

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School
(Check all that apply)

Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Dr. Karla M. Thompson

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Plymouth Creek Elementary School

(As it should appear in the official records)

School Mailing Address 16005 41st Ave N

(If address is P.O. Box, also include street address.)

Plymouth

Minnesota

55446-2529

City

State

Zip Code+4(9 digits total)

County Hennepin

State School Code Number* 01-0284-819

Telephone (763) 745-5800

Fax (753) 745-5891

Web site/URL www.wayzata.k12.mn.us/plymouthcree E-mail karla.thompson@wayzata.k12.mn.

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

Principal's Signature _____

Name of Superintendent Mr. Robert J. Ostland

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Wayzata Public Schools, ISD #284

Tel. (763) 745-5001

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(Superintendent's Signature) _____

Name of School Board

President/Chairperson Mr. John A. Moroz

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

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

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

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

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. 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.
7. 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.
8. 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. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: _____ 7 Elementary schools
 _____ 3 Middle schools
 _____ 0 Junior High Schools
 _____ 1 High schools
 _____ 0 Other
 _____ 11 TOTAL
2. District Per Pupil Expenditure: _____ 8259
 Average State Per Pupil Expenditure: _____ 8626

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 Urban or large central city
 Suburban school with characteristics typical of an urban are
 Suburban
 Small city or town in a rural area
 Rural
4. _____ 4 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K			0	7			0
K	43	51	94	8			0
1	70	54	124	9			0
2	60	62	122	10			0
3	61	39	100	11			0
4	64	50	114	12			0
5	53	49	102	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							656

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 0 | % American Indian or Alaska Native |
| 15 | % Asian or Pacific Islander |
| 7 | % Black or African American |
| 2 | % Hispanic or Latino |
| 76 | % White |

100 % TOTAL

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year 10 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	18
(2)	Number of students who transferred from the school after October 1 until the end of the year	38
(3)	Total of all transferred students [sum of rows (1) and (2)]	56
(4)	Total number of students in the school as of October 1	558
(5)	Total transferred students in row (3) divided by total students in row (4)	0.10
(6)	Amount in row (5) multiplied by 100	10

8. Limited English Proficient students in the school: 5 %
- | | |
|----|---|
| 33 | Total Number Limited English Proficient |
|----|---|

Number of languages represented: 9

Specify languages: Russian, Spanish, Chinese, Telegu, Arabic, Vietnamese, Somali, Tibetan, German

9. Students eligible for free/reduced-priced meals: 9 %

Total number students who qualify: 61

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 federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{6}{40}$ % 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 categories.

<u>7</u>	Autism	<u>1</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>7</u>	Other Health Impairment
<u>0</u>	Deaf-Blindness	<u>9</u>	Specific Learning Disability
<u>3</u>	Emotional Disturbance	<u>19</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>0</u>	Mental Retardation	<u>1</u>	Visual Impairment Including Blindness
<u>0</u>	Multiple Disabilities		

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

Number of Staff

	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>27</u>	<u>2</u>
Special resource teachers/specialists	<u>9</u>	<u>9</u>
Paraprofessionals	<u>14</u>	<u>8</u>
Support Staff	<u>3</u>	<u>0</u>
Total number	<u>54</u>	<u>19</u>

12. Average school student-classroom teacher ratio, that is, the number of 23 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	97 %	96 %	97 %	97 %	97 %
Daily teacher attendance	94 %	96 %	96 %	94 %	95 %
Teacher turnover rate	6 %	3 %	17 %	3 %	9 %
Student drop out rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

14. **(High Schools Only. Delete if not used.)**

Show what the students who graduated in Spring 2007 are doing as of the Fall 2007.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 600 words). Include at least a summary of the school's mission or vision in the statement.

Plymouth Creek Elementary is a kindergarten through fifth grade school located in Plymouth, Minnesota with a student population of 673 students. The school opened in 1989 and provides an exemplary child-centered environment that strives to meet the needs of all learners. We set high expectations to achieve academic excellence and teach problem solving techniques necessary to maximize individual potential. We view all individuals as lifelong learners who are able to function both independently and cooperatively. We empower all learners to make choices, accept responsibility and show respect for themselves, others and the world around them in a safe, caring atmosphere where everyone feels a sense of belonging. Our vision is to be 'a model of excellence among learning communities'.

Parents value the education their children receive. They hold high expectations for their children and our staff. There are 502 families that are part of our community, with an attendance rate at parent teacher conferences of 98%. Parents support the school through the passing of levy referendums, PTA sponsored activities, volunteering, organizing curriculum enhancement programs, supplementing our budget, and follow through at home.

Because parents model the value of learning, students come to school ready and excited to learn. Students want to help each other. Older classes have younger class buddies. Older students assist in getting kindergarteners on the correct bus. Students feel safe when they are at school. They know there are adults in the school they can turn to for questions, concerns or a needed pat on the back. Student Council members organize various school spirit activities and community outreach programs collecting food, hats, mittens, glasses, books, and donations for other organizations.

The staff at Plymouth Creek is exceptional in every way. They are hardworking, dedicated, intelligent and caring. They set high expectations for themselves and the students. Systems are in place to support the wide spectrum of student needs. We have teachers and paraprofessionals that provide instructional enhancement and support. The majority of staff members each mentor a child who is potentially at risk. They frequently continue that relationship throughout the child's years at Plymouth Creek. Teachers value the opportunity to have in-depth conversations with their colleagues about student needs. Over 70 percent of the staff have advanced degrees. There are 95 full and part time staff members, including child care, custodial and food service staff.

Our site council oversees the vision and goals of the school. This group of 9 parents and staff facilitate the goal setting process and monitor the progress. The goals set for 2007-08 are to 1) strengthen reading comprehension skills, 2) maximize the effective use and integration of technology to increase learning and improve communication in the Plymouth Creek community, and 3) increase sensitivity and understanding of multiple cultures and implement instructional strategies to promote learning across cultures. Our professional development and literacy committees facilitate the learning activities necessary for our staff and students to achieve these goals.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Assessment Results: Plymouth Creek Elementary participates in Minnesota's state testing program. The state of Minnesota follows the guidelines set forth by the federal government in relation to No Child Left Behind. The MCA-IIs are the primary assessments used for NCLB accountability. All students are required to take this test or a designated replacement such as the alternate assessment or Test of Emerging Academic English (TEAE) for Limited English Proficiency (LEP) students. Information from these tests is used to determine proficiency levels of students in each school. NCLB requires that all public school students in grades 3-8, and in one grade in high school, be assessed in reading and mathematics.

From 2001-2002 to 2004-2005 students were tested using the Minnesota Comprehensive Assessment (MCA). Beginning in 2005 - 2006, students were tested using the Minnesota Comprehensive Assessment Series II (MCA-IIs). The two tests are different. The MCAs were written with the Minnesota Academic Standards. They used different scales, four digit versus three digit. The MCAs had five different achievement levels versus four in the MCA-IIs.

The purpose of the Minnesota Comprehensive Assessments - Series II (MCA-II) is to measure Minnesota student achievement with regard to the Minnesota Academic Standards. The MCA-IIs are reading and mathematics tests that meet the accountability requirements of the 2001 Federal Legislation 'No Child Left Behind:' (NCLB).

The raw score of the MCA-IIs is converted mathematically to a scale score for each test subject and grade. This scale score tells you how the student did on the test. For each test the scaled score can range from G01 to G00, with G=Grade. The last two digits of the number identify the position of the raw score within the scale range. The first one or two digits represent the student's grade when tested, with grade ranges of 3-8 and 10 (reading only) or 11 (mathematics only). For example a student in grade 4 could earn a scale score for 401 to 499, while a student in grade 11 could earn a scale score from 1101 to 1199.

These are the achievement levels for the MCA-IIs:

Exceeds the Standards (E) or Level 4

Meets the Standards (M) or Level 3

Partially Meets the Standards (P) Level 2

Does Not Meet the Standards (D) or Level 1

A student who earns an achievement level of M (Meets) or E (Exceeds) is considered proficient on the Minnesota Achievement Standards.

The NCLB goal is for students in tested grades to show progress so that 100 percent of students are proficient in reading and mathematics by 2013-14. The Minnesota Comprehensive Assessments-II (MCA-II) indicates whether a student is proficient or not.

2006-2007 Reading Data

90% of the 3rd grade students scored at or above 'Meets State Standards' (Level 3) on the MCA-II in reading

90% of the 3rd grade students scored at the 'Exceeds State Standards' (Level 4) on the MCA-II in reading

90% of the 4th grade students scored at or above 'Meets State Standards' (Level 3) on the MCA II in reading

90% of the 4th grade students scored at the 'Exceeds State Standards' (Level 4) on the MCA-II in reading

90% of the 5th grade students scored at or above 'Meets State Standards' (Level 3) on the MCA II in reading

90% of the 5th grade students scored at the 'Exceeds State Standards' (Level 4) on the MCA-II in reading

2006-2007 Math Data

90% of the 3rd grade students scored at or above 'Meets State Standards' (Level 3) on the MCA-II in mathematics

90% of the 3rd grade students scored at the 'Exceeds State Standards' (Level 4) on the MCA-II

in mathematics

90% of the 4th grade students scored at or above 'Meets State Standards' (Level 3) on the MCA II in mathematics

90% of the 4th grade students scored at the 'Exceeds State Standards' (Level 4) on the MCA-II in mathematics

90% of the 5th grade students scored at or above 'Meets State Standards' (Level 3) on the MCA II in mathematics

90% of the 5th grade students scored at the 'Exceeds State Standards' (Level 4) on the MCA-II in mathematics

Although Plymouth Creek Elementary School did not have sufficient numbers to report disparity among subgroups, our school is also looking at disaggregated data and asking ourselves how best we can support all of our students. The website where information on the state assessment system may be found is <http://education.state.mn.us>.

2. Using Assessment Results

Using Assessment Results: Results from curriculum based and standardized assessments are given to our Site Council. This group of parents and staff members facilitates our goal setting process that is based on student achievement. We request to meet with our district's Director of Assessment and Evaluation annually to review assessment results from the April/May testing. In addition to the sharing of results, the director provides us with trends, strands, and/or subgroups that can be identified over the past four or five years.

Based on that information, the council formulates areas of student achievement that we need to maintain or strengthen. Teachers in turn discuss, either at grade levels or in task force groups, research based and differentiated strategies that can be used to achieve the goal. They use curriculum-based measures throughout the year to assess for ongoing progress.

In addition, teachers analyze the data of students who are underachieving. Literacy Specialists, both for reading and math, work with students and teachers to offer alternative programs and differentiation so that academic success can be realized.

3. Communicating Assessment Results

Communicating Assessment Results: Plymouth Creek regularly communicates student performance in all curricular areas, including assessment data, in a variety of ways to parents, students and the community. Student progress is formally reported to parents four times a year, twice during parent-teacher (student) conferences in the fall and spring and twice through report cards and portfolios in February and June. Conversations regarding student performance occur between these times as well. Information may be discussed via phone conversations, email, notes, and/or scheduled meetings.

Results of individual scores on the Minnesota Comprehensive Assessments are sent to parents from the state department via United States mail. School results are also published in the Minneapolis Star and Tribune newspaper. In addition to the state assessments, our district also uses the NWEA (Northwest Evaluation Association) MAP (Measure of Academic Performance) to assess student growth from year to year. These results are also mailed to parents. Results from both these assessments are shared annually with our school site council that is comprised of parents and staff members, as this helps guide our goal setting process.

Student achievement and assessment results are also communicated four times per year to our 25,000+ district residents via our district newsletter, 'The Communicator', and at our district website at www.wayzata.k12.mn.us. The district combines all assessment results from the entire year in the annual 'Report on Curriculum, Instruction, and Student Achievement', which is published and distributed to the entire community and the State Department of Education each October.

4. **Sharing Success:**

Sharing Success: Plymouth Creek staff members willingly share best practice strategies and successes in a collaborative spirit. They participate on district wide curriculum committees where they can represent Plymouth Creek and a specific grade level. Here they are able to share strategies and ideas that they have found to most successfully impact learning. They are invited to participate and present at local professional development workshops as well as regional and national conferences. Some teachers are hired by other school districts as consultants for a period of time during the summer. Most recently, individuals have been asked to present on topics related to mathematics, reading, differentiated instruction, and technology. One of our teachers has repeatedly been asked to review questions for the Minnesota Comprehensive Assessments. Valuable networking and sharing of information and best practices are conducted in these settings.

Parents are wonderful ambassadors for sharing our successes as well. They have broad networks of parents and community members from other schools within and outside of our district. Occasionally I will receive a phone call from an educator in another district who, through a chain of associations, knew our students had been very successful on our state assessments, and asked if there were specific strategies our teachers used in order for the students to receive those scores.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Curriculum: The content of the curriculum for Plymouth Creek Elementary is a dynamic blend of content and process. Instruction is provided in reading/language arts, mathematics, social studies, science, health and physical education, art, music, Spanish and technology. Our teaching staff uses the Minnesota Academic Standards as a basic starting point in designing rigorous, differentiated curriculum that meets a broad range of academic abilities. We set high expectations for all students to master core concepts and develop critical thinking skills. This allows Plymouth Creek students to maintain their current level of exemplary achievement as assessed by the Minnesota Department of Education on the Minnesota Comprehensive Assessments.

The purpose of the science curriculum is to ensure that all students develop scientific literacy. The program is a set of units of study that have been collaboratively developed and appropriately assigned to grade levels to meet the requirements of the State Science Standards. These standards are broken into four main areas: history and nature of science; life science; earth science; and physical science. A unit of study is made up of approximately 10-15 comprehensive activities formatted around the learning cycle components of focus, explore, reflect and apply. These units support the development of the scientific thinking skills of observing, communicating, comparing, organizing, relating, inferring and applying. Each grade level has a required number of units that must be taught, with additional ones that can be embedded into other curricular areas.

Social Studies is critical to laying the foundation for global citizenship. Students acquire a greater understanding of the multiplicity of cultures from around the world as they move from the study of 'the self' to 'the community' to 'the world'. Kindergarteners study themselves and the world; first graders study their families and families of the world; second graders study their community and communities of the world, including an understanding of the past; third graders study the geography of the United States with emphasis on immigration and migration; fourth grade learns about world geography, specifically United States; and fifth graders study Minnesota history and early explorers to colonial United States. These units of study align with the strands of United States history, world history, Minnesota history, geography, economics, government and citizenship that comprise the Minnesota Academic Standards in History and Social Studies.

The arts program includes visual arts and music. The visual arts program introduces students to the elements of line, color, shape, texture, and form. Students study cultural and historical forms and traditions of the visual arts, and are given the opportunity to create works of art that communicate ideas, using at least three different mediums. General music concepts are introduced to students through the vocal music program. Students demonstrate an understanding of the elements of music such as melody, rhythm, harmony, dynamics, tone color, texture and form as well as characteristics of music from a variety of cultures and historic times. Students also demonstrate the ability to sing a varied repertoire of songs in a group, improvise and compose and play simple rhythms on classroom instruments, and read and write music using a system of notation. Assessments for each are developmentally appropriate according to grade level.

All fourth and fifth grade students study the Spanish language and Latino cultures. The initial experience in second language learning emphasizes spoken language and vocabulary building. Spanish is taught in a manner that mimics the way students acquired their first language by responding with actions, rhymes, songs, storytelling and games, building the foundation for more advanced language.

A variety of age appropriate themes form the basis for the physical education/health curriculum. Health areas cover family, nutrition, development, body systems, injury/safety, mental/social health, and consumer health. Physical education establishes activities and learning opportunities around the topics of fitness, body image, skill development, social and personal responsibility and community integration.

Technology is unique in that it is both a curriculum and a tool. Students have instruction on

how to use technology and are introduced to basic operations, keyboarding, word processing, draw/paint capabilities, spreadsheets, internet usage, research tools and basic multimedia. Once certain skills have been mastered, the students are then able to use those technology tools for classroom projects.

The language arts program includes reading (addressed separately), writing, speaking, and listening. Because of the reciprocal nature of these four, it is critical to keep in mind that each enhances the other. Students learn to write in the genres of persuasion, narration, reporting, description, explanation and comparison /contrast. Six +1 Traits of Writing is frequently used to help define strong writing. The components of ideas, organization, voice, word choice, sentence fluency conventions and presentation guide the writer through any of the genres stated above. Vocabulary is developed as it benefits all areas of the language arts. Research processes are taught across all grade levels but students in third, fourth, and fifth grades are expected to write research reports, using age appropriate references and technology tools. Students at all levels have opportunities to develop and refine speaking and listening skills.

2a. (Elementary Schools) Reading:

Reading: The Wayzata School District adopted a published reading curriculum, Spotlight on Literacy by Macmillan/McGraw-Hill in 2000. Before choosing our curriculum, we developed a mission statement, 'Literacy for Life', and belief statements based on current research.

These research-based beliefs call for and our curriculum provides for:

- 1) a balance between direct basic skill instruction and an immersion in literature because both are important to ensure a learner's success. We provide time for independent reading because we know that students improve their reading by actually reading books of their choice in a variety of genre, both fiction and nonfiction, and at their reading levels.
- 2) instruction in the essential components of reading, i.e. phonemic awareness, phonics, vocabulary, fluency and comprehension. We were particularly interested in supporting students in comprehension as the ultimate goal of reading instruction and chose a curriculum that emphasized it while a foundation of the other components is also established.
- 3) differentiated instruction. Our curriculum provides a large number of learning activities aimed at a wide range of readers as well as additional books for use with small groups for targeted instruction. It includes formative assessments to determine students' strengths and weaknesses. We encourage instruction that pushes all students to a higher level of thinking. In addition to the basal materials, our school has numerous sets of trade books for use with small groups to use for guided reading and literature circles. We have two differentiated learning specialists who provide enrichment and reinforcement for students in need of such services.
- 4) integration of the language arts. Because of the reciprocal nature of reading, writing, speaking and listening, we want our students to use writing, for example, to increase reading skills. Writing, spelling, research, and grammar activities connect to the text being read.
- 5) meeting standards. We use the curriculum's assessments to measure learner progress towards district and Minnesota Academic Standards.

2b. (Secondary Schools) English:

3. Additional Curriculum Area:

Mathematics: Plymouth Creek Elementary uses Everyday Mathematics as a basis for teaching and learning mathematics. It was developed by the University of Chicago School Mathematics Project. This program is organized into six mathematical content strands: operations; numeration and order; patterns; functions and algebra; data and chance; measurement and references frames; and geometry. Every strand is addressed throughout all grade levels of the program in a manner that builds and extends concept understanding, in a spiraling format. Woven throughout the content strands are several key mathematical themes. They are: algorithmic and procedural thinking; estimation skills and number sense; mental arithmetic skills; and problem solving.

The concepts and skills of this program are aligned with the Minnesota Academic Standards and embody the Wayzata philosophy of mathematics. Topics are introduced using manipulatives and examined in many ways including verbal, pictorial, symbolic, and concrete in order to accommodate students of different ability levels and learning styles. Skills are practiced using a game format. Group work and cooperative learning activities are employed. Students are asked to communicate their ideas both verbally and in writing. Teachers use their professional judgment to determine if pre-assessment is necessary and if certain strands of the program need to be enhanced or modified to meet students' appropriate levels of learning. Teachers assess progress using a simple rubric for beginning, developing or secure understanding of the concepts and skills taught at each grade level. Differentiated learning specialists support students who need additional enrichment or reinforcement in mathematics.

Our goal is to broaden students' overall problem solving skills and teach them the underpinnings of mathematic processes, rather than encouraging them to memorize formulas. Computation fluency is taught in a manner that imitates real life mathematical problems. This approach gives students greater ability to solve a wide variety of math problems and prepares them for more complex mathematics in everyday life in the future.

4. Instructional Methods:

Instructional methods: The instructional methods that the teachers use at Plymouth Creek Elementary vary according to the readiness, interest and/or learning profile of the students. The learning activities can be differentiated by content, process or product.

Curriculum units are designed to address identified standards and corresponding benchmarks. Student performance data are evaluated to consider where instructional compacting can occur to increase time for new learning and areas of concentration. Staff stress instruction that leads students to the acquisition of secure skills identified in academic benchmarks. Re-teaching students who have not mastered requisite concepts occur in small group structures directed by classroom teachers and supported by instructional specialists and paraprofessionals. Students with strong performance are provided with academic extensions. In this way, staff considers where students are on their learning continuum and what support will encourage next steps in learning.

Emphasizing differentiated instructional strategies as an approach to content addresses the varied learning needs of students. Several instructional formats, including whole group, small group, partners, and individual, are utilized to provide students with appropriate structures for specific learning needs. To guide learning, teachers are reviewing student work in comparison with academic benchmarks and identifying priorities for improving instruction. Teachers have also spent many professional development hours learning how to use various differentiated instructional strategies to improve student learning.

5. Professional Development:

Professional Development: Plymouth Creek teachers use analysis of student performance to guide professional growth. In certain situations, grade level teams will identify deficiencies and plan for adjustments. Where best practice is clear, adoption of said strategies is made. Sometimes, however, the changes are school specific and require differentiated work. The faculty also analyzes school wide data to determine the direction of professional development. Workshops, consultants, college coursework, book study groups, and professional publications are all used to assist faculty in acquiring new teaching strategies.

A critical component of grade level teamwork is to have scheduled planning days throughout the year. It is in these sessions that rich dialogue results in some of the best change strategies.

The Wayzata School district sponsors the Wayzata Academy for its own professional development. The Academy provides the opportunity for faculty to teach classes to their colleagues. Several of the Plymouth Creek faculty members are instructors in the Academy and nearly all of the Plymouth Creek teachers are participants in Academy classes and

book study groups. Topics for classes must reflect building and District goals and must have identified acceptable best practice strategies.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 3 Test Minnesota Comprehensive Assessment (2002-2005)
 Edition/Publication Year Modified Annual Publisher Minnesota Department of Education (Data Release)

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Spring	Spring	Spring	March	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
2004-2005: Achievement Level 3, 4, 5; 2006-2007: Achievement Level 3, 4, 5	98	95	93	94	96
% "Exceeding" State Standards					
III, IV; 2004-2005: Achievement Level 4, 5; 2006-2007: Achievement Level 4, 5	86	80	87	88	86
Number of students tested	102	110	113	119	117
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed				3	3
Percent of students alternatively assessed				3	3
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% "Exceeding" State Standards					
Number of students tested					
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Spring	Spring	Spring	March	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
2004-2005: Achievement Level 3, 4, 5; 2006-2007: Achievement Level 3, 4, 5	99	96	95	96	95
% "Exceeding" State Standards					
III, IV; 2004-2005: Achievement Level 4, 5; 2006-2007: Achievement Level 4, 5	62	63	89	86	78
Number of students tested	102	112	109	119	117
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed				3	3
Percent of students alternatively assessed				3	3
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Spring	Spring	Spring	March	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
2004-2005: Achievement Level 3,4,5; 2006-2007:	95	94			
% "Exceeding" State Standards					
III, IV; 2004-2005: Achievement Level 4, 5; 200	77	63			
Number of students tested	90	105			
Percent of total students tested	100	100			
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	99	96	95	96	95
% "Exceeding" State Standards	62	63	89	86	78
Number of students tested	102	112	109	116	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Spring	Spring	Spring	March	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
2004-2005: Achievement Level 3,4,5; 2006-2007:	92	90			
% "Exceeding" State Standards					
III, IV; 2004-2005: Achievement Level 4, 5; 200	67	52			
Number of students tested	90	107			
Percent of total students tested	100	100			
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Spring	Spring	Spring	March	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
2004-2005: Achievement Level 3, 4, 5; 2006-2007:	91	92	97	86	96
% "Exceeding" State Standards					
III, IV; 2004-2005: Achievement Level 4, 5; 200	57	62	95	81	89
Number of students tested	100	126	126	117	105
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	3	1
Percent of students alternatively assessed			1	3	1
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Spring	Spring	Spring	March	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
, IV; MCA-II Meets the Standards, Exceeds the Standards	87	87	99	90	99
% "Exceeding" State Standards					
Exceeds the Standards	62	57	93	83	86
Number of students tested	100	127	126	116	103
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed				3	1
Percent of students alternatively assessed				3	1
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

**FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS**

Applying schools must use the format of this data display table for Reading (language arts or English) and Mathematics.

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Math Grade 3 Test _____

Edition/Publication Year _____ Publisher _____

Scores are reported here as _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
Total Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
Percent of total students tested	0	0	0	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.	0	0	0	0	0
Number of students tested	0	0	0	0	0
2.	0	0	0	0	0
Number of students tested	0	0	0	0	0
3.	0	0	0	0	0
Number of students tested	0	0	0	0	0
4.	0	0	0	0	0
Number of students tested	0	0	0	0	0

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE	0	0	0	0	0
NATIONAL STANDARD DEVIATIO	0	0	0	0	0

Subject Math Grade 3 Test _____

Edition/Publication Year _____ Publisher _____

Scores are reported here as _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
Total Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
Percent of total students tested	0	0	0	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.	0	0	0	0	0
Number of students tested	0	0	0	0	0
2.	0	0	0	0	0
Number of students tested	0	0	0	0	0
3.	0	0	0	0	0
Number of students tested	0	0	0	0	0
4.	0	0	0	0	0
Number of students tested	0	0	0	0	0

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE	0	0	0	0	0
NATIONAL STANDARD DEVIATIO	0	0	0	0	0

Subject Reading (LA) Grade 3 Test _____

Edition/Publication Year _____ Publisher _____

Scores are reported here as _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
Total Score					
Number of students tested					
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Subject Reading (LA) Grade 4 Test Minnesota Comprehensive Assessment (200

Edition/Publication Year Modified An Publisher Minnesota Department of Education (Data Re

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
Total Score					
Number of students tested					
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Subject Math Grade 4 Test Minnesota Comprehensive Assessment (200

Edition/Publication Year Modified An Publisher Minnesota Department of Education (Data Re

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
Total Score					
Number of students tested					
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Subject Math Grade 4 Test Minnesota Comprehensive Assessment (200

Edition/Publication Year Modified An Publisher Minnesota Department of Education (Data Re

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
Total Score					
Number of students tested					
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
Total Score					
Number of students tested					
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Scores are reported here as _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
Total Score					
Number of students tested					
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Subject Math Grade 5 Test Minnesota Comprehensive Assessment (200

Edition/Publication Year Modified An Publisher Minnesota Department of Education (Data Re

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
Total Score					
Number of students tested					
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Subject _____ Grade _____ Test _____

Edition/Publication Year _____ Publisher _____

Scores are reported here as _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
Total Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
Percent of total students tested	0	0	0	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.	0	0	0	0	0
Number of students tested	0	0	0	0	0
2.	0	0	0	0	0
Number of students tested	0	0	0	0	0
3.	0	0	0	0	0
Number of students tested	0	0	0	0	0
4.	0	0	0	0	0
Number of students tested	0	0	0	0	0

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE	0	0	0	0	0
NATIONAL STANDARD DEVIATIO	0	0	0	0	0