number of students tested	6	10	10	6	7
2. African American Students					
Meets and Exceeds	Masked	Masked	0	Masked	Masked
Exceeds	Masked	Masked	0	Masked	Masked
Number of students tested	2	1		1	4
3. Hispanic or Latino Students					
Meets and Exceeds	0	Masked	Masked	Masked	Masked
Exceeds	0	Masked	Masked	Masked	Masked
Number of students tested		2	1	3	3
4. Special Education Students					
Meets and Exceeds	Masked	Masked	Masked	44	69
Exceeds	Masked	Masked	Masked	19	46
Number of students tested	9	9	6	16	13
5. English Language Learner Students					
Meets and Exceeds	0	0	0	Masked	Masked
Exceeds	0	0	0	Masked	Masked
Number of students tested				3	1
6. White					
Meets and Exceeds	100	92	96	80	90
Exceeds	67	51	61	42	52
Number of students tested	78	76	84	66	89

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.

13MN1

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 4   Test: MCA II

Edition/Publication Year: Reading MCA II 2007-2012   Publisher: 2007-2011: Pearson. 2011-Present: American Institute for Research.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets and Exceeds	94	96	90	82	90
Exceeds	68	65	71	58	66
Number of students tested	82	84	88	74	100
Percent of total students tested	97	99	99	97	95
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	Masked	100	80	Masked	Masked
Exceeds	Masked	60	50	Masked	Masked
Number of students tested	6	10	10	6	7
2. African American Students					
Meets and Exceeds	Masked	Masked	0	Masked	Masked
Exceeds	Masked	Masked	0	Masked	Masked
Number of students tested	2	1		1	4
3. Hispanic or Latino Students					
Meets and Exceeds	0	Masked	Masked	Masked	Masked
Exceeds	0	Masked	Masked	Masked	Masked
Number of students tested		2	1	3	3
4. Special Education Students					
Meets and Exceeds	Masked	Masked	Masked	38	77
Exceeds	Masked	Masked	Masked	25	69
Number of students tested	9	9	7	16	13
5. English Language Learner Students					
Meets and Exceeds	0	0	0	Masked	Masked
Exceeds	0	0	0	Masked	Masked
Number of students tested				3	1
6. White					
Meets and Exceeds	95	97	89	83	92
Exceeds	71	65	69	59	71
Number of students tested	78	77	85	66	89
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13MN1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 5   Test: MCA II and MCA III

Edition/Publication Year: Math MCA II 2007-2011,   Publisher: 2007-2011: Pearson. 2011-Present:
Math MCA III 2011-2012   American Institute for Research.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets and Exceeds	91	82	85	84	81
Exceeds	46	43	45	48	37
Number of students tested	74	89	76	102	74
Percent of total students tested	97	98	99	96	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 and Exceeds	Masked	73	50	Masked	Masked
Exceeds	Masked	46	10	Masked	Masked
Number of students tested	9	11	10	5	4
2. African American Students					
Meets and Exceeds	Masked	0	Masked	Masked	Masked
Exceeds	Masked	0	Masked	Masked	Masked
Number of students tested	1		1	3	1
3. Hispanic or Latino Students					
Meets and Exceeds	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	1	3	3	3
4. Special Education Students					
Meets and Exceeds	Masked	Masked	73	70	Masked
Exceeds	Masked	Masked	36	25	Masked
Number of students tested	5	7	11	20	9
5. English Language Learner Students					
Meets and Exceeds	0	0	Masked	Masked	Masked
Exceeds	0	0	Masked	Masked	Masked
Number of students tested			3	2	1
6. White					
Meets and Exceeds	89	85	89	88	85
Exceeds	46	43	52	53	37
Number of students tested	66	84	66	92	67
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13MN1

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 5   Test: MCA II

Edition/Publication Year: Reading MCA II   Publisher: 2007-2011: Pearson. 2011-Present: American
2007-2012   Institute for Research.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets and Exceeds	96	92	88	90	96
Exceeds	76	73	50	58	58
Number of students tested	74	88	76	101	74
Percent of total students tested	97	97	99	95	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 and Exceeds	Masked	82	60	Masked	Masked
Exceeds	Masked	55	10	Masked	Masked
Number of students tested	9	11	10	5	3
2. African American Students					
Meets and Exceeds	Masked	0	Masked	Masked	Masked
Exceeds	Masked	0	Masked	Masked	Masked
Number of students tested	1		1	3	1
3. Hispanic or Latino Students					
Meets and Exceeds	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	1	3	3	3
4. Special Education Students					
Meets and Exceeds	Masked	Masked	67	70	Masked
Exceeds	Masked	Masked	33	25	Masked
Number of students tested	6	8	12	20	9
5. English Language Learner Students					
Meets and Exceeds	0	0	Masked	Masked	Masked
Exceeds	0	0	Masked	Masked	Masked
Number of students tested			3	2	1
6. White					
Meets and Exceeds	97	92	90	91	97
Exceeds	76	73	48	61	58
Number of students tested	67	85	67	92	67

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.

13MN1