

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13MN2

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

Name of Principal: Mr. Darren Schuler

Official School Name: Delano Elementary School

School Mailing Address: 678 Tiger Drive
Delano, MN 55328-8727

County: Wright County State School Code Number*: 010

Telephone: (763) 972-3365 E-mail: dschuler@delano.k12.mn.us

Fax: (763) 972-6199 Web site/URL: http://delano.k12.mn.us

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Matt Schoen Ed.S Superintendent e-mail: mschoen@delano.k12.mn.us

District Name: Delano Public School District District Phone: (763) 972-6200

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. Amy Johnson

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 1 Elementary schools (includes K-8)
1 Middle/Junior high schools
1 High schools
0 K-12 schools
3 Total schools in district
2. District per-pupil expenditure: 8703

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	0	0	0
K	90	83	173
1	83	72	155
2	73	91	164
3	93	87	180
4	92	69	161
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:			833

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
2 % Asian
2 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
94 % 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: 3%

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.	8
(2)	Number of students who transferred <i>from</i> 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)].	20
(4)	Total number of students in the school as of October 1, 2011	799
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent of English Language Learners in the school: 1%

Total number of ELL students in the school: 6

Number of non-English languages represented: 2

Specify non-English languages:

Spanish and Russian

9. Percent of students eligible for free/reduced-priced meals: 13%

Total number of students who qualify: 109

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: 12%

Total number of students served: 127

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>16</u> Autism	<u>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>20</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>8</u> Specific Learning Disability
<u>6</u> Emotional Disturbance	<u>54</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>18</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>2</u>	<u>0</u>
Classroom teachers	<u>33</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>20</u>	<u>0</u>
Paraprofessionals	<u>19</u>	<u>1</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>10</u>	<u>5</u>
Total number	<u>84</u>	<u>6</u>

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

24:1

13. Show 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%	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

Delano Elementary is regarded as a high performing school that focuses on student and educational excellence. Our beautiful school is located on the border of Wright and Hennepin County, along the banks of the Crow River. Delano Elementary is home to 830 students in grades kindergarten through fourth and takes great pride in being “Delano Tigers”.

Our district’s mission statement is “Educational Excellence is our Foremost Goal.” This mission exemplifies the high standards of our parents, students and staff. Many families move to the Delano community because of the strong academic tradition of our schools. Parents and teachers work in harmony to create a wonderful learning environment for our students.

Our curriculum begins with each classroom teacher being trained in Responsive Classroom methods. The focus of Responsive Classroom is building classroom “communities” where students and staff respect and care for each other. The Morning Meeting component of Responsive Classroom is a requirement of every classroom, and is the focal point to the start of each school day. We believe in a balanced literacy approach that uses the basal and guided reading methodology as a focus.

Our staff at Delano Elementary exemplifies hardworking, caring educators that are committed to student growth and achievement. This well-educated group works collaboratively in Professional Learning Communities where they share best practice strategies, examine student data and provide a curriculum that is based on student needs. Every staff member, regardless of their role, is valued as an important member of our educational team.

Delano Elementary is dedicated to providing an environment where each student can succeed. This is demonstrated by a strong Talent Development program that provides enrichment opportunities for our highest achieving students. We value our students with special needs and integrate them into our classroom communities to build empathy within all of our students to share talents and gifts.

Technology has been an area of high priority for Delano Elementary to give students the 21st century skills to be successful in our global world. Our parent group, Partners in Education (PIE), has committed donated dollars to the purchase of SMART boards, LCD projectors and Sound Field Amplifying Systems for each of our nearly 50 classrooms. Students and teachers also have access to Computer Carts on Wheels, SMART tables, iPads, Kindles, and Nooks for their use during the school day. Staff development classes for technology are provided for staff during the school year, and taught by staff to continue to get the best use of our technology.

Our school truly values the home-school partnership with our parents. Our parents are an integral part of our learning community. Our staff encourages parents to take an active role in the educational experience of their child. Many parents take time each week to assist in the classroom in a variety of ways. In 2012, parents donated over 7,000 hours of volunteer time. Delano Elementary is proud of the active parent organization, Partners in Education (PIE). This group has been integral in providing a variety of experiences for our students and multiple events throughout the school year.

Delano Elementary has made a commitment to our community through partnerships with our local Senior Citizen Center and Nursing Home. Classrooms visit the Senior Center each month to share lunch with the residents, play games and perform musical numbers for their enjoyment. This relationship has provided many intergenerational opportunities for our students and the residents, which are valued for a lifetime. Each grade level at Delano Elementary also commits to a Community Service project, where we give back to our community. We give back to the community by donating to the local food shelf, collecting

diapers and wipes for families in need, sending care boxes to the military, donating to Toys for Tots and contributing to the Delano United Way.

In 2006, Delano Elementary was awarded the Senator School of Excellence Award by Senator Mark Dayton. DES was also recognized for the Spotlight in Education Award from the Minnesota Academic Excellence Foundation in 2008. Also in 2008, Delano Elementary was recognized by the Minnesota Principal's Association as a Minnesota School of Excellence. There is a strong tradition of excellence and pride from the staff, parents and students at Delano Elementary. We are very proud of our accomplishments and are honored to be nominated as a potential National Blue Ribbon School.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Delano Elementary uses two different standardized assessments to measure the performance levels of our students; named the Minnesota Comprehensive Assessments (MCA) and Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP). The MCA assessments are completed in the Spring of every school year for our 3rd and 4th grade students and assesses students' Math and Reading skills towards Minnesota's academic standards. The NWEA assessments are completed in the Fall and Spring of every school year and are given to our Kindergarten through 4th grade students.

The assessment results for the MCA's are separated into four levels of performance: Does Not Meet (D), Partially Meets (P), Meets (M), and Exceeds (E). When students score a Meets and/or Exceeds the Standard, they are considered proficient on the state standards in Math and Reading. Our goals at the district and school level are to set high expectations of all students meeting proficiency each year, and additionally for students to show growth from one year to the next in each content area. Delano Elementary also sets a proficiency goal every year as a focus point on our School Improvement Plan.

The assessment results of the MAP tests are scored using the Rausch Interval Scale (RIT), which is an equal interval scale and has the same meaning regardless of the grade or age of the student, to help measure growth over an academic school year. Upon completion of the Fall MAP test, students are given a RIT goal for the Spring test, and teachers strive to help students reach their goal. It is also our school's goal that students score above the National average.

When reviewing our Math MCA data over a 5 year period, the trend data shows scores have fluctuated. We scored 91.2% proficiency in 2008. When we switched from the MCA II to the MCA III in 2011, our proficiency scores dropped to 88% proficiency. Our 2012 data showed a dramatic increase once again to previous years' proficiency levels, scoring at 94% proficiency.

When reviewing our Reading MCA data over a 5 year period, the trend data shows steady increase. We scored 88% proficiency in 2008, a then a slight drop in 2010 to 85% proficiency. Our 2011 data showed a dramatic increase once again to the previous years, scoring at 93% proficiency. In 2012, we had another increase, scoring 94% proficiency.

When reviewing our Free/Reduced Math MCA data over a 5 year period, the trend data shows a considerable increase from 78% proficient in 2008 to 87% proficient in 2012. When reviewing our Free/Reduced Reading MCA data over a 5 year period, the trend data shows a considerable increase from 75% proficient in 2008 to 87% proficient in 2012.

We feel our increases in proficiency for our Free/Reduced population is due to early interventions and the implementation of an RTI process at each grade level. In the area of Reading, the Reading Corps program was added in 2008 to help students with Reading Fluency and Phonemic Awareness.

In reviewing our Special Education subgroup Math MCA data over a 5 year period, the trend data shows a steady increase from 78% proficiency in 2008 to 88% proficient in 2012. While reviewing our Special Education subgroup Reading MCA data over a 5 year period, the trend data shows a steady increase from 65% proficiency in 2008 to 89% proficiency in 2012.

These increases we feel are attributed to an increase in intervention based curricula; such as Reading Mastery, Fountas and Pinnell Benchmarking System, Read Live and Read Naturally. These curricula are selected based on the student-specific needs.

Our 2012 overall Math and Reading MCA scores were the highest in Delano Elementary's history.

The following data includes Delano Elementary School's 2012 Spring NWEA and MCA results:

Kindergarten Reading:

NWEA Spring Avg. Score: 164.1 (National Average: 158)

Kindergarten Mathematics:

NWEA Spring Avg. Score: 169.2 (National Average: 159)

Grade 1 Reading:

NWEA Spring Avg. RIT score: 187.7 (National Average: 177)

Grade 1 Mathematics:

NWEA Spring Avg. RIT score: 194.1 (National Average: 179)

Grade 2 Reading:

NWEA Spring Avg. RIT score: 200.4 (National Average: 190)

Grade 2 Mathematics:

NWEA Spring Avg. RIT score: 204.7 (National Average: 191)

Grade 3 Reading:

NWEA Spring Avg. RIT score: 209.6 (National Average 199)

MCA II: 93.3% met state standards (State Average 80.4%)

Grade 3 Mathematics:

NWEA Spring Avg. RIT score: 216.5 (National Average: 203)

MCA III: 93.3% met state standards (State Average: 75.6%)

Grade 4 Reading:

NWEA Spring Avg. RIT score: 215.4 (National Average: 207)

MCA II: 94.6% met state standards (State Average: 75.3%)

Grade 4 Mathematics:

NWEA Spring Avg. RIT score: 226.5 (National Average: 213)

MCA III: 95.2% met state standards (State Average: 73.3%)

2. Using Assessment Results:

Delano Elementary uses formative and summative student data to improve student and overall school performance. During the summer prior to the start of the school year, the administrative team analyzes data from the previous year's NWEA Measures of Academic Progress and Minnesota Comprehensive Assessments. After the data mining is complete, administration shares elementary school results with the staff at our opening meeting. Individual student MCA data is distributed to grade levels and classrooms at the start of the year. Teachers begin to look at strand data and researched-based best practice strategies within their Professional Learning Community groups in both Reading and Math throughout the school year. The Delano Elementary Site Base Committee holds a day-long data retreat to identify building and staff goals for the school year.

In the area of Language Arts and Math, all kindergarten through fourth grade students are given the Measures of Academic Progress in the Fall and Spring of every academic school year. In addition, third and fourth grade students are given the Minnesota Comprehensive Assessments in the Spring of each academic school year. In combination, these scores, broken down by subcategory, give teachers a baseline in which they are able to individualize instruction to meet their students' strengths and weaknesses. Given the data results at each grade level, Professional Learning Communities, consisting of grade level teachers and support staff, analyze the data and curtail their reflective discussions in order to boost student achievement in low performing areas.

Delano Elementary believes in early intervention for students in kindergarten and first grade. We dedicate the first two weeks of school assessing our kindergarten students using a local assessment tool that focuses on letter recognition, letter sounds, and phonemic awareness. Students who do not meet proficiency are monitored with periodic assessments four times a year and given extra support from our Title One program with daily 25 minute sessions. Our first grade teachers invite their incoming students in three weeks advance of the school year to complete an oral reading fluency assessment using Fountas and Pinnell benchmarking system. Through this screening, students needing Tier II interventions are identified and given addition support through our Reading Corps and/or Title One programs. These students are assessed multiple times throughout the school year. First grade students with the greatest need in reading are given Tier III reading interventions through specialized small group instruction team-taught by Basic Skills and Special Education staff. Tier II interventions are also provided by Basic Skills staff for students in grades two through four.

Starting in the fall, a building level team known as the Student Success team; consisting of special education teachers, classroom teachers, administration, social worker and special education coordinator, meets two times per month. The team discusses academically and behaviorally at-risk students and provides interventions to the classroom teacher. Teachers are asked to implement the interventions and follow-up with the team after six weeks. If interventions are not working, the team then decides whether the student may need other interventions or be assessed for Special Education.

Delano Elementary feels strongly about informing parents, students, and the community about our students' academic achievements. This information is communicated to all stakeholders a variety of different ways. At the beginning of each school year, parents are sent a copy of their child's MCA results from the previous Spring. During Parent/Teacher conferences, which are held in November of each school year, teachers discuss students' MAP and Renaissance Learning STAR Reading assessment scores and share goals for the upcoming school year. MCA data is also shared with the parents and community through classroom, school and district newsletters; school board meetings; local paper and state newspapers; district website; and a New Parent Night.

3. Sharing Lessons Learned:

Delano teachers go above and beyond the regular school day to meet the needs of students. Through our Quality Compensation Program (Q-Comp), teachers are involved in Professional Learning Communities where they discuss curriculum, instructional techniques, student data and interventions. Q-Comp facilitators meet multiple times a year to align and disseminate best practice information and strategies. The facilitators then bring these ideas back to their groups to provide a framework for future meetings. Delano Schools provides an internal staff development program to all teachers within the district as well as parochial and other local educators. This academy is taught by Delano Public Schools' staff members who have extensive knowledge in certain education areas such as Reading Strategies, Technology and Behavioral Supports.

Two district administrators attend Curriculum Coordinator Network and District Assessment Coordinator meetings to collaborate and exchange information and best practices regarding curriculum, instruction and assessment.

Delano Elementary has a long-standing tradition of hosting numerous student teachers from across our region. We feel this arrangement has a two-fold benefit; young aspiring teachers have an opportunity to work with outstanding master teachers who are skilled in their craft and student teachers share cutting edge ideas and strategies learned in their respective programs. Delano Elementary has also been a leader in the area of technology. Our technology specialist has led tours and informational sessions for college students and other local districts at our school highlighting the latest trends and implementation within the classroom.

Many Delano Elementary teachers have participated in graduate level courses with peers and colleagues from other surrounding school districts. Relationships and sharing opportunities have occurred during these courses. Teachers utilize their educational connections to seek out answers to questions as well as to investigate best-practice strategies and methods of instruction.

The elementary principals are members of the Minnesota Elementary School Principals' Association. This group has multiple ways to connect and share ideas. One of the most utilized is the "colleague to colleague" question and answer e-mail group, where principals post questions to the group regarding educational topics. A second way to connect is through multiple division meetings throughout the year. This allows the principals, as educational leaders, to keep up with state and national key initiatives and legislation.

4. Engaging Families and Communities:

Delano Elementary school believes a strong relationship with families and community members is essential in the learning process. Delano Elementary encourages parent involvement in all areas of our school. This involvement among school staff, community members, students and families is the foundation in which a strong school is built. Parents and community members take great pride in a strong school and feel welcomed by school staff when they enter our building. Our staff members understand that a positive school climate is essential in building strong relationships with our parents and community and ultimately is attributed to school success.

Delano Elementary Partners in Education (PIE), our school's parent organization, work closely with the staff to help support initiatives which provide valuable learning experiences for our students. PIE has made ongoing commitments to technology in our school building with the purchase of SMART Boards, LCD projectors and sound field systems for every classroom. Currently, PIE is financially supporting the construction of a leveled library. Other events PIE has supported are free field trips for every grade level, school wide residencies, art supplies, annual author/illustrator and media center books among others.

Delano Elementary supports numerous family and community involvement events throughout the school year. Examples include Fathers Reading Every Day, Grandparent's Day, Family Movie Night, New Parent Night, Title I Night, Tiger Fun Fair, Sock Hop, Healthy Delano Family Night, Scholastic Book Fair, Coborn's Math Night, Shoe Drive, Book Drive for Delano Friends of the Library, Food Shelf Drive for our local food shelf, Toys for Tots, letters and care packages to troops, Pennies for Patients for Lymphoma and Leukemia and Golden Living Senior Center lunch and program for senior citizens.

We have a highly involved parent and community population that volunteer daily at our school. These volunteers work with students across all curricular areas to assist in learning. Last year over 7,000 hours were logged by volunteers at Delano Elementary, and many more volunteer hours occurred after school. In addition, given our close proximity to Delano High School, Delano Elementary has numerous high school students who volunteer daily in elementary classrooms.

Communication with our parents and community includes many modalities. Examples of these modes of communication are classroom newsletters, blogs, monthly Delano Elementary Tiger Cub Newsletter, monthly District Eye of the Tiger newsletter, district-wide e-mail communication, local newspaper articles, Twitter and Facebook.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The Delano Elementary School curriculum and instructional plan is rich and rigorous and provides students with foundational skills in all subject areas. These are aligned to the Minnesota Academic Standards in the areas of language arts, mathematics, social studies, science, physical/health education, music, art and technology.

Every curriculum area has a K-12 scope which is developed by a committee of teachers across grade levels and specialists; every teacher is a member of at least one curriculum committee. Delano has a curriculum review process on a seven year cycle. The Curriculum Advisory Committee (CAC) reviews the curriculum mapping process and recommends the purchasing of materials and textbooks to the School Board.

Language Arts: The language arts curriculum is supported with the Journey's Series by Houghton Mifflin Harcourt. This series is directly aligned with Minnesota's Common Core Language Arts Standards. The Journey's anthology features whole group instruction and flexible grouping. The skills taught spiral throughout all grade levels. Delano Elementary teachers also integrate guided reading groups into their language arts instruction. A robust leveled library provides leveled books for all students' reading levels.

Mathematics: Everyday Math is the core curriculum for Delano Elementary students. This program uses concrete, real-life examples that are introduced as key mathematical concepts. Students get repeated exposure of these concepts and skills. Students are also asked to recall knowledge from previous instruction. Basic computation is a key component of this series and is accomplished through many games and verbal exercises. Students also build a strong base in problem-solving strategies, which is key in the development of college-ready skills.

Social Studies: We use the Macmillan/McGraw-Hill for our Social Studies curriculum. The themes covered in this series and through the MN standards include My World; School and Family; Neighborhoods; Communities, States and Regions; and, Citizenship and Government.

Science: Our science curriculum supports standards through hands-on experiences and student discovery. We feel one important component of the Delta/Foss modules, which we use, allows students the opportunity to experience different roles as work in cooperative groups.

Art: The kindergarten through fourth grade curriculum provides a balanced art program. The strands throughout all grade levels include Artistic Foundations, Create/Make, Perform/Present and Respond/Critique. Students are also exposed to the Art Adventure program sponsored by the Minneapolis Institute of Art. Parent volunteers are trained in a certain art medium. These volunteers are assigned to a class to teach about a yearly theme. This year's theme is "What is American Art?" Our elementary students are also exposed to a variety of art classes through our Community Education program.

Physical/Health Education: The focus of Delano Elementary's physical education program emphasizes fitness, team building and life-long activities. Students are encouraged to support each other and display sportsmanship through teamwork. During recess, students have the opportunity to participate in the Tiger Mileage club, rewarding students for accumulating miles while running, jogging, and/or walking. Classroom teachers also incorporate movement into daily routines allowing for physical, cognitive and affective success. The focus of our health curriculum is to maximize each student's potential in integrating physical, emotional and social wellness.

Music: Delano Elementary provides opportunities for all students to explore music through instruments, singing, movement and improvisation. Students develop the ability to sing using correct rhythm and pitch, read music notation, and different ways to show a beat.

Technology: Students have computer instruction that reinforces keyboarding and technology skills. Technology is also used to complete research and demonstrate proficiency through projects in the classrooms. Students work with a variety of technology tools such as; iPads, Nooks, Kindles, Senteo Response, SMART Boards and Microsoft Office.

2. Reading/English:

Delano Elementary uses a variety of reading approaches that provide the foundation for balanced literacy. This includes phonics, phonemic awareness, vocabulary, comprehension and fluency. Within the balanced literacy approach, we use scientifically researched-based reading strategies. These strategies enable teachers to differentiate instruction and incorporate read aloud, shared reading, guided reading, independent reading and word work into their lessons.

We believe that differentiating reading instruction is paramount for an effective literacy program. By providing differentiated instruction, teachers are able to recognize students' different levels of background knowledge, readiness, language, preferences in learning and interests. Differentiated instruction intends to maximize student growth and individualize success. One aspect of differentiated instruction is guided reading which provides the teacher time to observe oral reading skills. In addition, guided reading allows the teachers the opportunity to see the students functioning as readers and thus understand the students' levels to help them move forward.

In 2012, through the Curriculum Advisory process, Delano Elementary adopted the Houghton Mifflin Harcourt Journey's reading series. This series is directly aligned with the new MN Common Core Language Arts Standards and is designed to support students at all levels; including those who are on-level, struggling at-risk learners, proficient and advanced readers, and students with disabilities. Also, a recently completed leveled library houses over five hundred titles of fiction and nonfiction books and is utilized to assist teachers in their guided reading instruction. Teachers use these books to provide instruction at the students' reading levels during their reading block.

While our basal series and leveled library provides outstanding support in most skill areas, we also use support staff along with alternate curricula to meet the needs of our lower and higher performing students. The personnel who provide services to our lower performing students include Title One/Basic Skills, Reading Corps and special education staff. The remedial curricula include Reading Mastery, Fountas and Pinnell Benchmarking System, Read Naturally and other locally developed instructional tools. Our higher performing students have many enrichment opportunities within our school provided by a Talent Development instructor including Battle of the Books, Tiger Publishing Center, Writer's Workshop, Young Authors' Conference and other project based activities.

3. Mathematics:

Delano Elementary School has been using the Everyday Mathematics series for the past 12 years. Students get repeated exposure through the concepts and skills taught and are asked to recall knowledge from previous instruction. This curriculum provides a hands-on approach and concepts demonstrate abstract parts in Math. Within the framework of this curriculum, the skills spiral so learning is continually reviewed and scaffolds across grade levels.

Our elementary philosophy of math begins with heterogeneous differentiated instruction within K-2 classrooms. Differentiated instruction intends to maximize each student's growth and individual success by meeting each student where he/she is, and assists in the learning process within the classroom. Third and fourth grade learners are flexibly grouped in every unit in Math instruction according to their

abilities. This is based on data from pre-assessments, teacher recommendation and NWEA data. To accommodate learning in all classrooms, teachers use a variety of technological tools, such as: SMART Boards, iPads, computer activities, songs, document cameras and video clips to support instructional goals.

Students who perform below grade-level on standardized tests or formative classroom assessments are given extra support. Basic skills teachers, paraprofessionals, student aids and parent volunteers assist classroom teachers in providing remedial instruction to meet student needs. In addition to remedial instruction, our Talent Development Coordinator provides enrichment and extension activities for students who are performing above grade-level. Activities to support these learners include Continental Math League, Math Enrichment groups, Math Lab and Cluster Classrooms.

Delano Elementary believes in real-life math experiences outside of the classroom. One opportunity for families to participate in real-life, hands-on learning is our annual Coborn's Math Night. This event is hosted by a local supermarket, and students and their parents are given a hypothetical budget in which students need to plan a specific meal for their family. This has been a community partnership for our school and allows for students to extend their math education beyond classroom walls.

4. Additional Curriculum Area:

Delano Elementary School's vision of Health Education is to maximize each student's potential to integrate physical, emotional and social wellness. The outcomes are consistent throughout all grade levels, and include the following: Human Body; Positive Relationships; Personal Health; Personal Nutrition; Tobacco, Alcohol and Drugs; Safety; and Family Living. It is also our goal for students understand the relationship between decisions and consequences as well as the role of community health.

The Great Body Shop and MyPlate.gov are both curricula used to educate students in meeting our Health Standards. Each grade level uses community experts to enhance students' understanding of Health concepts (i.e. Dental Hygienist, Xcel Energy Safety Officer, Firefighters, Ambulance Personnel and Physicians to name a few). Our school nurse is utilized in teaching students about various topics; such as hand-washing, germs and proper hygiene to elementary students. The elementary principals assist 4th grade teachers in presenting the Human Growth and Development unit to 4th grade students.

Along with educating students about health in the classroom, Delano Elementary also believes it is important to develop healthy living habits. We have partnered with Ridgeview Medical Center, the City of Delano and the Sajai Foundation to create the Healthy Delano initiative. This program was created with the goal to help kids and families eat right, be active and live well.

Families were given a Healthy Living Playbook, which includes information, ideas and great activities within our community, as a resource to motivate, track and celebrate personal healthy living journey. Families can also register for the Family Health Manager Tool, which allows them to organize health information, connect to health classes and local resources and personalized wellness recommendations. Some of the events that promote healthy living include a health fair during Turn Off the TV Week. The Health Fair featured organic food sampling, healthy snacks, wellness checks, healthy vendor booths and local doctors. Another family event included learning how to make healthy snacks and meals, snowshoeing classes and children's yoga.

Our elementary school has also provided opportunities for families to stay healthy during our 5K Race for Students, Family Activity Nights at our activity center featuring open gym, swimming, and other types of family oriented fitness activities. Our district Tiger Activity Center provides students and their families with modern fitness equipment, running track, gymnasium and pool space. Delano Public Schools takes great pride in promoting healthy, active lifestyles for our families.

5. Instructional Methods:

Delano Elementary school is committed to the success of all kindergarten through fourth grade students. Classroom teachers provide core instruction to their students and use a variety of instructional methods to differentiate, ensuring academic success.

At the beginning of every school year, kindergarten and first grade students are assessed using the Fountas and Pinnell benchmark assessment system. Also, all Delano Elementary kindergarten through fourth grade students are assessed using the Measures of Academic Progress (MAP). Based on these results, small extension learning groups are created to allow for students who are below grade level to get additional support in Language Arts and Math. These groups are taught by a variety of support staff including special education, Title I, Basic Skills and Reading Corps. Also, by assessing students early in the school year, teachers determine where their students stand academically.

Teachers continue to assess their students throughout the school year using formative and summative assessments. Data from these assessments are discussed during grade level and department Professional Learning Community meetings. During these meetings, teachers discuss best teaching practices and instructional strategies to meet the needs of their learners. Teachers also have the opportunity to discuss struggling students at our Student Success Team; a team which consists of two special education teachers, two regular education teachers, one social worker, an assistant principal and special education director. This team of professionals suggests interventions for the teacher to use in order to strengthen a skill the student may be deficient in.

Technology has been an effective teaching tool for our teachers to engage and enhance student learning. Every classroom, special education, basic skills, music and Title I teacher utilizes SMART Board and Sound Field technology in their classrooms. All teachers and students have access to the newest technologies including iPads, iPods, Kindles, Nooks, Senteo Clickers, classroom and mobile computer labs. Lastly, Delano Elementary also uses technology to bridge the parent-teacher-student relationship through websites with educational games, school and classroom blogs, teacher websites, electronic newsletters, Facebook and Twitter.

6. Professional Development:

High quality staff development is on-going, and focuses around the best practice ideas and building and district goals. The teaching staff is trained through a variety of mechanisms. First, our monthly staff meetings focus around a staff development goal. This year our staff development goal has been understanding and implementing targeted learning goals in each classroom. Staff meetings have provided administration time to give instruction on what a quality learning target looks like.

At the district level, the District Staff Development Committee sets the objectives and goals for the district each year. This group also recommends courses to be taught in our Staff Development Academy. This academy consists of a variety of one to two hour courses that are taught by district teachers. The teachers receive a stipend for preparing and teaching the course. Many of the classes focus around subject areas such as Instructional Strategies, Vocabulary Strategies, Technology Courses, CPR, Autism Awareness, Crisis Prevention Intervention and much more.

Another area in which professional development is imbedded is within our Quality Compensation (Q-Comp) program. As a part of their Q-Comp obligations, teachers are placed in Professional Learning Communities (PLC's) that meet twice per month. The PLC's focus on best-practice strategies that directly impact school district and building goals as well as student achievement. Each member of the PLC sets an individual professional goal that focuses on student achievement and personal growth.

Delano Public Schools also supports a highly qualified teaching staff that strives to attain master teacher status through furthering their education. Within our elementary staff, 56% have advanced their college degrees. We have twenty-three teachers who hold current licenses in other areas in addition to their current teaching assignment. Our teaching staff is experienced with nearly 750 combined years of teaching experience within our school district.

7. School Leadership:

Delano Elementary is led by an administrative team that consists of a principal and assistant principal. This team forms the instructional leadership of our school. The administrative team believes in creating a common vision in which every member of the staff has a student-centered focus at all times. The administrative team believes in an “open door” policy in that all staff members, regardless of their position, feel like a valued member of the Delano Elementary team.

Our school is based on the Site Based Leadership model which consists of representatives from each grade level, department, paraprofessionals, support staff, school board member, parent representatives and principals. This group is charged with making many of the curricular, budgetary and day to day decisions of our school. The Site Council is the decision making group that gathers and studies data relative to student learning, consider and recommend strategies for learning improvement, and evaluate progress. The Site Base Leadership Council works to ensure that all stake holders have access to both the input gathering and decision making processes. The Site Base Council also develops long range plans that are expected to result in improvement of student learning.

Each year the Site Base Leadership Committee develops a School Improvement Plan. In this plan, the committee sets forth the goals and objectives for the school year. This plan includes the tasks, timelines, resources needed, responsibilities and the evaluation of each goal in the plan.

This year the administrative team set forth a new initiative with the Student Success Team. This team was developed for teachers to bring student concerns to a group of teachers who are our resident experts. Teachers share their data on individual students and are given potential interventions in which the teacher is asked to try and document their success.

The administrative team at Delano Elementary has high expectations for all staff. We expect staff to be flexible, hardworking, dedicated, excellent communicators and willing to put students and families first on a daily basis.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Mathematics

Edition/Publication Year: 2003/2007/2011 Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets/Exceeds	93	90	95	91	95
Exceeds	50	40	62	57	65
Number of students tested	150	164	169	152	159
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	6	2	0	2
Percent of students alternatively assessed	1	4	1	0	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	83	65	93	74	100
Exceeds	44	30	61	35	63
Number of students tested	18	20	28	23	19
2. African American Students					
Meets/Exceeds		Masked	Masked	Masked	Masked
Exceeds		Masked	Masked	Masked	Masked
Number of students tested		3	1	3	2
3. Hispanic or Latino Students					
Meets/Exceeds	Masked	Masked	Masked		Masked
Exceeds	Masked	Masked	Masked		Masked
Number of students tested	1	3	3		2
4. Special Education Students					
Meets/Exceeds	83	82	81	80	78
Exceeds	22	35	60	29	56
Number of students tested	27	23	20	17	18
5. English Language Learner Students					
Meets/Exceeds	Masked			Masked	
Exceeds	Masked			Masked	
Number of students tested	1			1	
6. Asian					
Meets/Exceeds	Masked	Masked	Masked	Masked	
Exceeds	Masked	Masked	Masked	Masked	
Number of students tested	4	3	4	5	
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
Our Developmentally Cognitively Delayed population for the class of 2020 was considerably larger than other classes					

13MN2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Mathematics

Edition/Publication Year: 2003/2007/2011 Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets/Exceeds	95	88	92	92	87
Exceeds	48	46	51	50	42
Number of students tested	166	169	160	163	149
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	7	3	0	2	1
Percent of students alternatively assessed	4	2	0	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	91	89	73	87	59
Exceeds	36	41	27	52	23
Number of students tested	22	27	22	23	22
2. African American Students					
Meets/Exceeds	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	1	1	2	2
3. Hispanic or Latino Students					
Meets/Exceeds	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	2	2	2	4
4. Special Education Students					
Meets/Exceeds	93	91	79	88	78
Exceeds	41	35	42	29	28
Number of students tested	27	23	19	17	18
5. English Language Learner Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
6. Asian					
Meets/Exceeds	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	4	5	1	4
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
Our Developmentally Cognitively Delayed population for the class of 2020 was considerably larger than other classes					

