

U.S. Department of Education
2019 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. Jerry Standifer

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

Official School Name Harwood Elementary School

(As it should appear in the official records)

School Mailing Address 110 Freedland Drive

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

Harwood ND 58042-4131
City State Zip Code+4 (9 digits total)

County Cass County

Telephone (701) 356-2040

Fax (701) 356-2049

Web site/URL https://www.west-fargo.k12.nd.us/harwood

E-mail jstand@west-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*Mrs. Beth Slette

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail slette@west-fargo.k12.nd.us

District Name West Fargo 6 School District Tel. (701) 356-2000

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. Patti Stedman

(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. 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, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 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.
3. 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.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
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

Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 14 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 2 High schools
 - 0 K-12 schools
- 18 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
 - Rural or small city/town
3. Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	15	9	24
1	12	19	31
2	11	8	19
3	9	10	19
4	11	12	23
5	16	7	23
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	74	65	139

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 1 % American Indian or Alaska Native
 - 0 % Asian
 - 1 % Black or African American
 - 3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 95 % 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 2017 – 2018 school year: <1%

If the mobility rate is above 15%, please explain.

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, 2017 until the end of the 2017-2018 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	0
(4) Total number of students in the school as of October 1, 2017	139
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<1

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):

None

7. Students eligible for free/reduced-priced meals: 6%
 Total number students who qualify: 9

8. Students receiving special education services: 14 %
20 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.

- | | |
|----------------------------------|--|
| <u>2</u> Autism | <u>5</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>4</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>0</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>9</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 5
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, e.g., third grade teacher, history teacher, algebra teacher.	7
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	6
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	5
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	97%	97%	97%	97%	97%
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 2018.

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

If yes, select the year in which your school received the award. 2006

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

Educating today's learners for tomorrow's world.

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

Harwood Elementary, a K-5 elementary school, is located on the north end of the West Fargo Public School District in Eastern North Dakota. Harwood is one of fourteen elementary schools in the West Fargo Public School District and is the smallest. The 2018-2019 enrollment was 139 students, with two sections of 1st grade and one section of every other grade level. Harwood is a bedroom community of the greater Fargo/West Fargo metro area and many families move to Harwood for the smaller community and school environment. Harwood Elementary may have the smallest enrollment size in the district, but the school has the largest attendance zone, therefore the majority of our students bus to school, with an average of 90% of students bussing each day. Harwood Elementary has a very supportive PTO, which provides field trips, funding for teacher requests, and amazing social events such as the Fall Dance, Muffins with Meaning, and Missoula Children's Theater. We welcome parents and community into our school with volunteer opportunities and work to establish partnerships with businesses in our area such as junior achievement, the local American Legion, and the FM Redhawks.

“Educating today’s learners for tomorrow’s world” is the official mission of Harwood Elementary School, which is strategically aligned to the greater West Fargo Public Schools mission. However, if you were to ask any adult in the building what the schools mission is, the answer would be “kids always come first”. Over the past five years this has become the foundation of every decision made by each adult in the building, regardless of position. This foundation has provided a positive culture and climate which is unique and unmatched for students, staff, and community stakeholders. Every decision is met with the question: "is it what is best for kids?". This decision-making process drives the student-first culture of the building.

To help students develop the highest levels of academic, physical, and social learning success, Harwood Elementary sets and holds high expectations for all stakeholders, students, staff, and parents. We believe it truly takes a village to raise the child and this is reflected in not only the academic expectations and success of our students, but also the behavioral expectations and success our students demonstrate when representing our school in the community at large. We believe in the power of positive praise, but also teaching students growth from failure and mistakes, no one is perfect, and consequences are also a natural part of learning and can be very positive! Each student will excel and struggle with multiple expectations during their time at Harwood and we want to provide the supports and expectations to allow them to confront, meet, and/or exceed their academic, physical, and social learning expectations.

To support the emotional and cultural success and growth of all students at Harwood Elementary, several initiatives have been implemented to foster and continually grow the positive community culture. Kindergarten/5th grade buddies, Kindness Week, monthly PBIS assemblies, and the “Harwood Husky” character award have all been specifically implemented to build and grow the emotional and cultural success of the students and staff. Each classroom teacher implements “Morning Meeting” to build community and the counselor utilizes twice monthly classroom lessons to support social-emotional and cultural learning for students.

Harwood Elementary received the Blue Ribbon Award in 2006, and administrative and teaching staff have largely changed, but the academic, physical, social, emotional, and cultural learning, growth and expectations of students and staff has continued. The most visible influence from the 2006 award is the weekly “Blue Ribbon” winner from each grade level. Students can receive Blue Ribbon certificates from staff if they demonstrate a positive character trait beyond the expected behavior. Students then put the certificates in a bucket and each week one random certificate is drawn from each class as the "Blue Ribbon" winner. The winner comes to the office and takes a picture with the principal and a certificate gets mailed home to the family and a group picture is hung on the Blue Ribbon trophy case. What is truly unique about this positive recognition system is the focus on intrinsic motivation and the drive every student has each week to earn Blue Ribbons.

Harwood Elementary exists to help kids and we help kids by putting them first in every decision we make. Celebrating success, growing from failure, building on the strengths of the past, and having fun are how we continue to achieve great things in this small, but mighty school!

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

Harwood implements a scope and sequence to guide classroom instruction in the key comprehension strategies of visualizing, questioning, text connections, inference, analyzing, and synthesizing. These skills are reinforced in both fiction and non-fiction text, the non-fiction text is most often based on standards for social studies in K-5, and standards for social studies and science in K-2. Students are exposed to a wide variety of genres to help build their knowledge and to encourage a love of reading. We have an explicit instruction program for phonics in grades K-2, continuing in grade 3 and building to word study. We believe that students need the foundational skills provided in phonics to master putting together letters and sounds to make words, followed by the study of using word parts to create meaning in grades 3-5. All classroom teachers and specific learning disability teachers at Harwood are trained in a vertically aligned explicit instruction program for writing. A scope and sequence is laid out to teach students to write personal narratives, imaginary narratives, opinions, citing evidence, compare/contrast, research and descriptive writing pieces. Writing instruction is infused with our progressing scope and sequence in grammar as well as vocabulary. Teachers have a wide-variety of resources to support their instruction, including the district pacing-guide, proficiency scales, Writer's Workshop manual, reading training handouts and notes, Daily 5 guidebook, guided reading library books, Phonics and Word Study kits, model/mentor texts for instruction, resources for current events, and small group books for differentiated student instruction – providing both student and teacher choice and appropriate instructional levels. Assessment practices are aligned to monitor each student and ensure every student truly does succeed. Harwood Elementary focuses heavily on just-in-time feedback and data-driven formative assessment disaggregation utilizing our Student Proficiency Formative Assessment Tool to focus on continuous improvement for each student and teacher. We hold summative assessment data in high regard, but we believe by teaching students to self-assess and self-reflect, by providing just-in-time feedback and disaggregating formative assessment data will drive the continuous improvement of summative data. This is a consistent practice for reading/English Language arts as well as all other curriculum areas.

1b. Mathematics:

Harwood Elementary utilizes Everyday Math as the primary teaching resource for mathematics. This resource provides teachers with guidance for whole-group instruction and student practice in a wide variety of formats including games, exit slips, choral responses, and paper-pencil tasks. In addition, all classroom teachers and specific learning disability teachers are trained in small-group instruction for mathematics utilizing Add+Vantage Math Recovery through the district's certified AVMR coach. Each student also utilizes Dreambox Learning as a supplement to the core math, which is an online adaptive math program designed to challenge students in critical thinking and mathematical application skills in an interactive and personalized process. Assessment practices are aligned to monitor each student and ensure every student truly does succeed. Harwood Elementary focuses heavily on just-in-time feedback and data-driven formative assessment disaggregation utilizing our Student Proficiency Formative Assessment Tool to focus on continuous improvement for each student and teacher. We hold summative assessment data in high regard, but we believe by teaching students to self-assess and self-reflect, by providing just-in-time feedback and disaggregating formative assessment data will drive the continuous improvement of summative data. This is a consistent practice for mathematics as well as all other curriculum areas.

1c. Science:

Harwood Elementary science instruction is divided into a different focus in each of the three trimesters: earth, life, or physical science. Teachers utilize a wide variety of resources to provide engaging and relevant science instruction as well as inquiry-based activities to work with scientific concepts. Teachers and students utilize Project Lead the Way (PLTW), Engineering is Elementary (EiE), and Delta science kits as meaningful resources in the science learning process. The use of iPads is an integral part of the PLTW

curriculum, providing students with interactive lessons as well as opportunities to create and showcase their learning and understanding. Assessment practices are aligned to monitor each student and ensure every student truly does succeed. Harwood Elementary focuses heavily on just-in-time feedback and data-driven formative assessment disaggregation utilizing our Student Proficiency Formative Assessment Tool to focus on continuous improvement for each student and teacher. We hold summative assessment data in high regard, but we believe by teaching students to self-assess and self-reflect, by providing just-in-time feedback and disaggregating formative assessment data will drive the continuous improvement of summative data. This is a consistent practice for science as well as all other curriculum areas.

1d. Social studies/history/civic learning and engagement

Harwood Elementary Social studies instruction is connected heavily to language arts through non-fiction reading and research. In addition to a wide variety of topic-oriented non-fiction texts written at grade level for students, teachers and students also have access to the TimeLinks textbook series, maps, globes, and other social studies resources. Students read and learn about historical events, practice the research process with social studies topics, and participate in key simulation activities to gain further understanding. Social sciences are woven into the fabric of every person's daily life and our curriculum is designed in a similar manner.

1e. For secondary schools:

1f. For schools that offer preschool for three- and four-year old students:

2. Other Curriculum Areas:

Music: Harwood Elementary Music follows West Fargo Public Schools' music curriculum and is aligned to the National Core Arts Standards with a focus on creating, performing, responding, and connecting.

At the elementary level, students participate in general music on a regular basis with thirty-minute classes every other day. Our elementary teachers utilize several resources including Music Play and Quaver. Elementary music classes are enriched with access to quality instruments and professional recordings. Teachers have iPads to aide in their instruction and encourage student engagement and interaction. Students are provided with a recorder in grade 4 to help them learn the basics of playing a wind instrument; this instruction is continued in grade 5. Harwood Elementary is only one of two schools in the district which hosts a formal Winter and Spring music concert, overflowing seating capacity of 450, twice each concert night at the feeder middle school in West Fargo. The Harwood music teacher implements the WFPS district scope and sequence and trimester proficiency scales with the highest levels of fidelity ensuring every student receives an equitable, world-class education.

Visual Arts: Harwood Elementary's visual arts follows West Fargo Public Schools' art curriculum and is aligned to the National Core Arts Standards with a focus on creating, presenting, responding, and connecting. The art courses follow the Visual Arts discipline.

Elementary students participate in visual arts classes on a regular basis, with two thirty-minute classes every six days. Instruction is focused on design, expression, and exploration. Students have opportunities to work with a wide variety of art mediums, and teachers have iPads to aide in their instruction and encourage student portfolios and reflection. Students are provided with sketchbooks in addition to the materials and tools required for each project that they complete. Harwood Elementary was instrumental in reintroducing art back to kindergarten when Harwood was the first school to get full-time kindergarten back in the building from the Kindergarten Centers. Harwood art teachers implement the WFPS district scope and sequence and trimester proficiency scales with the highest levels of fidelity ensuring every student receives an equitable, world-class education.

Physical Education/Health: Harwood Elementary follows West Fargo Public Schools physical education/health curriculum, which emphasizes physical fitness and the pursuit of lifelong activity and overall health.

At the elementary level, students engage in physical education and/or health education daily for thirty minutes. Students are taught the fundamental skills needed to engage in a wide-variety of activities and sports. Students participate in physical activity that includes stretching as well as cardio and strength training. Health instruction is focused on understanding the basic functions of the body systems, as well as making good choices for social, emotional, physiological, and physical health. The Harwood physical education/health teacher implement the WFPS district scope and sequence and trimester proficiency scales with the highest levels of fidelity ensuring every student receives an equitable, world-class education.

Library/Technology Skills: Harwood Elementary Library/Technology follows West Fargo Public Schools' library/technology curriculum and is aligned to the North Dakota Library and Technology Content Standards of 2012.

At the elementary level, students engage in library/technology skills on a regular basis, with one thirty-minute class every six days and one day of interactive checkout every week for thirty minutes. Students are taught the fundamental skills needed to engage in a wide-variety of library skills to build and enhance the use of and love of literature. Students participate in technology skills that facilitate the safe use of technology and the integration of technology into all academic learning. Harwood Elementary has also taken the additional step to certify the Library/Media specialist in Code.org and this curriculum is delivered to grades 3-5 once a week for 40 minutes in addition to the scheduled district coursework. The Harwood Library/Media teacher implement the WFPS district scope and sequence with the highest levels of fidelity ensuring every student receives an equitable, world-class education.

3. Special Populations:

Harwood Elementary, along with West Fargo Public Schools is a model for the MTSS process for both academic and behavioral supports. We believe in meeting students at their instructional level and providing the interventions and/or enrichments for continuous growth. Harwood Elementary believes all students can and will succeed at proficient levels and each year is an interconnected learning process to allow for continuous growth. Our MTSS team meets monthly, allowing any teacher to bring a data driven academic or behavioral concern. In addition, student progress reviews are specifically scheduled at each meeting to ensure the fidelity of the process and advocacy for student growth.

Specifically, for reading, Harwood Elementary Utilizes Americorps "Reading Corps" program for grades K-3, focusing on fluency, which helps increase the number of students reading by grade 3. We have a .65 FTE reading specialist for grades K-5 for deeper level interventions, utilizing a multitude of resources such as LLI, Phonics for Reading, and Souday System. Weekly progress monitoring is done for all students at MTSS tier 2 or higher and any student in Reading Corps. Administration also provides instructional paraprofessional support for all guided reading/daily 5 blocks.

Math MTSS services are completed in the classroom through Add+Vantage Math Recovery. Each classroom teacher is certified in level I and level II AVMR and Harwood Elementary was the first school in the district to get special education staff level I trained in AVMR.

Special Education:

Harwood Elementary School, as part of West Fargo Public Schools offers a wide-range of special education programs and services, which are provided to students and their families. A continuum of services and placements are available in all areas of disability in Harwood Elementary School. Harwood Elementary special education services and MTSS are interconnected to ensure no "gaps" or "fast tracks" exist for students. To accommodate the needs of students in the past several years, Harwood Elementary has converted the nurses' office to a small group room, and the principal's office has also served as a special education classroom each day. If a student needs a specific resource which is not available from the district,

we will get it from the building level.

Gifted and Talented: Our gifted education teacher works with learners during a 40-minute block for two out of six days in math/science and one out of six days in reading/writing. This ensures that learners are still receiving their core instruction while they receive opportunities for enrichment.

The CogAt, or cognitive abilities test is conducted as a screener with ALL first-graders in the spring as well as NEW students in first through third grade in the fall and throughout the year. This assessment is utilized to determine placement in our GATE (gifted and talented education) program. Students who pass the screener are administered the full CogAt assessment for placement. The full assessment provides three scores: verbal, quantitative, and nonverbal. Students who achieve a qualifying score in any of these areas will be placed in the GATE program. Parents can elect to have a student “opt-out” of the GATE program as desired. Students may be reassessed as needed with the screener in second through third grade, using the full assessment for placement if the screener criteria are met.

Enrichment opportunities are available for all students in the core curriculum, built within the pacing guides, with targeted opportunities every four weeks for high-achieving students not in GATE.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

From the moment you enter the Harwood Elementary School, there is a tangible feeling of welcome, positivity and pride. This is evident in the décor and cleanliness throughout the building, the friendly greetings by school staff. At Harwood, we are committed to walking the talk and the belief that “kids always come first” is evident in all aspects of our school climate and culture.

In keeping with “kids always come first”, we have implemented daily programs that encourage our students to feel included, unique, and important that include: CHAMPS, Student Council and student mentors. CHAMPS is a program implemented through all areas of the school. This is a proactive and positive approach to classroom management that provides students and staff with clearly defined expectations of behavior that assist in building and sustaining a cohesive culture. Within this culture, upper elementary students are also given a voice to lead and advocate for the whole student body through the Student Council. Elected student leaders are actively involved in impacting our culture and climate through activities they plan and sponsor. Finally, another unique program we have incorporated to support our students is a student-led mentorship program. Through this program, students in upper and lower grades are paired to cultivate a relationship between grades. The focus of the mentorship program is to assist with the school procedures which promote students feeling secure and safe in their new environment.

In observing the teacher culture within our school, you will notice that the environment breeds teamwork instead of competition. The leadership team creates a safe place to voice ideas and concerns. This in turn creates a special bond between staff and results in a positive environment for all. In addition, staff encourages and recognizes the strengths and contributions of the whole team by a monthly luncheon.

The positive behavior interventions and supports our school has created is recognized daily through a blue ribbon award. This is given to both staff and students who model and exemplify the Harwood Husky attributes of respect, responsible and safe behaviors. We also hold monthly behavior assemblies for the purpose of targeting specific areas of behavioral improvement as identified by school leadership through their analysis of school data. These assemblies also build community and allow students to interact with all school leaders.

With our motto of “Kids always come first”, we are committed to having our school culture be positive and supportive.

2. Engaging Families and Community:

It takes a village to influence a child in a positive and successful way. Harwood Elementary believes engaging families and the community helps create a successful learning environment and this has long lasting effects on the community. We have a very supportive PTO, which provides field trips, funding for teacher requests, and amazing social events such as the Fall Dance, Muffins with Meaning, and Missoula Children's Theater. We welcome parents and community into our school with volunteer opportunities and work to establish partnerships with businesses in our area such as junior achievement, the local American Legion, and the FM Redhawks.

When it comes to supporting the community, Harwood is small in numbers, we are big in heart. Every November, Harwood Elementary partakes in FILL THE DOME, along with dozens of other local schools. This activity involves collecting canned goods or raising money donations for supporting the Great Plains Food Bank, with 96% of every dollar donated to Great Plains Food Bank going directly towards hunger relief. In November 2018, Harwood presented the Great Plains Food Bank a check for \$3,158.89, which is equivalent to 9477 meals raised for the F/M Community. This is the equivalent of 68 meals raised per student, in just 4 days. Our local American Legion is also highly involved at Harwood Elementary, demonstrating a flag retirement each May, handing out flags to the first-grade students each year, and sponsoring our fourth-grade trip civics trip to Bismarck to visit the Heritage Center, General Custer’s

House, Fort Lincoln, and the state capitol.

Family engagement and involvement is always stellar, and families always give more than we ever ask. West Fargo Public Schools hosts parent teacher conferences twice a year and each time, Harwood Elementary has one hundred percent of families in attendance. Harwood teachers and parents utilize Seesaw as a multi-directional communication channel, providing not only general academic communication, but also individualized student feedback and messages to parents. In October, Harwood PTO focuses on reading skills and collaborates with the local Barnes and Noble for a field trip and book fair night. Parents are invited to bring their child(ren) to Barnes and Noble to listen to a guest speaker read a book and a chance for children to purchase books to take home and read. Twice a year we celebrate our music talents by having a Holiday Concert and a Spring Concert.

3. Professional Development:

Our professional development is focused on academic, behavioral, and social emotional learning supports. Academically, Harwood continues to grow due to a deliberate focus of professional development in research proven practices. In the past 5 years, all teachers and administration have been trained in Jan Richardson's Guided Reading practices and this is the foundation of our Daily 5. The benchmark assessment system is implemented systematically in all classrooms to provide real time evidence of student ability, growth and needs. In mathematics our professional development focuses on continuous growth and closing the gap for students with all classroom and special education content teachers are certified in Advantage Mathematics Recovery level 1 and grades 2-5 are certified in both level 1 and 2.

Behaviorally, all staff implement CHAMPS as procedure to support positive behaviors and expectations. Professional development was initially provided by Safe and Civil Schools but is now ongoing through administration and building level leadership. In line with CHAMPS, the building also implements the same five rules throughout to further support students and maintain a common language. This has been incredibly successful and over the past 3 years we have seen a 70% decrease in office referrals and teachers have reported 97.8% of students show they follow the classroom rules and 98.6% follow the school rules in 2017-2018. Social emotional professional development has focused on two major facets, trauma informed practices and social emotional support for students. Through scaffolded professional development each staff member has been re-trained to view students with a trauma lens. This has reshaped not only how we respond to students with trauma but to all students in general and has further strengthened our empathy as a staff.

Social emotional learning is tied directly to the curriculum for the students and Harwood Elementary benchmarks. Harwood Elementary has benchmark indicators for social emotional learning based on student age and grade level. This data is utilized to provide whole group, small group, and individualized social emotional instruction tailored to fit the needs of the students. The success of this is evidenced by the number of teachers reporting students showing self control up to 87.1% in 2017-18 from 79.4% in 2015-16 with further gains expected.

Most importantly our professional learning community provides the strongest support and implementation for the professional development. We continually review academic and behavioral data in a systematic process to determine what our next steps are and what is best for students.

4. School Leadership:

The Formal structure of leadership is designed specifically for Harwood Elementary and begins with our principal, followed by a lead teacher, two team leaders, and a classified staff member. This structured system is necessary because the principal position at Harwood is combined with multiple larger district portfolio's, requiring staff at Harwood to assume the leadership role when the administrator is absent in other roles. This shared model of leadership provides communication, expectations, transparency, and student focus for all staff.

Our staff serve as leaders within the district, participating on committees that directly impact the, daily

operation, teaching, and learning within our school. On these committees, staff share what is happening within their classrooms and school and learn from others at the district level. Leadership at Harwood Elementary is not a sole position. Leadership is based on communication, collaboration, transparency, respect and critical thinking. We are unified in the implementation of best practices and learner agency at the classroom level, school level, district level, which has created a community of leaders.

Student leadership is a shining area for Harwood Elementary. We believe all students should have the opportunity to lead and learn to give back. Kindergarten students experience leadership from day one when they meet their 5th grade mentor, who greets the student and parent in the classroom and then walks with the student to the playground. The Kindergarten “buddy” system continues for the remainder of the week, at lunch, and at the end of the day so the youngest students have someone they can connect with immediately. This buddy system is then fostered throughout the rest of the year with “reading buddies”, a collaborative field trip, and many collaborative projects, both academically and non-academically focused. Every grade level can’t wait until they get to become 5th grade mentors!

Harwood student council also provides leadership opportunities for council members and the student body. Student council functions with officers and members, and each candidate does apply for the position. The council meets twice a month to discuss engagement opportunities for students and also has avenues to bring concerns to administration. The most important charge of student council is what they do to give back to others and the community. We try to instill a value of “people, not things” to students and leverage student council to lead this charge. Each year, the donated money raised from “Penny Wars” is determined by the student council, and each year they have selected a local child in need. When the council leads the building in raising money for “Fill the Dome” you don’t often hear kids talking about the incentives or extra recess if the building raises x number meals, what you see is a father or mother coming in and dropping a \$100 bill into the bucket (without their child knowing) because his child had a conversation at the dinner table the previous night about how \$1 can provide three full meals from the food bank.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Professional Learning Communities, or PLC's, are one of the most important practices that contribute to the academic success of students at Harwood Elementary. Our weekly PLC's include all certified staff members and focus on student outcomes, based on classroom data and performance.

Our Professional Learning Communities at Harwood Elementary meet most Wednesdays throughout the school year. In total, we have 29 meeting days and each PLC lasts for one hour. One meeting per month is designated as a building level PLC at Harwood Elementary. We refer to this as our vertical PLC, and this meeting includes all staff members K-5 including specialists. The purpose of this meeting is to align our teaching practices throughout the grade levels and across the disciplines. The remainder of the weekly meetings are broken up into grade level collaborations. Since we are a one-track school, this looks slightly unique at Harwood Elementary. The "grade level" is flexible. For example, this year our collaborative teams are K-1, 2-3 and 4-5. Simultaneously, specialists attend a district wide PLC meeting at another location that aligns with their respective specialty. In this way, the specialists can focus on their content and work as a team to hone in on best practices within their discipline while classroom teachers focus on student data related to classroom instruction.

During weekly grade level PLCs, teachers use the Student Performance Formative Assessment (SPFA) document to analyze student work. This document gives teachers the framework to analyze where students are on specific content standards. If students are at grade level, the teacher plans out opportunities for continued growth and enrichment; however, if students are not meeting the standard, the teacher needs to determine "next steps" to move the student forward in their learning. PLCs give our teachers the opportunity to brainstorm various strategies and use those collegial relationships to enhance their current pedagogy. Our staff truly believes that with teamwork, all will continue to grow.

Professional Learning Communities are, without a doubt, one of the greatest contributing factors to the continuous academic success of our students. With a laser-like focus on student achievement based on current data, our students continue to make fantastic growth in all academic areas.