

U.S. Department of Education
2017 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Mr. Eric K Henrickson

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

Official School Name Longfellow Elementary School

(As it should appear in the official records)

School Mailing Address 20 29th Avenue N.E.

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

City Fargo State ND Zip Code+4 (9 digits total) 58102-1799

County Cass County

Telephone (701) 446-5000 Fax (701) 446-5099

Web site/URL https://www.fargo.k12.nd.us/longfel

low E-mail henrice@fargo.k12.nd.us

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

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Jeff Schatz E-mail schatzj@fargo.k12.nd.us

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

District Name Fargo School District #1 Tel. (701) 446-1000

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

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Linda Boyd

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

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

Date _____

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

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

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

Part I – Eligibility Certification

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

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2011 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2012, 2013, 2014, 2015, or 2016.
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 has not been identified by the state as "persistently dangerous" within the last two years.
9. 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.
10. 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.
11. 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.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

DISTRICT

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	29	35	64
1	27	34	61
2	28	26	54
3	31	25	56
4	31	34	65
5	44	21	65
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	190	175	365

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 3 % Asian
 - 2 % Black or African American
 - 1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 93 % White
 - 0 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2015 – 2016 school year: 4%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2015 until the end of the 2015-2016 school year	9
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	5
(3) Total of all transferred students [sum of rows (1) and (2)]	14
(4) Total number of students in the school as of October 1, 2015	360
(5) Total transferred students in row (3) divided by total students in row (4)	0.039
(6) Amount in row (5) multiplied by 100	4

6. English Language Learners (ELL) in the school: 0 %
0 Total number ELL

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

7. Students eligible for free/reduced-priced meals: 10 %
Total number students who qualify: 38
8. Students receiving special education services: 10 %
38 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- 2 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 1 Emotional Disturbance
- 0 Hearing Impairment
- 4 Mental Retardation
- 0 Multiple Disabilities
- 0 Orthopedic Impairment
- 6 Other Health Impaired
- 4 Specific Learning Disability
- 14 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 0 Visual Impairment Including Blindness
- 7 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 6
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects	18
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	17
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	13
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	96%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2016.

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

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes No X

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

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

Our mission is to partner with families to empower students to excel.

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

PART III – SUMMARY

Longfellow Elementary, a K-5 elementary school, is located on the north end of Fargo in the state of North Dakota. Longfellow is one of sixteen elementary schools in the Fargo Public School district. We have approximately 365 children and have three sections of each grade. Longfellow is the quintessential neighborhood school as the majority of our students live within a half-mile of the school. Since we are a neighborhood school, we have one bus route. Many of our students walk or ride a bike to school.

The school is a non-title building. Therefore resources are limited. We have become creative with utilizing resources. Several staff have 100% contracts but only serve part of their time at Longfellow. Some staff members that serve part of their time at Longfellow are our instructional coach, Reading Recovery teacher, gifted and talented teacher, art teacher, music teacher, and several other people.

Our families are heavily involved in the school and its functions. This parent involvement has allowed us to have a very active Parent Teacher Organization. Currently our PTO has a budget of \$25,000, which benefits students and teachers in many ways. Attendance at parent-teacher conferences is outstanding, with an average yearly attendance of over 98%.

Longfellow opened its doors on September 12, 1962. It opened with one section of each grade, grades K-6. The total enrollment included 225 children. The school opened up without sidewalks until concerned families demanded the city add them. Even though the building has had additions and rooms have changed, the heart of the building remains. The heart of Longfellow is the families.

Our boundary area contains just under 1,300 family households with an average household income of \$124,436. Approximately 10% of our children qualify for free or reduced meals, which is 22% lower than the district average. Currently 93% of our student body is Caucasian.

One thing that makes Longfellow unique is our Multiple Impairments (MI) magnet program. All MI students who reside north of Interstate 94 in Fargo attend Longfellow and are part of the MI magnet program. Currently 10 students are in our program. Students in this room have a wide range of impairments that require extra attention. The MI program has a lead teacher who supervises seven paraprofessionals throughout the day. Students in this program often receive multiple services, such as speech, occupational and physical therapy. The children also participate in adapted music and physical education. They are in the MI room for the majority of the day, however, they are part of the regular education classroom setting as much as possible. We are so fortunate to have this program as a part of our school.

Families are the heart of Longfellow. Relationships with families and students are at the center of our being. It is the thing that drives our school. Even our future kindergarten students have an opportunity to be in the school four times before school even starts so they can build relationships with other children and our staff.

Our goal is to make sure all students at Longfellow feel like they have multiple adults who know them and care about them. These adults may be their former classroom teacher, a supervisor at recess, lunch staff or anybody else who has daily interaction with them. We have families that have been here for multiple years. It's important that we help them feel like they are a part of our community at Longfellow. We often invite family members in for special events like our carnival, bingo nights or other PTO functions. By having some of these younger children in the building years before they start with us, it allows us to start building those relationships even earlier.

All of our staff members have a genuine interest in the children. Many of them attend their sporting events, music concerts and other special occasions. This has a great impact on our students because they know that staff is there for them and will help provide support throughout their school career. Even when these students leave us after fifth grade, they often come back to interact with the staff who cares so much about them. This relationship factor is a very critical factor to our success.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Longfellow’s curriculum is aligned to North Dakota’s state standards. These standards, also referred to as the Common Core State Standards, guide our instruction in all content areas.

New this year, we are using the Journeys curriculum to ensure students are mastering the strategies and skills, as identified in the state’s reading, language, and speaking and listening standards. Teachers use a workshop model during reading and writing, and learning targets are set for each area of the literacy block. These targets set the focus for student learning and allow teachers to utilize bloom’s taxonomy as a way to deepen student understanding and engage students. Teachers make intentional decisions about when to move through the Gradual Release Model when teaching skills and strategies. Reading is taught with a balance of fiction and informational texts to help students develop reading comprehension. Students learn how to identify key ideas and details in a variety of genres. Students also learn about the craft and structure of texts and how to use that knowledge to understand texts when reading independently.

Classroom teachers use Lucy Calkins’ Units of Study to teach text types and text purpose. The use of the Gradual Release Model allows students to observe teacher thinking and writing. Students produce written pieces of work using opinion, informative, and narrative formats. Research is conducted to produce informative writing. The use of the workshop model allows teachers to meet with students and have a private conference about their writing. During this time, teachers provide feedback about their craft, structure, and use of conventions.

In order to advance academic achievement, teachers use a variety of strategies to differentiate instruction during their literacy block. Students are strategically paired with partners during whole group reading to allow meaningful conversations during “turn-and-talk” activities. Teachers also use complex texts to support learning of tier two and three vocabulary words.

Students sort words and study spelling patterns instead of memorizing spelling lists. During guided reading, students are provided the opportunity to read books, aligned to their instructional level of fluency, writing, or comprehension. Teachers are able to scaffold their instruction during this time and help students become independent with specific skills and strategies.

Student learning must be meaningful. In order to ensure all students are meeting math content standards, Longfellow uses the Everyday Mathematics curriculum to guide instruction. We believe students need to be given opportunities to gain understanding of math concepts. Students must make sense of the concepts before they learn processes and/or algorithms. Students acquire foundational skills with hands-on activities and explorations. Whole group instruction provides students with opportunities to share strategies, often linked to everyday situations. Teachers focus instruction on content relating to operations and algebraic thinking and number and operations in base ten. Math fluency is developed through the use of partner and small-group activities. Geometry and measurement and data are skills also taught throughout each year.

Teachers in grades kindergarten through second grade have been trained to use Add+Vantage Math Recovery strategies to pinpoint individual student understanding and differentiate whole group and small group instruction in the classroom. Teachers are able to use appropriate activities and instructional techniques based on student levels and constructs, which they identify through progress monitoring and benchmark assessments.

Longfellow uses the North Dakota State Standards for Science and Social Studies. These standards were created by the state in 2006 and 2007. Since the adoption of these standards, Longfellow has tailored current curriculums to create hands-on, minds-on student-centered experiences. Students are given opportunities to research, experiment, and investigate. We incorporate discussion of current events in the classroom through the use of Scholastic News, Time Magazine for Kids, and our local newspaper, The Forum. Each classroom participates in simulations of democratic processes and procedures through the Junior Achievement

program. Students also observe the democratic process by attending My Day in Court when they are in 5th grade.

Classroom teachers currently use Social Studies Alive to ensure students have acquired knowledge identified in the state standards. The curriculum focuses on how our cultures were created and what is happening in the world around us. Students also learn map skills and vocabulary that supports understanding of maps. Along with maps, students also learn and apply concepts of physical and human geography. Important historical events are taught by discussing important symbols of the United States, people and events, and family histories. Economic concepts are taught by discussing personal finances, like consumers and producers. State economics and U.S. economics are taught to students in intermediate grades. Students in 4th grade also do extensive research and produce reports on the state of North Dakota.

Our school also offers a variety of extracurricular activities that provide opportunities for our students to get involved in our school and community. Students are able to participate in Boy Scouts and Girls Scouts. Students in first grade go to the Veterans Affairs Hospital to hand out hand-made greeting cards.

Participating in school governance is a priority for our students as well. Students in 4th and 5th grade are given the opportunity to be part of our school's student council. Students are selected to be part of the student council based on specific criteria.

Teachers use Foss, Full Option Science System, to teach science concepts to students. Students use discovery and hands-on activities with each module. Each grade level uses two modules per year. These modules teach students to use science inquiry and connect science with other areas. Content in the modules includes physical, life and earth and space science.

Science, Technology, Engineering, Arts and Mathematics (STEAM) are essential core curriculums at Longfellow Elementary. STEAM is not a program, but a philosophy that spreads throughout the K-12 system in Fargo. Breakthrough thinking and creative innovation are the pillars of a STEAM related philosophy. STEAM emphasizes the 21st Century skills that are critical to our students' future. The 21st Century skills of collaboration, communication, creativity, and critical thinking are emphasized through project-based learning, usually through interdisciplinary activities. These skills are incorporated seamlessly throughout all academic areas.

2. Other Curriculum Areas:

All students at Longfellow receive Art instruction weekly from a trained artist. During this forty-five minute Art class, students learn and practice visual art techniques and processes. Students learn the visual arts relation to history and culture. The students learn how works of art are structured and how visual art has a variety of functions. Students learn how visual arts and other disciplines are connected. As an extension to the visual arts curriculum at our school, students in grades 1-3 have the opportunity to participate in drama club after school.

The Physical Education program at Longfellow offers students physical fitness opportunities as well as learning about the benefits of a healthy lifestyle. Students in grades 2 through 5 receive physical education every other day for forty minutes. Students in kindergarten and first grade receive physical education daily for twenty minutes. Our physical education teachers are certified teachers who use the National Standards for K-12 Physical Education and the North Dakota Physical Education Content Standards to guide instruction.

All students at Longfellow are given the opportunity to be part of the morning walking club. Each morning, the walking club walks approximately $\frac{3}{4}$ of a mile. The walking club started in 2011. Since 2011, the club has averaged over 900 miles of walking every year. In the fall Longfellow offers cross country as an after-school activity. In the spring, track is offered.

Longfellow has two certified teachers who use the North Dakota Music Content Standards to provide appropriate instruction and practice for students in grades kindergarten through fifth grade. Students in

grades two through five attend music every other day for forty minutes, opposite days of physical education. Kindergarten and first-grade students receive music daily for twenty minutes. Students learn how to sing and listen to music as well as perform music with instruments. They also learn how to evaluate music and compose their own music. Along with learning about the history and culture of music, they also learn the connection between music, other arts, and other disciplines. At Longfellow, students in fifth grade are given the opportunity to participate in orchestra, and students in fourth and fifth have the opportunity to participate in choir.

Various forms of technology are used among all grade levels at Longfellow Elementary. Technology is used to enhance instruction and student engagement. Students in grades three through five have access to Chromebooks in their classroom. The Chromebooks are used to provide additional learning opportunities for students during Daily 5 for math and reading. Some classrooms are equipped with a SMART Board. These interactive whiteboards allow teachers to enhance presentations and lessons. Student engagement is also increased.

Students in grades four through five have the opportunity to participate in Lego League after school. A beginner and advanced computer coding sessions were also offered after school for children in grades two through four. The students learned about the Scratch programming language.

North Dakota does not have Foreign Language content standards for students in grades kindergarten through fifth. With support from North Dakota State University, Longfellow offers a language club for students in grades one through five after school.

Longfellow Elementary also has a Gifted and Talented program for students in grades one through five. Students who qualify for the enrichment services in math and/or reading are given instruction and practice with above-grade-level content. Higher level thinking, collaboration, and communication are critical components of the program. The Gifted and Talented teachers are certified teachers who have a Special Education degree.

We are continually trying to find ways to incorporate engineering in the classroom setting. This year all classrooms participated in the Hour of Code event. Recently we began experimenting with a 3-D Printer that is available through the district. Students are designing structures and then using the printer to test their model. Using a problem-solving approach, students are then able to make revisions to their initial design to improve their structure.

3. Instructional Methods, Interventions, and Assessments:

Longfellow staff strive to meet the needs of all learners. Differentiation is a part of all daily routines. Teachers provide guided reading support to students in small group settings to make sure students are learning to problem solve and become independent readers with books at their instructional level. Teachers use running records to monitor and assess students during guided reading. Three times a year, Fountas and Pinnell and AIMSweb benchmark reading assessments are administered to students in all grades. These assessments are used for monitoring student growth and for selecting students who need intervention or enrichment.

Teachers in grades kindergarten through second grade use Add+Vantage Math Recovery to meet individual needs during math instruction. Teachers are trained in administering the three types of AVMR assessments. These assessments are given three times a year. The assessments provide data that is used for student instruction, grouping, and for identifying intervention or enrichment needs.

The NWEA Measure of Academic Progress (MAP) assessment is administered in the winter for students in grades two through five. The MAP Reading and Math assessments provide summative data that is used to ensure students are making adequate progress.

AIMSweb, Fountas and Pinnell, AVMR, and MAP are crucial tools in identifying students who need intervention or enrichment. Students who need additional support are referred to the Multi-Tiered Systems

of Support (MTSS) team. Through this process, students receive interventions aligned to student needs. This team uses a problem-solving model to identify areas of need. Students begin with tier 2 support, which is an additional twenty minutes of instruction three to five times a week. Using normative data and rate of improvement, a goal is set for each student receiving support. Progress monitoring is then used to monitor student progress for six to eight weeks.

The MTSS team reviews all students with a tier 2 or 3 plan every six to eight weeks. If students are not making adequate growth, the tier 2 or 3 plan is revised. Sometimes tier 2 plans are revised to become tier 3 plans, which includes sixty additional minutes of support a day. Occasionally, students with Tier 3 plans are not making adequate progress and eventually need an Individualized Education Plan (IEP).

In order to ensure all students are receiving appropriate support, student data cards are created and used three times per year. The data cards include benchmark assessment data. Professional learning communities use Data Driven Dialogue to analyze the data, identify student needs, and create next steps for students and teachers.

Staff meets weekly in professional learning communities. Benchmark assessment data is analyzed during PLCs as well as formative assessment data and student work. During PLCs teachers make informed decisions about student needs and instructional practice.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

One thing Longfellow is known for is the relationships we have with all of our families. Longfellow is the quintessential “neighborhood school.” When the day is done, we have parents pulling wagons with little brother or sister as they pick up their siblings.

Families move into our school’s boundaries because they are former Lions and want their children to be Lions as well. Not only do we get to know the immediate families, but we also get to know the extended ones. We know when mom and dad are out of town and grandma is picking up. We get to know all the families so well that they become part of our family.

Every year our fourth and fifth graders participate in a Day of Compassion retreat, facilitated by a local community leader. Each grade level has one entire day to immerse themselves in activities and discussions that focus on being more compassionate to others. Each grade level is broken down into smaller groups led by middle school students, usually former Longfellow students. At the end of the event, students take part in a “campfire.” During the campfire, students can volunteer to stand in front of the entire group and either thank somebody, like a teacher or fellow student, or apologize to somebody. This has had a profound effect on not only our students but our staff as well. This full day event has really brought our classes closer together.

New to Longfellow this year has been the addition of “Den Meetings”. These meetings are led by our student council. Our student council consists of 4th and 5th graders who were nominated by their teachers and fit the following criteria: responsible, self-starter, personable, good attendance, organized and completes school work. The student council is led by two of our staff members. Each month our student council plans the meetings where the focus is one of the Seven Habits of Happy Kids. These habits consist of things like being proactive, thinking win-win and seeking first to understand then being understood. At each meeting students who have been demonstrating these behaviors are recognized in front of the school and have their pictures taken for the school newsletter. During two of our most recent meetings, we had an athlete from our local university and columnist from our newspaper come and speak to our children. We have found these Den Meetings to be beneficial for everybody at Longfellow because they have increased and enhanced student discussions about what good character looks and sounds like.

We have supported teachers in this endeavor by providing signage they can use in their classroom. Each grade level also received a set of books they can use with their students. There is one book for each habit, and this has allowed teachers to have further conversations with their class after we meet at a Den Meeting.

2. Engaging Families and Community:

You will notice the mission of our school is to “partner with families to empower students to excel”. The inclusion of the words “partner with families” is very intentional because Longfellow parents have such a close connection to the school. They want to be heavily involved in their child’s education and we embrace this desire.

Our PTO is very active at our school. Over the past few years, they have helped us add to our playground, provided multiple field trip opportunities, funded our school-wide news program as well as countless other things that have helped our school. In order to provide direct communication between parents and Longfellow staff, a teacher is part of the PTO executive board.

Longfellow has taken part in many community endeavors over the years. Each year we have participated in the Fill the Dome campaign. For this event, students bring in non-perishable food items that help restock our local food pantries. This event takes place before Thanksgiving when the shelters have their greatest need. Every year our 1st graders walk to the Veterans Affairs hospital, which is located near us, and drop off cards and flags for our local veterans. Longfellow has also contributed to local animal shelters, donated

books to needy children, and helped to provide winter clothing to those in need.

We have also done something on a global level. For the past six years, Longfellow has participated in fundraising for the Carson Glore Foundation. This foundation was started by a former Longfellow student. His goal was to raise money to build schools in Kenya, Africa. This foundation has now built 2 schools for over 800 students. Each year the school has raised approximately \$1000 for this great cause. In fact, Longfellow now has a room in one of the schools named after us. We consider this to be a huge badge of honor.

We have found that the more children can give to others the better they feel about themselves. When they feel better about themselves, they are more engaged in the classroom and do better academically. Our goal at Longfellow is to have students leave us not only strong academically but also as leaders who contribute to their community.

3. Professional Development:

Longfellow's professional development plan changes from one year to the next. Each year the school analyzes student data and discusses needs for students and staff. In the spring of each year, the school improvement team comes together to analyze student data and survey results from parents and staff. A plan is then drafted for the next school year. Professional development is focused on student achievement. Professional development is driven by literacy standards and student achievement, math standards and student achievement, and school climate needs. Our building is able to identify and implement professional development "in house". Weekly Professional Learning Communities allow teachers to have conversations about current student data and make informed decisions about instruction. In this setting, teachers are able to learn from each other and receive "just in time" training from certified staff, like the building instructional coach.

PLC teams also use student data to create professional goals for the PLC team as well as individuals. These goals are monitored throughout the year and are aligned to the buildings' goals. The principal uses the Marzano Teacher Evaluation Model to promote and monitor teacher growth throughout the year. This tool also allows teachers and building leaders to communicate about professional needs and growth.

Longfellow staff participate in monthly extended day learning. For one hour each month, staff receive training that supports the building's school improvement goals. The professional development is specific to building needs. The focus changes from one year to the next. This year, some of our professional development trainings have included mental health learning. Staff have learned how to respond to students who have experienced trauma.

Since Longfellow is a high-achieving school, one of the challenges we face is maintaining student achievement. We continue to monitor student data to ensure all students are making one-year's growth in reading and math during weekly professional learning communities. Teachers discuss next steps for student learning during these meetings. When necessary, students are referred to the MTSS problem-solving team for intervention or enrichment.

Fargo Public Schools has a strong alliance with the South East Education Cooperative (SEEC). Together we strive to build teacher leadership and develop teachers with strong instructional skills. SEEC offers numerous professional development opportunities throughout the year. These opportunities create strong professional development experiences for teachers at Longfellow.

4. School Leadership:

Leadership is something that is shared at Longfellow. Staff are encouraged to participate in school committees and provide feedback. Everyone has the chance to contribute to the success of the school.

This year Longfellow created vision and value statements. Although this was a new task for our school, it proved to be highly successful. At the beginning of the year, staff participated in an activity where they

were asked a series of questions. For each question, they recorded one word or a short phrase on one or more sticky notes. One question was “Name one quality you would like to see in a teacher your own child or family member has.” Questions were strategically created to identify the necessary components of the vision and values statement. Following this activity, our leadership team compiled all the information and created the vision and value statements for Longfellow. These statements have been shared with all staff members and families. We have also incorporated them into our interview process to ensure we find candidates who would be a good fit at Longfellow.

The leadership team at Longfellow is comprised of staff members who are a part of other committees. There is representation from our school improvement team, climate and culture team and our MTSS team. Our lead teacher and instructional coach are also a part of the team. This group has looked at various things throughout the course of the year. They have completed our self-assessment for the AdvancED process, created common signage for the school incorporating the Seven Habits of Happy Kids, and recreated our entire interview process for vacancies at the school.

After every leadership meeting, the group completes an exit slip to rate the group on how well they followed our established norms. The data we have collected has been very positive. One of the strengths that have been identified from the exit slips is equity of voice. Committee members feel like they all have a voice in these decisions.

Finally, Longfellow conducts a survey that includes all of the stakeholders every two years. Parents, staff and students take the survey. The survey helps provide guidance for the school. This survey is reviewed by our climate and culture team who will then make recommendations for school improvement. Past surveys have shown that students feel closely connected to the staff at Longfellow and have more than one adult who knows them in the building.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

The biggest key to our success this year has been our recommitment to Professional Learning Communities. Last year we were floundering with our PLCs. We decided to send a team to a state conference that was specifically focused on PLCs. This group came back with a lot of good ideas and from that we created a summer book study. We studied "Learning by Doing" by Rick Dufour, the guru on Professional Learning Communities. The group created a specific plan for the building on how we would reenergize the PLC process.

We started right away on the first day of school by taking staff through an exercise where we created vision and value statements for the school. These statements set the foundation for what we believe in as a staff and what we want out of our children.

The group also reformatted the note-taking form we use at our PLC meetings. It may not sound like a big change, but the use of this form helped guide and focus conversations about student work. It also allowed us to embed the Using Data Process and Data Driven Dialogue into our PLCs. Data Driven Dialogue is something we had previously received training with but wanted to find a better way to make it a part of our PLCs.

We also created group norms that are used throughout the building. Individuals were asked a series of questions which led us to formulate statements on how we believe we should behave at meetings. These statements became our norms. After every meeting staff receive a PLC exit slip that asks them how they felt their team did with respecting the norms. It also gives them a chance to reflect on which norms they need to work on. The data from these exit slips is continually collected and it has shown that well over 95% of the time our staff felt they were staying true to our norms.

Throughout the year we have reflected on what has gone well and what needs to be adjusted. One of the things we will adjust for next year is our PLC schedule. This year we focused on literacy for all of our PLC meetings. Next year we will create a schedule where grade level teams will focus on literacy, math and children who need MTSS support. This schedule will be shared with staff in advance so that all teams can come prepared.

Overall, this has been quite a journey but it is one we are glad we took.