



CONNECTIONS

WINTER

2021

GROVESACADEMY.ORG



[CONTENTS]

1 FROM THE PRESIDENT

2-3 ALUMNI SPOTLIGHT

4-6 FACULTY/STAFF FEATURE

7 GROVES INVESTS IN DATA

8-9 ONE MOTHER'S JOURNEY

10-11 Q & A WITH PRESIDENT DAN MORGAN *One year Reflections and Looking Forward*

12-13 GROVES LITERACY PARTNERSHIPS *Literacy for All*

14 2021 GROVES GALA *Save the Date*

15 2020-21 BOARD OF TRUSTEES

16 EQUITY IN EVALUATION

17 GROVES EXPERTISE EXPANDS THROUGH FREE VIRTUAL WORKSHOPS

18-19 LEARNING CENTER SUPPORTS STRUGGLING STUDENTS *Apply Now for 2021 Groves Summer Programs*

20-21 GROVES HIGHLIGHTS

21 STUDENT LED SERVICE

22-23 2019-2020 FINANCIALS

24 WAYS TO SUPPORT GROVES

25 GROVES NEWS AND BLOG

[FROM THE PRESIDENT]

I read the other day that, astronomically speaking, the 28 fastest days on record occurred in 2020 because the earth is spinning ever so slightly faster. That did not surprise me in the least. I am amazed that my one year anniversary at Groves is already here! What an incredible year we've all experienced, and certainly for me, this year has proven at once the most satisfying and exciting time, as well as the most challenging. I am so grateful I am here at Groves on this journey with you.

Definitely, there are highlights. For one, despite many starts and stops, I finally became a Minnesotan! After living in Wisconsin, California, Pennsylvania, England, Illinois, and Michigan, I am dedicated to calling Minnesota home for a long time. At Groves, we kickstarted a number of efforts that will hopefully prove highly beneficial to our entire community. Personally, I am quite excited by the work our Mental Health Task Force is doing, and will do in the coming months and years. One of the huge tragedies of 2020, among many, is the decline of mental health of students. At Groves, we are blessed to have the expertise and the drive to do something about this and I am thrilled that we put together a cross-organizational team of teachers, counselors, and psychologists to define the approach we can take at Groves that will be most effective and most appropriate. I am also excited by the work we are undertaking at Groves in Diversity, Equity, Inclusion, and Belonging. Again, we have a cross-functional group of professionals teamed with Groves parents and experts in the community reflecting on, examining, and elevating how Groves can connect more equitably and humanely with each other, and with the world. This is critical work.

Of course our biggest challenge is one we are facing right now, and will continue to grapple with for some time. I recently joked with the Chair of Groves' Board that "global pandemic" and "civil unrest" were not part of the job description we originally discussed, and yet here we are working through it every day. I know, very deeply, that the inconsistency, uncertainty, and fear generated by COVID-19 causes so much challenge and anxiety, and I can only thank everyone--those who work at Groves, parents of our students and clients, teachers and leaders in our partner schools, and those who support Groves from afar--for their flexibility, and most importantly for their trust in us as educators and professionals. I am so aware that every decision we make has a direct impact on each person connected to Groves, and that not all decisions will garner consensus. Please know that every decision is taken with great care to ensure that the children you entrust us with receive the education and nurturing they deserve.

To anyone who asks why I am at Groves, I tell them simply that it is my dream job. It is the culmination of everything I've done in my career to this point, and I get to work with the most amazing students, families, and professionals. I believed that would be true when I arrived, and now I get daily confirmation. I came to Groves to help us become the best in the world at educating and supporting neurodiverse kids. Thank you so much for allowing me to be a part of your journey. We accomplished much this year, and there is so much more to do.

Humbly,



Dan Morgan
President, Groves Academy



"Thank you so much for allowing me to be a part of your journey. We accomplished much this year, and there is so much more to do."



Sarah Anderson

How long were you at Groves Academy and what were a few key things you learned?

I attended Groves Academy from 6th through 12th grade. During my time at Groves I learned two major lessons that I have carried with me throughout the past seven years (since graduating from Groves):

The first lesson I learned was advocating for myself. Advocacy is crucial when learning how to be successful in college and beyond. Groves taught me to ask for help and I learned that there is nothing wrong with asking for help.

The second lesson I learned was how to work with my learning style, not against it. Groves does a great job teaching students how to work with their individual learning styles. I also learned that when learning something new, it might take you a few tries to get it right and that is OK.

What did you do after Groves?

After graduating from Groves Academy I attended the University of Wisconsin-River Falls where I double majored in Marketing Communications and Screen & Stage Arts (video production). After graduating from college in the spring of 2018 I accepted a position at United and Natural Foods Incorporated as the Digital Shopper Marketing Specialist. In this job I work with my team to acquire and implement digital campaigns on our digital platforms.

How did your time at Groves prepare you for your next steps?

I always tell people that without Groves, I wouldn't be in the spot I am today. My time at Groves gave me the tools to be successful in college, which carried over

into my career. I believe that Groves helped me build the confidence to ask for help and also make meaningful connections with staff and students. I was able to utilize leadership roles that helped me in college and beyond.

What are some of your favorite memories of Groves?

During my seven years as a student, my favorite experience was working at the school store. I learned valuable life skills while working there and enjoyed having an outlet where I was able to take on a leadership role and interact with all grade levels.

I also enjoyed taking part in the school plays such as Aladdin, The Government Inspector, and Beauty and the Beast. Learning lines and acting were especially fun challenges. Other great memories are of attending the Groves Gala throughout my entire time as a student and as an alumni. The annual Lutsen ski trip and attending the Junior/Senior camping trips were also fun- so many fond memories about Groves.

Why do you think Groves is an important asset to the Twin Cities community?

All students deserve the right to learn, no matter their learning style. So many students from all around the Twin Cities are given the opportunity to learn and grow because of Groves. I have always admired the way Groves touches so many students and educates the community. Groves does the important work of educating students, parents, and educators about learning differences.

What would you tell a student new to Groves about the school?

Groves changes lives. Groves opens doors to so many amazing opportunities and the teachers give you tools that you can use throughout your life. I don't believe I would be the person I am today without the amazing work that Groves does. Students with learning disabilities are not broken, we just learn differently. Groves helps you find the tools to learn and grow the way you were designed to grow.

Anything else you would like to share with the Groves community?

Groves Academy changed the trajectory of my life and the lives of so many others. I can't put into words how unbelievably grateful I am for my time as a student. The family atmosphere of Groves stays with you for years to come and provides you with friends that will last a lifetime.



Bobby Plourde

How long were you at Groves Academy and what were a few key things you learned?

I started at Groves in seventh grade and was there until I graduated high school. I would say that the most important thing that Groves taught me is how to learn. It means different things for different people, and it is vital to know how you learn to be successful in life. It has helped me the most at my internships. At them, I was expected to learn a lot of information on my own, and know how I learned really helped me get up to speed and be successful.

What did you do after Groves?

After Groves, I started at the University of Wisconsin-Oshkosh. I started out as a special education major. I realized that that was not for me, and I am now an information systems major with an emphasis in web and mobile development and a minor in data analytics. I have an internship with Oshkosh Corporation as an Advanced Analytics intern. I hope to get a job there once I graduate.

How did your time at Groves prepare you for your next steps?

Groves prepared me by making sure that I understood how to cope with my disability and what I needed to do to overcome it. I was also given experiences that I would otherwise not have if I were to have gone to a different school. I was able to play on the basketball team, have smaller class sizes, and create relationships that I will have my entire life.

What are some of your favorite memories of Groves?

One of my favorite memories at Groves was in seventh grade (my first year at Groves). We went on an after school activity (ASA) to the apple orchard, where I met many new people who would end up becoming terrific friends. I remember going through the corn maze and going out to eat after. Before Groves, I didn't have many experiences like that, and it is something that I will cherish forever.

Why do you think Groves is an important asset to the Twin Cities community?

Groves is the only school in the Twin Cities that exclusively caters to kids with learning disabilities. They make it so that kids feel welcome and included no matter what. Groves teachers teach in a way that each student can learn and they spend the one-on-one time that kids need.

What would you tell a student new to Groves about the school?

IT'S GREAT! I was very scared when my mom told me that I was going to look at a new school. When I first visited Groves and walked into Ms. Bowers' classroom, everyone was so nice and welcoming! After that day, I knew that I wanted to go to Groves, and it was a game changer for me.

Anything else you would like to share with the Groves community?

Groves has helped me in many different ways. Without Groves, I would not be the person I am today, and I want to thank all the teachers and administration staff who made the experience what it was!

*Are you a Groves Alum? We'd love to hear from you.
Let us know how you're doing!*

**Please contact Ashley Gotreau at 952.915.4258
or gotreaua@grovesacademy.org.**

*Don't forget to join the Groves Academy Alumni
Association on Facebook!*



Wendy Mathistad and Ann Sinon

Lower School Division Directors

While many Twin Cities schools shifted to a distance learning model this fall, the lower school (LS) team at Groves has worked hard to keep students in the building. The LS started the year with in-person learning four days a week and half-day distance learning on Fridays. A greater balance of distance learning was implemented between Thanksgiving and Winter Break.

Groves knows the importance of in-person instruction, especially for students with learning disabilities, and especially our youngest learners.

We asked our Lower School Division Directors, Wendy Mathistad and Ann Sinon to comment about challenges and “ah-ha” moments so far this school year.

They commented that, while it’s been challenging, the LS team focus has been on establishing new safety routines, making connections with students and building a cohesive learning community.

Ms. Mathistad commented, “Seeing how teachers and students have shown Groves’ core values

of authenticity, collaboration, compassion, discovery, and tenacity, especially tenacity, has been inspiring. The students have leaned in and learned so many new technology skills with distance learning. Our students are adapting as things continue to change. We all are working with the ‘we are all in this together’ mindset.”

Mrs. Sinon added, “We help students self reflect and acknowledge what they have been able to learn and accomplish in this challenging time of COVID. Their resilience and adaptability are skills that will serve them in the future.”

A bright spot was a student sharing, “My mom told me I would learn lots of things when I came to Groves but I didn’t think it would happen the first week of school!”

Ms. Mathistad commented, “Our staff is dedicated to the students and working towards developing a deeper relationship since we know that is when true learning can occur.” Mrs. Sinon added, “We all share a common belief about our students that they can

do great things and we are behind them all the way.”

Ms. Mathistad has been at Groves Academy 22 years and Mrs. Sinon for 14 years. They are grateful to work with such wonderful students, families and colleagues.

“We help students self reflect and acknowledge what they have been able to learn and accomplish in this challenging time of COVID.”





Kelly Hopkins

Groves Academy
School Nurse



How long have you worked at Groves?

Four years and four months

Can you share more about your role as the school nurse and how it relates to Groves' COVID response?

My role as a school nurse has changed quite a bit due to COVID. Pre-COVID every morning I would greet students in the atrium with handshakes, high fives, hugs, and chatting. Now it is checking to make sure students are wearing masks and guessing which student is behind those masks. I still care for injured or anxious kids throughout the day. However, now I have to be extra cautious, it is hard to stop a bloody nose, remove a splinter, bandage a knee from six feet away as I try to limit contact with kids but being a nurse you do what you have to do.

My role now includes keeping track of all kids who are absent due to COVID-related illness or exposure. I work with a great team to track which student is out and for how long, following the Minnesota Department of Health decision tree.

Before COVID, a runny nose was no big deal and I would send students

back to class. Now a runny nose is a much BIGGER deal.

What has been surprising, challenging, rewarding in this new time?

What surprises me the most is how compliant the kids are with wearing masks and social distancing. The most challenging thing is keeping up with the day-to-day attendance and who is out and when they can return. Luckily Groves has had very few cases. The most rewarding aspect is being able to continue to work on campus and see the students and how happy they are being at Groves.

I am very hopeful that school will soon return to its pre-COVID ways where students can mingle in the halls, eat together without barriers in the lunchroom, play sports, and be face-to-face with each other and teachers.

Describe some of your favorite moments/highlights while working at Groves.

Some of my favorite moments are when I can make a sad kid happy just by talking to them, make a belly ache go away with a peppermint, stop a bloody nose in record time, put a bandage or an ice pack on that makes everything better and then the student thanks me with a smile. Groves is a great place to work.

How would you describe Groves in one word?

Family

What makes Groves a special place?

I think Groves is special because of the relationships between families and staff and the teamwork that pours into each child to make them successful.

What are your hobbies and interests in your spare time?

I love animals - especially dogs. I have two dogs and I enjoy spending time with them. I love spending time with my grandkids, working in my perennial garden, going up north in the summer, and crafting.

"Nurse Kelly is a huge asset to our community, especially this year! She has been instrumental in our response to the COVID-19 pandemic helping to implement our safety plan and our day-to-day logistics. She has worked tirelessly, going above and beyond her responsibilities, working nights and weekends, to make sure that our community is safe. Nurse Kelly is one-of-a-kind and we are extremely fortunate to have her at Groves."

-Colin Roney, Assistant Head of School



Todd Olson

*Groves Academy
Director of Facilities*



Aaron Billstrom

*Groves Academy
Facilities & Maintenance
Supervisor*

How long have you both worked at Groves?

TO: I have worked at Groves since May 2009, over 11 years.

AB: I have worked at Groves for 11 years, since November of 2009

Can you share how long you have known each other prior to Groves?

TO: Aaron and I met our senior year of high school. Over the years we would see each other here and there. After I started at Groves I needed some help on a contracting project and knew Aaron would be a great fit because he was a builder and the rest is history.

Many of Groves' COVID protocols put in place were implemented by you and your team. What are some of the changes that were made to ensure safety?

- Plexiglass barriers installed in many offices, classrooms and the lunchroom
- HVAC fans now run constantly and

the HVAC air filters are above the minimum Merv rating

- Added a full-time staff person to continuously clean the building, especially the high traffic areas
 - Changed to a new disinfectant product, an Ecolab peroxide multi-surface cleaner
 - Added automatic sink faucets and toilets in all 18 of the buildings' bathrooms
 - Stanchions and floor stickers in the lobby and throughout the building to help with social distancing
 - Hand sanitizer stations installed throughout the building.
 - Adjustements made to each classroom to accomodate for social distancing
- How are you continuing to keep the building safe?***
- Continuous disinfection by staff
 - Pursuing Ecolab Science Certification



to ensure the highest standards of cleaning and disinfection are in place

- Plexiglass barriers as requested
- Adjusting needs as COVID protocols change

Would you like to share any silver linings of all of this?

TO: I believe that general knowledge, awareness, and daily hygiene practices have increased and will continue at a level that is higher than they were before COVID.

Describe some of your favorite moments while working at Groves.

TO: The 2009 building addition and upgrade and Gala involvement.

AB: The Galas have been lots of fun.

How would you describe Groves in one word?

TO: Amazing

AB: Transformative

What makes Groves a special place?

TO: When we began employment with Groves it was for a job but it has been eye opening to see how it affects the families who need our services. We get to know many of the students from just regular school days, we have had the opportunity to have students on staff during the summer and this was a time where we had a chance to really learn about their past learning experiences and how Groves has helped them in amazing ways. We also get to know many parents and hear how finding Groves has turned their child's life around as well as the whole family.

AB: The work the teachers and staff do each day for the kids. Groves is a special place where kids do not get lost in the shuffle.

"Todd and Aaron are undercover heroes at Groves. They keep Groves running and without their endless care and efforts, we wouldn't have the beautiful, safe and comfortable building/campus that we arrive at each day. They care so deeply for our community, especially the safety of our students. They deal with any issue or minor disasters (this fall's sewage issues) without hesitation, always with calm and a quiet confidence. Some of their efforts may go unnoticed but they help to make Groves a safe place so teaching and learning can happen."

-Colin Roney, Assistant Head of School

Groves Invests in Data



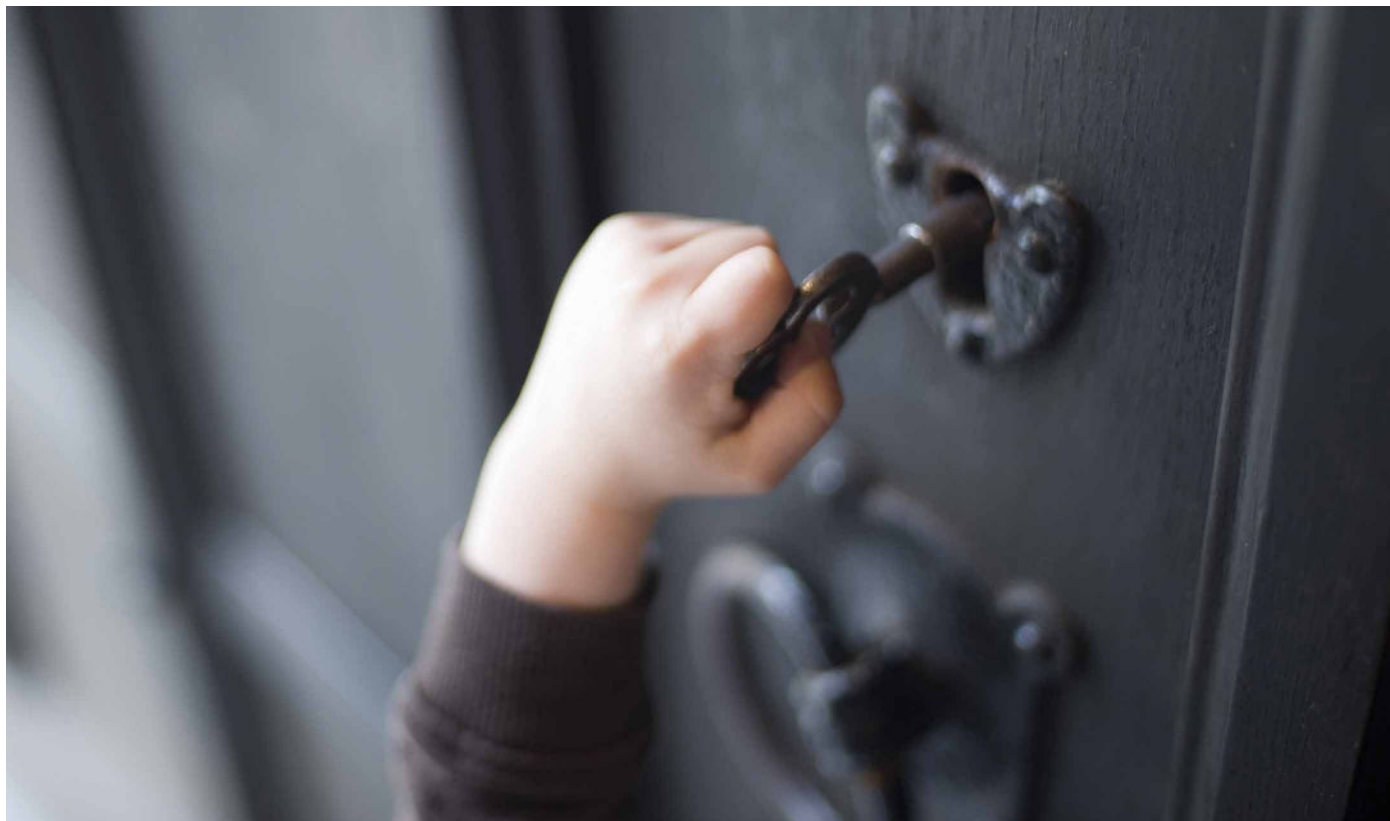
My name is Joel McDougall, and I am the new Manager of Data Analytics at Groves Academy. My job is to help Groves leverage data across our entire organization, which allows us to make informed decisions and elevate the level of instruction that we provide to each student. It's not common to find data analysts within educational organizations; however, Groves is a unique

organization! As Groves continues to unite the science of learning with the art of teaching, data continues to be an integral part of the Groves Literacy Framework®. We are committed to understanding the most effective approach to teaching neurodiverse students and extrapolating that in general education settings, as well.

Due to the sheer volume of student data that is collected every year, Groves is uniquely positioned to be a leader in understanding the impact of powerful literacy instruction. Diagnostic assessments and norm-referenced benchmark tests are some of the tools that teachers use to help differentiate instruction between students and provide the highest level of support possible. As a result, Groves seeks to pave the way for other organizations and demonstrate how data can be used to support learning outcomes.

A strong example of this is the data collection process in our Groves Literacy Partnerships™. This fall, over 4,500 students from 46 different schools participated in benchmark testing to gauge their reading proficiency for the new school year. I prepared reports for each of these schools that allowed teachers to more deeply understand the reading abilities of every student in their classroom. This information is used not only to identify and support students who are struggling, but can also be used to develop the skills of gifted students who are reading at or above grade level. Data helps us better understand each student as an individual, and allows us to customize instruction to meet the needs of every child.

Groves is raising the bar with our data driven method! This happens not only within the walls of Groves Academy and the Groves Learning Center, but across the Twin Cities as we equip our partner schools to leverage data more effectively and provide exceptional instruction.



His Dreams are Back within his Reach

By an anonymous Groves mom

The day I learned my son had a learning disability, we were walking out of his previous school's Halloween parade (or slinking... he was a caterpillar that year).

I should have known long before that.

By then, I already knew that school was the place he dreaded more than any other. I knew how far behind and kicked to the side he felt every, single day. I'd sat in the clinic waiting rooms and doctor's offices. And yes, I was listening when the neuropsychologist laid it all out for me: my bright and beautiful third grader couldn't read because he had a learning disability. School wasn't working for him. What's more, she added, the anguish and tears that erupted every evening over homework weren't helping; they were scarring us both. My son was sinking under the weight of his shame, failure, and deepening loneliness. His potential – and

his own dreams for the future – were slipping further and further out of his reach.

She spoke in a way that was both urgent and tender. She talked about Groves Academy, encouraging me to try there. But sitting across her desk, with tears making little puddles on the sheets of paper I'd brought for notes, I could only hear one thing: that I had failed him.

If he was so bright, why couldn't he learn to read where he was?

I left her office understanding I had to do something different. But I was still the mom who believed we could achieve anything, as long as we invested enough effort, as long as I kept believing. If that meant pushing and pulling my son over every hump and hill toward the finish line, until he could cross it on his own, so be it. We'd work harder, I told myself. I'd advocate

"We'd been gambling, squandering everything we had on sure things that never came through, and all at my son's expense."

more compellingly. I'd buy better homework aids.

The list of all the ways I could do better kept growing in my head.

In the meantime, we were going to enjoy the Halloween parade, that one school day of the year, free of academic pressures, that he got to strut and shine, in a costume of his own invention. But that afternoon, even the pride and excitement that should have come with being an amazing, green caterpillar (made out of bubble wrap and giant cardboard tubes) was completely overshadowed by his unbearable, accumulated sadness at school. The caterpillar cried in my arms that afternoon, as his classmates marched through the halls to Monster Mash. Afterward, we quietly made our crafts, ate some candy, and headed for home.

It was there, on the sidewalk, that I finally understood.

We were making our way toward the car, admiring all the yards decorated with skeletons and ghosts and giant pumpkins. One lawn had a huge, gray tombstone that said "RIP," and a bunch of little signs, scrawled with things like "Boo!" and "Beware." Suddenly, my son's face lit up. "Mama, I can read that!" I will never, ever forget the look on his face. So full of hope, as we stood there in the cold. I felt it,

too. Surrounded by context, and clues and super short words, how could he not read them?

This was a sure thing.

Carefully, he bobbed his finger up and down in the air as if he were tracing each syllable. Then with cautious confidence, he pronounced, "Happy Halloween."

I didn't even correct him. For one thing, I was trying really hard not to cry. My desperate, increasingly fragile son had no idea that none of those words said Happy, none of them said Halloween. But also – finally – I saw how pointless all of my "helping" and "correcting" and "believing" had been.

They weren't investments at all. We'd been gambling, squandering everything we had on sure things that never came through, and all at my son's expense.

So I did it: I pushed past my bias and my fears that a place like Groves was out of our reach, and I reached anyway.

I went into that first meeting at Groves on a fact-finding mission. But the relief it brought was immediate. For the first time, I felt like someone recognized my son. For the first time, the conversation didn't whittle him down to a set of test scores in need of fixing. Instead, the focus was on the kind

of life, and school life, and sense of belonging he needed. The school experience he could have there was described in both educational and whole-child terms. And from the moment we began talking, I felt understood. (Still worried, still very wobbly. But heard.)

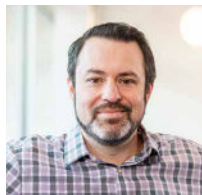
That was four years ago.

Today, my son is an enthusiastic reader. But that's not the biggest miracle. Today, my son is no longer an outcast. He's part of a community, surrounded by teachers who are trained to deliver the education he needs but – and this is the single most important part – who are hired for strengths that can never be trained: compassion, patience, and the ability to peer deep down, past the rubble heap of worry and hopelessness and find the light inside each child. They start there.

Today, my son goes to school every morning, believing his teachers love him and believe in him and know how to teach a kid like him. And because of that, today, he believes in himself. Today, his dreams are back within his reach.

First Year Reflections and Looking Ahead

Q & A with President Dan Morgan



Please share your reflections about your first year at Groves?

Groves was everything I expected it to be in my first year, and as the world proved to us all, so much more! As I regularly share, this is my dream job and Groves is a truly special, unique organization. I was welcomed warmly by the Board and Staff and with each month I was here, the more excited I became. Of course, there were the things you couldn't expect like COVID and social justice upheaval. We were able to accomplish so much this year, despite the unexpected challenges which is a true testament to the strength of our community--staff, faculty, parents, donors, and beyond.

Any big surprises?

The pandemic certainly caught us all off guard. However, a happy "surprise" has been the amount and depth of data Groves has collected over the years. It is really exciting. With the recent hire of Joel McDougall, Manager of Data Analytics, we are digging into data in a robust way to show student progress and the effectiveness of our programming. While Groves was always a data-driven organization, in certain ways, we are just scratching the surface. (You can read more about Joel on page 7.)

What gets you excited to wake up and come to work each day?

The mission of Groves and the work that we do gets me out of bed each morning. I am motivated to make Groves the best in the world at what we do - to educate and support the teaching of neurodiverse kids.

What we are learning will ultimately lead people (and policy) down the path to teach all kids (not just neurodiverse) top-notch literacy skills, based on the science of reading and learning.

What do you consider to be Groves' "big opportunity?" Please share some of the strategic initiatives guiding your leadership.

Groves' biggest opportunity is the Groves Method™ curriculum. Two years ago, we began writing our own curriculum because we did not find anything currently available that met our needs to teach both general ed students in our partner schools and the neurodiverse students at our school and Learning Center. Our completed curriculum will support the entire organization. Currently, the Groves Method™ is being used in K-2 classrooms in the 46 Groves Literacy Partnership schools. Having our own researched and validated curriculum and method will allow us to hire people, train them in the Groves Method™ and ultimately, to help so many more students.

Another strategic initiative providing a lens for everything we do at Groves is Diversity, Equity, Inclusion, and Belonging (DEIB). DEIB will become part of all conversations and provide a foundation for everything we do. It will ensure that we meet the needs of every student as they discover their brilliance.

Furthermore, I have a passion for supporting mental health and at Groves we recently launched a cross-organizational Mental Health Task Force made-up of our School

"Love is at the forefront of an expert education."

Counselors, Psychologists in our Learning Center, a board member with deep expertise in mental health, and a Groves parent. Paying attention to mental health is especially important for our students who are neurodiverse. Mental health and learning challenges are intricately connected and are often linked diagnostically. It is critical to make sure our students are supported in all aspects of their being. An unseen silver lining of COVID is that it has opened all eyes in the education space to the importance of students' mental health. Now we are all talking about it and taking action, to the benefit of all students.

Anything else you would like to share?

I want to acknowledge we have felt 2020 emotionally, physically, and personally. We have experienced so much loss. Despite all of it I am still feeling hopeful. The disruption COVID caused to the traditional paradigm of education- a group of kids in a classroom with one teacher, all learning the same thing in the same way- ignited a conversation as to how to successfully educate a human being especially for students whose brains are wired differently. It is an active



conversation and awareness is building. As a country we are now paying attention to what works and what doesn't in how we teach students.

I feel Groves is thriving, despite challenging circumstances because there are so many people working hard to care for and support effective instruction for our students. This support allows Groves to stand at the center and be a leader. This past year has shown how important our community is and we are so grateful to our parents, staff, donors and all who help us balance health and safety with a powerful transformative educational experience. Thank you.

Describe a favorite moment while working at Groves.

Graduation 2020 and diplomas on a pizza paddle!

If you could describe Groves in one word what would it be?

Community

What makes Groves a special place?

Love is at the forefront of an expert education.

What are your hobbies and interests in your spare time?

Chasing my four kids, British football, researching the best electric car. I love to cook and once it is safe to do so I am going to start playing squash (another holdover from my years in the UK).



Groves Literacy PartnershipsSM

The vision of Groves Academy is to redefine the way our nation is taught, one student, one teacher, and one school at a time. Groves Literacy Partnerships enable us to share the evidence-based teaching methods from our school to advance literacy instruction with teachers and schools in the community to realize that vision. We work with teachers in partner schools to ensure all students receive literacy instruction based on the science of reading. We believe we have a moral obligation to democratize good literacy instruction for all students in our community and nation.

Inspiring 2019-2020 Partner School Progress

Our partner schools are closing the gap. Groves partner schools show a significant reduction in the number of high risk students.

1 in 5 students who tested as high risk in the fall of 2019 was no longer high risk just 4 months later at the time of winter benchmarking.

In the fall of 2019, 49.6% of students in GLP partner schools tested at high or moderate risk. By January of 2020, this number had decreased to 41.6%.

"[Our work together] affirmed my gratitude towards teaching the Groves Method [curriculum]. We are helping young learners decode and sound out words at such a young age. It makes me happy that I am influencing kids in their first year of school to learn how to sound words out and become successful readers!"

- Groves Partner School teacher

2020-2021
by the Numbers:

46

Partner Schools

1

Partner School in
Sustainability Phase

289

Classrooms

6,022

Students Served



2020-21 Literacy Partner Schools Public Schools

Prodeo Academy, Columbia Heights
Prodeo Academy, St. Paul
KIPP North Star Primary, Minneapolis
KIPP Legacy Primary, Minneapolis
Friendship Academy of the Arts,
Minneapolis
St. Paul City, St. Paul
Jenny Lind*, Minneapolis
Nellie Stone Johnson*, Minneapolis
Hiawatha – Northrop, Minneapolis
Hiawatha – Morris Park, Minneapolis
Minn. Excellence in Learning
Academy, Maple Grove
The Journey School, St. Paul
Success Academy, Bloomington

** Minneapolis Public School District*

Independent Schools

Annunciation, Minneapolis
Guardian Angels, Chaska
Immaculate Conception,
Columbia Heights
Maternity of Mary – St. Andrews, St. Paul
Most Holy Redeemer, Montgomery
Nativity of Our Lord, St. Paul
Our Lady of Peace, Minneapolis
Sacred Heart, Robbinsdale
St. Dominic, Northfield

St. Jerome, Maplewood
St. John Paul II, Minneapolis
St. John the Baptist, Jordan
St. John the Baptist, Savage
St. Joseph, Waconia
St. Michael, St. Michael
St. Peter, North St. Paul
St. Therese, Deephaven
St. Thomas More, St. Paul
Holy Spirit, St. Paul
St. Peter Claver, St. Paul
Carondelet, Minneapolis
Epiphany, Coon Rapids
Frassati Catholic Academy,
White Bear Lake
Holy Cross, Webster
Holy Trinity, St. Paul
St. Alphonsus, Brooklyn Center
St. Ambrose, Woodbury
St. Bartholomew, Wayzata
St. Helena, Minneapolis
St. John's of Little Canada
St. Joseph's, W. St. Paul
Transfiguration, Oakdale
United Christian Academy,
Bloomington

2020-21 Literacy Partner School in Sustainability Phase

Our Lady of Grace, Edina



GLP Funders for 2020-2021

We are grateful to the generous donors whose investment in Groves is helping change the way literacy is taught, one student, one teacher, and one school at a time.

Jayne Carey-Peterson
Catholic Schools Center of Excellence
(CSCOE)
The Ciresi Walburn Foundation
for Children
Mark Donahoe

Gil and Louella Braun Memorial
Fund of the Minneapolis Foundation
Sandra and Richard Haddad
Steve Hall and Danny Della Lana
Old National Bank Foundation
Otto Bremer Trust

Prospect Creek Foundation
Tim and Diane Thorpe
Wagner Spray Tech
Walser Foundation
Steve and Jeannie Wanek
WEM Foundation



Groves will hold its 44th Annual Gala on Thursday, June 17th

The Gala is our annual opportunity to celebrate Groves' mission to build confidence, success and purpose through transformative learning experiences.

The virtual event will bring hundreds of Groves families, alumni, sponsors, grandparents, donors, and community members together for an inspirational 30 - 40 minute online program, an opportunity to bid on exciting auction items and support the important work of Groves Academy.

Every single dollar raised at the Gala will support Groves' mission including providing a world-class education to the unique, amazing learners at our school. It will also support our work to help close the literacy achievement gap with our 46 partner schools and continue to provide educational resources to our greater community.

Please visit www.grovesgala.org and sign up to receive up-to-date information regarding the gala. Come celebrate with us on June 17th!



Sign-up today at
GROVESGALA.ORG

Proudly Sponsored by
WAGNER Mark Sanger



**2020-2021
Groves Academy
Board of Trustees**

Trish Blake

Dan Deikel, Treasurer

G. Bryan Fleming

Tom Grover

Travis Hansberger

Dr. Kathryn Hecht

David Iverson

Damon Johnson

Scott Lang, Secretary

Cindee McCarthy

Meredith McGuirk, Vice Chair

Dan Morgan, President

Megan Prindiville, Chair

Ellen Stewart

Deborah Sundal

Jennifer Weeks





Equity in Evaluation

For 49 years Groves Academy has been a leader in meeting the academic and social-emotional needs of children with dyslexia, ADHD and other learning challenges. Long before the word equity became the standard to meet in the education world, Groves Academy's programming was addressing the long-held disparities children with learning disabilities faced through the delivery of best practice, evidence-based instruction and curriculum. With the start of the 2019-20 school year, Groves expanded and deepened its commitment to delivering equitable educational experiences with the launch of the Psychoeducational Assessment for All (PAA) program.

A collaboration between The Learning Center at Groves and Groves Literacy PartnershipsSM (GLP), the PAA program brings at no cost the Learning Center's expertise in providing diagnostic evaluations to children attending underserved Groves Literacy Partnerships' partner schools. The diagnostic evaluation provides a comprehensive assessment of cognitive, academic, social-emotional and behavioral functioning. From the evaluation, the Learning Center's Psychologists are able to identify potential diagnoses that allow school professionals to implement crucial accommodations and recommendations for individualized student support.

The Johnson Scholarship Foundation played a key role in the successful launch of the PAA program through its generous matching grant award. With funds in place, the Learning Center secured a Psychologist PhD candidate, Laurie Kincade, through the University of Minnesota internship match program. Laurie quickly established an evidence-based protocol that identified the children in need of the Learning Center's psychoeducational diagnostic services. With the protocol in place, she conducted eight diagnostic assessments at two underserved GLP partner schools during fiscal year 2020. A key piece to the diagnostic evaluation process was for Laurie to meet with the evaluated student's

parent(s). For several parents, these conversations brought helpful insight to their children's learning challenges, and how the appropriate intervention would foster success in the classroom. For the first time, they heard hope versus despair.

The PAA program began the 2020-21 school year buoyed not only by the success of year one of the program, but by the continued support from the Johnson Scholarship Foundation and the newly added support from the Gil and Louella Braun Memorial Fund. These combined award dollars are allowing the PAA's work to continue to grow with now two Psychologists, Laurie and Alaa Hour, who joined the Learning Center's team in July. Despite the challenges brought by COVID-19 and schools moving to distance learning, the PAA program has expanded its work to three GLP partner schools, and has set a goal of completing 20 in-person diagnostic assessments over the course of the 2020-21 school year.

With six assessments already completed, the PAA team recognizes that the need for these comprehensive no-cost evaluations at underserved schools is vast and deep. Groves Academy, along with the Johnson Scholarship Foundation and the Gil and Louella Braun Memorial Fund, have set their sights on closing this equity gap by ensuring that every student in every classroom struggling with learning has access to the services needed to reach their full potential.

Groves Expertise Expands Through Free Virtual Workshops

For 15 years Groves has been committed to sharing its expertise with parents, educators, and students in the greater community through its workshop series. Acknowledging the challenges of COVID, Groves made the workshops free, virtual, and available to all. The workshops cover learning disability and attention disorder-related topics and are open to the public as a resource to the community. They are presented by Groves staff, as well as outside experts who are recognized as authorities in learning disabilities and attention disorders.

Since making the workshops virtual, attendance has grown significantly and the reach has been wider, including outside of the Twin Cities Metro area. The seven workshops presented so far this year have reached 452 attendees as compared to the 352 total attendees in 15 workshops last year.

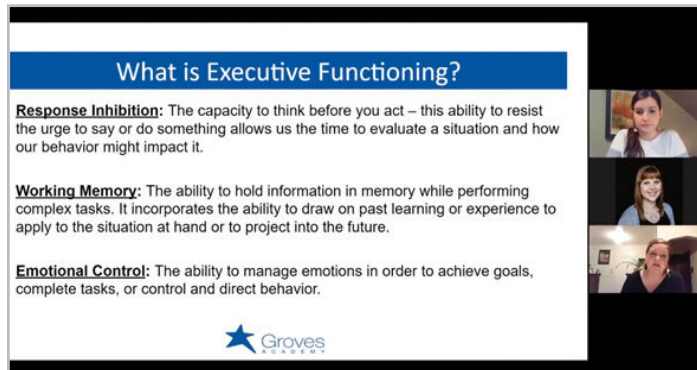
Each workshop is recorded and available on the Groves website for anyone to access at their convenience. The workshops are available at: <https://www.grovesacademy.org/learning-center/workshops-events/>

Attendees have shared:

"This was awesome - I learned so much. I found out my child has an expressive language disorder this fall and this was extremely helpful information!"

"Fantastic, the right balance of factual information and putting strategies into use... you gave so many helpful ideas. Thank you!"

"Thank you for the workshops/webinars you provide - I enjoy and appreciate them."



You can register online for this spring's remaining free virtual workshops:

Executive Functioning in the Classroom and Beyond **March 18, 2021**

Two Groves Academy upper school teachers discuss the design and launch of the school's new course, Executive Functioning: In the Classroom and Beyond. Our ultimate goal? Putting new tools in student hands and the self-knowledge to use them independently. Hear how our students have been responding to the course, what it has done for us as a faculty to collaborate on it, and experience some of the activities we used to facilitate discussion and exploration of executive functioning skills.

Presented by Groves Teachers Andy Tolan and Rachel Erickson

IEP and 504 Plans Advocating for Your Child **May 6, 2021**

A broad understanding of individualized education programs (IEPs) and 504 plans will be discussed in this presentation. This will help provide parents and teachers a basic understanding that will assist with advocating for their child in either private or public school settings.

Presented by Ethan Schwehr, PhD LP NCSP Groves Academy Licensed Psychologist and Colin Roney, Groves Academy Assistant Head of School

Register Today and View Previous Workshops:
<https://www.grovesacademy.org/learning-center/workshops-events/>



The Learning Center Supports Struggling Students

Many parents and guardians are in a new role supporting the education of their child due to COVID-19 and virtual learning. This unique learning environment is shedding some light on student learning challenges that may have been previously undetected in a classroom. Groves is here to support families as they embark on their journey to understand and remediate these challenges.

Diagnostic Services

Diagnostic evaluations are the cornerstone of understanding the needs of a struggling learner. Our psychologists at the Learning Center are dedicated to helping families understand their struggling learner, through comprehensive, in-person diagnostic evaluations.

Virtual One-to-One Tutoring

Groves works with students to understand their challenges and individually matches them with a tutor that fits their needs. Our tutors provide individualized remediation to students with learning challenges and/or diagnosed learning disabilities in reading, writing, and study skills support, which can be especially beneficial for students who may not be getting the same type of services in their virtual or hybrid school experience. With the expansion of our program to include virtual delivery, we can work with students wherever they may live and are not limited to the Twin Cities Metro area.

Speech-Language Services

The inability to easily communicate with teachers and classmates can be a frustrating barrier not only to academic success but to social and emotional fulfillment. The Learning Center offers a holistic approach to speech-language therapy for students with learning disabilities and attention disorders to help students communicate clearly and confidently.

Groves' team of certified speech-language pathologists provides assessments and specific treatments for a wide range of speech-language needs. Our areas of expertise include reading comprehension, writing, receptive/expressive language, articulation, and executive function.

Summer Programs

Groves Academy is “thinking summer” and doubling down on a powerful academic experience.

Designed for students in grades 2-12, the academic program offers a nurturing, fun, and transformative experience designed to help students find confidence and success. For many students, summer at Groves is their first positive school experience. They begin to feel confident, smart, and capable, and they may develop a completely different outlook on school.

Our Summer Program is highly suited for students who have strong ability and a desire to learn along with dyslexia, ADHD or other learning challenges. We'll help your student catch up and prepare for the upcoming

[JOB OPPORTUNITIES]

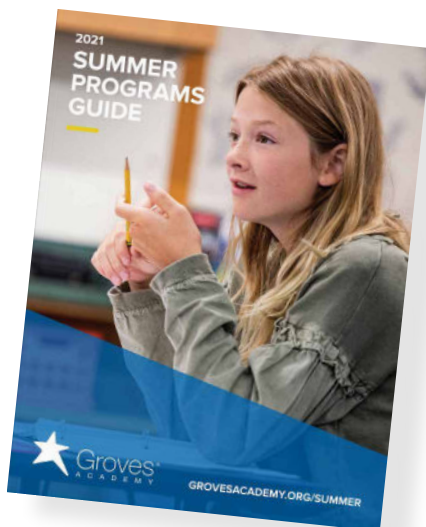
academic year, by providing tools students need for a great start at school in the fall through in-person, expert, individualized instruction. Our Summer Program runs July 12 - August 6.

One parent shared after their summer school experience, "We received one note from a teacher that was really the first positive feedback our daughter has ever heard from a teacher. We read it to her directly and could see the impact it made on her and her self esteem!"

The Summer Programs application deadline is May 21. The programs run July 12- August 6. Please visit our website to apply online, review the summer program brochure, and sign up for a virtual information session: <https://www.grovesacademy.org/learning-center/summer-programs/>

Questions?

Please email us at learningcenter@grovesacademy.org or call 952-920-6377.



Are you looking for an amazing opportunity to make a difference in the life of a struggling student?

Groves is looking for Summer Program Faculty and Tutors to meet the increasing demand for services for students with ADHD, dyslexia, and other language based learning differences.

Groves Summer Program Faculty

We are seeking self-starters, innovators, experienced creators aka Summer Program Faculty to support our summer programs.

Summer Program Faculty role

Our Summer Program Faculty plan and prepare learning activities for a balanced program of instruction and demonstration. They provide an environment and culture in the classroom that engages students and helps them learn more effectively. The small class sizes allow for individual learning situations and provide a collaborative atmosphere.

About Groves Summer Programs

During the summer, we are pleased to offer students from the community the same tailored, high quality Groves Academy education that we provide to our full-time students during the year. Instruction at Groves is explicit, structured, and multi-sensory. Teachers combine their experience and expertise with care and understanding, using a diagnostic-prescriptive approach to continually assess and address individual student needs.

Our summer programs employ our proven philosophy of developing strengths and talents, remediating academic weaknesses, and tailoring instruction to meet individual needs. We offer programs for children entering grades 2-11 who have learning disabilities, such as dyslexia, and attention disorders, such as ADHD.

Tutor Role

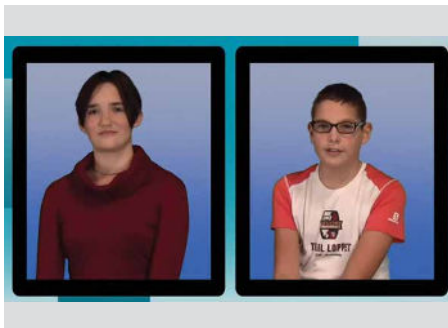
We are seeking Tutors to provide individualized instruction for students who are struggling to learn. Our tutors are specialists in learning disabilities and attention deficit disorders. We offer virtual, in-person, and hybrid models of instruction with 1:1 support in reading, writing, and study skills.

What our tutors say about working at Groves:

"The students I'm tutoring, along with their families, are exceptional. It is a true pleasure to partner with them and to celebrate the great strides their students make."

"I love tutoring at Groves because it is a welcoming community. Tutors are also provided with ample opportunities for professional development. Come to Groves!"

Please visit Groves' website for more information and full job descriptions at: <https://www.grovesacademy.org/careers>



It's a Grand Day to Celebrate - Virtually!

On November 11th more than 500 grandparents and special friends of Groves students gathered online for the annual Grandparents & Special Friends Day. The virtual program highlighted what makes Groves great with attendees joining from as far as Australia and 19 different US states. The program included a community sing-a-long, a Middle School special news broadcast, and Upper School students shared essays about their grandparent/special friend. The program can be viewed on our website <https://www.grovesacademy.org/event/virtual-grand-day/>

Interested in Joining the Grandparents Club at Groves? The purpose of the Groves Academy Grandparents Club is to nurture the relationship between Groves students, their grandparents, and support the mission of Groves Academy. Benefits include an opportunity to write a personal note to your grandchild which will be delivered to their classroom. If interested please contact Ashley at gotreaua@grovesacademy.org or 952.915.4258.



Almost, Maine Upper School Fall Play

Simon McAllister, Fine Arts Teacher, and his talented upper school students continue to impress by putting on their annual fall play, *Almost, Maine* by John Cariani. This limited in-person performance was live streamed over three nights so many could enjoy. There were 11 masked actors and seven crew members working on the production and although COVID restrictions dramatically altered the rehearsal process and the final production, all the students involved adapted seamlessly to the new environment. The crew worked extremely hard to design scene changes that allowed for speed and social distancing, while the actors had the extremely difficult job of playing to both their small live audience and the audience watching the live stream. Behind the scenes, the lighting, sound, and video operators had an additional 11 microphones, two computers, and three video cameras to manage for the live stream. All in all, the production was a huge success, proving once again, that 'the show must go on!'



Virtual Parent Connects

Groves offered an opportunity for current parents to build community and also get their questions answered on a variety of topics such as Q & A with President Dan Morgan and Counseling staff highlighting their important work at monthly virtual "coffee connects."



A New Spin on Lower School Taste of Nations

Groves' Lower School (LS) tradition of each class studying a country and presenting during a festive celebration went virtual. The LS classes created informative presentations with videos highlighting each country, including Mexico, India, and South Africa.



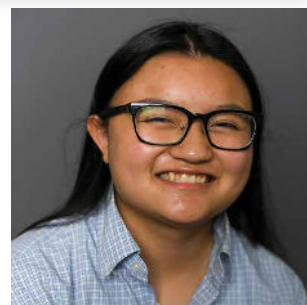
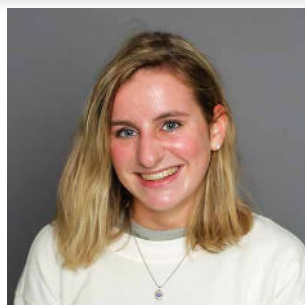
Alum Art Collaboration Honors Racial Justice

Groves teacher, Emmy Shanley, met Ty Taylor when he was a student in her third grade class at Groves Academy in 2013. Seven years later, the two joined together to create art honoring the racial justice movement. They say making art has helped them channel their emotions after the murder of George Floyd. Their efforts raised thousands of dollars for the youth-led local nonprofit Juxtaposition Arts.



Groves Academy Annual Food Drive

In November, Groves Academy Student Council members organized an annual food drive to support The Food Group. With the help of the Groves community, 978 lbs. of food was collected providing 2,971 meals for families in need.



Griffin Service Core

Groves Students Lead Through Service

The Griffin Service Core was established last spring by three upper school students, Oliva Dalby, Michael LeBlanc and Davi Worman. Each month, 22 Groves students from all three divisions meet to brainstorm and move student-led service projects forward.

Their Creed

1. We believe that community service builds a stronger individual and community.
2. At Groves, we see a need for lower, middle, and upper school students to work together for the good of others.
3. Serving the community brings people together and connects us to the larger world.

The Service Core is currently selling Groves bumper stickers to raise money to support their mission. The sticker was designed through the creativity and artistry of upper school student, Lucy Lamosse, and the tenacious, collaborative, and compassionate spirit of the Griffin Service Core leadership team!

The Griffin Service Core will play a leadership role in the annual Penny Challenge in February. The money raised this year will go to the Shriners Hospital. The Service Core decided on the Shriners Hospital because of a student connection and mission alignment. Co-leader Michael volunteers with Shriners Hospital and has had a great experience seeing their mission in action. The fundraising goal is \$500. The Griffin Service Core will also use this opportunity to get Groves families involved.



[THE YEAR IN NUMBERS]

2019-2020 FINANCIALS

REVENUE

TUITION	\$ 9,395,103
THE LEARNING CENTER	\$2,005,366
GROVES LITERACY PARTNERSHIPS	\$507,781
FINANCIAL AID DISBURSEMENT	(\$1,502,200)
NET TUITION AND FEES	\$10,406,050

ANNUAL & SCHOLARSHIP GIFTS	\$1,894,890
OTHER INCOME	\$289,673
NET REVENUE TOTAL	\$12,590,613

EXPENSES

PROGRAM EXPENSES	\$9,054,281
OPERATING EXPENSES	\$2,330,725
FUNDRAISING EXPENSES	\$539,316
NET EXPENSE TOTAL	\$11,924,322

NET GAIN	\$666,291
-----------------	------------------

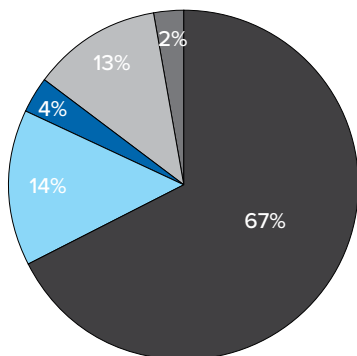
Reinvested in the Groves mission

“Despite a year impacted by the financial uncertainties of the pandemic, Groves ended the year on 31 August 2020 in a solid financial position. The organization made the necessary adjustments during the year and is financially well placed to achieve its mission in the year ahead.”

-Lawrence Graham
Groves Academy Director of Finance

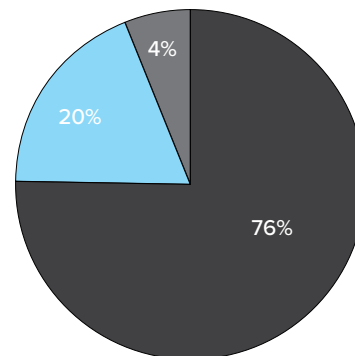
REVENUE

- Tuition
- Other Income
- Annual & Scholarship Gifts
- Groves Literacy Partnerships
- The Learning Center



EXPENSES

- Program Expenses
- Fundraising
- Operating Expenses



Groves Literacy Partnerships

31 PARTNER SCHOOLS

Groves Literacy Partnerships

179 CLASSROOMS

Groves Literacy Partnerships

3,430 STUDENTS SERVED

Groves Learning Center

780 STUDENTS
RECEIVED **1,434** SERVICES

Groves Academy School

280 STUDENTS

Groves Community Workshops

352 ATTENDEESGROVES IMPACT
in 2019-2020



Make a Difference in the Life of a Student

Your generous support transforms the lives of thousands of students and their families. Groves Academy appreciates a variety of donation types.

- Gifts of appreciated stock support students while providing tax benefits to donors.
- A donor-advised fund is a great way to support Groves Academy and differs slightly from other giving mechanisms. You may make contributions into your donor-advised fund (DAF) account, and subsequently, recommend distributions to Groves from the fund. Please contact your sponsoring organization to advise on a donation.
- Planned Giving through estate planning continues your legacy of support into perpetuity.
- Tribute Gifts celebrate special events, people, or memorialize loved ones.
- Matching Gifts increase the impact of your gift. Corporate matching gifts are a great way for Groves to maximize personal contributions. By utilizing a company's matching gift benefit, you may be able to double or even triple your gift (depending on the program).
- Monthly giving allows for easy, ongoing planning and delivery of transformative learning experiences. Set it and forget it.
- Amazon Smile allows a portion of your eligible purchase price from Amazon to be donated to Groves Academy.

Donate online at grovesacademy.org/support/donate, call 952-915-4269, or send a check to: 3200 Highway 100 S, St. Louis Park, MN 55416

Questions? Contact Lynn Giovannelli at 952-915-4271 or giovannelli@grovesacademy.org.

Thank you for your ongoing commitment to transforming lives through education.

OUR MISSION

We build confidence, success, and purpose through transformative learning experiences.

OUR VISION

To redefine the way our nation is taught, one student, one teacher, and one school at a time.

OUR VALUES

At the heart of Groves Academy is a community where students, families, faculty, and staff are engaged with a sense of belonging, sharing, and support. As a community, integrity and respect are intrinsic in everything we do.

AUTHENTICITY

We are genuine, honest, and open in our relationships, our actions, and our words.

COLLABORATION

We gain energy when we are working together and recognize our decisions and actions are better when we engage as a team.

DISCOVERY

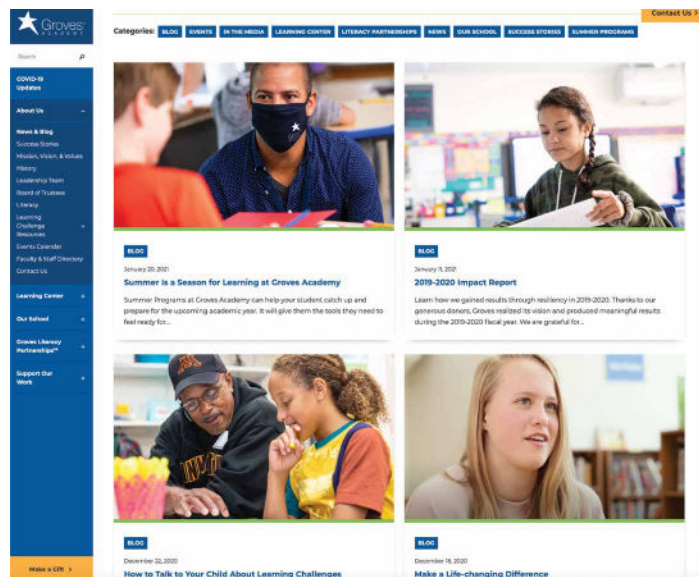
We have a passion to persistently learn, explore, and innovate.

COMPASSION

We embrace each other's differences and value our unique abilities, personalities, and styles.

TENACITY

We are driven to take risks, to advocate, and to encounter challenges with boldness and a firm resolve.



Groves News and Blog

Never miss an update.

Don't forget to sign up on the Groves website for news and blog updates- and follow us on social media so you don't miss a thing.

[Facebook](#) | [Instagram](#) | [LinkedIn](#) | [Twitter](#) | [YouTube](#)

We want to hear from you!

Share your news, success story, or meaningful moment about Groves.

Please visit <https://bit.ly/3orymeq> to tell us how you're doing.



3200 HIGHWAY 100 SOUTH
ST. LOUIS PARK, MN 55416
GROVESACADEMY.ORG



School Admissions Virtual Info Sessions March 5

We offer virtual School Admissions Info Sessions for prospective Groves families. Please join us online to learn more about how we're transforming lives through education. You'll meet key administrators and have the opportunity to hear from current families, including students!

More info at <https://www.grovesacademy.org/our-school/admissions/tours/>



We are now accepting applications for Groves 2021 Summer Programs. Apply Today!



*Summer Programs
Virtual Info Session
March 29*

We'll answer your questions and provide details about Groves 2021 Summer Programs. More info at <https://www.grovesacademy.org/learning-center/summer-programs/>

