

**U.S. Department of Education**  
**2013 National Blue Ribbon Schools Program**  
*A Public School - 13SD2*

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

Name of Principal: Mrs. Teresa Boysen

Official School Name: Harvey Dunn Elementary School

School Mailing Address: 2400 S. Bahnson Avenue  
Sioux Falls, SD 57103-4462

County: Minnehaha State School Code Number\*: 49.5

Telephone: (605) 371-4120 E-mail: teresa.boysen@k12.sd.us

Fax: (605) 371-4122 Web site/URL: sf.k12.sd.us

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

\_\_\_\_\_ Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*: Dr. Pam Homan Superintendent e-mail: pam.homan@k12.sd.us

District Name: Sioux Falls School District District Phone: (605) 367-7920

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

\_\_\_\_\_ Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Douglas Morrison

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

\_\_\_\_\_ Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

*\*Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## **PART I - ELIGIBILITY CERTIFICATION**

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

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

### DISTRICT

1. Number of schools in the district 24 Elementary schools (includes K-8)  
5 Middle/Junior high schools  
5 High schools  
0 K-12 schools  
34 Total schools in district
2. District per-pupil expenditure: 6992

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school: 8
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	89	55	144
K	56	38	94
1	36	44	80
2	41	33	74
3	52	52	104
4	36	39	75
5	40	33	73
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total in Applying School:</b>			<b>644</b>

6. Racial/ethnic composition of the school: 3 % American Indian or Alaska Native  
2 % Asian  
7 % Black or African American  
5 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
79 % White  
4 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 9%

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

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	28
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	16
(3)	Total of all transferred students [sum of rows (1) and (2)].	44
(4)	Total number of students in the school as of October 1, 2011	501
(5)	Total transferred students in row (3) divided by total students in row (4).	0.09
(6)	Amount in row (5) multiplied by 100.	9

8. Percent of English Language Learners in the school: 3%

Total number of ELL students in the school: 18

Number of non-English languages represented: 5

Specify non-English languages:

Spanish, Russian, Amharic, Arabic, Nepali

9. Percent of students eligible for free/reduced-priced meals: 16%  
 Total number of students who qualify: 79

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 20%  
 Total number of students served: 138

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>9</u> Autism	<u>1</u> Orthopedic Impairment
<u>1</u> Deafness	<u>16</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>20</u> Specific Learning Disability
<u>10</u> Emotional Disturbance	<u>28</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>5</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>47</u> Developmentally Delayed

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

	<u><b>Full-Time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>1</u>	<u>1</u>
Classroom teachers	<u>26</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>8</u>	<u>9</u>
Paraprofessionals	<u>0</u>	<u>11</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>7</u>	<u>6</u>
Total number	<u>42</u>	<u>27</u>

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

26:1

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	97%	97%	97%	98%	98%
High school graduation rate	0%	0%	0%	0%	0%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
<b>Total</b>	<b><u>0%</u></b>

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

No

Yes

If yes, what was the year of the award?

## **PART III - SUMMARY**

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### **Dream it. Learn it. Become it. A Harvey Dunn Masterpiece!**

Harvey Dunn is a school community that fosters building relationships with students, families and the local business community that extends beyond our school walls to enhance our students' educational experiences. Each child is viewed as a "Harvey Dunn Masterpiece". The staff at Harvey Dunn develops strong relationships with parents to nurture the social, emotional and academic well-being of each child. Harvey Dunn models the mission of the Sioux Falls School District each day as they educate and prepare each student to succeed in a changing world.

Harvey Dunn Elementary is located at 2400 S. Bahnson Avenue, Sioux Falls, South Dakota. Harvey Dunn opened its doors in the fall of 1974. Harvey Dunn was original in its design and function. The school had four "clusters" which wrapped around an impressive, centralized library. Each cluster accommodated four classrooms without walls. Harvey Dunn was the first "open" school concept in Sioux Falls.

Harvey Dunn has undergone two major remodeling projects. The first project was in the spring of 2002. The construction added additional classrooms and a community center for public use. The Sioux Falls Parks & Recreation Department worked cooperatively with the school district to build a community center. The community center houses three classrooms, a game room, computer lab and double gym for use by the Sioux Falls community. The gym is used jointly during the day with a physical education class on one side and park & recreation department activities on the other. In the evening, many community sports leagues use the gyms for activities throughout the year.

The second remodeling project was completed during the summer of 2012. This project added twelve classrooms to Harvey Dunn which includes five Early Childhood classrooms, a physical therapy room and Head Start health office.

The population of Harvey Dunn consists of 644 students PK-5 grade. Harvey Dunn is unique in that 32% of our students choose Harvey Dunn as their school of choice. The staff strives to challenge the students with academic rigor where students are expected to persevere through problems. The strong academic rigor promotes our student body growth; Harvey Dunn is known for its strong academics. Annually, 43% of our 5<sup>th</sup> grade students are enrolled in at least one accelerated class as a 6<sup>th</sup> grade student, and 15% of the students are enrolled in two or more accelerated classes at the middle school level.

The state of South Dakota's new School Performance Index, recognized Harvey Dunn as an exemplary school for their academic performance during the 2011-2012 school year. This ranking places Harvey Dunn as one of the highest performing elementary schools in the state of South Dakota.

The exemplary status is credited to the dedication of the teaching staff. All staff at Harvey Dunn are highly qualified. All teachers are certified to teach in their area and educational assistants have all passed the criteria needed to be considered highly qualified. The average years of experience for the professional teaching staff are 14.4 years, with 50% of the teaching staff holding Master of Arts degrees or higher.

Family community is strong at Harvey Dunn. The staff at Harvey Dunn works to build strong relationships with the parents and students. The staff holds the belief that "We refuse to do nothing!" Each staff member takes responsibility for each child at Harvey Dunn viewing each child as a "Harvey Dunn Masterpiece". When strong relationships are built between home and school, the students succeed. The evenings at Harvey Dunn are filled with events that support the families: reading and math activities, Art "Walk and Talk", after-school community cross country meets, Back-to-School picnic, 80's

dance, family movie nights, and the pancake dinner. These are just some of the events that take place throughout the year. These events offer time for the students, parents and staff to interact and build strong relationships to support the students' academic, social and emotional growth. Many activities are free or at a reduced cost to support our families with limited resources.

Our community connections allow adults to be a part of the Harvey Dunn family. Harvey Dunn has numerous events throughout the year to keep the community involved in the school: The "Showcase of School" provides opportunities for neighbors, local businesses and the elderly to come into the school and engage with students to keep up to date with the changes in education. Our community business partners; Wells Fargo, Hy-Vee, Qwest, City of Sioux Falls, JoAnn Fabrics and Stoney Brook Retirement Village are a part of our school community to help support the students at Harvey Dunn and provide opportunities for our students to give back to the community.

Upon entering the building you feel a warm, friendly, supportive environment. The climate of the school is one of high expectations from the dedicated, focused staff who keep the students moving forward on their educational journey. Students enjoy their time at Harvey Dunn due to the positive, engaging learning environment created by staff.



## **PART IV - INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results:**

A. The Dakota State Test of Educational Progress (Dakota STEP) measures student progress of academic achievement and mastery of the South Dakota state content standards. Questions are based on the state content standards in reading, math and science. The Department of Education has defined four level of student achievement based on scale scores. Scale scores vary for each subject area and grade level. The goal is for all students to perform at the proficient or advanced level.

Advanced – A student performing at the advanced level exceeds expectations for that grade level. The student is able to perform the content standards for the grade at a high level of difficulty, complexity or fluency.

Proficient – A student performing at the proficient level meets expectations for that grade level. The student is able to perform the content standards for the grade at the level of difficulty, complexity, or fluency specified by the standards.

Basic – A student performing at the basic level performs below expectations for that grade level. The student is able to perform some of the content standards for the grade below the level of difficulty, complexity or fluency specified by the grade level standards.

Below basic – A student performing below the basic level is unable to perform the content standards for the grade.

Throughout the year the staff at Harvey Dunn use formative and summative assessments to measure student growth through out their academic career in our building. The district and state summative assessments provide benchmark data that guide the student’s individual plan for success. The teachers use this data to identify strengths and weaknesses along with formative assessments throughout the school year to monitor their progress.

All students at Harvey Dunn are expected to learn at high levels. The performance levels deemed acceptable/proficient at Harvey Dunn is for 93% of our students to score at the proficient and advanced levels on the state assessments. On the district assessments we expect 95% of our students to master their grade levels skills as measured by the assessment. While focusing on all students, we pay careful attention to the students who score at the 77%ile to increase their achievement while noting the students who are scoring at the 22%ile. Our goal is to decrease the gap between the 77%ile and 22%ile while continuing to increase the achievement of all students.

B. Harvey Dunn’s data reveals that we consistently have between 94% and 95% of our students’ scoring proficient or advanced on our state assessment in reading and between 94% and 97% in math.

The data review in reading shows that five years ago 98% of our students were proficient or advanced in reading. This is the highest score in reading we have achieved on the state assessment. Since that time our scores have been between 94 and 95%. The administration and our instructional coach are currently working with all staff on their individual professional development needs to support reading instruction and the focus on effective instructional approaches to help students become strong readers and writers.

The math data for the last five years shows 96% of students were proficient or advanced as measured by the state assessment for 2008-2009. Our scores dropped to 94% for 2009-2010, and increased to 97% this past year. Over the past two years the staff was trained on implementing the use of Cognitively Guided Instruction, (CGI), effective questioning strategies, and Add-Vantage Math Recovery, (AVMR).

Cognitively Guided Instruction, (CGI), focuses students to solve mathematical problems in a variety of ways and the ability to explain their thinking. AVMR begins with the teacher sitting with each student to administer an assessment in each of the following areas: number sense, word sequences, numeral identification and ordering, number structure, addition/subtraction strategies, place value and multiplication/division. Upon completion of the assessments, the teacher has an understanding of the individual student's strengths and weaknesses. They then develop a plan for the student to participate in small group focused instruction to meet their educational needs. The implementation of CGI and AVMR in the math classroom focuses on the individual students and differentiation of instruction. The success of this type of instruction is demonstrated in our 2012 state scores with 97% of our students scoring proficient or advanced.

## **2. Using Assessment Results:**

A comprehensive needs assessment is an annual and ongoing process to evaluate progress on state, building and district level goals. Data includes test scores, student statistics information, and survey results (perceptions). Data can be found on-line and used to measure academic growth for all students, including data for the sub-groups set up by the Federal Government. This data analysis highlights strengths and weaknesses and is used by staff and shared with parents.

Each fall the entire staff meets to review the building test data. The data includes state and district scores. Throughout the review process, we look for trends between the grade levels to ensure the students do not have gaps in their learning. Grade level teachers share individual student data from their previous year's students. This sharing of information allows the students to transition to the next grade level without a gap in the learning process.

The grade level teams review the information and set benchmarks for individual standards. These standards are targeted during collaboration where teaching strategies are addressed and formative assessments created to review progress. Classroom teachers analyze individual student scores which allow them to differentiate instruction for each student to meet their individual goals.

- Reading: The teachers meet with each student individually to assess them using the Development Reading Assessment, (DRA). The teachers use this information to individualize the student's reading instruction.
- Math: Each student is individually assessed using Add-Vantage Math Recovery (AVMR). Students are placed in groups to address their individual needs and gaps.

Harvey Dunn has a data planning team. The members of the data planning team attend a District sponsored data retreat each fall. During the data retreat, the team looks for trends by grade level and also across the grade levels to ensure our students perform at high levels. The information from the data retreat is then brought back to the building and shared with staff. Grade level teams collaborate bi-weekly with the instructional coach and administration to review formative assessments, share lessons learned, problem solve and discuss best practices. During this time, the teams develop grade level benchmarks for the school year and formative assessments to monitor student progress. Collaboration also focuses on supporting the individual student's needs. This collaborative community and commitment to each student is the key to each student's success.

Classroom teachers meet with building administration three times a year to discuss benchmark data and student progress. This process provides an opportunity for teachers to discuss each student and their academic progress. Individual student goals are also set twice a year when the teacher, parents and students meet to review the student progress. The goal setting process helps the students monitor their own academic growth and celebrate their accomplishments.

The Sioux Falls School District's performance targets have been written. Each school in the district

creates a School Improvement Plan to address the performance targets. The creation of the School Improvement Plan involves the staff and parents. Goals are set with strategies, assessments and time lines for meeting each goal. This plan is presented annually to the School Board, Curriculum Council, Harvey Dunn's PTA and staff. The information is also placed on the District's website for parents and community members to access.

### **3. Sharing Lessons Learned:**

The Harvey Dunn staff is a group of professional instructional leaders. The staff is hungry for professional development and the latest educational research on best practices. The staff members have led grade level workshops at the district level, In-service meetings on reading, math, physical education, art, music, guidance counseling, classroom management, and Olweus Bullying curriculum. Classroom teachers have also taught graduate level classes at the local university.

The District has a number of online resources available through the Professional Development NING. The NING is a resource where teachers can share successful lesson and technology resources for student lesson development.

Twenty-five percent of Harvey Dunn staff has participated in South Dakota Counts. South Dakota Counts is a focused statewide professional development program designed to build broad-based expertise and leadership for improving elementary mathematics instruction. This professional development builds leadership within the building, district and state. The teachers help train and provide math expertise in our building.

Staff members participate on district committees to provide leadership and expertise in adoption of new curriculum. Teachers have also participated in the writing of grade level essential skills guides for each grade level to connect with the Common Core. Throughout the committee process, the teachers are a part of a larger group that includes teachers, parents, university staff, instructional coaches, and administrators.

Staff participates at the state level by serving on committees that have focused on Dakota STEP, state standards, teacher evaluation models and assessment.

Grade level teams collaborate bi-weekly with the instructional coach and administration to review formative assessments, share lessons learned, problem solve and discuss best practices. During this time the teams develop grade level benchmarks for the school year and formative assessments to monitor student progress. Collaboration also focuses on supporting the individual student's needs. This collaborative community and commitment to each student is the key to each student's success.

Harvey Dunn has had the opportunity to work with local universities to develop the Professional Development School model of student teaching. The Professional Development School model changes the face of student teaching and creates a year-long residency model to support beginning teachers. This model uses a co-teaching format which allowed the teachers and interns to build a collaborative community with the local universities.

### **4. Engaging Families and Communities:**

Harvey Dunn staff strives to work with students and their families to create strong home and school connections. The school hosts evening events that support the families in the area of reading and math with activity nights, Art "Walk and Talk", after-school community cross country meets, Back-to-School picnic, 80's dance, family movie nights, pancake dinner, and other events to build community relationships. These events offer time for the students, parents and staff to interact and build strong relationships to support the student's academic, social and emotional growth.

Three times during the school year the parents and students are invited to goal setting meetings with the classroom teacher to share student progress and celebrate their student's success.

Strong community ties are a large part of our students' success. Throughout the week over 200 volunteers visit Harvey Dunn: adult volunteers, retired senior volunteers, high school mentors, university practicum students, and visitors help support the students in their academic and social needs. Other community members are involved in the school setting: para-professionals from local universities, senior retired volunteers, tail-wagging tutors, Junior Achievement, Showcase of Schools, and city sponsored Community Center.

Harvey Dunn's student council projects are servant based focusing on out reach activities to provide support to the local community. The student council works with the Salvation Army ringing the "Bell" at Christmas, they conduct a coat drive to provide coats to local schools, work with Kids against Hunger packing lunches for Haiti, and they conduct other types of food drives for local food pantry, and visit the local retirement community to share academic stories and skills with the residents.

The needs of our community are dear to the student and staff's hearts. Yearly, the staff volunteers with the Mobile Food Pantry to provide groceries to local families. The third grade students collect toys for families during the holidays, and the fifth grade students collect funds for local non-profit agencies through their Wax Museum project.

# **PART V - CURRICULUM AND INSTRUCTION**

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## **1. Curriculum:**

Harvey Dunn K-5 curriculum is designed to provide comprehensive and appropriate instruction to all students. All subject areas are aligned to the state and district learning standards. The teachers provide sound instruction using research-based strategies while incorporating a variety of technology to actively engage the students. A focus is placed on 21st Century life skills, higher order questioning, and holding students accountable to justify their thinking to the students and staff. All staff have classroom drop-in visits throughout the year to ensure students are actively engaged in the learning process and to provide feedback to improve instruction.

The staff holds the belief that the curricular areas should not be taught in isolation. The grade level teams work together to incorporate science and social studies into reading/language arts. The fine arts department connects with the grade level standards to teach like concepts during the same time in the students' school year.

The Common Core Standards are also used to provide a listing of essential core content designed to guide the planning and instruction of the reading/language arts and math instruction. We use the Alternate Content Standards for each area to expand the developmental spectrum of the Common Core Standards for students with significant disabilities while guiding instruction and assuring all students access to the general education curriculum.

Harvey Dunn's comprehensive reading/language arts program includes small group reading instruction, reading of literature, informational text, and foundational skills in writing, speaking and listening. The classrooms focus on specific guidelines for forming and re-forming reading groups, selecting and introducing texts, and effective teaching strategies for small group instruction. Multicultural and non-fiction texts are an important component to the reading program to engage readers at high levels.

Math instruction is based on the Common Core Standards and the 8 Standards of Mathematical practices. Cognitively Guided Instruction (CGI) training and strategies are implemented to enable students to demonstrate conceptual understanding and procedural reasoning and communicate and apply mathematics in many other situations. Teachers have also been trained in Advantage Math Recovery (AVMR) which is a research based program that allows teachers to diagnose strengths and weaknesses in the areas of number word sequences, numeral identification, structuring, addition and subtraction, place value and multiplication and division. Once students have been assessed, teachers design specific and intense intervention to fill in necessary gaps so students are able to meet grade level requirements. Teachers are also able to use the information from these assessments to design instruction that challenges students to move beyond their current level of understanding. Each of these two research based strategies allows teachers to easily differentiate based on the needs of their students.

Science curriculum includes the following strands: life science, earth/space science, physical science and the nature of science. The curriculum provides students opportunities to participate in science inquiry using the 5 E's learning cycle. This learning cycle guides students as they explore, engage, explain, evaluate and extend their learning with hands-on activities. Sanford Research also plays a significant part in the classroom experiences. The classrooms collaborate with the research facility to coordinate hands-on experiences with research specialists visiting the classrooms to support the grade level curriculum.

Social Studies curriculum is literature based throughout all grade levels. The grade levels study US history, world history, geography, civics, and economics. The classrooms integrate the information into the guided reading and writing lessons to support the social studies and reading content standards.

Visual/Performing Arts are an integral part of humanity and of the curriculum in the Sioux Falls School District. Curriculum in all areas of Fine Arts is aligned to national standards. We also adhere to standards set by the state of South Dakota.

Public performance at Harvey Dunn is part of their fine arts program. The K-5 students have an opportunity to publicly perform in the building musical four times during their K-5 career. The fourth and fifth grade band and orchestra students perform twice a year for their band and orchestra concerts. The visual arts department displays student art work throughout the community at the District office, Wells Fargo Bank, Washington Pavilion, our online art gallery and we host our annual “Walk and Talk” show in the spring.

“Fitness First” at Harvey Dunn! Our children need to be fit to achieve, and the best place for them to learn how to lead physically active lives is in the physical education class. Students’ time in the PE class is filled with activity to support motor skills, cooperative and multi-cultural activities. Our students also participate in an after-school running walking club twice a week, Girls on the Run, and the community cross country meets.

Proper nutrition is part of a quality education. We are a part of the national “Healthier US School Challenge”. We joined the nutrition challenge in February 2010 by making menu adjustments and adding fruits, vegetables, and whole grains to the hot lunch program. We have received recognition for our bronze level status and are working at achieving the silver level by making adjustments to our breakfast menu.

Harvey Dunn has a full-time library/media specialist. The library/media specialist provides lessons for the classroom on literary topics and supports our building technology. Each classroom has ipods, ipads, and all rooms including the fine arts department are supported with a smartboard and Apple TV.

## **2. Reading/English:**

The Sioux Falls School District’s elementary reading/language arts curriculum is guided by the Common Core Standards. These standards define for all students what they must know in the following strands: reading, writing, listening, speaking and viewing. The District has created an essentials guide for each grade level that maps out and aligns the curriculum for the entire school year. The skills in the essentials guide are taught using research based strategies and a balanced literacy framework.

Sound curriculum includes reading instruction, word study, independent reading, writing instruction and independent writing. These components create a balanced literacy framework. Balanced literacy is based on the research of Marie Clay, Irene Fountas, and Gay Su Pinnell. Within this framework, students experience reading through read-aloud, shared reading, guided reading, and independent reading. Each component of the framework supports the gradual release of responsibility as teachers model strategies and skills, and gradually release responsibility so that eventually students are practicing and implementing these independently. This framework gives students a 90-minute reading block of time each day to practice reading at their level during independent reading time. The students in K-3 program also take reading books home nightly to practice their comprehension skills and fluency.

The Developmental Reading Assessment is used by each classroom teacher to individually assess each student to ensure they are reading at their developmental level. The information gained during these assessments guide their instruction and goals for the students.

The Common Core Standards provide a listing of essential core content to be taught and learned. They are designed to guide the planning of instruction and to anchor the assessment of learning. The Alternate Content Standards for each area expand the developmental spectrum of the Common Core Standards for students with significant disabilities while guiding instruction and assure all students access to the general

education curriculum.

Students that are performing below grade level receive increased one-on-one and small group instruction that focuses on the specific needs of each child. We also offer an after school setting for students where they are able to receive additional instruction that is tailored to meet areas in which they struggle.

Our school librarian communicates with the grade level teams during their bi-weekly collaborations. She supports the classrooms by locating materials, creating lessons and providing technology education to enhance student instruction.

### **3. Mathematics:**

The Sioux Falls School District's elementary mathematics curriculum is guided by the Common Core Standards. These Standards define for all students what they must know in the following strands: number sense, measurement, geometry, algebra and statistics and probability.

Harvey Dunn's math curriculum and instruction is based on the Common Core Standards and the 8 Standards of Mathematical practices. The emphasis of this approach is student understanding. Teachers at Harvey Dunn facilitate learning and focus on depth instead of breadth. Students are challenged and are expected to be problem solvers. Students come up with their own way to solve problems and must explain and defend their thinking. In this way students learn from each other, justifying how they solved a particular problem. The process becomes more important than simply finding the correct answer. Teachers build a community of learners where mistakes are valued and students are not scared to try new ways to solve problems. Students solve problems using a multitude of strategies, thus deepening student understanding.

Students acquire foundational math skills by focusing on understanding. It is not enough just to get the correct answer. Teachers at Harvey Dunn facilitate learning in a way in which students are expected to persevere through problems and make sense of the problems, thus solving in a way that makes sense to them. Students are then expected to justify and explain their thinking to the class. This builds confident learners and students take responsibility for their learning.

Teachers at Harvey Dunn provide whole group and small group instruction to individualize student learning. Teachers assess individual students to see where each student is at mathematically. Teachers determine where each student's particular level of understanding is and meets with students in small groups. In each group, teachers are able to help fill gaps in their students' understanding. This creates an opportunity to meet with students and challenge their thinking. Small groups are an essential part of our mathematical curriculum.

To enhance student learning, teachers use games to deepen student understanding. These games are played when teachers meet with small groups or are sent home as homework. Students love playing the games. The games are highly motivating. Playing games at home with parents keeps the parents involved with their child's mathematical education.

Students that are performing below grade level receive increased one-on-one and small group instruction that focuses on the specific needs of each child. The classroom teacher, special education teacher, retired teachers, and faithful volunteers provide additional instruction to support the students. We also provide an after school setting for students to receive instruction that is tailored to meet areas in which the student struggles.

### **4. Additional Curriculum Area:**

The fine arts department has implemented curriculum that not only focuses on skills needed to be an artist or musician, but also on skills that will help students to achieve in the classroom.

The art, music, band and orchestra rooms provide a technology rich environment including ipod, ipad and smartboard. By increasing the use of technology and connecting learning with the outside world, students' gain 21st Century Skills. The use of technology in the fine arts rooms allows for teaching to visual and aural learners.

All elementary students receive instruction in visual arts and vocal music. Fine Arts instruction provides developmentally appropriate methods of exploring, creating, and learning about the arts. Learning expectations in the fine arts classrooms; students learn self-expression, creativity, esthetic awareness, teamwork, self-discipline, and develop critical thinking and problem solving skills.

Orchestra is offered as an elective class beginning in fourth grade and band at the fifth grade level. Students learn fundamental playing skills for the various string, woodwind, brass and percussion instruments. In addition, students learn music history, improvisation, composition, and basic music theory skills such as note and rhythm reading.

Public performance is a part of the fine arts department. Second grade and fifth grade students each present a musical annually, band and orchestra students perform twice a year, and our annual K-1 performance has become a Harvey Dunn tradition. The students of these grade levels perform a matinee for all students and staff and an evening performance for family and community members.

The art department offers opportunities for students to share their art work in the school throughout the year and at our annual art "Walk and Talk" show in the spring. Students, families and community members visit the school to see the art displayed while students discuss their art projects. Student artwork is also displayed at the Washington Pavilion. This community location provides a venue for student's art work. Our student's work is highlighted in the "Off the Fridge" art display for the Sioux Falls community to enjoy.

Harvey Dunn students also have their art displayed on ArtSonia, an online art gallery. The online art gallery makes it possible for the students to share their art work with friends and family throughout the world.

## **5. Instructional Methods:**

Increasing student achievement is the height of concern at Harvey Dunn. The diversity of learners in our classrooms is increasing. The staff has searched for methods that will allow us to accommodate the learning needs of all our students. The instructional approaches need to be challenging, but not overwhelming for students to have success. The staff have found success with differentiation of instruction. Differentiation provides multiple assignments within each unit, tailored for students of different levels of achievement allows each child to succeed.

In education we often get stuck with the way we have always done things for the past century. We need to take risks and step outside the box and be transformational leaders in education. Over the past five years Harvey Dunn has implemented Project Based Learning into all grade levels to increase student motivation, promote inquiry, student problem-solving skills and higher-order thinking. The projects are the center of the curriculum, not an add-on activity. They engage the students in real-world problems and practice strategies that are authentic to their grade level disciplines. Technology is integrated into the projects to enhance the students' opportunity to investigate, collaborate, participate, produce and present quality projects.

## **6. Professional Development:**



Harvey Dunn and the Sioux Falls School District are invested in providing quality professional development for staff. Collaboration is an essential piece to our professional development. Grade level teams meet bi-weekly to focus on standards and the essential learning at their grade level. Teachers create common formative assessments based on standards to assess the essential learning. At the following session, teams discuss the results and reflect on strategies that were successful and improvements for future lessons. Teachers look at students individually and where they need to differentiate instruction to provide intervention and enrichment. The success of our collaboration is due to the collegial relationships that teachers have built and their collective decision making on what is in the best interest of our students.

Increasing student achievement is the height of concern at Harvey Dunn. While we seek best practices for students to learn, we feel strongly about taking the same approach for how teachers learn. Teachers learn best by doing. In order to improve instructional practices and grow professionally, teachers must be involved in action research setting goals, analyzing data and making adjustments to reach goals. At Harvey Dunn, grade level teams meet bi-weekly to engage in collaborative sessions. Teams use the critical questions posed by DuFour to guide their work.

What do we want all students to learn?

How will we know when each student has learned it?

How will we respond when a student experiences difficulty?

How will we enrich the learning for those students that are already proficient?

Teams identify a standard and the essential learning. They collaborate to create a common formative assessment and seek to find strategies for students to learn the skill. Teachers bring back their assessment data to the group and discuss next steps to provide intervention or enrichment.

Creating teams to function as a Professional Learning Community involves teachers in action-research to improve instructional practices in the classroom. "Inherent to a PLC are a persistent disquiet with the status quo and a constant search for a better way to achieve goals and accomplish the purpose of the organization." (DuFour, 2006). Our teachers continually reflect on practices and seek improvements in teaching and learning strategies. As a result of transforming teams into Professional Learning Communities, a culture is created that focuses on all students learning, collaboration, and results. When teachers work together with a shared vision and strong commitment, the result is a focus on learning and increased student achievement.

Teachers often have choice and input on professional development. Administration and the Instructional Coach tailor building professional development based on the needs of staff. They consider curricular areas and strategies where teachers need support. This professional development is aligned with the academic needs to increase achievement outlined in the school improvement plan.

The District facilitates professional development for our fine arts and specialty teachers at the elementary level. These in-service and collaboration sessions allow for art, music, and PE teachers to meet with their colleagues across the district. They are able to share ideas for standards based lessons along with strategies and technology integration. Our teachers at Harvey Dunn lead the way in helping to organize and plan professional development in their area.

The Sioux Falls School District provides a wealth of opportunities for professional development. The staff members at Harvey Dunn are dedicated professionals that take advantage of professional development courses outside of the school day and during the summer months. The District offers Red Apple classes that can be taken for credit from local Universities and facilitated by experts in our District

and community. Course topics include curriculum and instruction, effective classroom management, technology in the classroom, diversity and poverty.

## **7. School Leadership:**

The leadership philosophy of the principal, administrator intern and teaching staff at Harvey Dunn is that of transformational leaders. A transformational leader is a visionary. We are looking to the future trying to be one step ahead of the trends. A transformational leader is a leader of leaders. We focus on developing leaders and enhancing the skills of others by building on their strengths. The working environment at Harvey Dunn is one of trust and risk taking. The transformational environment is one of growth, productivity and endless opportunity, as shared leadership.

The principal and administrator intern empowers staff and trust other leaders within the school organization. They like to “think outside of the box” and encourage others to develop creative ideas. Harvey Dunn has developed a leadership team. The leadership team creates a vision and plan for Harvey Dunn with the focus remaining on student achievement goals.

Harvey Dunn has implemented a leadership team that provides the staff a voice in the day to day operations. The leadership team is made up of a teacher at each grade level, a special's teacher, education assistant, custodian and clerical. Each group selects their representative for the school year. The administration has found that the staff knows the building and the students best. When a collective group has the opportunity to brainstorm and discuss a plan the outcome is greater than if the administration would have made the decision without staff input. Also, the staff then has been given power in the decision making and feels accountable for the success of the decision. The shared leadership makes Harvey Dunn a positive, successful environment for students, staff and families

The leadership team has also been instrumental in the success of working with the State Universities to implement the year long residency student teacher model. The new teacher residency model challenged teachers and university staff and pushed them outside of their comfort zone. It takes charismatic, transformational leaders to continue to work on these types of projects to change the face of education and build the public’s confidence in our educational system.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Dakota STEP

Edition/Publication Year: 2012 Publisher: NCS Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient Plus % Advanced	96	88	96	99	100
% Advanced	42	41	36	57	58
Number of students tested	67	72	88	84	82
Percent of total students tested	94	97	100	99	100
Number of students alternatively assessed	0	2	0	1	0
Percent of students alternatively assessed	0	2	0	1	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficient Plus % Advanced	Masked	75	86	Masked	100
% Advanced	Masked	17	13	Masked	60
Number of students tested	8	11	16	9	10
<b>2. African American Students</b>					
% Proficient Plus % Advanced	Masked	Masked	Masked	Masked	Masked
% Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	2	5	2	1
<b>3. Hispanic or Latino Students</b>					
% Proficient Plus % Advanced	Masked		Masked	Masked	Masked
% Advanced	Masked		Masked	Masked	Masked
Number of students tested	1		2	3	4
<b>4. Special Education Students</b>					
% Proficient Plus % Advanced	100	72	83	92	100
% Advanced	33	36	8	42	33
Number of students tested	12	10	12	15	18
<b>5. English Language Learner Students</b>					
% Proficient Plus % Advanced	Masked	Masked			
% Advanced	Masked	Masked			
Number of students tested	1	1			
<b>6. White</b>					
% Proficient Plus % Advanced	98	87	96	99	100
% Advanced	45	40	36	57	58
Number of students tested	64	69	78	77	75
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested. Empty cells indicate no students were tested in the subgroup.					

13SD2

## STATE CRITERION-REFERENCED TESTS

Subject: Reading                      Grade: 3 Test: Dakota STEP

Edition/Publication Year: 2012    Publisher: NCS Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient Plus % Advanced	97	91	96	98	98
% Advanced	53	58	48	67	49
Number of students tested	67	73	88	84	82
Percent of total students tested	94	99	100	99	100
Number of students alternatively assessed	0	2	0	1	0
Percent of students alternatively assessed	0	2	0	1	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficient Plus % Advanced	Masked	83	93	Masked	100
% Advanced	Masked	25	27	Masked	20
Number of students tested	8	12	16	9	10
<b>2. African American Students</b>					
% Proficient Plus % Advanced	Masked	Masked	Masked	Masked	Masked
% Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	3	5	2	1
<b>3. Hispanic or Latino Students</b>					
% Proficient Plus % Advanced	Masked		Masked	Masked	Masked
% Advanced	Masked		Masked	Masked	Masked
Number of students tested	1		2	3	4
<b>4. Special Education Students</b>					
% Proficient Plus % Advanced	100	72	91	92	100
% Advanced	42	27	8	42	58
Number of students tested	12	11	12	15	18
<b>5. English Language Learner Students</b>					
% Proficient Plus % Advanced	Masked	Masked			
% Advanced	Masked	Masked			
Number of students tested	1	1			
<b>6. White</b>					
% Proficient Plus % Advanced	97	89	96	98	98
% Advanced	54	57	52	68	51
Number of students tested	64	69	78	77	75
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested. Empty cells indicate no students were tested in the subgroup.					

13SD2

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics                      Grade: 4 Test: Dakota STEP

Edition/Publication Year: 2012      Publisher: NCS Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient Plus % Advanced	97	100	96	97	89
% Advanced	51	49	39	33	14
Number of students tested	73	86	89	85	80
Percent of total students tested	97	99	99	100	100
Number of students alternatively assessed	1	0	1	0	0
Percent of students alternatively assessed	1	0	1	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficient Plus % Advanced	92	100	84	Masked	100
% Advanced	23	20	15	Masked	0
Number of students tested	11	15	13	8	15
<b>2. African American Students</b>					
% Proficient Plus % Advanced	Masked	Masked	Masked	Masked	Masked
% Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	4	4	2	3
<b>3. Hispanic or Latino Students</b>					
% Proficient Plus % Advanced		Masked	Masked	Masked	Masked
% Advanced		Masked	Masked	Masked	Masked
Number of students tested		2	3	3	2
<b>4. Special Education Students</b>					
% Proficient Plus % Advanced	100	100	87	100	Masked
% Advanced	27	40	20	27	Masked
Number of students tested	10	10	14	10	7
<b>5. English Language Learner Students</b>					
% Proficient Plus % Advanced	Masked	Masked			
% Advanced	Masked	Masked			
Number of students tested	1	1			
<b>6. White</b>					
% Proficient Plus % Advanced	97	100	96	98	89
% Advanced	49	51	41	35	14
Number of students tested	70	76	80	77	71
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested. Empty cells indicate no students tested in the subgroup.					

13SD2

## STATE CRITERION-REFERENCED TESTS

Subject: Reading                      Grade: 4 Test: Dakota STEP

Edition/Publication Year: 2012    Publisher: NCS Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient Plus % Advanced	93	98	98	93	99
% Advanced	57	51	48	47	39
Number of students tested	73	86	89	85	80
Percent of total students tested	97	99	99	100	100
Number of students alternatively assessed	1	0	1	0	0
Percent of students alternatively assessed	1	0	1	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficient Plus % Advanced	77	93	84	Masked	100
% Advanced	15	33	38	Masked	8
Number of students tested	11	15	13	8	15
<b>2. African American Students</b>					
% Proficient Plus % Advanced	Masked	Masked	Masked	Masked	Masked
% Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	4	4	2	3
<b>3. Hispanic or Latino Students</b>					
% Proficient Plus % Advanced		Masked	Masked	Masked	Masked
% Advanced		Masked	Masked	Masked	Masked
Number of students tested		2	3	3	2
<b>4. Special Education Students</b>					
% Proficient Plus % Advanced	82	100	80	100	Masked
% Advanced	18	20	33	36	Masked
Number of students tested	10	10	14	10	7
<b>5. English Language Learner Students</b>					
% Proficient Plus % Advanced	Masked	Masked			
% Advanced	Masked	Masked			
Number of students tested	1	1			
<b>6. White</b>					
% Proficient Plus % Advanced	93	99	97	93	98
% Advanced	59	56	48	49	39
Number of students tested	70	76	80	77	71
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested. Empty cells indicate no students were tested in the subgroup.					

13SD2

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics                      Grade: 5 Test: Dakota STEP

Edition/Publication Year: 2012      Publisher: NCS Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient Plus % Advanced	95	95	89	95	97
% Advanced	39	48	36	37	32
Number of students tested	90	88	85	80	95
Percent of total students tested	98	99	100	100	98
Number of students alternatively assessed	0	2	0	0	2
Percent of students alternatively assessed	0	2	0	0	2
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficient Plus % Advanced	71	82	91	94	100
% Advanced	14	38	18	6	9
Number of students tested	14	16	11	19	12
<b>2. African American Students</b>					
% Proficient Plus % Advanced	Masked	Masked	Masked	Masked	Masked
% Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	4	2	3	2
<b>3. Hispanic or Latino Students</b>					
% Proficient Plus % Advanced	Masked	Masked	Masked	Masked	Masked
% Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	2	2	2	3
<b>4. Special Education Students</b>					
% Proficient Plus % Advanced	83	91	80	Masked	94
% Advanced	17	27	20	Masked	19
Number of students tested	12	11	10	8	13
<b>5. English Language Learner Students</b>					
% Proficient Plus % Advanced	Masked	Masked			
% Advanced	Masked	Masked			
Number of students tested	1	1			
<b>6. White</b>					
% Proficient Plus % Advanced	96	98	91	95	96
% Advanced	43	50	36	41	34
Number of students tested	79	81	78	70	88
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested. Empty cells indicate no students were tested in the subgroup.					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading                      Grade: 5 Test: Dakota STEP

Edition/Publication Year: 2012    Publisher: NCS Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient Plus % Advanced	95	94	90	93	96
% Advanced	42	48	28	42	41
Number of students tested	90	89	85	80	95
Percent of total students tested	98	99	100	100	98
Number of students alternatively assessed	0	2	0	0	2
Percent of students alternatively assessed	0	2	0	0	2
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficient Plus % Advanced	79	81	91	89	91
% Advanced	7	31	9	18	27
Number of students tested	14	16	11	19	12
<b>2. African American Students</b>					
% Proficient Plus % Advanced	Masked	Masked	Masked	Masked	Masked
% Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	4	2	3	2
<b>3. Hispanic or Latino Students</b>					
% Proficient Plus % Advanced	Masked	Masked	Masked	Masked	Masked
% Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	2	2	2	3
<b>4. Special Education Students</b>					
% Proficient Plus % Advanced	92	81	80	Masked	100
% Advanced	8	45	20	Masked	38
Number of students tested	12	11	10	8	13
<b>5. English Language Learner Students</b>					
% Proficient Plus % Advanced	Masked	Masked			
% Advanced	Masked	Masked			
Number of students tested	1	1			
<b>6. White</b>					
% Proficient Plus % Advanced	98	97	91	94	96
% Advanced	48	49	31	47	40
Number of students tested	79	81	78	70	88
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested. Empty cells indicate no students were tested in the subgroup.					

13SD2