

U.S. Department of Education
2022 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Dr. Kari Wehrmann
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Kimberly Lane Elementary School
(As it should appear in the official records)

School Mailing Address 17405 Old Rockford Road
(If address is P.O. Box, also include street address.)

City Plymouth State MN Zip Code+4 (9 digits total) 55446-2422

County Hennepin County

Telephone (763) 745-5600 Fax (763) 745-5691

Web site/URL https://www.wayzataschools.org/kimberlylane E-mail kari.wehrmann@wayzataschools.org

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

(Principal's Signature) Date _____

Name of Superintendent* Dr. Chace Anderson E-mail chace.anderson@wayzataschools.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Wayzata Public School District Tel. (763) 745-5000

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Sarah Johansen
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
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. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. 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.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 9 Elementary schools (includes K-8)
 - 3 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 13 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	42	40	82
1	42	45	87
2	50	57	107
3	45	48	93
4	45	38	83
5	71	43	114
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 or higher	0	0	0
Total Students	295	271	566

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 40 % Asian
 - 6 % Black or African American
 - 3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 44 % White
 - 7 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report 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.)

5. Student turnover, or mobility rate, during the 2020 - 2021 school year: 12%

If the mobility rate is above 15%, please explain:

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year	32
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	38
(3) Total of all transferred students [sum of rows (1) and (2)]	70
(4) Total number of students in the school as of October 1, 2020	602
(5) Total transferred students in row (3) divided by total students in row (4)	0.12
(6) Amount in row (5) multiplied by 100	12

6. Specify each non-English language represented in the school (separate languages by commas):

Arabic, Bengali, Burmese, Mandarin, Czech, Gujarati, Hebrew, Hindi, Hungarian, Farsi, Italian, Japanese, Kannada, Korean, Malayalam, Marathi, Mongolian, Nepali, Pashto, Portuguese, Punjabi, Russian, Sign Language, Somali, Spanish, Tamil, Telugu, Urdu, Vietnamese

English Language Learners (ELL) in the school: 8 %
45 Total number ELL

7. Students eligible for free/reduced-priced meals: 5 %

Total number students who qualify: 29

8. Students receiving special education services with an IEP or 504: 10 %
56 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>13</u> Autism | <u>13</u> Multiple Disabilities |
| <u>5</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>11</u> Other Health Impaired |
| <u>4</u> Developmental Delay | <u>8</u> Specific Learning Disability |
| <u>4</u> Emotional Disturbance | <u>8</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 9
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	24
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	11
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	8
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 24:1

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

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	97%	97%	96%	96%	96%
High school graduation rate	98%	98%	98%	98%	98%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2021.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

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

Yes No

If yes, select the year in which your school received the award. 2007

15. In a couple of sentences, provide the school’s mission or vision statement.

Wayzata Public Schools District ensures a world-class education that prepares each and every student to thrive today and excel tomorrow in an ever-changing global society.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

Policy 401 Equal Employment Opportunity

<https://drive.google.com/file/d/0B5fcyGPXuzrvQUxhS3ILWDBxSW8/view?resourcekey=0-9xZzcoAjkJColKOHZq43uQ>

Policy 402 Disability Nondiscrimination

<https://drive.google.com/file/d/0B5fcyGPXuzrvQVBDT3VhUGI4N00/view?resourcekey=0-gON-h8r9FoHbRdF1tGDwOA>

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SCHOOL OVERVIEW

Kimberly Lane Elementary is one of nine elementary schools in the Wayzata Public School District, located in the western suburbs of Minneapolis, Minnesota. At Kimberly Lane's K-5 assembly on the first day of each school year, Kimberly Lane Elementary fifth grade students stand, raise their right hand, and repeat the following: "I promise to try my best every day, to be my best self, to be a positive role model, and maintain Kimberly Lane's tradition of excellence." Kimberly Lane is proud to have a coyote as our mascot and our school community collectively celebrates and reinforces that message of excellence everyday for all of our students through our Coyote CODE: be Considerate, Own your actions, Do your best, and Everyone is safe. Our goal is to have all students feel a sense of belonging and connection to our school, and that their social-emotional, physical and mental health are nurtured and valued. We believe emotions are the gateway to learning. Our curriculum and culture support that. For instance, our school social worker teaches a series of lessons to our students each year on identifying emotions, the Zones of Regulation (Leah M. Kuypers), helping each child create an individualized toolkit of how to "get into the green zone," and helping students understand and apply the concept that the "size of the problem" should match "the size of the reaction."

Over the last two years, an emphasis in our professional development has been on asset framing: looking at students based on their strengths, assets, contributions and aspirations instead of their challenges. At our back to school workshop, we carve out time for teachers to call families and learn about each child's greatness and classroom teachers ask families about the hopes and dreams they have for their child. Collaborative and trusting relationships are a key reason for Kimberly Lane Elementary's strong reputation. We are very fortunate that our families are highly involved in their children's education. Each fall and spring we have between 98-100% attendance at parent-teacher conferences. Our PTA generously supports field trips, teacher grants, a multicultural week celebration, service learning, and other special events like Bingo and Family Fun Night.

In order to support mental health, we try to help students and staff maintain a focus and balance to thrive in our learning environment. For instance, the expectation is that teachers do not assign students homework over school breaks. Also, the principal asks teachers to design their workflow, so they too may enjoy school breaks without correcting papers, answering emails, and creating lesson plans. These are a few pieces of Kimberly Lane Elementary culture that holistically support individuals, so we may support one another to be our best selves and be a healthy community. Our goal is to meet each person where he or she is, and help him or her be better.

By laying the groundwork of strong relationships and mental health, it enhances the positive feedback loop for robust academic, social-emotional growth for students and staff, too.

To support student learning we implement the district-wide elementary reading and math curriculum, which articulates when students would benefit from additional academic support during the school day. Classroom teachers differentiate their instruction to meet a wide range of skills and abilities in their heterogeneous classrooms, while maintaining high expectations for each and every student. When additional support is needed, we have two full-time reading intervention teachers, and a part-time math intervention teacher. In addition, we have one K-5 student support specialist who collaborates with teachers, students, support staff and families to individualize academic, emotional and behavioral supports. Our school social worker facilitates mental health support for students. Our enrichment specialist creates additional learning opportunities in reading, math and critical thinking skills for identified students. All our teachers work in professional learning communities to review student data, plan instruction, collaborate, and share strategies. If students continue to struggle after Tier 1 and Tier 2 interventions, access to additional support in special education or a 504 may be pursued.

A recent change to our school culture and traditions started last year when Kimberly Lane Elementary became the district's centralized location for our Deaf and Hard of Hearing (DHH) program. As a school we have worked on raising awareness of deaf culture by having all students and staff learn how to sign hello, please, thank you, and good morning in American Sign Language (ASL). When our PTA collected multicultural celebration videos from our families, extra efforts like closed captioning were made to ensure

videos were accessible to all. Classroom teachers regularly use closed captioning when showing videos in their classrooms to increase accessibility for all students. In addition, our ASL interpreters and DHH teacher created an ASL video of our school song that runs regularly on our lunchroom monitors. The hope is that when we are able to assemble together as a whole school to sing our school song at future school assemblies, we will sing with our voices and hands.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas:

The mission of Wayzata Public Schools is to ensure a world-class education that prepares each and every student to thrive today and excel tomorrow in an ever-changing global society. Our school district uses the Minnesota State Standards to help us guide students' learning in all content areas. We use a variety of commercial curricula and teacher-created activities as tools in the teaching and learning process. Philosophically, the common approach across all subject areas includes a focus on critical thinking and the process of learning. All of the nine elementary schools align common practices and resources to ensure a high quality experience for all students across the district.

The district's four strategic directions focus our work with children at Kimberly Lane Elementary. First, by the end of third grade, all students will achieve at or beyond grade level expectations for reading, writing and mathematics. Second, student achievement will not be predictable by any demographic classification, such as race, socioeconomic status, gender or disability. Third, all students will know and understand their unique talents, have a voice in their education, experiences, and take ownership for their learning, career aspirations, and future success. Finally, all students will feel a sense of belonging and connection to their school where social-emotional, physical and mental health are nurtured and valued.

A driver of our words and actions includes: challenging oneself and others for excellence in all we do; working together to maximize opportunities and eliminate barriers to learning for all; maintaining a sense of belonging to and responsibility for the broader community; meeting the specific needs of all students; doing the right thing in the right way at the right time, even when no one is aware; and valuing others for their diverse talents, backgrounds, cultures and viewpoints.

1b. Reading/English language arts curriculum content, instruction, and assessment:

Wayzata Public Schools K-5 literacy mission is to inspire each and every student to develop the literacy skills needed to be a life-long learner, and to ensure all students develop the literacy skills to gain knowledge of self, others and the world, so they may positively impact their future and the future of their communities.

We have several underlying beliefs. Students need to read and write daily. All students can learn and achieve at high levels. Skillful teachers are key to student learning. A focus on creating meaning is central in literacy instruction. All students should have opportunities to actively build new knowledge by engaging in challenging, authentic literacy experiences. All learners should have access to high quality, diverse texts. Success, motivation and engagement interact to impact students' literacy learning and achievement. Students deserve a personalized learning environment characterized by choice and voice. Teachers recognize that students learn to read through various methods. Literacy is about learning, thinking, and communicating, in addition to developing skills.

Kimberly Lane Elementary has a comprehensive approach to literacy with classroom teachers providing core instruction for all students. Classroom reading instruction is delivered using the Collaborative Literacy components of Making Meaning, K-5, and Being a Reader, K-2 published by the Center for Collaborative Classroom. Our explicit, systematic instruction focuses on five pillars of literacy that have been identified by the National Reading Panel as critical elements of learning to read: phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension. In whole-class, shared reading lessons, students read and reread books and poems together with the teacher, and discuss them with partners and the whole group. During the first few weeks of school, the students learn to work independently in reading, writing, and word work. Teaching students to work independently allows the teacher to begin small-group reading within a few weeks of starting school. Small-group reading is targeted early reading instruction with groups of students who are working on similar reading skills. The students in each group get individual instruction that

they need, and they read books that are at their reading level. Students learn key comprehension strategies readers use to help them understand what they read, including retelling, visualizing, and wondering. Students also practice reading self-selected texts independently every day, conferring, and working collaboratively to analyze texts. The teacher confers with individual students, which allows the teacher to assess each student's comprehension. It also provides an opportunity to support struggling students, encourage students to read more complex texts, and identify areas of growth for each student.

For writing, Kimberly Lane Elementary uses the Teachers College Reading and Writing Project's Units of Study curriculum, which complements the reading curriculum. The writing curriculum ensures all elementary students have the opportunity to develop writing skills in opinion, informative/explanatory and narrative writing, as required in Minnesota State Standards.

Kimberly Lane Elementary works hard to ensure all students have access to robust and engaging classroom and school libraries, with the goal that students become better readers, have a voice and choice in their reading, and feel connected to themselves and others.

Kimberly Lane Elementary offers additional instruction to students significantly lower or higher than grade level through reading intervention or enrichment services. Teachers determine which students would benefit most from supplemental support by using curriculum-based measures, classroom observation, and standardized test scores.

1c. Mathematics curriculum content, instruction, and assessment:

Based on the belief that all students can learn, the experience of mathematics at Kimberly Lane Elementary creates flexible problem solvers and critical thinkers. We have a series of underlying beliefs. All students can learn. Math is about thinking and reasoning, not just getting the answer. Meaning and context is essential for learning mathematics. Students must learn mathematics with understanding, actively building new knowledge from experience and prior knowledge. It is critical for students to communicate their mathematical thinking. All students can learn mathematics and contribute to the math environment. All students will have access and contribute to high level, mathematical discussions. We teach students to be persistent, flexible and creative problem solvers. Students deserve to get feedback about their learning and progress towards mastery. Students deserve a safe learning environment.

Kimberly Lane Elementary uses the Bridges in Mathematics curriculum. Students gain a deep understanding of concepts, proficiency with key skills, and the ability to solve complex problems. The curriculum is composed of three distinct but integrated components: problems and investigations, work places, and number corner. The curriculum focuses on developing students' deep understanding of mathematical concepts, proficiency with key skills, and the ability to solve complex and novel problems. Learning features a combination of whole-group, small-group, and independent activities that are problem centered. Lessons often begin with a problem posed to the whole class. Students think and work independently or talk in pairs before sharing and comparing strategies and solutions as a whole class. The teacher monitors and guides the class discussion to make sure that students understand important mathematical concepts. Students regularly engage in math exploration activities that reinforce key skills. The teacher observes and interacts to address students' need for support and enrichment. In addition, every day the class works on math skills that revolve around the classroom calendar and give students an active role. Families receive math unit overviews throughout the year that explain the math concepts the class is currently focused on and suggest specific ways to support their child.

Kimberly Lane Elementary offers additional instruction to students significantly lower or higher than grade level through math intervention or enrichment services. Teachers determine which students would benefit most from supplemental support by using curriculum-based measures, classroom observation, and standardized test scores.

1d. Science curriculum content, instruction, and assessment:

The core purpose of our science program is to empower the next generation of changemakers by fostering curiosity, critical thinking and awareness. We want all students to make sense of their natural and designed world. We have a series of underlying beliefs. All students can learn at high levels. All students can engage in challenging tasks. All students are natural scientists and engineers. All students deserve a safe environment where risk taking is encouraged. The experiences of all students are respected and valued as part of their sense-making process. The processes of science and engineering are about “figuring out” not just “knowing about.”

Kimberly Lane Elementary uses Mystery Science as its K-5 science curriculum. Multimedia science and STEM lessons align to the Minnesota State and Next Generation Science Standards. Each lesson begins by posing a question commonly asked by young students, which is followed by a series of brief videos and prompts used to guide class discussion. The lesson concludes with an activity incorporating basic supplies commonly found in a classroom or at home. Students are expected to ask questions and define problems; develop and use models; plan and carry out investigations; analyze and interpret data; use mathematics and computational thinking; construct explanations and design solutions; engage in argument from evidence; and obtain, evaluate, and communicate information.

In Kindergarten science students build on their experiences of observing the world around them as they begin to figure out questions related to plants, animals, weather, the use of natural resources and push and pull forces.

First grade students build on their experiences of observing the world around them as they begin to figure out questions related to plants, animals, lights and sounds, and the Sun, Moon and stars. Like in Kindergarten, students engage in a variety of science and engineering practices, such as asking questions, developing models, and planning and conducting investigations to make sense of these mysteries of the natural and designed world. Students identify themes, such as patterns and cause and effect relationships.

In second grade, learners grow in their ability to understand larger systems and the parts that make them up. Investigations of how parts relate to the whole provide a key basis for understanding systems in later grades. Students record observations and data, use informational text to gather information, create models to make sense of phenomena and engage in scientific thinking.

In third grade, students use their advancing understanding and skills to study the interactions in Earth systems, environments, humans, and the designed world. They begin to formulate answers to questions about plant production, water's impact on the Earth's shape, and how human senses work. Third grade students expand on their development and use of models to make sense of the world. They continue to improve in collecting and organizing data to support claims and communicate reasoning. They also explore how a person's culture can influence their understanding of a natural phenomenon.

In fourth grade, students use quantitative and qualitative data to formulate arguments and develop models, analyze and interpret maps and construct explanations about a variety of topics. Students will engage in learning activities and investigations to allow them to make sense of phenomena related to magnets, the water cycle, Earth's changing landscape and human's use of natural resources.

In fifth grade, students formulate answers to questions about ecosystems, properties of matter, and astronomy. Like fourth grade, practices such as constructing explanations, developing and using models and using computational thinking are embedded in the work students do. The focus of instruction is on the development of these transferable science and engineering skills and understanding, not the memorization of facts.

1e. Social studies/history/civic learning curriculum content, instruction, and assessment:

In Kindergarten and first grade, teachers introduce the four social studies disciplines of citizenship and government, economics, geography and history to students. They learn the importance of rules and demonstrate basic skills that reflect civic values. Students begin to identify things that define America's civic identity, while also learning how cultures differ from one another. Students use simple geographical

tools and historical stories to explore various places and times. They build their knowledge of the past by comparing family life, buildings and other technologies from earlier times to today.

Students in second grade study Indigenous peoples and the influence of a variety of cultures on our society, gaining an understanding of the United States' common heritage and diverse roots. They use calendars and timelines to track the passage of time and chronicle events. They begin to understand how resources and physical features influence the distribution of people around the world and use maps and other geographic tools to explain the characteristics of different places.

In third grade, students expand and deepen their knowledge by applying basic concepts in each discipline to complex communities and environments near and far. Students begin to understand the social, economic, geographic and political aspects of life in the world beyond our state and nation. They create and interpret simple maps, using them to understand the physical and human characteristics of places around the world, from one's neighborhood to vast regions of Earth. They further explore the civic relationship between an individual and the community in the United States in which he or she lives, the three branches of government and the functions and funding of government.

In fourth grade, the lead discipline is geography, focusing on political geography and the cultural landscape of North America. Students master the understandings that lay the geographical foundation for the interdisciplinary Minnesota, United States, and global studies courses to follow in the middle grades. They learn about tribal government and develop a better understanding of the multiple players involved in the United States government (political leaders and the public) and the economy (buyers and sellers in a market).

In fifth grade, the lead discipline is history supplemented by a strong secondary emphasis on citizenship and government. Students explore the history of North America in the period before 1800. They learn about complex societies that existed on the continent before 1500, and subsequent interactions between Indigenous peoples, Europeans and Africans during the period of colonization and settlement. Students become immersed in historical inquiry, learning to "think like a historian."

1f. For secondary schools:

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

Kimberly Lane Elementary offers visual art and music instruction to all Kindergarten through fifth grade students once every five days for each area. Kindergarten students receive 30 minutes of instruction, and students in first through fifth grade receive 60 minutes. The visual art curriculum works to balance the process of creating with the final product, by focusing on the Create Process Map created by the Perpich Center for the Arts: imagine, plan, explore, make, refine, present and reflect. In addition, students critique art by making their own meaning by noticing, making connections, connecting feelings, analyzing, questioning, interpreting and speculating. Additionally students in all grade levels will create art on a computer or iPad and will also create three-dimensional artwork. Activities in music class include learning to play percussion instruments, studying music history, performing rhythmic exercises, responding to music through movement and reading music notation. Our goal in music is to help students acquire the knowledge and skills, enabling them to explore, appreciate and participate in the rich musical culture outside of the classroom throughout their lives.

Students receive physical education instruction 90 minutes every five days in first through third grade; and 60 minutes for Kindergarten, and fourth and fifth grades. The physical education program offers opportunities for engagement, fitness, positive peer-to-peer interactions, and skill development through a

variety of activities. In health, each grade level addresses specific topics aligned to five units: mental, emotional, family and social health; growth and nutrition; personal health and safety; drugs and disease prevention; and community and environmental health.

Spanish is offered 60 minutes once every five days for fourth and fifth grade students. Students develop skills to allow them to communicate in Spanish. They gain a knowledge and understanding of other cultures and develop insight into the nature of language and culture, as well as reinforce and further their knowledge of other disciplines through the Spanish language.

All students have technology class once every five days. Kindergarten students receive 30 minutes of instruction, and first through fifth grade receive 60 minutes. Technology class provides students practice with basic foundational skills so they may effectively use current technologies, understand the rights and responsibilities of their actions when using digital tools, and learn how to most effectively and safely access information and tools online. Activities focus on critical thinking, problem solving and decision making.

All students work with our media specialist in our library on a weekly basis where they learn about choices for resources and how to locate and use information and resources. Students learn about a variety of authors and develop an understanding of what makes literature great. Students also develop information literacy skills and skills that enhance the inquiry process. Students learn to locate and use both print and digital information and resources, identify the topic of resources and formulate questions about a topic.

3. Academic Supports

3a. Students performing below grade level:

Teachers provide high-quality first time instruction in classrooms. We regularly assess all students and analyze the data to determine which students need additional instruction either from the classroom teacher or from an intervention teacher. When we find that a student needs more instruction to make progress toward meeting the standards, we enroll them in an appropriate intervention in one of the following focus areas: literacy, mathematics, and social emotional learning. We provide on-going progress monitoring, so that we may match the level of intervention to the students' changing instructional needs.

Reading intervention includes explicit routines focused on phonological awareness, spelling sounds, and sight words in a small group or individual setting. The progress of students receiving intervention is monitored regularly. Measures used for progress monitoring include FastBridge's earlyReading measures, and other specific skills assessments.

Universal screening assessments are given to all students to help identify those students who are not progressing adequately and will need extra help. A combination of screening and progress monitoring data provide the greatest chance of designing and delivering instruction to support student learning. The goal is to find students and match their needs with evidence-based practices so students may make progress in meeting proficiency expectations. The assessments vary depending on the literacy goals of each grade level.

Teachers assess Kindergarten and first grade students in the fall using a placement test to determine the small group learning that is the best fit for each child. This test assesses letter recognition, letter sounds, high frequency words and decoding. Teachers use the placement test, observation, and small group work tests to identify the literacy needs of students, so teachers may design and deliver meaningful instruction. In addition, teachers use these tests to screen students who may need an early reading intervention. For instance, Kindergarten students are considered on-grade level in the fall if they know 21 letters. In the winter, students are considered on grade-level if they are making progress as indicated on a mastery test. After the first half of the school year, teachers recommend Kindergarten students who are not making adequate progress for intervention. First grade students who demonstrate a potential need for intervention may be further assessed using subtests from Marie Clay's Observation Survey: letter identification, words list, writing words, hearing sounds in words and text level.

Beginning in second grade, student reading is monitored and assessed using FastBridge's aReading.

Teachers monitor the data from the aReading assessment, coupled with curriculum based assessments throughout the year to identify students who may need a reading intervention and to track student growth over time. Second graders who end first grade performing below grade level on assessments and students new to Wayzata Public Schools complete additional assessments as part of the process for identifying students for reading intervention. Students whose scores fall within the high risk or some risk ranges will be considered for intervention. At times students may fluctuate on test performance. In using test criteria, teachers use multiple data points to identify students for intervention. Teachers may look for a history of below average performance on assessments and also low performance in the classroom as further evidence of need. Students recommended for intervention receive additional assessment in order to pinpoint needs in the areas of fluency, decoding, comprehension and phonemic awareness.

Teachers expect all third grade students to read at or above grade level by spring. Teachers determine entry into intervention by the FastBridge aReading assessment, along with a review of past years' performances on district assessments and teacher recommendations. The data from the aReading assessment may be coupled with text level data and curriculum based assessments to identify students for intervention. Teachers monitor all students throughout the year to identify students who may need a reading intervention and to track student growth over time.

Upon enrollment in intervention, students in second through fifth grade who receive reading intervention are assessed using an oral reading fluency measure. This assessment measures the number of correct words the student can read per minute. It may also include observation of such things as monitoring punctuation, using expression and reading in phrases. The progress of students receiving intervention is monitored regularly.

Multi-tiered math interventions include additional classroom small group or individual instruction provided by the classroom teacher, additional small group instruction provided by a math interventionist or trained paraprofessional, and/or additional individual instruction provided by a math interventionist.

3b. Students performing above grade level:

Our gifted and talented program offers a unique program to address the social and emotional needs of highly-gifted students. The enrichment specialist delivers enrichment instruction in second through fifth grade, and our fourth and fifth grade students also have an additional opportunity called Seminar. The goal of Seminar is to provide students with opportunities to experience the satisfaction of grappling with the challenge of critical and creative thinking activities.

In addition, it helps students explore topics that encourage habits and attitudes that strengthen academics, personal, and interpersonal confidence, growth, and character. The learning experience allows highly-motivated and highly-intelligent students an opportunity to work with and learn from each other.

Wayzata Public Schools defines gifted as demonstrating significantly high ability as measured by performance on the Cognitive Abilities Test. Students who score at or above a 130 standard age score as an overall score; or students who score above 135 in any one subsection, verbal, nonverbal or quantitative, are invited to attend Seminar.

Our gifted and talented program also addresses the social and emotional needs of highly-gifted students. Research done by the National Association of Gifted Children and others has shown that students who are significantly different from their peers are more likely to experience a dissonance between how they think and learn as compared to the classmate. This dissonance may lead to issues with achievement, friendships, and self doubt. It is our belief that by helping students learn about themselves and their strengths, students will learn to mitigate these challenges and lean into their full potential.

Students meet once a week for Seminar. Topics center around perfectionism, what it means to be gifted, stress management, and growth mindset. In addition, students learn creative and critical thinking skills and as well as working through challenges via STEM, breakout rooms and challenging puzzles.

3c. Special education:

The focus of special education is to ensure a Free and Appropriate Public Education (FAPE) for eligible students identified to have a disability and who are in need of individualized and specially designed instruction. This instruction provides progress towards goals and objectives through collaboration between parents/guardians, students and professional staff who assist in identifying students with disabilities using the multidisciplinary team process. We implement due process standards in collaboration with the student's Individualized Education Plan (IEP) Team, and provide the appropriate specialized instruction to students through their IEP, based on the child's disability-related needs. Throughout the school year, we monitor the student's progress based on the goals and objectives written in the IEP.

3d. English Language Learners, if a special program or intervention is offered:

It is our mission to ensure that each English Learner (EL) in our schools develops linguistically, academically and cognitively within a socially and culturally supportive environment. Our EL program teaches listening, speaking, reading and writing through content, and is available at all of our elementary schools. EL teachers use the pull-out model, push-in model, or both to support language and content area learning. For the pull-out model, students are in mainstream classes for the majority of the day. EL teachers work with small groups to target specific English language needs. Beginning EL students receive more EL instruction than intermediate or advanced students. For the push-in model, students are in mainstream classes for the majority of the day. The EL teacher may work with students in the mainstream classroom to improve academic English in content areas and paraprofessionals may support generalization of skills previously taught by an EL teacher. The total amount of EL instruction varies by student, based on individual needs.

3e. Other populations (e.g., migrant, homeless), if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Our school engages, motivates, and provides students with a positive environment that supports their academic, social, and emotional growth in a variety of ways. Teachers check in with individual students throughout the day -- as they enter the classroom in the morning, during morning meeting, work time, and individual conferring. When students need additional support with engagement, teachers partner with our school social worker or student support specialist, and parents to create an individualized plan. For instance, several students who need additional support and structure have daily goal sheets where they check-in with an adult at the beginning of the day, set a goal, and track it through the day. The student checks out with the same adult at the end of the day to celebrate the day's successes. Staff members track the data to ensure the interventions lead to gains. If they do not, teachers adjust interventions and coinciding plans for the student.

Another support system Kimberly Lane has done over the years includes accelerated learning plans for students who are not projected to be proficient on the Minnesota Comprehensive Assessment (MCA) in reading and/or math. Prior to COVID, each fall classroom teachers reviewed past assessment data and consulted with the prior year's classroom teachers to identify students who were not on target to pass the MCA. Students and Kimberly Lane teachers then identified the possible underlying reasons why some students' academic abilities were not the reason for their struggle on reading and math assessments. The three most common, non-academic areas of concern were attention/impulse control, worry, and lack of stamina. Teachers implemented interventions for the non-academic as well as the academic areas of concern. Teachers wrote an acceleration plan for each student not projected to be proficient. We dedicated one staff meeting a month as a professional learning community for teachers to work with a partner or in small groups to talk through each child's progress and any adjustments that were needed. Prior to teachers creating the acceleration plans, the building principal interviewed each child who did not pass the MCA test one year, but did pass the following year to learn what the "difference makers" for increased achievement were for each child. The principal compiled that qualitative data and shared a summary of it with staff.

Each spring our students take an engagement survey with questions that connect to the school district's four strategic directions: achievement, each and every, personalization, and health and well-being. For instance, "My teacher wants me to try even when it's hard" and "In school, adults help me feel good about who I am." We use the results of the survey to reflect on our practices and create building-level action plans.

When students needed to quarantine at home due to a close contact or a positive test result, two dedicated quarantine support teachers offered remote instruction. The child's classroom teacher provided lessons/work in either paper or electronic formats. Options included videos, interactive web sites, iPad apps, podcasts, and other resources the teacher deemed appropriate to adequately support at-home learning. Each quarantined child worked with their support teacher on Zoom 30-minutes each day of their quarantine.

2. Engaging Families and Community:

Timely and collaborative communication with families carries a significant impact on student success and school improvement. Teachers send out class updates and individual updates on a regular basis. Students who need significant support receive daily communication with a detailed report of the child's successes and struggles broken down into 15-60 minute increments. This helps us with data collection and collaboration, so we may move forward as a team.

When students learned remotely, every teacher sent out a Week-at-a-Glance that included all of the Zoom links, learning schedules, and resources for families. All students received a 1:1 iPad to access learning. Internet hotspots were provided to families who were experiencing unreliable internet. Free meals were available for all families. As soon as we were able to get students on campus, we brought back our most vulnerable learners first -- special education, EL, and our youngest learners. Throughout the experience, we sought feedback from families on what was working and what wasn't, and adjustments were made.

Each week we send out an all-school email to families with reminders, resources, community education connections and volunteer opportunities. Families are regularly encouraged to partner with the school with any questions and concerns.

Our Parent Teacher Association (PTA) meets monthly and regularly hosts and/or supports school events like our Coyote Dash, Bingo night, multicultural week celebrations, field trips, appreciation weeks, and teacher grants. In addition, one Kimberly Lane tradition has been a fifth grade recognition. Our fifth grade students participate in D.A.R.E. (Drug Abuse Resistance Education), a police officer-led series of classroom lessons that reinforce foundational skills needed to be safe, healthy, and responsible in leading drug-free lives. This is done through ten 45-minute lessons. Our PTA supports the end of course celebration with treats, and decorations.

3. Creating Professional Culture:

Teachers feel valued and supported when they feel heard and their feedback is taken into consideration. For instance, when we transitioned into distance learning last year, the principal held daily informational Zoom meetings for Kimberly Lane teachers to share questions and concerns. The principal surveyed the staff regularly, asking what resources would be helpful and about teachers' mental health. Also, each spring during staffing, all Kimberly Lane teachers are asked to share their hopes for the following year. Also, when the principal creates the master schedule, teachers are encouraged to share their insight and feedback about the schedule, so we may best serve our students.

Another area of support includes professional development. Wayzata Public Schools has many layers of professional development opportunities with the goals of building capacity and alignment across our systems to help students' academic achievement. Each summer a building team meets to review school data to determine building goals for the coming school year. All goals need to support the district's four strategic directions: achievement, each and every, personalization, and/or health and well-being. The building principal meets with the assistant superintendent regularly throughout the school year to share updates on building goal progress. Teachers are expected to have specific Professional Learning Community (PLC) goals and individual goals also aligned with the district strategic directions. Teachers document and reflect upon their work on their goals with their PLC colleagues, peer coaches and building principal. PLC groups meet at least once per week, and the building principal attends each PLC once a month.

Professional development includes on and off campus opportunities. Kimberly Lane's professional development lead works with the district's professional development coordinator, building principals and other site leads across the district when offering district sessions. It is expected that all staff attend district sessions. Sessions model best instructional practices such as differentiation, culturally responsive strategies, a blend of large and small group work, and reflection. For instance, our most recent all-district, elementary professional development session grouped teachers into Kindergarten and first grade, second and third grade, fourth and fifth grade, and specialist teachers. Presenters honed the activities to each group to ensure relevance, and enhance engagement and impact.

Kimberly Lane's staff development committee has representation from each grade level, plus a specialist. In addition to giving feedback on professional development site offerings, the committee reviews teacher requests to attend off-campus professional development opportunities, and also sets aside money for various projects. For instance, if a grade level team has a new team member, the team is allocated a certain amount of time to onboard the new staff member in the summer. The time is used to review the scope and sequence of reading, writing, math, science, social studies, and health curricula for the new staff member. Each building's budget is based on staffing allocations.

4. School Leadership:

At Kimberly Lane Elementary there is one building principal and no other administration. However, teacher leaders throughout the building lead and advise in a variety of ways. For instance, our Positive Behavior Interventions and Support (PBIS) team meets monthly and contains representation from each grade level and the specialists. They create K-5 lessons to teach the Coyote CODE: be Considerate, Own your actions,

Do your best, and Everyone is safe. The common language from those PBIS lessons gives us a common vocabulary in the building and a clear, team approach with behavior expectations. Clarifying and reinforcing behavior expectations in a positive manner allows our students to engage in the learning which in turn positively impacts student achievement.

Kimberly Lane's school leadership philosophy aligns tightly with the district's mission and strategic direction. At Kimberly Lane Elementary, the most important and essential academic skill that we teach, reinforce and foster is reading. The building principal focuses on reducing the "white noise" that can easily happen when the urgent takes priority over the important. Is this practice, activity or event a difference maker? Will it move the dial? If the answer is yes, then we lean in and work collaboratively to make it happen. If the answer is no, then it is not implemented. A true difference maker in our school has been our focus on reading, in particular, the work of our highly-trained reading intervention teachers. These teachers work with struggling, emerging students to give them individualized, explicit instruction to unlock the world of reading. In addition, our reading teachers have been instructional leaders in the building, too, supporting teachers with best practices. They lead staff development at staff meetings and in after-school professional development opportunities. Without the strong foundation in "learning to read," students cannot make the critical leap to "reading to learn" at the older grades.

Leadership for social-emotional learning comes from our school social worker who teaches emotional identification, as well as regulation tools to all students. Our student support specialist supports teachers as they identify, implement, and track the effectiveness of intervention strategies in their classrooms.

Over the years we removed several of our standing committees, and moved to more ad hoc meetings. This streamlining of time has allowed more time for teachers to meet collaboratively with colleagues, connect with families, and meet the individual needs of their students.

5. Culturally Responsive Teaching and Learning:

Last school year the Wayzata School Board officially approved an aspirational equity commitment that grounds our work in addressing culturally-responsive teaching and learning. As it states, "Systemic racism and many inequities exist in our society. It is not a reflection of who we aspire to be." We have committed to evaluating and expanding our mindsets, embracing productive discomfort, transforming our core values from words to policies, and actions that improve equity. Our goals include creating a system for learning, teaching and measuring success that honors cultural differences. We commit to give each other space to understand our implicit biases as we seek to free ourselves of them. We share collective responsibility for empowering all learners to thrive and be their authentic selves, build on the strengths we each bring so that together we are more than the sum of our parts. The lives of Black, Indigenous and people of color matter and this is reflected in our actions. We have committed to studying and practicing anti-racist behavior so that we can continuously learn and improve. It is an imperfect journey that we commit to as we infuse our daily work and planning with equity-thinking through self-reflection and data. Our school district's director of equity and inclusion has facilitated the curation and distribution of high-quality, diverse resources for our classrooms, professional development and community.

Equity work threads through our curriculum. For instance, in language arts texts have been chosen to ensure multiple perspectives are represented. A few years ago when Kimberly Lane replenished our classroom libraries, we first audited our collections. In order to create a selection of literature that worked as "windows and mirrors" for our students at Kimberly Lane Elementary, we learned that we needed many more Asian-American authors, characters and/or cultural content -- especially Indian, to reflect the large Indian-American population of our school. The media specialists across the district worked to generate a list of current, high quality and engaging books.

Our PTA has a diversity, equity and inclusion subcommittee that meets monthly to find ways to support our school and the district's equity commitment. Based on the work of that group, we have added events and learning opportunities for our students. The most notable is our multicultural week celebration that is filled with students and families sharing their cultural traditions.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Hiring exceptional teachers is the one practice that is the most instrumental to our school's success. Teachers are the most important engine of the school machine. Their efficacy changes lives. A recipe for success includes aligning the work of exemplary teachers so they are heading together in the same direction with a clear vision, best practice pedagogy, and effective tools.

In the spring, the elementary principals work as a team with human resources to screen and select top candidates that best match our district's mission and vision. The district hires teachers for the district instead of for a specific building, which lends itself to greater alignment across the district. Since our district is growing and has opened two new elementary schools in the last six years, we have hired many teachers and with the school boundaries changing it has greatly impacted staff moving from one building to another during those transitions. Having a common vision allows us to move forward smoothly as a system, and have productive collaboration across all nine elementary buildings. This was especially evident last year when families were given the choice to have their child learn remotely or learn on campus. It was such a heavy lift and our teachers worked together across the district to share resources and practices.

In addition, the district uses the same performance review processes K-12. For instance, when we shifted to a new feedback model for continuing contract teachers, all of the building principals and supervisors received professional development on the tool for a year to ensure inter-rater reliability.

High-quality teachers fuel our success with students, both academically and socio-emotionally.