



CONNECTIONS AND ANNUAL REPORT

WINTER
2020

GROVESACADEMY.ORG



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[GROVES WELCOMES NEW PRESIDENT, DAN MORGAN]

Dear Friends of Groves,

I write this letter with an incredible amount of excitement and anticipation as I begin my journey as President of Groves Academy. Truly, I am humbled and honored to join this outstanding organization, and I cannot properly express my gratitude to the numerous people who, over the course of the last 47 years, made Groves into what it is today. Looking at Groves through the lens of an outside educator, and as someone whose career has always been in private schooling for kids with learning disabilities (LD), Groves is poised and ready to become the international leader in literacy instruction.

I arrive at Groves knowing that each component of the organization is firing on all cylinders: Kimberly Peebles and her team are successfully serving over 280 students this year in the school, and in June will celebrate the largest ever graduating class at Groves. This is a testament to her steady and strong leadership, the quality of her team of teachers and administrators, and the vision they bring to the school. I cannot wait to partner with her and the entire staff to help accelerate this success. The Learning Center, led by Nancy Segreti and her stellar team of professionals, will assess and support 1,200 clients and families this year. Their exceptional evaluation protocol is known nationwide, and their reputation continues to grow. Katharine Campbell and the Groves Literacy Partnerships team are working in over 30 schools this year, and nearly doubling that number for 2020-2021. Delivering the Groves Literacy Framework® to so many schools and students is unique in the world of education and will be a game-changer in how teachers approach literacy. Finally, thanks to the spectacular generosity of each and every donor to Groves, we are able to provide financial aid and scholarships for so many students who might never have the opportunity to attend the school and expand the reach of Groves' mission to partner with schools and the broader community.

All of this great work supports our mission to build confidence, success and purpose through transformative learning experiences, and you can see why I am filled with excitement and joy to be at Groves. Students with LD, their families, and the teachers and professionals who serve them are extraordinarily special. The world needs these kids--they are the disruptors, the creators, and the leaders of the next generation, and I am thrilled to be joining a team and a community that understands and celebrates that. I look forward to engaging with as many people in the Groves family as possible. Our vision is that together, with shared ardor and energy, we will redefine the way our nation is taught, one student, one teacher and one school at a time.

Thank you for your continued support and dedication to Groves. I look forward to meeting you.

With Kindness,

Dan Morgan
President



*"Our vision is that
together, with shared
ardor and energy,
we will redefine the
way our nation is
taught, one student,
one teacher and one
school at a time."*



Dina Sweet and Ms. Lundstrom with one of the new choir folders

Alum Gives Back to Music Program

Dina Sweet attended Groves from 2nd to 6th grade. She selected Groves Academy as her community service project for her Bat Mitzvah, which she celebrated on Saturday, September 7th. Dina helped raise nearly \$1,400 for Groves through gift-in-kind and cash donations for the music program. Below, in her own words, is why she chose to give back to Groves.

Because of my great love of music, and my appreciation for the transformative experience I had at school over these last five years, I decided to partner with Groves Academy for my community service project for my Bat Mitzvah. To help give back to a school that has meant so much to me.

This fall I conducted a drive for choir folders and guitar stands to help support the Groves Academy

music program which holds great significance to me. I was lucky to have the opportunity to participate in the Before School Choir, numerous talent shows and guitar lessons in addition to the music curriculum with Ms. Lundstrom. Music class and these extra-musical options at Groves Academy were the highlights of my days, offering me a chance to relax and regroup for the more challenging subjects during the school day.

Hans Christian Anderson once said, “where words fail, music speaks.” I believe that music increases creative expression and develops confidence especially in kids with learning differences like me. Neuroscience research supports this claim and links music training to learning enhancements in language, speech, memory, and attention. I can say that as a learner with dyslexia and ADHD having



music in my life helps me to balance and focus as well as take in new information. I think that more teaching should incorporate music into the curriculum. For example, in my new school I’m in a class where we study music and their lyrics as a way to study culture, geography, and history.

I benefited from the low student-teacher ratio and systematic curriculum at Groves Academy which has helped me to remove obstacles, gain tools and a foundation that I can use in school moving forward. I changed a lot in my years at Groves Academy and the teachers helped me to push beyond my comfort zone. This mitzvah project gave me another chance to say “thank you” and let all the special people at Groves Academy know how much I appreciated my time there.

-Dina Sweet

*Thank you, Dina,
for your leadership
and generosity.*



Minnesota Business Leaders Honor Groves Academy

Groves’ success grounded in laser focus on literacy

On September 19th, the Minnesota Business Partnership (MBP) recognized Groves Academy with the 2019 Minnesota’s Future Award, which since 2006 has been given to high-performing, diverse schools or education programs for their success in helping all students succeed.

Groves Academy was honored at the MBP Annual Dinner before more than 1,000 business, civic, and political leaders at the Minneapolis Convention Center. John Alexander accepted the award on behalf of the organization and delivered brief remarks at the event.

“Minnesota business leaders understand that for our state to continue to thrive, we need all students to succeed,” said Charlie Weaver, Executive Director of the Minnesota Business Partnership. “Groves’ innovative, data-driven approach to literacy instruction is helping students succeed in school and thrive in life.”



Uma Czech

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

I started at Groves in Lower School during the middle of my 5th grade year in January of 2001. I stayed at Groves until 2009, where I graduated with a class of thirteen students. We just celebrated our 10-year class reunion in late June.

What did you do after Groves?

After graduating from Groves, I went to North Hennepin Community College where I got an Associate Arts Degree. Then transferred to Southwest Minnesota State University (SMSU) where I got a Bachelor of Science Degree in Education. I currently work at the Blake School as an on-call TA substitute and extended day (after-school care) staff.

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

Groves taught me executive functioning skills that are essential to becoming successful in college and in life. SMSU provided ample opportunities to use those skills, as much of the course work was fast paced and required working with others a majority of the time.

I've found that my time at Groves provided me the ability to step up to the plate and juggle multiple responsibilities at once, with great success. My new job responsibilities require attention to detail, being flexible on a dime, making mistakes while learning and moving on quickly from them, and accepting constructive feedback all in a fast paced environment.

What are some of your favorite memories of Groves?

I did, and still do as an alumni, truly enjoy the Groves Gala. It's a great way to celebrate who we are at the end of each year, all the while looking toward the future in "transforming lives through education."

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

While not all students attend the school, Groves provides a variety of resources in reaching out to the greater community and beyond. Through the Groves Literacy Partnerships (GLP), diagnostic testing, summer school, and other community resources. Groves provides a way for people to access understanding how to better help their children.

What would you tell a student who was new to Groves about the School?

Advice for students in general, both at and outside of Groves that

I acquired throughout my college years after Groves:

"Remember that it's progress, not perfection."

For many of you, Groves is just a small part of your overall journey, so take what you learn at Groves, whether it be after mainstreaming into a public school or into college, and make a true conscious effort to use those tools and knowledge outside of Groves. These are invaluable, indispensable tools to ensure that you can be successful and reach your full potential.

As a student remember to be yourself- be authentic and be real. I've found this goes a long way, no matter where you meet others.

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

Groves isn't about how smart or not smart a student is. It isn't about keeping students through graduation. Groves is about providing students with the knowledge, resources, and understanding in what it means to have a learning disability and providing students with tools to better learn to their abilities. Groves strives to provide students an environment in which they can learn those tools, while building confidence in themselves to becoming self-sufficient learners of today, tomorrow, and the future.



Christian Belz

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

I attended Groves from lower school to middle school (2005–2011). I learned so much. Before Groves, I couldn't read, write well or do any type of math. Across the board I needed all kinds of help.

What did you do after Groves?

I attended Minnetonka High School. I worked hard to be able to attend a public high school. I joined choir and cross country my freshman year. I also had tutors throughout high school.

I graduated from Concordia College Moorhead this past May and I'm currently working in direct sales.

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

My time at Groves taught me to advocate for myself. I wouldn't have made it without Groves. I know I have dyslexia and I am going to have to work hard. Even while studying abroad in Norway last summer, I had to use the advocacy Groves taught me in order to successfully pass my course.

What are some of your favorite memories of Groves?

There are so many but a few: the rock star teachers, Middle School Barter Market, running around outside, and playing tag with my friends. I also loved going on the biking field trips and the skiing/snowboarding at Buck Hill! MEDIC was also one of my favorite after school activities.

Also, a famous artist who also had dyslexia, Mackenzie Thorpe, came to Groves and he inspired me to keep pursuing my passion.

And the most important was feeling like a normal kid since everyone else had learning disabilities too.

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

I don't know another place like it. As a student with a learning disability, it is so great to get one-on-one help from educated and thoughtful teachers. Mrs. Mathistad knew that we were capable of producing good quality work and challenged us to do so. Each Groves teacher believed in us which gave me a foundation for everything, and a belief that I was capable of doing more.

The teachers make it amazing including Mrs. Mathistad and also

teachers that I had like Mrs. Brown, Mrs. Small, Mrs. Baillie, Mrs. Bowers, Mr. Holscher, Mrs. Quilling, Mrs. Myers, Mr. Shutte, Mrs. Melquist, Mrs. Geving, Mr. Alexander and gym teachers Mr. G and Mrs. Phillips.

Groves Academy is a top notch education. It gave me so much confidence. I wouldn't be the person I am without Groves.

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

If you work hard and let the teachers in to help you can do amazing things. The sky is the limit. Forget about what kind of disability you have and know you are capable of doing hard work. Be kind to yourself and take advantage of this opportunity to have an education at this great school.

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

Groves changed my life forever. Groves made it possible for me to do all the things I love. I think having a positive attitude and being willing to learn was also a very important factor in my success at Groves and beyond!

"Each Groves teacher believed in us which gave me a foundation for everything, and a belief that I was capable of doing more."

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.



CTL team members (from left) Charles Battel, Carl Franchot, Laura Teynor, Thomas Bundy, and Thomas Enger at New Balance Headquarters

From the Classroom to the Boardroom

Written by Upper School Teacher Andy Tolan

The Groves Upper School is midway through our second year of an exciting experiment - an experiment that has already begun to show promising results. It was a radical move, devoting an entire class period each day to explicitly teaching skills that many schools hope students will absorb more implicitly - executive functioning skills.

Executive functioning (EF) skills are the tools, strategies, and habits of thought and action that allow us to set and reach goals. Or, as one student put it, "Adulthood 101." It is a class about the brain, a class about new tools for work and learning, and a class for thinking strategically about success, setbacks, and growth. Students engage in daily mindfulness practice, and connect what is happening in the classroom now to the life that awaits them and the goals they have set for themselves outside of a classroom's four walls. They explore their own learning profile to build a strength-based narrative of who they are and move towards self-advocacy.

As I tell my students each September, I want them to learn at 16 what I, an adult with ADHD, did not really learn until I was 26 - how to own and even

love your strengths and weaknesses, how to relate what you do day to day to the bigger passions and values that fuel your life, and how to plan it out and get it done with the brain you have, not the brain you wish you had.

One of the best experiences we have had as students and as teachers has been working with a curriculum from a dyslexia education and advocacy organization called Noticeability (founded by Dean Bragonier, who was the 2018 Groves Gala speaker). In the Entrepreneurs and Innovators curriculum, our students formed small groups, came up with creative solutions to problems big and small, and fine-tuned sleek, professional pitch presentations that offered a value proposition to a target market. They delivered these pitches at our culminating "Groves (Shark) Tank" event held last May. Local entrepreneurs, HR bigwigs, and corporate marketing types descended on the school (along with the KARE 11 news van), and our students blew their proverbial socks off.

It could have ended there, but for five of our executive functioning students, the moment they

spent basking in the glow of a successful Groves Tank was the calm eye of the storm.

Mr. Bragonier, the aforementioned Gala speaker and mastermind behind the Noticeability curriculum, is quite the dapper dresser, a bit of a clotheshorse actually. That is to say, Dean knows a good thing when he sees it.

In our case, the 'good thing' in question was a doozy - what he saw was the same potential in our students that we see, and he knew where it could take them. Their idea, shoes that have replaceable soles, and soles suited to a variety of purposes, athletic or otherwise,

caught his attention. When he saw their prototype (a dissected Nike sneaker with sole held firmly in place by 3M hook-and-loop and a sliding clasp harvested from a Nerf gun) they captured his imagination.

It turns out that Dean knows a guy who knows a guy, and that guy is in the shoe business.

After a few breathlessly optimistic conference calls and a little help from a pillar Groves family that saw the same great opportunity for our students that we did, I was able to make some of the most exciting phone calls of my life, calls to my students that went something like this:

ME: *Do you remember our Groves Tank from last spring?*

STUDENT: called by a teacher in the middle of the summer . . . Yes?

ME: *Do you want a chance to do your pitch presentation again?*

STUDENT: knows something is up . . . Ye-Yes?

Me: *Do you want to fly to Boston with the rest of your team to pitch your shoe idea to New Balance?*

Student: *screams in growing comprehension and glee*

::SCENE::

Yeah, that was lots of fun.



Thomas Enger holding "The Shoe"

...continued on next page



"For Luck"

EXECUTIVE FUNCTIONING: IN THE CLASSROOM AND BEYOND

At Groves Academy students engage in experiences designed to foster self-awareness and to develop their executive functioning skills - the brain's ability to coordinate the thinking and behavior needed to start, sustain, monitor, and adjust attitudes and behaviors needed to achieve a goal. Groves teachers provide the tools, strategies, and opportunities for metacognition that equip students to reflect on their own patterns of thinking and behavior. Social and emotional learning at Groves Academy empowers students to understand themselves and to interact with others in meaningful and productive ways. This occurs in a nurturing environment where students learn from both success and failure.

9th-grade focus
Training the Student Brain for School and Learning

10th-grade focus
Self-Discovery: Finding Your "Why"

11th-grade focus
Leadership: Setting the Course & Leading the Way

12th-grade focus
Legacy: What Comes Next & What We Leave Behind



Groves CTL team members at the Boston Bruins practice facility

You know how grandparents can tell you how great their grandchildren are without it being bragging because, well, that’s their privilege as grandparents? I hope something similar applies to teachers and their students. If not, you’re about to hear me brag a little bit.

As I tell you about the trip, I could tell you about the excitement my students felt in a new city. I could tell you about the eager (dare I say aspirational?) stroll we took through Harvard’s campus, about the meals we ate (high schoolers really know how to put an omelet away in a hurry), or even about the pitch itself, but the highlight of the trip was seeing my students step boldly into an adult world and get accepted by its rules, succeeding on its terms.

First of all, my students were prepared. They reworked their presentation (new audience, new purpose, new presentation), they knew each other’s areas of strength, they trusted each other to support and offset their relative weaknesses, and on game day they knew each other’s roles as well as their own.

After a day of travel and a night of diligent rehearsal in their hotel room, my students were hardly nervous.

On the bus ride to New Balance’s corporate campus, I considered how far they had come, and what they were about to do. New Balance knows footwear, it is their industry, and accordingly, blowing their socks off would be a bit of a challenge.

I knew our students had accomplished something amazing when their pitch had ended and New Balance’s lead designers and product managers could barely wait their turns to give them feedback. In a standout moment, one of the designers whispered something to Ken Thornby, our host and New Balance’s general manager, and Ken gave his assent; the designer had asked to give the Groves group “the same kind of feedback [they] give each other.”

He walked them through some of the practical aspects of their shoe—where the foot puts stress on the sole, other ways they might attach their swappable soles, and he gave them

sound advice about narrowing their focus and fine-tuning their market.

Would my students see this as criticism? Would they be discouraged? I should have had more faith. On the contrary, this meant the world to my students, and to me - they had gotten the nod, the implicit “you belong here” from someone who would know.

What happened next? After their celebratory lunch, did our victorious students run amok in Harvard Square, window shopping and blowing their spending money on ice cream and gift shop tchotchkes, the way I might have at that age?

Of course not. They went back to our hotel to hold a stakeholder’s meeting.

Yeah, I think this executive functioning thing might have legs.

This unique student enrichment experience was made possible thanks to the generosity of the Sanger Family Foundation—Steve, Karen, Mark and Ashley



From left: Travis Hansberger, Damon Johnson, G. Bryan Fleming, and Jennifer Weeks

WELCOME ABOARD

Groves Academy Welcomes Four New Trustees

On behalf of the Groves Academy Board of Trustees and staff, we would like to welcome our newest Trustees:

Wayzata resident Travis Hansberger has served on the school’s finance committee since 2015, contributing to the organization’s 2020 strategic plan. He is a certified financial planner and works as a wealth advisor with Thrivent Financial.

Excelsior resident Damon Johnson is the vice president of enterprise strategic growth at Cox Automotive and is responsible for enterprise partnerships including websites, electronic commerce, digital marketing and other retail endeavors.

Prior Lake resident G. Bryan Fleming has worked as an educator, school administrator and community leader. He has experience working with several Minnesota nonprofits and municipal governments. He has served as board chair for Sojourner Project Inc. and Stages Theater Co.

Excelsior resident Jennifer Weeks is a volunteer and advocate in the Minnetonka School District and community. She serves on the PTO boards connected to her daughters’ schools, activities and athletics. Jennifer brings a background in sales and marketing.



2019-2020 Groves Academy Board of Trustees

Trish Blake

Dr. Peter Brown

Dan Deikel, Treasurer

G. Bryan Fleming

Tom Grover, Vice Chair

Travis Hansberger

Anne Harbison

David Iverson

Damon Johnson

Scott Lang, Secretary

Cindee McCarthy

Meredith McGuirk

Dan Morgan, President

Megan Prindiville, Chair

Steve Pontius

Beth Simermeyer

Deborah Sundal

Jennifer Weeks



**You're Invited to Help Us
Redefine the Way Our Nation is Taught**

Join us for an inspiring evening celebrating Groves Academy's mission and positive impact in our community.

All proceeds from the Gala propel the work of Groves Academy's mission to transform lives through education. This includes building community partnerships, providing scholarships for more than 30% of our students, and closing the literacy achievement gap with our partner schools.

More than 500 friends and families of Groves will come together to celebrate. The evening begins with games, punchboards, and a silent auction followed by dinner, dessert, and keynote address. Experience the excitement of a live auction and fund-the-future challenge after dinner.

Proudly Sponsored by
WAGNER Mark Sanger

**Tickets on sale now at
GROVESGALA.ORG**



- KEYNOTE SPEAKER -
Donatella Arpaia is a trailblazing attorney-turned-culinary mogul, restaurateur, and celebrity chef. After her son's recent diagnosis of ADHD she shares a similar journey as our Groves parents.

- EMCEE -
Don Shelby

- WHEN AND WHERE -
Saturday, April 25, 2020
Six o'clock in the evening
Hyatt Regency, Minneapolis
1st Floor

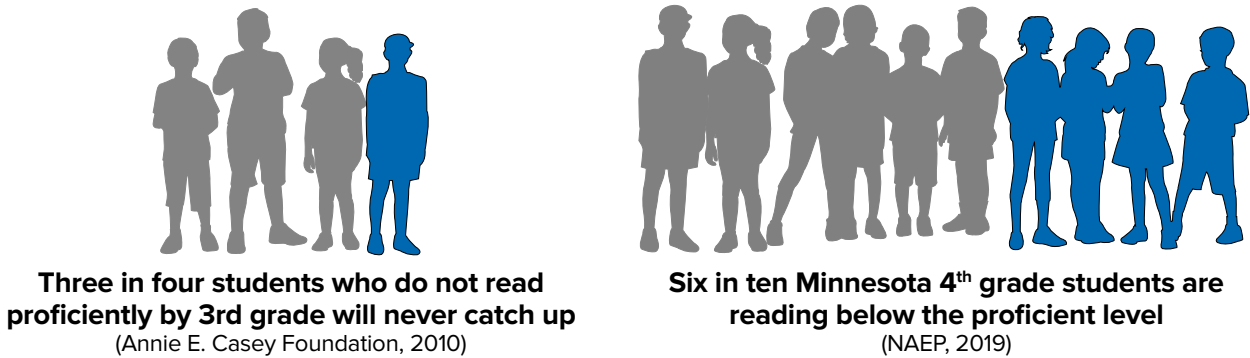
- ATTIRE -
Elegant Evening

- SPONSOR -
Tables of 10 start at \$3,000.
(A portion is tax-deductible.)
Contact Becky at 952.915.4269
or busselmanb@grovesacademy.org.



Closing the Gap

A Need for Change



How does a Groves Literacy Partnership work?



It Starts With Buy-in
At the outset, we require school administrators' commitment and at least 90% of teachers voting in favor of a 3-year partnership.



In-classroom Coaching
Every K-3 classroom teacher in the partner school receives 30-minutes of weekly literacy coaching to enable them to implement the Groves Literacy Framework® with fidelity.



Team Meetings
Each month, the Groves Literacy Coach collaborates with teachers in a team meeting to discuss student progress and challenges.



Professional Development
At the beginning of the partnership and each subsequent quarter, Groves provides professional development on topics such as curriculum, phonemic awareness, and spelling.



Administrative Support
Groves Literacy Coaches meet monthly with school administrators to maintain support from school leadership.

"My burning question is why isn't [the Groves Literacy Framework®] being taught in schools everywhere? Why is this type of curriculum not the norm nationwide?"
Testimonial from a teacher at a Groves Literacy Partner school

New Name, Same Vision

This school year, Groves is partnering with 30 public district/charter and Catholic schools in 16 communities from Northfield to St. Michael, supporting 179 K-3 classroom teachers and over 3,400 students.

Earlier this school year, the Institute for Professional Learning at Groves Academy adopted a new name: **Groves Literacy PartnershipsSM**. Our new name better describes what we do: partnering with schools in the community to advance literacy instruction.

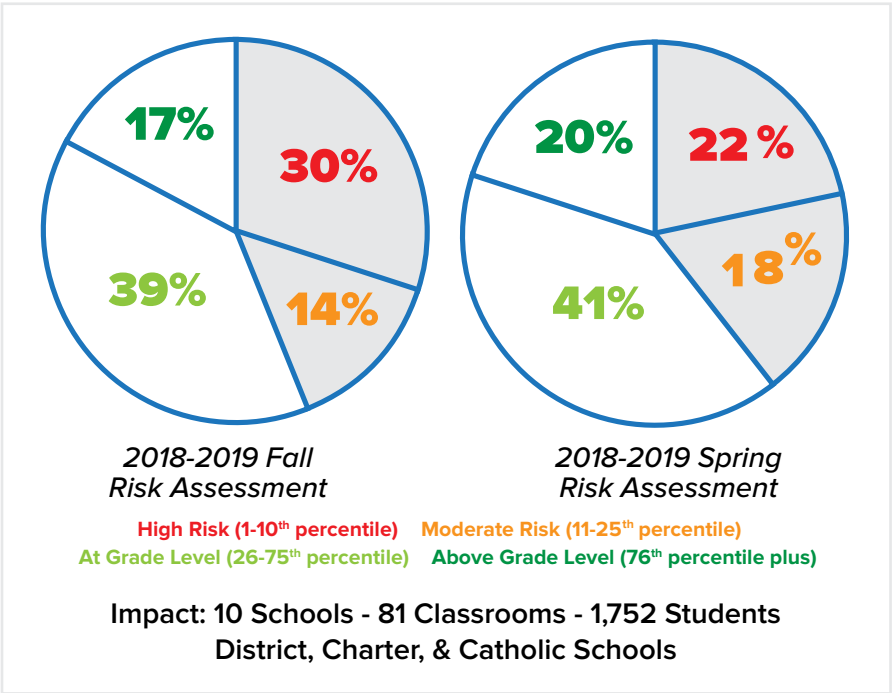
Learn More

Interested in Groves Literacy Partnerships?
Please contact Katharine Campbell at campbellk@grovesacademy.org

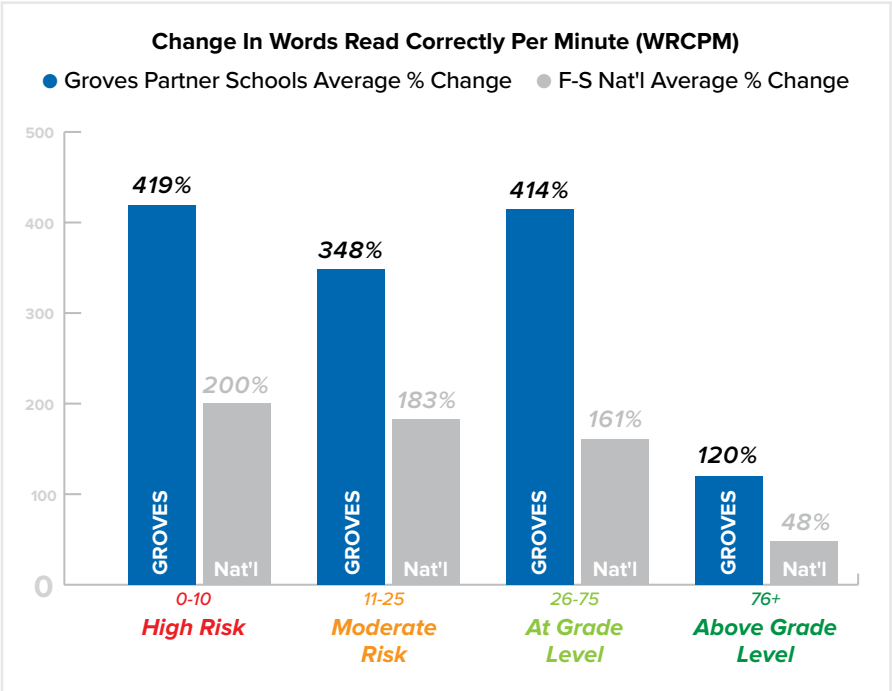
Interested in investing in Groves Literacy Partnerships' work in the community?
Please contact Lynn Giovannelli at giovannellil@grovesacademy.org

Results

Students by Risk Factor: Fall vs. Spring
Our partner schools are closing the gap—Groves partner schools show a significant reduction in the number of high risk students



Rate of Improvement: Growth Bar chart
Students in Groves partner schools are making twice the growth of the national average*, helping close the gap for high and moderate risk students



*Oral Reading Fluency assessment data analyzed using Hasbrouck-Tindal norms based on 6.6 million US students



Groves Literacy Partnerships are powered by philanthropic support. We thank the generous donors who have invested in our work.

Carlson Family Foundation
Ciresi Walburn Foundation for Children
Mark T. Donahoe
The Hubbard Foundation
Cynthia A. McCarthy
The Mondl Family
Otto Bremer Trust
Peterson Family Charitable Fund
Prospect Creek Foundation
Sanger Family Foundation
Smikis Foundation
Rick Smith
Walser Foundation
WEM Foundation



Philanthropy in Action

Interview with Laurie Kincade, School Psychologist Intern at The Learning Center at Groves Academy



With generous support from the Johnson Scholarship Foundation (JSF), Groves Academy is expanding access to comprehensive diagnostic services.

Groves’ vision is to redefine the way our nation is taught, one student, one teacher, and one school at a time. It is a vision that acts as our compass as we work towards bringing true equity to the education of children with learning disabilities. Equity that brings the best of what research is telling us and applies it individually to each child so that they recognize their strengths in being successful in the classroom and beyond.

During the 2019-20 school year, Groves Literacy Partnerships (GLP) is working with 30 K-3 schools, some of which serve low-income students. An essential component of the partnerships is to ensure that all students receive the instruction and intervention needed to reach their overall academic potential. JSF awarded Groves Academy a three-year grant to identify children who may benefit from receiving a complete educational evaluation. With cost being a consistent barrier to accessing full and comprehensive diagnostic services, the Groves Learning Center will partner with several GLP schools to provide diagnostic assessments at no cost to identified K-3 children in need of early intervention services.

Student school-wide screening data will identify the children performing below benchmark. Laurie Kincade, Groves Academy School Psychologist Intern, will review screening data, meet with school leaders, and make recommendations for students who need additional interventions or a comprehensive evaluation. When possible, Laurie will also observe students in the classroom. Students who demonstrate a lack of progress with two evidence-based targeted interventions will be eligible to receive a comprehensive diagnostic evaluation from The Learning Center at Groves Academy. Following the evaluation, if the student qualifies for services, Groves will work with the school to streamline the special education or accommodations process.

We interviewed Laurie to learn more about the program launch:

Could you share more about this new exciting initiative?

We have met with three partner schools so far (Prodeo – Minneapolis, St. Paul City School and St. Peter Claver). An aspect of this initiative is to review the students in the high risk category and identify those students who should get on a list for interventions and to recommend interventions. After the students are identified, we would consult with the school to get these students proper interventions. I am also reviewing screening data from each partner school that fits within the JSF grant guidelines. We are paying close attention to the group of students in the high-risk category who also have lack of progress after receiving targeted interventions.

Removing Barriers to Access and Creating Equity

The diagnostic evaluation is done at the child’s school to help decrease access barriers. Barriers to access could include cost of the evaluation, transportation, language, cultural differences, stigma and not understanding learning disabilities. Our partner schools provide Groves access to testing space at the school, access to interpreters, and the school reaches out to the eligible families. Groves provides all testing materials including access to our library of comprehensive assessments, protocols, rating scales, snacks, etc.

Value and Road Map

After the evaluation is completed, I schedule a follow-up meeting with the family to go through the testing results. This meeting could include whomever the family would like to invite, including a school psychologist or teacher. Specific recommendations for instruction and accommodations will be given to the school and the family. This comprehensive, private evaluation

completed by Groves Academy will also likely inform additional educational testing completed at the school to determine if the student qualifies for special education services.

I have offered to continue to advocate for the families involved and to become a resource to the partner schools. I want to have continuous collaboration with our partner schools. If families need additional assistance accessing or understanding services provided at their school, I am willing to offer that support. If teachers or school leaders have questions about how to best support the overall well-being of the student, I am also excited to continue to collaborate with educational professionals to ultimately support the student.

What are your future hopes for this program?

We would like this grant to continue to expand financially so we can reach more partner schools, and ultimately, impact the lives of more students.

I would love the opportunity to provide learning sessions for families at their home school to continue to explain learning disabilities and educate about services available (IEP/504, etc.).

Looking forward, Groves sees opportunities to deepen our partnership with the JSF to include funding that would support GLP schools that are not able to offer special education services.

Why did you select to do your internship with Groves?

I am passionate about providing welcoming, inclusive, and beneficial learning environments for all students. I have a deep passion for diversity and equity within all of my work. Because of the Johnson Scholarship Foundation grant, the Groves internship provided the best of both worlds. This grant allows me the opportunity to lead and

develop a new program that provides high-quality services and support to families and students who may not typically have access.

What do you like best about your role at Groves?

Designing this program from the ground up and the impact it is going to have for students and their families.

Anything else you want to share with our readers?

Thanks to the JSF, we are on track to complete 20 comprehensive evaluations through the 2019-20 school year. Next year, the grant will expand to reach 30 students, with the final year reaching 40 students. We hope to continue to expand this grant to continue to bring Groves’ evidence-based assessments and literacy recommendations to our greater community.

What do you like to do outside of Groves?

I enjoy marathon running, gardening, and hanging with my husband and two Persian cats.





Jonathan Mooney Book Tour Inspires Parent Book Club

Former Groves Gala keynote speaker Jonathan Mooney selected Groves Academy as a stop on his national book tour. On October 7th, over 100 people, including Groves alumni, came to hear Jonathan share his new book Normal Sucks.

Inspired by this book, Groves' Head of School, Kim Peebles, chose it as this year's parent book club read. Twenty parents meet monthly to build community and discuss the book.



18th Annual Groves LD/ADHD College Fair

Groves Academy held its 18th Annual LD/ADHD College Fair on October 1st, with 446 students and families in attendance. Groves invited colleges, universities, and other education organizations with strong programs serving students with learning disabilities to exhibit at the fair. With the college fair being the only event of its kind in the five-state area, we were excited to have representatives from 41 schools and organizations participate in this year's event.

If you have questions regarding the College Fair please contact Joanna at lackramj@grovesacademy.org.



Upper School Japan Trip

Twenty-two upper school students and teachers traveled to Japan July 14th-24th. The students had a wonderful time traveling throughout Japan. They traveled to six different cities with Tokyo and Hiroshima being their favorite two stops. Experiencing the food and culture were some of the highlights from the trip.



Annual Grandparents/Special Friends Day

On September 27th more than 380 grandparents and special friends of Groves students gathered at our school to learn, share and celebrate. Students wowed our guests with a short program which included a Lower School sing-a-long, a Middle School special news broadcast, and Upper School students sharing essays about their grandparent/special friend.

If you are interested in joining the Groves Academy Grandparents Club contact Ashley at gotreaua@grovesacademy.org or 952.915.4258.



Don Shelby visits Groves

Don Shelby visited Groves Academy to meet with five Groves middle school students who recently formed Groves' Climate Club. Don shared his passion and fostered students' interest in global warming and climate change. Don encouraged students to seek facts, stay informed, and make a difference at Groves and beyond.



Snow White in the Spotlight

Simon McAllister and his talented upper school students continued to impress by putting on their annual fall play, *Snow White*. It was a first time production for Groves Academy. Twenty-two students were involved, with 16 actors and six crew. For seven students it was their first time participating in Groves' theatre program. In the panto tradition, the production had a 'Dame', where a male actor plays a leading female role and the 'Principal Boy' was played by a girl.



Transition Night

Groves Academy hosted its annual transition night, October 29th for current families who are considering transitioning to a new school. A panel of alumni and alumni parents with a range of experiences shared their transition stories. It was an excellent event with 40 parents in attendance.



Alumni Happy Hour

On January 2nd Groves alumni and faculty/staff reconnected during a holiday gathering held at Park Tavern in St. Louis Park. Some of the alum's professions now include CPA, computer scientist, early childhood educator, and mortician. One alum shared, "I can't believe how well everyone is doing. I'm impressed and very happy for everyone!" Be sure to join the private Groves Alumni Facebook group to be the first to know when the next alumni event will happen.



THE YEAR IN NUMBERS

2018-2019 FINANCIALS

REVENUE

TUITION	\$ 9,031,449
THE LEARNING CENTER	\$1,949,882
GROVES LITERACY PARTNERSHIPS	\$259,719
FINANCIAL AID DISBURSEMENT	(\$1,308,751)
NET TUITION AND FEES	\$9,932,299

ANNUAL & SCHOLARSHIP GIFTS	\$1,561,299
OTHER INCOME	\$76,760
NET REVENUE TOTAL	\$11,570,358

EXPENSES

PROGRAM EXPENSES	\$8,568,134
OPERATING EXPENSES	\$2,471,945
FUNDRAISING EXPENSES	\$648,612
NET EXPENSE TOTAL	\$11,688,691

LOSS IN NET ASSETS	(\$118,333)
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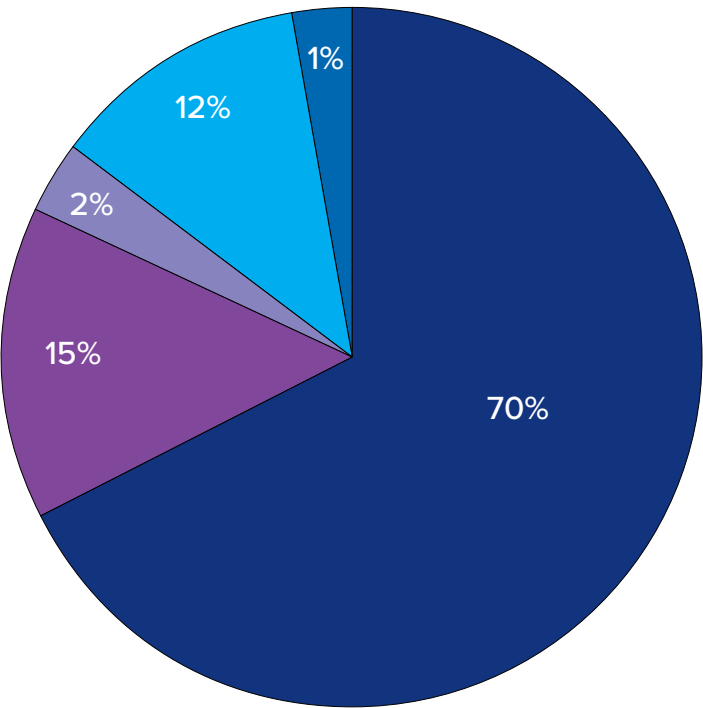
“Groves ended the fiscal year on August 31, 2019 in a strong financial position having achieved growth in all areas while maintaining strict control on our expenses. We have a solid financial base to support our mission in the coming year.”

-LAWRENCE GRAHAM, DIRECTOR OF FINANCE



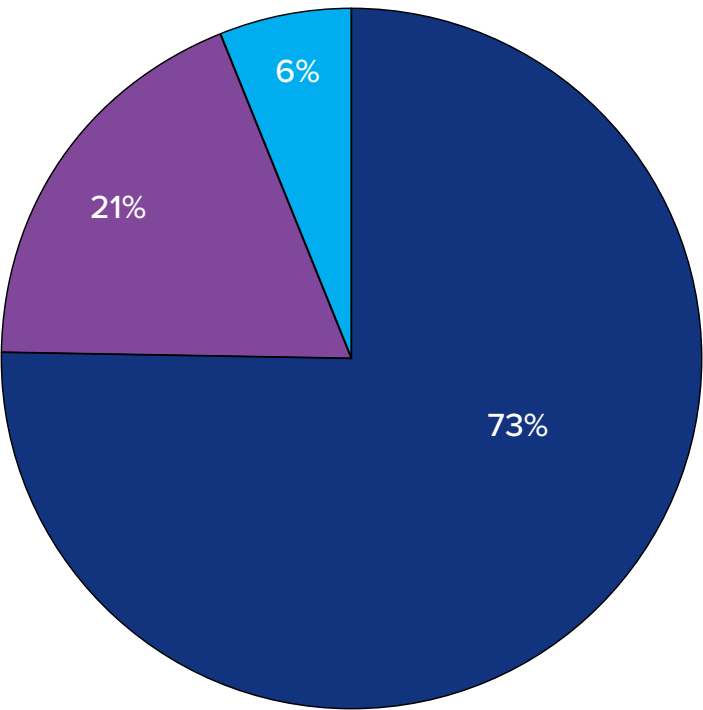
REVENUE

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



EXPENSES

- PROGRAM EXPENSES
- FUNDRAISING
- OPERATING EXPENSES





Groves Students Recognized at the Minnesota State Fair

Groves middle school student Mayah Gorder won a blue ribbon at the Minnesota State Fair for her dyslexia poster. This summer in 4-H she decided to make a poster about dyslexia to educate others. She entered it in the Dakota County Fair where she was awarded the Grand Champion award. She was then able to present her poster at the Minnesota State Fair. After presenting at the State Fair her poster was awarded a blue ribbon. Way to go Mayah!



Groves lower school student Grier Julkowski won a grand prize ribbon at the Minnesota State Fair in the K-12 Education - Individual Exhibit competition for her self portrait. Entries were judged on creativity, color, design, originality, quality and workmanship. Congrats, Grier!

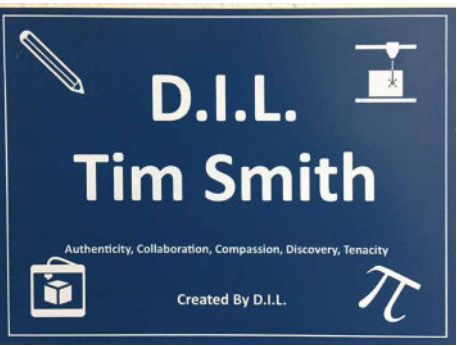


Griffin Pride: Student Service in Action!

Groves upper school student Olivia Dalby helped to organize a sandwich-making service project at Groves. Twenty-six Groves students and four parent volunteers participated to make 569 sandwiches for Allan Law, the “Sandwich Man,” to distribute to homeless people he supports through his organization Love One Another.



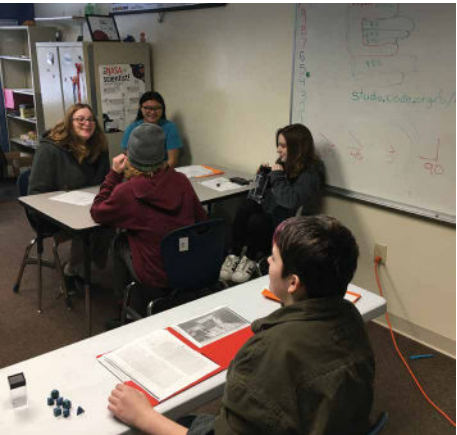
Groves Lower School student Ashton Thomley recently helped to organize a hygiene kit service project at Groves. Fifteen Groves students helped Ashton assemble the hygiene kits for Kids Connecting Kids.



D.I.L. Uses Technology for Community Building

Each year, students in the Upper School Makerspace class are tasked with completing a project to help make the Groves community a better place. Silas Anderson, Lars Petersen, and Luca Dalsin had an idea to make a new name plate sign for a teacher who had just gone through a medical emergency. Two other students in his class added to the idea by suggesting it would be great to make new signs for all of the teachers at Groves. They wanted the teachers to know just how important they are. The students determined that they would use the laser engraver in the Design and Innovation Lab (D.I.L.) to etch the teachers’ names into dual layer plastic, but they didn't stop there.

The students wanted each sign to be personalized, so they set out to talk to as many teachers as they could to find out about any special interests they had. The students spent the next six months designing and engraving over 55 signs including coming in during lunch and staying after school until all of the signs were completed. When the teachers came back from summer break, they were greeted with brand new name plate signs hanging outside of their classrooms. This group of students embodies the kind, supportive culture at Groves Academy. Their creativity and hard work will be on display at Groves for years to come.



Upper School Students Step Up for After School Activities

Two Groves Upper School students are helping to co-lead After-School Activities (ASA) this year - Joseph Castle, (senior) and Lucy Lamosse (11th grade). While not acting in plays for the theater department, Joseph has taken a leadership role in the Collaborative Storytelling after school program. Joseph creates stories, improvises

character interactions, and teaches other students about the mechanics of collaborative games such as Dungeons & Dragons. Lucy Lamosse has taken a leadership role in the Ceramics after school program. Lucy is dedicated, passionate, and enthusiastic. She shares this passion for art and ceramics with her ASA students each week.



Bella Gilyard and Emmy Shanley

Faculty implement the "Power of Yet"

How long have you been at Groves Academy? How did you find out about Groves?

Bella Gilyard – This is my sixth year at Groves and I have been a full-time Lower School (LS) teacher during that time. I also teach summer school including the Executive Function Writing course. I found out about Groves doing a Google search to find a school closer to my home. I didn't even know schools like Groves existed. Groves marries my General Education and Special Education degree in one place.

Emmy Shanley – I have been at Groves seven years. I have been a full-time LS teacher of 3rd/4th graders. I echo Bella's sentiments, I didn't realize a school like Groves was here until I reached out to my network. In my previous school, I was a Resource teacher and I started looking for a new place because I missed the whole classroom and having my own class of students.

Can you tell us more about the recent implementation of Executive Function (EF) in the Lower School?

We have been teaching Growth Mindset for several years in the LS. Growth mindset is a "buzzword" in

education right now and it is a part of EF. Last year Bella attended a professional development course with Ellen Engstrom (Director of Curriculum) delivered by Sara Ward. Sara Ward is an expert in Executive Function/ADHD. For some of our students the main reason they attend Groves is to get the EF tools they need to be successful. Groves' Upper School has had great success with a new EF curriculum. Following the PD we wanted to create a more formal EF curriculum for LS. Now it is being systematically taught throughout the division with great results.

Each month we have an EF theme and then the lesson each week breaks down a section of that theme. Upcoming themes for our EF curriculum include: time management, sustained attention, goal directed/task persistence, and emotional control.

What do you like best about this program?

Everyone (faculty and students) is "all in." The students are changing their vocabulary and the way to describe their learning struggles. They are able to reframe their thoughts and respond more positively.

Students have been working on productive struggle vs. frustration. One of Emmy's students shared, "I was frustrated with the math problem but then I took a step back and tried an easier problem first." This student identified this as a productive struggle!

Bella's class has been learning how their brain works. Many students who attend Groves, especially the brand new students, feel like they are not smart. It is important to spend time explaining how their brains work. This allows them to reframe their thinking about mistakes and it reminds them that mistakes are a way for their brain to continue to make new and different connections and grow.

Emmy shared, "We are seeing a difference with our daily student routines. We have always used daily routines but this year we used actual photos [pictured at right] to let our students know when to do what. We have learned that children as well as adults remember things better with photos than a written to-do list. This improves their episodic memory. Making this small change we have noticed a reduction in interruptions for students who couldn't remember what to do next."

What are you most excited about with this new curriculum?

The way the students are buying in and responding to it. They are creating posters to encourage their fellow classmates. The posters include positive quotes and encouraging phrases. Also, our students have discovered the power of YET. When a fellow classmate might say, "I can't do this!" others will chime in with, "You can't do it YET."

Why is it important that LS students have EF coursework?

A student's education experience in elementary/lower school can set the trajectory of their educational career. ADHD can be described as "executive dysfunction." Since 50% of Groves LS students have ADHD, executive function is teaching the skills the students at Groves need. Many of the students who attend Groves are lack confidence and are afraid of making mistakes. EF helps work with these struggles. When EF skills are explicitly taught, all students experience benefits.

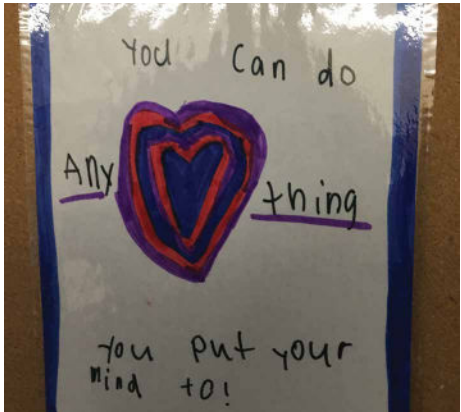
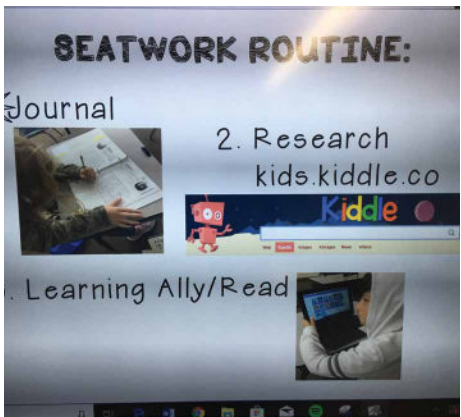
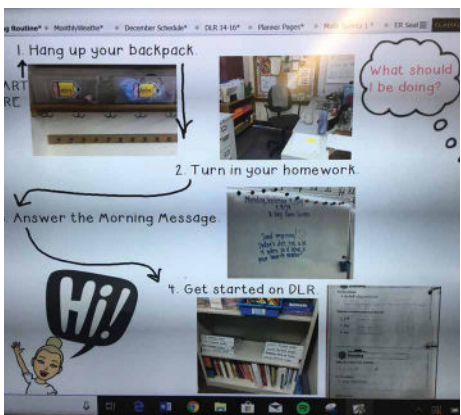
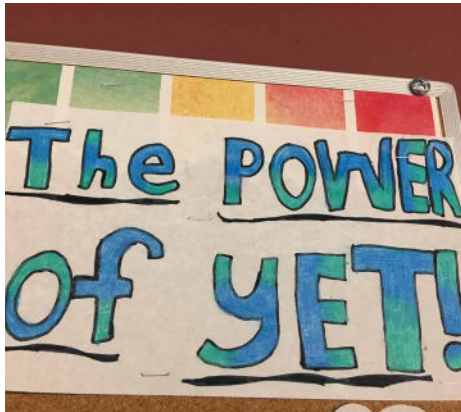
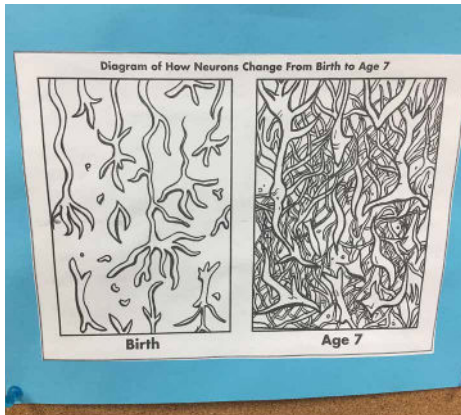
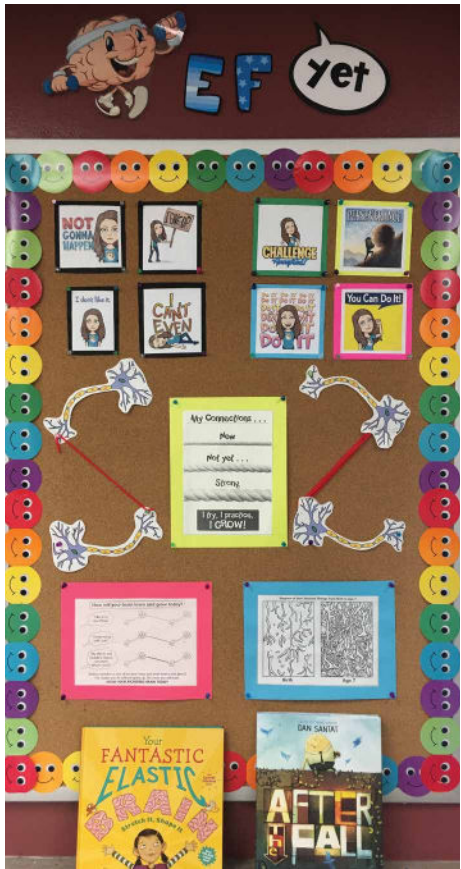
What is next for the EF program in Lower School?

We plan to develop a 2.0 version of the program. We will continue to differentiate a version for younger students (grades 1-3) vs. older lower school students (grades 4-6). We hope to involve parents through information sessions and communication about what can be done at home to reinforce these skills.

What do you both like to do outside of Groves?

Emmy – I enjoy CrossFit, hanging with my French Bulldog puppy, and finding new pizza places to eat with my husband.

Bella – I like to hang out with my husband and my dog, Luna. I also like cooking and traveling to visit family.





Make a Difference in the Life of a Student

Your generous support transforms the lives of thousands of students and their families. Groves Academy welcomes all types of donations.

- 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 www.grovesacademy.org/give or send a check to: 3200 Highway 100 S, St. Louis Park, MN 55416, or call 952-915-4269.

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



SUMMER PROGRAMS AT GROVES ACADEMY

Summer Programs at Groves help students close the gap between their academic potential and achievement. We offer students with learning and attention challenges from the community the same high-quality education we provide to our students during the school year.

Our summer programs are for children entering grades 2-11 who have learning disabilities, such as dyslexia, and attention disorders, such as ADHD. We employ our proven philosophy of developing strengths and talents, remediating academic weaknesses, and tailoring instruction to meet individual needs. Individualized instruction, small class sizes of 6-8 students, and engaging, research-based curriculum help students gain confidence over the summer.

NEW COURSE OFFERINGS!

We have several new offerings this year, including a *Writing and Executive Function Program* for students entering grades 6-8.

New 4-Session Parent Class- *How to Cultivate Brilliance in Your ADHD Middle Schooler: A Survival Guide for Parents*, from author and founder of ADHD&U Katherine Quie, Ph.D., L.P.



APPLY NOW! EARLY BIRD DISCOUNT

Applications received by February 28 will receive a \$150 discount on Grades 2-8 Academic or Writing and Executive Function programs.

Please call 952.283.3312 or summer@grovesacademy.org.



The Groves Academy News Hub at grovesacademy.org is a great place to find up to date media coverage and Groves announcements. You can watch video coverage on the Groves Academy Channel on our Youtube page at: <https://bit.ly/2GyKTcp>

Recently on the Groves News Hub:

MPR News (Air Date: 01/30/2020)
Science helps Minneapolis school turn the page on reading skills
Education reporter Elizabeth Shockman showcases how Groves Literacy Partnerships uses the science of reading to impact K-3 students at Jenny Lind Elementary School.

KARE 11 TV (Air Date: 01/17/2020)
Experts: America's Students are Facing a Reading Emergency
Our curriculum at Groves Literacy Partnerships is based on the science of reading, and we're seeing great results! Watch Director Katharine Campbell's interview on Kare11 to learn more.

KARE 11 TV (Air Date: 12/12/2019)
Instead of getting gifts, Groves student wants to give gifts to kids in need
Kare11 told the story of Groves student Braylyne Blakey's Toys for Tots drive at Groves Academy this year. A lesson in generosity from an unexpected teacher. Thank you to Kare11 for sharing the inspirational story unfolding right here at Groves.

MNPrepSpotlight (Air Date 11/03/2019)
Groves Academy Trap Team featured on Minnesota Prep Spotlight

KARE 11 TV (Air Date: 10/07/2019)
Life with Dyslexia
In their own words, Groves Academy students explain what it's like living and learning with dyslexia. Check out the story on KARE 11.

WCCO TV (Air Date: 09/01/2019)
Spotting The Signs Of Dyslexia In Children
A new school year has begun! Now is the time to watch for learning disabilities like dyslexia. Dr. Elizabeth Schnobrich shared important information for parents on WCCO.



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ST. LOUIS PARK, MN 55416
GROVESACADEMY.ORG



2020 COMMUNITY WORKSHOP SERIES

Groves Academy is committed to expanding the benefits we offer to the parents, educators, and students in the greater community. Workshops are low or no cost and all are open to the public.

For a full list of all 2019-2020 community workshops, information about each workshop, and registration please visit grovesacademy.org/events.

2020 WORKSHOPS:

2.6.2020

Understanding Dyslexia

2.20.2020

Meditation and Mindfulness

3.10.2020

*Tips from the Trenches - Concrete
Suggestions for Parents Learned as
a Psychologist and Mother*

4.02.2020

*Executive Functioning: In the
Classroom and Beyond*

5.7.2020

*IEP and 504 Plans: Advocating for
your Child*

2020 SUMMER WORKSHOPS WEEK:

Monday-Thursday, June 22-25, 2020

6.23.2020

*The Nature of Anxiety and Better
Management*

6.24.2020

*Overview of Learning Disabilities and
Understanding Dyslexia*

6.25.2020

*Executive Functioning: In the
Classroom and Beyond*

Workshops are \$15 for the greater community, and free of charge for current Groves Academy and Learning Center families.

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.**