

***U.S. Department of Education***  
***2023 National Blue Ribbon Schools Program***

---

[X] Public or [ ] Non-public

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

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

Official School Name Taylor-Richardton Elementary School  
(As it should appear in the official records)

School Mailing Address 306 Ertel Avenue  
(If address is P.O. Box, also include street address.)

City Taylor State ND Zip Code+4 (9 digits total) 58656-0000

County Stark

Telephone (701) 974-3585 Fax (701) 974-3520

Web site/URL https://www.richardton-taylor.k12.nd.us E-mail jesse.patterson@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.

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

Name of Superintendent\* Dr. Brent Bautz E-mail brent.bautz@k12.nd.us  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Richardton-Taylor Public School District Tel. (701) 974-2111

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.

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

Name of School Board  
President/Chairperson Mr Duane Zent  
(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.

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

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, leave blank.*

## **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 2023 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 must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
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. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

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.

**The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.**

## PART II - DEMOGRAPHIC DATA

---

**Data should be provided for the current school year (2022-2023) unless otherwise stated.**

**DISTRICT** (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

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

**SCHOOL** (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- ☐ Urban (city or town)  
☐ Suburban  
☒ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	19
K	29
1	26
2	16
3	21
4	29
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	140

\*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):
- |  |
|--|
| <u>14</u> % American Indian or Alaska Native         |
| <u>0</u> % Asian                                     |
| <u>0</u> % Black or African American                 |
| <u>3.6</u> % Hispanic or Latino                      |
| <u>0</u> % Native Hawaiian or Other Pacific Islander |
| <u>0</u> % White                                     |
| <u>82.4</u> % Two or more races                      |
| <b>100 % Total</b>                                   |

(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 2021 - 2022 school year: 15%

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, 2021 until the end of the 2021-2022 school year	20
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	8
(3) Total of all transferred students [sum of rows (1) and (2)]	28
(4) Total number of students in the school as of October 1, 2021	186
(5) Total transferred students in row (3) divided by total students in row (4)	0.15
(6) Amount in row (5) multiplied by 100	15

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

The non-English speaking students are Spanish speaking.

English Language Learners (ELL) in the school: 1 %  
2 Total number ELL

7. Students eligible for free/reduced-priced meals: 22 %

Total number students who qualify: 31

8. Students receiving special education services with an IEP: 25 %  
Total number of students served 35

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>2</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>3</u> Other Health Impaired
<u>2</u> Developmental Delay	<u>5</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>23</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. Students receiving special education services with a 504: 0 %  
Total number of students served: 0

10. Number of years the principal has been in the position at this school: 1

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	9
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	3
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.	2

12. 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 16:1

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	96%	97%	97%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

14. **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 2022.

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%

15. 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.

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

Prepare and empower students for the future.

17. Provide a URL link to the school's nondiscrimination policy.

<https://richardton-taylor.k12.nd.us>

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

## **PART III – SCHOOL OVERVIEW**

---

The Taylor-Richardton Elementary School is in the southwest region of North Dakota on the eastern side of Stark County. Due to the impact of increase oil activity in North Dakota over the past 10 years, we have a diverse economic population of students and families. Even though the oil activity has slowed in recent years, we have not seen a drastic decrease in enrollment. Our population is made up of rural families from the farm, ranch, and small community towns. Parents within our school district work both within our attendance area and in other neighboring towns/cities.

With an increase in mobility and student population growth, we have also seen an increase in our special education population over the past several years. The Taylor-Richardton Elementary School has increased special education instructional and paraprofessional staff to fully service this population and to meet the increased needs of our students and their families. Roughly nineteen percent (19%) of our students have open-enrolled from neighboring districts to participate in the excellent educational opportunities provided by our school with our experienced staff teaching both core academic areas and elective classes.

At the Taylor-Richardton Elementary School 22% of our student body qualifies for the Free and Reduced meals. Our food service program strives in providing quality breakfast, lunch, and snacks while meeting federal food mandates. Food service personnel participate in continuing education and work diligently in providing quality meals according to student choice through a student-meal survey.

Our instructional staff goes above and beyond their teaching duties in providing quality education through tutoring and homework assistance before and after school and during opportunity time. We have one special education instructor, 1.5 Title I instructors, 1 counselor, and 8 classroom instructors.

The Taylor-Richardton Elementary School staff are highly qualified in their teaching assignments. Taylor-Richardton Elementary School staff members are provided opportunities to participate in professional development within our district and throughout the state. Our faculty and staff attend seminars, conferences, and advanced classes in many degree-seeking programs that lead to advanced degrees. Instructional teams represented by teachers and administrators develop and implement professional development that aligns with both instructor and student learning needs. Instructors participate in continuing education and professional development to further gain technology skills, teaching skills, student learning accommodations, student data review, curriculum adjustments, collaboration regarding student needs, evaluation, and social-emotional needs of our students and their families.

Instructors have the option to obtain graduate level credits through the University of North Dakota by participating in school-offered professional development. Both instructors and support staff annually participate in state mandated professional development for bullying, mental health, and suicide training.

The Taylor-Richardton Elementary School target students' individually through differentiation, splitting up learning groups, and instruction based on student learning and progressed skills. We utilize quarterly assessments to measure student progress and re-teach as needed on individual basis. We incorporate classroom instruction, Title I instruction, and special education instruction. Emotionally we provide instruction through the classroom instructors and during counselor classroom lessons which are scheduled on a weekly basis. Our staff participates in continual resilience training that is taught in the classroom by our district instructors. Physically, our students participate in physical education, daily recess, and classroom brain breaks. We are proactive and reactive in teaching social skills in the classroom and throughout the school. We practice the social skills and complete follow-up visits with individual students.

The Taylor-Richardton Elementary School focuses on mastery learning through standard-based grading. Instructors utilize student assessment data to adjust curriculum in meeting student learning needs and coordinate differentiation learning for each students' learning needs. Classroom instructors focus on designing engaging lessons to include students in their learning process. The faculty, staff, and administration collaborate to make informed decisions based on the needs of the students, and we set high



expectations for the students in the classroom and create expectations for all students to be reached throughout the school.

## **PART IV – CURRICULUM AND INSTRUCTION**

---

### **1. Core Curriculum, Instruction, and Assessment.**

#### **1a. Reading/English language arts curriculum content, instruction, and assessment:**

The Taylor-Richardton Elementary School adapted specific priority standards pre-kindergarten through fourth grade that aligns to each grade for continuous learning and are based on the North Dakota State Standards.

The K–4 standards define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details:

- Summarize the key supporting details and ideas.
- Determine central ideas or themes of a text and analyze their development.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Craft and Structure:

- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas:

- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze how two or more texts address similar themes or topics to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity:

- Read and comprehend complex literary and informational texts independently and proficiently.

Text Types and Purposes:

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and

relevant and sufficient evidence.

- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Production, Distribution, and Range of Writing
- Produce clear and coherent writing in which the development, organization, and style are appropriate for a range of tasks, purposes, and audiences.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Research to Build and Present Knowledge
- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### Comprehension and Collaboration:

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### Presentation of Knowledge and Ideas:

- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

#### Conventions of Standard English:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### Knowledge of Language:

- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

#### Vocabulary Acquisition and Use:

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- Demonstrate understanding of word relationships and nuances in word meanings.
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering • an unknown term important to comprehension or expression.

Classroom curriculum is designed and implemented based on these priority standards and mastery learning. Standardized grading, rubrics, and assessments are created to assess student learning levels. Our district-wide reading curriculum was updated and implemented in 2021.

Our school has continual professional development for teaching strategies for both engagement learning and personal learning. These strategies include whole group instruction, small group learning, and student choice. Instructors utilize these strategies to teach curriculum and engage students. Core curriculum Reading and English Language Arts are taught throughout the morning due to research showing that students are more focused in the morning. Time is also allotted throughout the day for free reading time and reading instruction is also incorporated throughout other content areas.

The Taylor-Richardton Elementary School focuses on mastery learning and differentiation in support of student learning each standard. Our school participates in quarterly assessments that are aligned with the state assessment. Instructors analyze data, utilizing data to re-teach standards as needed, and differentiate learning with coordination of other classroom instructors, Title I instructors, special education instructors, and paraprofessionals. • Read closely to determine what the text says explicitly and to make logical inferences from it.

#### **1b. Mathematics curriculum content, instruction, and assessment:**

The Taylor-Richardton Elementary School adapted specific priority standards pre-kindergarten through fourth grade that aligns to each grade for continuous learning and are based on the North Dakota State Standards. In all grades, it is vital to embed the Standards for Mathematical Practice in all instruction.

In kindergarten, Instructional time should focus on the following critical area: Using numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations such as  $5 + 2 = 7$  and  $7 - 2 = 5$ .

In Grade 1, instructional time should focus on three critical areas: Developing strategies for adding and subtracting whole numbers based on their prior work with small numbers; Developing, discussing, and using efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10; and Developing an understanding of the purposes and processes of measurement.

In Grade 2, instructional time should focus on four critical areas: Extending understanding of the base-ten system; Developing, discussing, and using efficient, accurate, and generalizable methods to compute sums and differences of whole numbers in base-ten notation, using an understanding of place value and the properties of operations; Recognizing the need for standard units of measurement; and Describing and analyzing shapes by examining their sides and angles.

In Grade 3, instructional time should focus on four critical areas: Developing understanding of multiplication and division and strategies for multiplication and division within 100; Developing understanding of fractions, especially unit fractions (fractions with numerator 1); Developing understanding of the structure of rectangular arrays and of area; and Describing and analyzing two-dimensional shapes.

In Grade 4, instructional time should focus on three critical areas: Developing understanding and fluency with multi-digit multiplication and developing understanding of dividing to find quotients involving multi-digit dividends; Developing an understanding of fraction equivalence, addition, and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; and Understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

Classroom curriculum is designed and implemented based on these priority standards and mastery learning. Standardized grading, rubrics, and assessments are created to assess student learning levels. Our Math curriculum was updated and implemented in 2022.

Math is taught in the morning, and also integrated through STEM activities in the science curriculum. • Students should be exposed to addition and subtraction equations. Student writing of equations in kindergarten is encouraged, but not required.

### **1c. Science curriculum content, instruction, and assessment:**

The Taylor-Richardton Elementary School adapted specific priority standards pre-kindergarten through fourth grade that aligns to each grade for continuous learning. In all grades, it is vital to embed the Earth and Space Science (ESS), Life Science (LS), Physical Science (PS), and Engineering & Technology (ET) in all instruction.

In Kindergarten, instructional time should focus on: Motion and Stability; Energy Performance; From Molecules to Organisms; Earth's Systems; Earth and Human Activity; and Engineering & Technology.

In Grade 1, instructional time should focus on: Waves and Their Applications in Technologies for Information; From Molecules to Organisms; Heredity; Earth's Place in the Universe; and Engineering & Technology.

In Grade 2, instructional time should focus on: Matter & Its Interactions; Ecosystems; Biological Evolution; Earth's Place in the Universe; Earth's Systems; and Engineering & Technology.

In Grade 3, instructional time should focus on: Motion & Stability; From Molecules to Organisms; Ecosystems; Heredity; Biological Evolution; Earth's Systems; Earth & Human Activity; and Engineering & Technology.

In Grade 4, instructional time should focus on: Energy; Waves and Their Applications in Technologies for Information; From Molecules to Organisms; Earth's Place in the Universe; Earth & Space Science; Earth's Systems; Earth and Human Activity; and Engineering & Technology.

Classroom curriculum is designed and implemented based on these priority standards and mastery learning. Standardized grading, rubrics, and assessments are created to assess student learning levels. Our Science curriculum was updated and will be implemented in fall 2023.

Science is generally taught in the afternoons and is integrated into general STEM planning. The Taylor-Richardton Elementary School focuses on mastery learning and differentiation in support of student learning each standard. Our school participates in quarterly assessments that are aligned with the state assessment. Instructors analyze data, utilizing data to re-teach standards as needed and differentiate learning with coordination of classroom instructors, Title I instructors, special education instructors, and paraprofessionals.

## **1d. Social studies/history/civic learning curriculum content, instruction, and assessment:**

The Taylor-Richardton Elementary School adapted specific priority standards pre-kindergarten through fourth grade that aligns to each grade for continuous learning. These standards include: Civics & Government; Economics; Geography; and History.

Classroom curriculum is designed and implemented based on these priority standards and mastery learning. Standardized grading, rubrics, and assessments are created to assess student learning levels. Our Social Studies curriculum contains a strong focus on cultural awareness and utilizes multicultural literature, art, and history to develop cultural competence. Students participate in service projects and interact with the community to develop an understanding of civic duty. Social studies is generally taught in the afternoons.

The Taylor-Richardton Elementary School focuses on mastery learning and differentiation in support of student learning each standard. Our district participates in quarterly assessments that are aligned with the state assessment. Instructors analyze data, utilizing data to re-teach standards as needed and differentiate learning with coordination of classroom instructors, Title I instructors, special education instructors, and paraprofessionals.

### **1e. For schools that serve grades 7-12:**

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

The Taylor-Richardton Elementary School pre-school serves students half days, four days per week. Students participating in this early learning program develop social-emotional, critical thinking, gross and fine motor skills through a play-based creative environment. The program is designed to support students in transition to kindergarten and the curriculum is aligned to the kindergarten academic standards, containing language and literacy, math and number sense, social studies, science, and music and movement. Our kindergarten instructors have indicated how well-prepared students are who have participated in our pre-school program.

## **2. Other Curriculum Areas:**

### **2a. Arts (visual and/or performing)**

Art is essential to a well-rounded education and fosters student engagement. Visual Art is provided by classroom teachers and when applicable a visual arts instructor pre-kindergarten through fourth grade. Art is provided weekly pre-kindergarten through fourth grade. Music is provided daily through the music education department kindergarten through fourth grade. Students learn music theory and vocal kindergarten through fourth grade.

### **2b. Physical education/health/nutrition**

At the Taylor-Richardton Elementary School, students are taught that a healthy body supports a healthy brain. Physical education is provided daily by a physical education instructor pre-kindergarten through fourth grade. Health, wellness, and nutrition topics are included.

The standards were written to provide physical education teachers and school districts with a guide for re-thinking and re-defining physical education for the future. This new view of physical education places a greater emphasis on encouraging students to regularly engage in physical activity. Quality physical education programs consistent with this view are evolving to provide a more comprehensive lifestyle management approach, encouraging improved physical fitness and dietary habits, and providing assessment using the latest technology (NASPE, 2004; Mandigo et al, 2012).

The recommendation for Elementary PE is 150 minutes/week by SHAPE America.

#### Physical Education – Grade K

Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.

Standard 2: Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4: Exhibits responsible personal and social behavior that respects self and others.

Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

#### Physical Education – Grade 1

Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.

Standard 2: Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4: Exhibits responsible personal and social behavior that respects self and others' social activity and fitness.

Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

#### Physical Education – Grade 2

Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.

Standard 2: Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4: Exhibits responsible personal and social behavior that respects self and others.

Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

#### Physical Education – Grade 3

Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.

Standard 2: Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of

physical activity and fitness.

Standard 4: Exhibits responsible personal and social behavior that respects self and others' social activity and fitness.

Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

#### Physical Education – Grade 4

Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.

Standard 2: Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4: Exhibits responsible personal and social behavior that respects self and others' social activity and fitness.

Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

#### **2c. Foreign language(s), if offered (if not offered, leave blank)**

#### **2d. Technology/library/media**

Students learn technology through the computer lab and practice throughout the day through assignments pre-kindergarten through fourth grade. All students have access to one-to-one devices, and they learn technology skills throughout daily learning with their individual computers.

#### **2e. Any other interesting or innovative curriculum programs you would like to share**

The Taylor-Richardton Elementary School is a very rural school in Western North Dakota. To expand student experiences, students are taken on field trips outside the community multiple times per year. These field trips are designed to support the curriculum, instruction, and improve social, cultural, and historical awareness of what North Dakota has to offer our students. Guest presenters are often invited on campus to bring additional experiences to the classroom.

### **3. Academic Supports**

#### **3a. Students performing below grade level:**

The Taylor-Richardton Elementary School utilizes summative and formative assessment data to review student progress. We have had student achievement gaps of 10% or more between test scores of all students. Instructors with students that perform below grade level provide one-on-one teaching, small group instruction, opportunity time to monitor progress. Instructors will implement a variety of strategies to interventions students and coordinate with Title I services. Multiple interventions are provided for six to eight weeks and documented before beginning the special education process.

.

#### **3b. Students performing above grade level:**



The instruction and learning is enhanced within the classroom for students performing above grade level. Students are challenged according to their learning level through personalized learning activities and STEM activities in all grades PreK through grade 4. At the Taylor-Richardton Elementary School, we have committed time and funding to train our faculty and staff on personalized learning. Many of our instructors and our principal have attended the Innovations Academy sponsored by NDCEL, and the Personalized Learning Institute at Northern Cass Schools to learn how to adapt our educational environment to meet the needs of our students who need to be challenged more through personalized learning opportunities. Engagement activities, assessment alternatives, and opportunities for students to share their voice and choice in their education have greatly addressed the needs of our students who are excelling in the mastery of their educational material.

**3c. Students with disabilities:**

The Taylor-Richardton Elementary School focuses on inclusion in the classroom for special education students. Classroom instructors and special education professionals coordinate and provide accommodations to meet the needs of our students as outlined on their individual education plan (IEP).

**3d. English Language Learners:**

The Taylor-Richardton Elementary School contracts English Learning (EL) services through West River Student Services out of Dickinson, ND. EL specialists provide our school with assessment information and accommodations required to meet student learning needs. Our school provides accommodations recommended in supporting student learning and coordinate continued EL services for continued support.

**3e. Other populations, if a special program or intervention is offered:**

## **PART V – SCHOOL CLIMATE AND CULTURE**

---

### **1. Engaging Students:**

Instructors engage students through personalized-learning strategies. Students are often working cooperatively on projects or to solve real-life problems. Students are given the opportunity to choose what type of assessment (project, report, video, demonstration, etc.) they complete to demonstrate mastery of the material. Instructors work closely with student to challenge and stretch students by having them explore additional opportunities to demonstrate their mastery and to choose assessments that are unique to their personal likes and interests.

Throughout the year, we engage students with events like Reading Month, Fun Fridays with learning games, and cultural celebrations. Students are encouraged to be accountable for their learning, to take ownership of their educational path, to set learning goals, and to identify steps to achieve those goals.

There is a large focus on social-emotional learning (SEL) and mental wellbeing in our school. Social skills are modeled and practiced throughout every aspect of the school day. Instructors and staff can recognize students throughout the week for displaying positive behavior, leadership, kindness, or overall improvement in social skills. Recognized students are called to the office on Fridays for a visit with the principal and a treat. Each quarter, students who have completed all their work and have exhibited positive behavior are able to participate in a celebration.

### **2. Engaging Families and Community:**

The Taylor-Richardton Elementary School understands that students are most successful when their parents are active and involved in their education. Family members are frequently invited into the school for events like Pastries with Parents, Grandparents Day, holiday celebrations, STEM activities, and musical performances. Annually, a Title I fun night is held. Parents are invited to the school to participate in learning activities with their children. Parents and community members assist with athletics and other cocurricular and extracurricular activities.

A high percentage of parents participate in our student-lead Parent-Teacher Conferences held twice per year.

Our community actively supports our students for their benefit. Businesses throughout the community contribute to the Backpack program, which provides lower income children a backpack filled with food items each Friday to help provide meals during the weekend.

### **3. Creating Professional Culture:**

The Taylor-Richardton Elementary School professional development focused on mental health, resilience, and emotional levels in support of personal growth and school culture. We engage in potlucks and special events to foster positive relationships. We have staff meetings that include teacher opinions and/or ideas. Teachers are also on leadership teams that drive decision-making for our school to improve student learning and school culture. The instructor survey team provides staff culture surveys and discusses improvement strategies to improve school culture. Administration gives feedback, input, and direction for instructor leadership teams as needed.

Our Professional Development (PD) schedule is made up of instructors, counselors, and administrators that share ideas through committee work to develop the yearly PD schedule. PD topics are aligned with our schools needs to address more Social-Emotional Learning (SEL) and Identification in our students, faculty, staff, and parents; Personalized Learning opportunities; Improved and Increased use of technology in the classroom; Effective Lesson Plan design and implementation; STEM activities and engagement; Progress Monitoring; Mental Health Awareness and taking care of yourself in and out of the classroom.

### **4. School Leadership:**

The Taylor-Richardton Elementary School principal guides and assists with priority standards, curriculum alignment, and professional development for engagement strategies. Our principal adapts and changes to meet instructor and student needs. Our principal ensures policies and procedures through communication and building relationships with all faculty, staff, and community members. Our principal adjusts support and interventions based on instructor and student needs. Our principal searches out professional development that meet instructor and student needs and implement in yearly professional development. Our principal works closely and collaboratively with instructors, support staff, and district administrators to develop and implement effective professional development (PD) to meet the needs of our school. This PD is monitored at the building level, and intervention is made one-on-one with the instructors. The open communication and close relationships with instructors greatly enhance the effectiveness of the PD opportunities and student success. Collaboration, communication, and relationships are the driving forces that ensure student success and engagement at Taylor-Richardton Elementary School.

## **5. Culturally Responsive Teaching and Learning:**

Cultural awareness and respect for others is a goal that we have for each person for each day. We practice kindness towards each other and when students fall short of that, it is addressed by classroom instructors, counselor, and administration in an effective manner. We also follow-up with students regarding the issues at hand. We use positive reinforcement for positive behavior towards others. We openly answer questions and address any issues students and their families may have regarding the culture in the school, in our community, and in the local and national news. Several discussions and “teachable moments” occur throughout the school day as students and families grow together and share their ideas and experiences. We embrace diversity and seek opportunities for students and their families to share their culture through classroom discussions, homework assignments, and parent/grandparent visits and/or presentations in the classrooms.

Our school not only focuses on academic success, but it also provides character building skills by emphasizing the five core values the students and staff are expected to adhere to: Accountability, Integrity, Growth, Teamwork, and Honesty. Our core values are posted throughout the building, shared on the school website, and taught in each class both by the classroom instructors and by our counselor. Instructors seamlessly incorporate these values in their lessons, activities, and discussions. To effectively meet the needs of our school and community, these core values cannot be delivered in a “canned or prescribed manner.” They have to be modeled, celebrated, openly discussed, and share with students, families, and the community.

## **PART VI - STRATEGY FOR EXCELLENCE**

---

The most instrumental strategy that the Taylor-Richardton Elementary School has employed is engagement. Professional development has taken place over a 3-year period to include engagement as a practice in our teaching strategies and activities. Our instructors engage in student learning and provide a sincerity through communication with students, faculty, staff, and parents. Our instructors design and implement engagement strategies while teaching the curriculum. Some of these strategies include small groups, interactive learning, personal choice, menu-style learning, hands-on lab learning, and including students in their learning through data review. With increased engagement strategies our district is improving student learning and decreasing negative student behavioral incidents. Our school engages family participation through family activities with Title, STEM, Parent-Teacher Conferences, extra-curricular, cocurricular, and community activities.

Student engagement strategies and personalized learning opportunities have been improved through our faculty and staff attending the Innovations Academy and the Personalized Learning Institute. Instructors can learn and implement new and exciting engagement strategies that allow students the opportunity to take more ownership in their education chose how they will demonstrate mastery of the content material.

Starting in the 2020-2021 school year, our faculty and staff participated in many hours of PD directed to improving engagement, personalized learning, and differentiated instruction – all directed to increased student engagement. The PD included:

Presentations by our principal sharing ideas and discussions on how to effectively improve student engagement.

Review of the student engagement survey and data analysis of responses to develop new activities and lessons to improve student engagement.

Teacher-led discussions and small group discussions on developing student engagement strategies.

Development of student engagement strategies in reading, writing, and classroom activities.

During the 2021-2022 school year, our faculty and staff participated eight (8) hours of PD specifically designed to improve and enhance our instructors' ability to identify and differentiate instructional strategies to improve student engagement. Instructors were able to research, develop, practice, and provide feedback on lessons learned and activities developed to improve student engagement through improved differentiated instruction and engagement.

During the 2022-2023 school year, our faculty and staff participated in fifteen (15) hours of PD related to deeper learning and engagement, differentiated learning and deeper learning, and improved student engagement. Our team developed and reviewed lessons on deeper learning and engagement. We were able to observe engagement through classroom observations, and we participated in some great discussions on personalized learning and engagement before attending the personalized learning institute at Northern Cass School in Hunter, ND. This commitment by our faculty, staff, and administration to promote, support, and fund opportunities to improve student engagement will provide an excellent foundation for sustainable engagement strategies and improved student success.