

***U.S. Department of Education***  
***2022 National Blue Ribbon Schools Program***

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[X] Public or [ ] Non-public

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

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

Official School Name Linton Public School  
(As it should appear in the official records)

School Mailing Address 101 NE 3rd Street  
(If address is P.O. Box, also include street address.)

City Linton State ND Zip Code+4 (9 digits total) 58552-0001

County Emmons

Telephone (701) 254-4717 Fax (701) 254-4313

Web site/URL https://www.linton.k12.nd.us E-mail michael.schirado@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\* Mr. Rick Diegel E-mail rick.diegel@k12.nd.us  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Linton Public School District Tel. (701) 254-4717

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 Mr. Arnold Vetter  
(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, leave blank.*

## **PART I – ELIGIBILITY CERTIFICATION**

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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 2021 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 2016 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: 2017, 2018, 2019, 2020 or 2021.
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

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Data should be provided for the current school year (2021-2022) 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):
- 0 Elementary schools (includes K-8)
  - 0 Middle/Junior high schools
  - 0 High schools
  - 1 K-12 schools
- 1 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, 2021 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 Males	# of Females	Grade Total
PreK	8	11	19
K	7	10	17
1	7	12	19
2	6	9	15
3	4	4	8
4	5	10	15
5	13	8	21
6	10	1	11
7	11	9	20
8	9	8	17
9	7	8	15
10	10	11	21
11	16	12	28
12 or higher	5	10	15
<b>Total Students</b>	118	123	241

\*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):
- 0.3 % American Indian or Alaska Native
  - 0 % Asian
  - 0.6 % Black or African American
  - 0 % Hispanic or Latino
  - 0.4 % Native Hawaiian or Other Pacific Islander
  - 98.7 % 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 2020 - 2021 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.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year	2
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	2
(4) Total number of students in the school as of October 1, 2020	253
(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. Specify each non-English language represented in the school (separate languages by commas):  
English is currently the only language spoken by students and represented at the Linton School District.

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

7. Students eligible for free/reduced-priced meals: 15 %

Total number students who qualify: 37

8. Students receiving special education services with an IEP or 504: 7 %  
18 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. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- |                                  |  |
|----------------------------------|--|
| <u>1</u> Autism                  | <u>0</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>4</u> Other Health Impaired                 |
| <u>3</u> Developmental Delay     | <u>8</u> Specific Learning Disability          |
| <u>2</u> Emotional Disturbance   | <u>0</u> Speech or Language Impairment         |
| <u>1</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: 6
10. 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.

	<b>Number of Staff</b>
Administrators	3
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	20
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	5
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 12:1

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

<b>Required Information</b>	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	96%	97%	96%	97%	97%
High school graduation rate	100%	100%	96%	90%	85%

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 2021.

<b>Post-Secondary Status</b>	
Graduating class size	31
Enrolled in a 4-year college or university	32%
Enrolled in a community college	45%
Enrolled in career/technical training program	3%
Found employment	13%
Joined the military or other public service	0%
Other	7%

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.

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

Linton Public School will empower students to be motivated, life-long learners, and productive citizens. Linton Public School creates a pathway to assist students in achieving their educational and personal goals leading to a fulfilling future within the greater community. Linton Public School's Mission Statement for our students is stated in the 5 pillars of our Profile of a Graduate: Critical Thinking- Be creative problem solvers; Citizenship- Grow into empathetic, respectful students; Responsibility- Show accountability for their actions; Collaboration- Work together to accomplish shared goals; and Resiliency- Adapt and persevere through challenges.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

The Linton Public School Nondiscrimination Policy can be found on pages 27 and 28 of our student handbook.

[https://core-docs.s3.amazonaws.com/documents/asset/uploaded\\_file/1611520/Student\\_Handbook\\_2021-2022.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1611520/Student_Handbook_2021-2022.pdf)

17. **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**

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Linton Public School is a small rural school with an enrollment of 244 students in grades PK-12. We are located in the southcentral area of North Dakota just east of the Missouri River in Emmons County. Linton's population of approximately 1,000 people consists mainly of farmers, ranchers, small business owners, and citizens that work both within our town and other neighboring communities. The city of Linton's population is 97% Caucasian, so there is a lack of diversity in the community and the school system. Our student body enrollment mirrors our community's racial demographics as 98% of the students are Caucasian. Our students are involved in many of our extra-curricular, co-curricular, and community organizations, ranging from Family Career and Community Leaders of America (FCCLA), Future Business Leaders of America (FBLA), Technology Student Association (TSA), E-sports, drama, speech, band, choir, basketball, football, wrestling, track, volleyball, 4-H, and church youth groups.

Linton Public School has a mostly veteran highly qualified staff that is committed to educational excellence for our students. Our staff has worked hard to implement several initiatives to help foster student growth, starting with our district's commitment to the Professional Learning Community process. This means of operation has allowed our staff to meet in grade level and subject level groups to develop our curriculum maps, create common assessments, review data, and implement intervention strategies on a student needs basis. This process has paved the way for our 2022 rollout of grades PK-5 standards-based report cards.

Linton Public School has been a school-wide title district starting at the beginning of the 2021-22 school year. This change has allowed our school to build on the strength of our K-8 title program. We now have in place a full-time grades 9-12 interventionist that meets the needs of our Multi-tiered Systems of Support (MTSS) Tier 2 high school students. Interventions that are in place for our K-8 students are leveled reading groups during 90-minute reading block, alternate curriculum offerings for grades 6-8 English and Literature courses, along with individualized custom plans for students based on NWEA, state assessment, and AimsWeb data.

In addition, starting in 2018, we implemented a 26-minute period each day called Pride Time. This time serves several purposes that have helped build up our culture. First, it has allowed for our school to pair students with an adult advocate. Each Wednesday during Pride Time, staff and students work on resiliency activities that include anti-bullying, empathy, relationship building, and suicide prevention lessons. Second, Monday, Tuesday, and Thursday serve as academic intervention days. Students are held accountable for their academic standing and teachers have scheduled time to provide interventions or reteach lessons as needed. Third, each Friday is our relationship building day. Staff and students engage in fun activities that allow for relationships with peers and staff to deepen. Our school has also fully embraced the MTSS Behavior model starting in 2018. This process has helped our school tremendously. The first level of MTSS speaks of universal measures that all staff implement in their classrooms to help provide the best learning environment. Our work will never end in this area, but we are proud of our accomplishments thus far.

Using the North Dakota Choice Ready Plan as guidance, we have been working to promote the development of 21st Century Skills within our students by having each Pride Time group develop a 21st Century Skills project. Each group develops and presents a project to the school based on the North Dakota 4 C's Rubric. We provide feedback to each student on the project utilizing the rubric. Students are given total freedom to develop the project helping foster their creativity. In 2017-18 Linton High School invested in a new and unique education opportunity for our students. We developed a high school radio station for our students, which was the first high school program in North Dakota at the time. Our program has continued to grow to the point where we are starting television production for our students through a partnership with our local cable provider in the fall of 2022. This innovative program is run in a business format, teaching students real world skills.



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

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

#### **1a. Overall approach, which may include overarching philosophy or approaches common across subject areas:**

Linton Public School views curriculum and instruction under the umbrella of the professional learning community (PLC) process. We collaboratively work to answer the following essential questions: What do we want all students to know and be able to do? How will we know if they learn it? How will we respond when some students do not learn? How will we extend the learning for students who are already proficient?

By operating as a PLC we work towards standards mastery through formative assessments, reteaching, interventions, and enrichments to push our students forward.

Linton Public School is currently in the process of fully implementing standards-based grading in grades K-5 and standards-referenced grading for grades 6-12.

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

Through the PLC process, grades K-12 has vertically aligned our district's English Language Arts curriculum to North Dakota state standards. This work is helping us develop our standards-based grading practices and assessments for grades K-5. Like all other subject areas, our professional learning communities meet regularly and are continuing implementation of standards-referenced grading for grades 6-12. We have integrated the standards-aligned and research-based Wonders program and Sonday System for grades K-5. These programs allow our students to develop a strong phonetic foundation to ensure students achieve success in their reading and writing skills. In addition to regular curriculum assessments, an understanding of our students' knowledge base is acquired through a variety of procedures. Each class uses the Aimsweb progress monitoring tool, fluency checks, and summative and formative assessments to observe achievement, note areas of need, and to determine students requiring more intensive instruction, which is provided through our MTSS meetings.

Through the use of paraprofessionals and our title department, we approach our K-8 ELA curriculum with differentiated instruction as well as a tiered instructional process. Students are in leveled reading programs through grade 8.

High school students are able to take English 9, 10, 11, 12, College Composition 110/120, College Speech, as well as Media Journalism. Students taking media journalism are responsible for the creation and development of our new school newspaper. We have recently invested in more professional development for our secondary staff and are in the process of implementing universal reading and writing interventions for grades 9-12 across all curriculums.

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

Through the implementation of K-8 enVision Math, our students have been challenged to approach math through a problem-solvers lens. enVision uses problem-based learning and a visual combination to gain a deeper understanding of math concepts. These strategies have equipped our students to excel through complex multi-step problems. During the 2016-17 school year our staff reviewed math data to find gaps in math concepts that our students were missing. Throughout that process Linton Elementary embedded incremental and continuous review of previously taught standards to guarantee fluency and reinforcement of priority standard concepts that is still effective today.

Our high school math programs have improved dramatically through innovative technology integration. Not only do students utilize more online resources and tools, but they are also equipped with a 1:1 device utilizing a mixture of platforms to enhance their learning and engagement. High school students can select

from the following courses, Algebra 1, Algebra 2, Geometry, General Math, Consumer Math, Trigonometry, Calculus, and College Algebra.

Through the process of developing our curriculum to align with standards-based grading, we are continually improving our summative assessments to measure standard mastery. Grades K-12 have been working to vertically align our district's math curriculum to North Dakota state standards. Our professional learning communities meet regularly and are continuing implementation of standards referenced grading for grades 6-12.

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

Our Linton Public School science curriculum has provided our students with accurate, standard-based content designed to create scientifically literate citizens. Students learn through rich, readable content, integrated technology, strong visual connections, and hands-on activities. Grades K-12 have been working to vertically align our district's science curriculum to North Dakota state standards. Our professional learning communities meet regularly and are continuing implementation of standards referenced grading for grades 6-12.

We also provide North Dakota science standards aligned STEM activities for our grades K-5 on a weekly rotation. Not only do these hands-on activities help with the mastery of standards for our students, they peak their curiosity and strengthen engagement. Each year our elementary and middle school students participate in the local science fair with the opportunity to qualify to the state competition, and ultimately a national competition.

High school course offerings include physical science, biology, chemistry, physics, earth science, and anatomy/physiology on our campus. If students are looking to explore a medical career path, they can take microbiology for dual credit. In the past our students have competed in a regional science competition, and we are looking to expand participating in the North Dakota state science olympiad for the 2022-23 school year. As we continue to improve our science curriculum, we are proud that our science ACT scores have consistently been .5 to 1 point higher than the state average for the past 5 years.

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

Grades K-12 have been working to vertically align our district's social studies curriculum to North Dakota state standards. Our professional learning communities meet regularly and are continuing implementation of standards referenced grading for grades 6-12. Elementary students are presented with standards aligned lessons on civics, government, geography, history, and economics. Students engage in project-based activities such as building ecosystem models, participating in a historical wax museum for the public, and performing in a yearly skit featuring our Presidents and their First Ladies for parents. High school course offerings include geography, North Dakota history, U.S. history, world history, government, and economics. Each year our high school seniors learn civic skills by participating in community involvement activities such as cleaning up litter along our area highway. Students engage in field trips to our state capitol and heritage center for hands on activities. Our district also uses virtual reality goggle technology to allow our students to take virtual field trips to enhance learning and engagement.

#### **1f. For secondary schools:**

All students in grades 9-12 at Linton high school develop a 4-year rolling plan, selecting courses and a graduation pathway that is unique to their own interests and abilities. During this process, staff collaborate with each student to develop their individual plan. Students are able to take the following dual credit courses while attending high school: College Composition 110/120, College Algebra, College Psychology, College Sociology, Medical Terminology, Microbiology and College Speech. One of the great strengths our district offers as a rural school, is our strong Career and Technical Education (CTE) course offerings on and off campus. We offer a full selection of Business, Family and Consumer Science, Technology, and Radio/TV Production courses on our campus. Students are also able to take Agriculture, Health Care, Information Technology, Aviation, Marketing, and STEM courses online.

We also work with local employers each year to provide high school credits through a 75-hour workplace experience program. Currently we have students placed in the following career areas: heating and air, healthcare, education, daycare, agriculture, and auto care.

Throughout high school, students chart their North Dakota Choice Ready status, helping guide them to be college, career, or military ready post-graduation.

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

Linton Public School is proud to offer preschool to our 3-and 4-year-old population. We have recently moved our preschool setting to be placed within our K-12 building to enhance vertical alignment of standards and social skills. Of our eleven-district special education unit, our schoolhouses the only preschool teacher holding an MEd in Early Childhood Special Education. Her expertise in the birth to preK development allows early interventions for our identified 3-year-olds and an inclusive learning environment for our 4-year olds. Our preK population uses an inquiry based and hands on learning approach to develop and teach foundational skills. The preK North Dakota state standards taught to our students are perception, gross motor skills, fine motor skills, health, safety, and nutrition. These standards are taught through in intertwining of academic skills such as math, reading, phonics and spelling.

We have found that our preK students are entering kindergarten ready to establish reading skills early in the kindergarten year.

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

Linton Public School provides multiple opportunities in noncore curriculum for students at all grade levels to participate in. We feature a strong physical education program for grade K-12. Our K-9 students take required physical education courses that are aligned to the North Dakota P.E. standards. Grades 10-12 are able to participate in health, weights, lifetime fitness, or general P.E. as elective options.

Our district has also invested greatly in the accessibility of technology for our students. Our K-8 students have access to a new technology/media center featuring a Lego wall, Makey Makeys, and Ozobots. Elementary students also participate in STEM courses aligned to North Dakota state science standards in this area of the school on a weekly rotation.

PK-12 students take art courses with it being offered as an elective to grades 9-12. Linton High School features strong drama and speech programs offered as co-curricular activities.

Students in grades 9-12 can select either Spanish or American Sign Language as foreign language electives. Starting in the fall of 2022, we have scheduled a semester long course of Spanish for our grade 7 and 8 students to start the developmental process earlier.

Students in grades K-8 also receive character building courses weekly from our school counselor using Second Step as a curriculum guide. Grades 9-12 are taught resiliency and character lessons through the Habitudes curriculum each Wednesday during our 26-minute Pride Time block. Students in grades 7 and 8 have a four-quarter rotation of technology, business, family and consumer science, and careers courses. These offerings help guide student choice as they are able to select electives in high school.

### **3. Academic Supports**

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

Linton Public School believes in the success of every student and works hard to meet the needs of each student where they are at on their educational journey. As a school-wide title district, Linton Public School utilizes our title department to provide Tier 2 interventions to students that perform below grade level. Prior to Tier 2 interventions, our staff implements Tier 1 interventions such as, research-based strategies,

differentiated instructional strategies, and giving frequent and meaningful feedback.

Progress monitoring occurs with all students using NWEA data, PowerSchool grades, teacher feedback, and Aimsweb data for grade K-8. Once students are identified and need interventions, we provide those interventions through our title services. To meet the needs of non-proficient reading students, we have separate reading classes through the eighth grade based on leveled readers. Our readers are supported through research-based practices such as Sonday System, Read Naturally, Lexia, Wonders, Reading A-Z running record and fluency passages, and IXL. Our elementary students are also leveled according to reading fluency and work at their level each day during our 90-minute reading block. Our after-school program is also designed for homework support and remediation of practiced classroom skills.

The Linton High School now has a full-time Tier 2 interventionist that provides academic supports for students. Students are identified in grades 9-12 based on NWEA, North Dakota State Assessment, PowerSchool data, and staff input. They are placed with our interventionist during their study hall and all students have access to the interventionist for a 30-minute block each afternoon from 1:15-1:45 to receive assistance with assignment completion or additional supports. The addition of IXL to our district as an intervent for ELA, math, science, and social studies has been extremely beneficial for all students in grades K-12.

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

As of the 2021-22 school year, Linton Elementary has successfully transitioned to a standards-based report card. Through this process we have developed and are continuing to develop enrichment activities for students scoring above proficiency on state standards. Our staff is currently using the differentiated instruction model to level students, meeting their needs based on there current mastery of standards. We use the PLC process to answer the essential question of: What do we do for students if they already know it? Currently teachers challenge students with higher order thinking projects or questions, and we also have students serve as peer tutors. Our high school utilizes our co-curricular organizations such as FCCLA, FBLA, student council, and National Honor Society to provide higher level culturally responsive activities for students that perform above grade level.

We are exploring the addition of a Genius Hour, Passion Projects, and exploratory learning for the 2022-23 school year to improve in this area.

### **3c. Special education:**

Linton Public School employs two full-time special education teachers that receive paraprofessional support. Our current caseload of 18 students is divided up based on the strengths of each teacher and the needs of the students. Each student receives instruction and supports based on their IEP. Over the course of three years our special education department has worked to transition from a work completion model to an intervention based and skill replacement approach. We have seen academic, social, and behavior gains in our students at much higher rates because of this instructional shift. A key intervention for our younger population of special education students has been the utilization of the Orton-Gillingham approach. This focuses our efforts on instilling a phonetic foundation for our early and struggling readers. This approach focuses on a direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy, writing, and spelling. These foundational strategies have been instrumental in the growth and maintainment of student success in our struggling learners.

### **3d. English Language Learners, if a special program or intervention is offered:**

Linton Public School has no English Language Learners. In the event that a student with this need comes to our district, we have contracted serviced with our REA to meet the needs of ELL students.

### **3e. Other populations (e.g., migrant, homeless), if a special program or intervention is offered:**

Linton Public School has no homeless or migrant learners. In the event that a student with this need comes to our district, we have a designated liason to assist with providing services to these students.

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

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

Developing a welcoming and safe school culture starts with relationships. Linton Public School continually works to provide strategies to help enhance relationship building to all within our school. Over the past 6 years at Linton Public School, we have provided multiple professional development opportunities to our district in an effort to improve our climate and culture. These opportunities include full-day workshops from Top 20 training, as well as Dave Weber and John Perricone twice each. The overwhelming message to staff and students is to learn about each other, show respect, and build relationships.

In addition, starting in 2018, Linton Public School has implemented a 26-minute period each day called Pride Time. This time serves several purposes that have helped build up our culture. First, it has allowed for our school to pair students with an adult advocate. Each Wednesday during Pride Time, staff and students work on resiliency activities that range from anti-bullying, empathy, to suicide prevention lessons. Second, Monday, Tuesday, and Thursday serve as academic intervention days. Students are held accountable for their academic standing and teachers have scheduled time to provide interventions or reteach lessons as needed. Third, each Friday is our relationship building day. Staff and students engage in fun activities that allow for relationships with peers and staff to deepen.

Our school has also fully embraced the MTSS Behavior model starting in 2018. This process has helped our school tremendously. The first level of MTSS speaks of universal measures that all staff implement in their classrooms to help provide the best learning environment. It starts with relationship building strategies. Our work will never end in this area, but we are proud of our accomplishments thus far.

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

Communication between school and home is the backbone of student success at Linton Public School through a plethora of methods including parent/teacher communication folders, monthly newsletter, conferences, Apage alert system, semester report cards, schoolwide parent memos, and daily announcements through the Linton High School Radio Station.

In order to engage families and the community Linton Public School utilizes our newly revamped website and live feed to distribute relevant and current content weekly to parents and community members. This avenue also allows us to celebrate student successes both academically and athletically to a larger viewing audience. This practice has been widely accepted by the parents, teachers, and the community. Our school also has a strong presence on social media utilizing Facebook, Twitter, and Instagram for communication.

We have developed a strong long-standing relationship with our local newspaper, the Emmons County Record. This partnership has also allowed our district to reach our stakeholders in a more traditional means that is appreciated by our community. Through the COVID-19 pandemic we invested in a National Federation of State High School Associations (NFHS) partnership to help broadcast all school related activities that take place in our high school gymnasium and on our football field for the public.

As a small rural community, we pride ourselves on the relationships we have built among our businesses, offering multiple opportunities for job shadowing, work study placement, and skill development. We also work closely with our local sheriff's department, public health department, and extension center to bring relevant student and staff presentations to our district.

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

In order to best provide professional development opportunities to the Linton Public School staff, it was essential to provide scheduled time to meet and show the importance of the district's investment in quality professional development. Starting in 2018-19 Linton Public School restructured our school calendar to include eight professional development days along with seven late start days to provide protected work

time for staff. It is our belief that building teacher capacity is crucial to making student and school gains.

In 2018, our administration team developed Linton Public School District Committees to promote leadership among our staff. We have created nine total committees with 3 to 5 staff members on each committee. These committees allow staff to make key decisions for our district promoting ownership, accountability, and leadership and include Cognia, Crisis, Wellness, Climate and Culture, Family Engagement and Communication, Technology, Policy/Data Review, MTSS, and Reading.

Staff are invited to join committees they feel they provide the most strength to. The committees have allowed our school to improve drastically in several areas. Staff feel empowered, which has helped our overall culture and climate. We have also made great strides in our MTSS structure, as well as improving academic performance of our students. We have worked hard to utilize the work of our Cognia School Improvement Committee to provide direction for all other committees. We believe it is important to recognize our areas of improvement and keep at it until they have improved before we shift our focus to new goals. Also starting in the 2022 school year, we have partnered with North Dakota State University to provide a leadership academy to Linton and area staff from other districts. We have 15 educators signed up to pursue a master's degree in education. These educators will complete their degree through a blended approach of online and in-person instruction here at Linton Public School. We believe this unique and empowering opportunity will help us continue to move onward and upward in the quality of staff we put in front of our students.

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

Linton Public Schools Board of Education is responsible for creating a governing body that oversees the direction of the school's overall operation and direction. The school board utilizes policies written by policy services through the North Dakota School Board Association to help guide the Superintendent and administration towards expected results, situations, and actions to be avoided. These policies also allow the administration to use reasonable interpretation to implement on various school situations.

The Superintendent of Schools acts as the board's sole liaison between the overall functioning of the district and the day-to-day operations of the school. The Superintendent has sole authority over the accountability of the staff. Formal and informal meetings are held between the Superintendent and building level principals to discuss current events, policy, and long-range planning ideas.

The Superintendent, High School Principal, and Elementary Principal make up the primary decision-making unit of the district. Communication between the administration and staff is vital. Input is collected through a variety of methods such as staff meetings, e-mail correspondence, one-on-one meetings and surveys taken at various times throughout the school year. This information is documented, and the data is aggregated to help drive the decision-making process. This process has helped create the administration's overall leadership philosophy to do as much as possible and provide enough support to the staff, so that it will help eliminate outside distraction and allow more time for staff to focus on student learning outcomes.

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

With a school and community population that is lacking in diversity, we feel it is essential to expose our student body to cultural awareness. We have put a greater focus on culturally responsive teaching by choosing Citizenship as one of our 5 pillars to the Linton Public School Profile of a Graduate. By adding this focus to our school's mission, we have started a strategic process of reviewing our curriculum and ensuring we help our students develop holistically. For example, our social studies curriculum has adopted the newly developed North Dakota Native American Essential Understandings. The essential understandings are designed to help teach North Dakota students the heritage, culture, and beliefs of Native Americans. In addition, our ELA professional learning community has performed a review of the literary works used throughout our curriculum, revising them accordingly to ensure exposure to culturally relevant content.

Using the North Dakota Choice Ready Plan as guidance, we have been working to promote the development of 21st Century Skills within our students by having each Pride Time group develop a 21st Century Skills

project. Each group develops and presents a project to the school based on the North Dakota 4 C's Rubric. We provide feedback to each student on the project utilizing the rubric. Students are given total freedom to develop the project helping foster their creativity. These projects are designed to have a community service element as well.

An exciting feature of our NDSU Teacher Leadership cohort is the emphasis that will be put on diversity in education. This will serve as another way we can arm our educators with best practice strategies to impact our district on the importance of cultural awareness.



## **PART VI - STRATEGY FOR ACADEMIC SUCCESS**

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Undoubtedly, the single most important factor to our school's academic success has been becoming a school-wide title district to help us transition into the MTSS academic process. This much needed change has allowed our school to enhance the intervention strategies we use for all of our students. This was previously a weakness within our school and now is a strength. Based on academic, social/emotional, or behavioral needs we now have Tier 1,2, and 3 interventions in place to best serve our students. Based on grades, teacher and parent feedback, NWEA scores, and NDSA scores students are identified in the appropriate tier of support. We have been able to improve on our already strong K-8 Title 1 services and transition those strategies to our grades 9-12 students. Our district has increased our Title 1 staff to include a high school interventionist. This individual works with Tier 2 students during scheduled time on various skills and assignments. We are also working on implementing a high school reading and writing intervention system for the 2022-23 school year. Through frequent progress monitoring, reviewing of data, implementing research-based interventions, and continually supporting students we have been able to close the achievement gap within our student body population.