

Rolling Prairie Elementary School

Title I Schoolwide Continuous School Improvement Plan

School Improvement Plan **2018-2021**

<i>School Name</i>	<i>Rolling Prairie Elementary School</i>
<i>School Address</i>	<i>605 E Michigan, Rolling Prairie, IN</i>
<i>School Telephone Number</i>	<i>219-778-2018</i>
<i>School FAX Number</i>	<i>219-778-4911</i>
<i>School State ID Number</i>	<i>4693</i>
<i>New Prairie United School Corporation Number</i>	<i>4805</i>

Becky Bartlett , Principal
Dr. Paul White, Superintendent

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Schoolwide Planning Team Members

The following members will collaborate as needed throughout the school year to re-evaluate and/or amend the school plan to ensure that it addresses the changing academic needs of our students.

Becky Bartlett	Principal
Kelly Jarka	PL221 Co-Chair/Title I Teacher
Gabriela Post	PL221 Co-Chair/Title I Teacher
Sara Serry	1st Grade Teacher/Teachers' Assoc. Rep.
Melanie Cloonan	2nd Grade Teacher
Melissa Kuczmanski	School Counselor
Sarah Huff	ELL Coordinator
Rodney Wash	21st Century - Club Coordinator
Phil King	PTO President
Mary Jane Shkroba	Parent
Jenny Monhaut	Community Member
Jane Bachmann	Parent

New Prairie United School Corporation (NPUSC)

Rolling Prairie Elementary School (RPE)
605 E. Michigan Street Rolling Prairie, IN 46371
Telephone: (219) 778-2018

Introduction

Rolling Prairie is a small community located in the northeast corner of Kankakee Township in LaPorte County. Pioneer settlers first started arriving in this area in the early 1830's.

Rolling Prairie developed quickly because of its location. It began as a farming community and remains so today. Currently it also has several small businesses, a library, post office, fire station, several churches, and several restaurants. It is an unincorporated town, meaning it has no governing body of its own and must rely on the county government. Today the population is between 600 and 700 residents.

Rolling Prairie Elementary School (RPE) is located in the small rural community of Rolling Prairie, Indiana. Our K-5 school currently serves approximately 483 students and is a Schoolwide Title I school with a typical mobility rate of approximately 20-30%. Approximately 19% of the student population is non-white and 81% are white. Approximately 51% of our students qualify for free/reduced meals and textbook assistance. The student population includes students with learning disabilities, communication disorders, other health impairments, autism, emotional disabilities, deaf/hard of hearing, visually impaired, and English Language Learners. Approximately 17% of the students are identified and qualify for an Individualized Education Plan (IEP) and work with staff from our special education co-op in addition to participating in full inclusion classrooms at RPE. Approximately 55 of the students at RPE are language minority students. Approximately 7% of the student population are Limited English Proficient (LEP) and qualify for Individualized Learning Plans (ILPs). Rolling Prairie has made AYP and made exemplary progress since the 2009 school year and was most recently rated a B school. We are currently awaiting the most recent rating.

Rolling Prairie is one of three elementary schools in the New Prairie United School Corporation. There is also one middle school and one high school. The student population of the corporation is approximately 3,010.

VISION, MISSION, & BELIEFS

New Prairie United School Corporation's mission and vision set forth by our School Board:

MISSION

Our purpose is to ensure high levels of learning for all students.-e strive to provide the following for every student and family we serve:

1. A safe and collaborative learning environment;
2. A learning environment and school culture based on continuous improvement and implementation of best practices;
3. A guaranteed and consistent curriculum in every NPUSC school, ensuring all students develop the skills they need for academic success;
4. A well-rounded program that gives equal respect to college prep, career readiness, and all after school activities to provide student experiences that develop academic, career, and character skills for future success;
5. A school district recognized atg the regional and national level for student academic performance and career placement with an emphasis on character development throughout;
6. A career and/or college pathway plan for all NPUSC secondary students that includes resources, strategic advisement, and exploration opportunities based on interests and talents;
7. To become a model professional learning community school system.

Rolling Prairie Elementary

Rolling Prairie Elementary School will be a provider of opportunities that produces successful and responsible citizens.

Rolling Prairie Elementary Mission

The mission of Rolling Prairie Elementary School Community is to provide a safe and caring learning environment by incorporating positive life skills; promote academic success through diverse educational opportunities; and develop students' potential as lifelong learners and responsible citizens.

Rolling Prairie Elementary Beliefs

- Instruction motivates, encourages curiosity, develops interests, and fosters a positive attitude toward learning.
- The school environment is caring, comfortable, and safe.
- Responsibility for learning and behavior is shared by school and home.
- Social skills are learned through teaching, modeling, and practicing.

Reporting of Student Progress

Rolling Prairie's parents receive students' progress reports in several ways. The school corporation uses PowerSchool (grades 2-5), a web based student management system, which allows parents to monitor academic progress and attendance as needed in real time. Parents of students in fifth grade have the opportunity to access daily work and progress via Schoology, and parents of students in grades K-4 may access work and communicate with teachers via Google Classroom. A training opportunity for parent usage is available each fall and by request throughout the school year. Parents also receive 4 report card notices and 4 mid-term notices. In addition, parent reports may include but not be limited to NWEA, Exact Path, Lexia, Xtra Math, etc. School wide Parent/Teacher conferences are held at the end of the first grading period each fall with a goal of 100% attendance. Title I teachers provide more personalized communication via telephone, email, or during personal conferences as needed. NWEA progress is shared via "parent letters" three times per year. Grades 2-5 provide communication of student lexiles and student growth (reflective of lexile measure) to parents. Newsletters/home bulletins, assignments, scheduled events, etc. are posted in Google Classrooms or Schoology. Parents may also request "hard copies" of any of these communications. In addition, families of students with AEPs, IEPs and/or ILPs receive quarterly progress reports (in these areas).

Core Academic Policies and Practices

Description and location of the school's curriculum

Rolling Prairie Elementary School's curriculum is based on the New Prairie United School Corporation adopted curriculum and aligned with the Indiana College and Career Readiness Standards. All grade levels have worked with our corporation curriculum department to map the academic standards using a web-based program - Build Your Own Curriculum. Each classroom teacher has internet access to the standards.

Language Arts

The language arts curriculum in grades K-5 is based on the Indiana College and Career Readiness Standards. The Students receive a variety of teaching methods and curriculum including McGraw-Hill Reading Wonders as a basal series found on both individual iPads and as hard copies, Foundations by Wilson Reading for phonics and spelling instruction, literacy groups in grades K-2, and Smekens Six + One Writing Traits instruction. Language Arts remediation opportunities include instruction from the Title I personnel, small group tutoring, and/or use software and a variety of apps (iPad) to remediate as determined necessary by the classroom teacher and the Rtl team.

Mathematics

The math curriculum in grades K-5 is based on the Indiana College and Career

Readiness Standards. Students receive a variety of teaching methods including problem-solving strategies to teach rigorous math skills to all students. Our current math curriculum consists of Ready Math and Exact Path Programs. Math remediation opportunities may include instruction from the Title I personnel, small group tutoring, success math time flex groups (4 days per week for 30 minutes), and/or use software and a variety of apps (iPad) to remediate as is determined necessary by the classroom teacher and the Rtl team. All grades flexibly group students 3-4 days per week for 20-30 minutes during SUCCESS time.

Science

The science curriculum in grades K-5 is based on the Indiana College and Career Readiness Standards. It is frequently integrated with language arts to support the informational text component shared by both curriculums. In 2018, a new online science series was adopted. The Discovery Education program includes science lab materials. A variety of other materials are used to support instruction including hands-on learning labs, Science Weekly, Scholastic Let's Find It Out, etc. We are also fortunate to have a two-mile nature trail with two ponds on our grounds. A local conservation club maintains the trails and a conservationist meets with our students for outdoor and indoor conservation lessons. The Young Astronauts Program is also available to students at RPE.

Social Studies

The social studies curriculum in grades K-5 is based on the Indiana College and Career Readiness Standards. It is frequently integrated with language arts to support the informational text component shared by both curriculums. A variety of materials and resources are utilized including web-based information, Time for Kids, Scholastic Let's Find It Out, Indiana Studies Weekly etc.

Curriculum at Rolling Prairie Elementary will be:

1. Aligned with State and National Standards

As the curriculum is revised, state and national standards are incorporated and identified within district curriculum guides. Corporation designees and committees are responsible for ensuring that the alignment occurs. The building administrator takes an active role in communicating with teachers, parents, and students about the curriculum and explains how curriculum objectives are being met. Essential academic standards are posted in each classroom in student friendly language.

2. Determination of student needs being met/curriculum aligned with instruction and assessment.

Curriculum drives instruction/assessment and all are in alignment. Assessment data is evaluated to monitor students' progress as well as curriculum trends and instruction. All state and common grade level assessments are reviewed during grade level meetings and after BOY, MOY, EOY benchmarks. Electronic data pages reflect student

achievement for NWEA. This is also incorporated during data meeting discussions. BOY, MOY, EOY, for NWEA and ISTEP reports are shared and studied at professional learning community (PLC) data meetings. The Response to Instruction (Rtl) Team reviews students who are at risk academically, socially, or emotionally. In cooperation with parents, staff tailors educational programs for students based on the three-tiered model. Data is shared during grade level meetings that address the effectiveness of the intervention curriculum and changes are made accordingly.

3. Opportunities for proficient and advanced levels of student academic achievement/rigorous and challenging curriculum for all students.

In all content areas and grade levels, the district curriculum goes beyond basic skills and reflects higher order thinking (interpreting data, problem solving, applications, communication, analysis and synthesis). District curriculum designees and their committees ensure that the written curriculum is rigorous and challenging for all subjects. Administrators monitor all students for engagement in work that is challenging and includes appropriate depth rather than “covering content”. High ability students are cluster grouped at each grade level. The curriculum accelerates and enriches as it aligns to the IDOE grade level standards and beyond. Enrichment opportunities include, but are not limited to:

Focused Instruction/SUCCESS Time - Students are flex-grouped for 30 minutes, four times weekly, for focused instruction on a specific group of standards.

Student Council - This is offered to 4th and 5th grade students who are nominated by the student body to represent the school. They conduct projects that help both the community and school.

WRPW - 4th and 5th grade students are invited to audition to participate in student news broadcast every morning, where they write and present/announce daily announcements.

Math Bowl - Through ISTEP+ data analysis along with teacher recommendation students are selected to participate in Math Bowl.

Spell Bowl - Through pre-testing and teacher nomination, students can participate in the Spell Bowl.

Spelling Bee - Students in grades 3-5 can qualify for the spelling bee. The two top performers, one competitor and one alternate, from the school proceed to the next level.

Science Fair - All students can participate in the Rolling Prairie science fair, which encourages the study of the various areas of science.

Young Authors - Third grade students are given the opportunity to publish their own book. They take part in workshops offered by professional authors and/or illustrators.

Circle the State - Students who excel in vocal music form a group that meets weekly before school and culminates in a large group performance of many schools across the state.

Junior Great Books - promote shared inquiry to boost comprehension skills and provide additional skills for High Ability students.

ALEKS - Computer based math program implemented for identified High Ability students in grades 3-5, as well as high achieving students (outliers).

4. Relevant and meaningful curriculum for students

In content areas and at all levels of instruction, curriculum is relevant and meaningful to the lives of students. Administrators observe students actively engaged in learning that is meaningful and respectful. They observe situations in which students are encouraged to make connections to other disciplines and to real life. Students are able to explain what they are learning and why it is important to learn that particular skill or concept.

5. Strategies for low achieving and at-risk student populations.

Rolling Prairie is committed to its vision that all students can learn. Careful analysis of individual student data during grade level PLC meetings with an emphasis on the at-risk/low achieving population helps ensure that appropriate instructional strategies are being implemented and student needs met. Daily 90 minute reading blocks are in place at all grade levels. Tier 2 blocks provide an additional 30 minutes of extended learning opportunities, and Tier 3 blocks provide additional one-on-one time with teachers and instructional assistants. These are flexible and skill driven and are implemented at all grade levels. In addition, a mentoring program is in place where school staff and high school students volunteer to meet with at-risk students weekly. They engage students in academic activities as well as support the students socially/emotionally.

Additionally, we have a variety of instructional programs available for students to use on their ipads, computers, and laptops including but not limited to Exact Path, Reflex Math, Lexia, Xtra Math, Math Seeds, etc.

Intervention opportunities include, but are not limited to:

Fountas and Pinnell - Students that are struggling with reading as determined by assessment data and the classroom teacher, are given a diagnostic reading assessment in order to identify the challenge areas in reading and determine an accurate reading level.

Licensed School Counselor- Students and families needing help with emotional, behavioral, and, in some cases, financial concerns are able to consult with the school's licensed counselor. Parents and guardians may also request services provided by Meridian Health services to be delivered on school campus should they meet the insurance criteria required for services and provided by a behavior clinician, Licensed mental health counselor or a licensed clinical social worker.

Paraprofessional Support - Rolling Prairie is staffed with several paraprofessionals that are assigned to assist in the remediation services of students. Teachers provide lesson plans and instructional resources for paraprofessionals in order to meet the needs of at-risk students. Training is provided by Title I in Balanced Literacy, Wilson Foundations, and various reading and math programs.

Peer Mentor Support - This intervention is used when a student is found to respond better to peer assistance than adult assistance. Students are recommended to read to other students, practice math facts, etc. Teachers or the Rtl team can recommend this strategy.

Special Education - Students who have been evaluated and have an IEP are provided with Special Education services. Prior to evaluation, students move through the Rtl process.

Title I - Students who require additional assistance in the areas of math or reading receive Title I services, which offer extra time and help provided by the Title I staff. Students are identified using a variety of methods including assessment data and teacher nomination.

Rtl - Teachers refer students who are in the bottom quartile (25%) of ELA or MA and/or present other areas of concern (i.e. behavioral) to the attention of the Rtl team with the goal to develop an individualized intervention plan. The team revisits each Rtl student's case approximately every six weeks. Parents/guardians are invited to participate in all meetings and are informed of goals set for their child. The students' intervention plans follow them to the next grade level for continuous support if needed.

Individual Therapy Sessions - Rolling Prairie is partnering with Licensed Clinical Social Workers from Meridian Counseling to offer in-house services to students in need. The school counselor assists in sharing this resource with parents and guardians.

Bulldog Club - This after school program is offered to all students K-5. Homework assistance is offered as well as activities that review and enrich curriculum taught in the classroom in an "edutainment" format. Additionally, the Bulldog Club offers a variety of enrichment clubs including Robotics, Young Astronauts, and Technology (i.e. Spheros, etc.). Ipads, laptops, Promethean boards and/or CleverTouch Boards are utilized in the after school program.

Literacy Coach - A certified reading coach is available to assist teachers with extra resources/expertise in student reading instruction and analysis as needed.

Focused Instruction/SUCCESS Time - Students in grades K-5 are flexibly grouped for 20-30 minutes four to five days per week for focused instruction on a specific group of standards to pre-teach and/or re-teach.

Technology Opportunities - A variety of web-based programs including iPad apps are utilized to provide students with additional practice opportunities in all curricular areas.

6. Strategies for underserved populations/curriculum appropriate to the learner/cultural competency.

Instruction is differentiated in all content areas and levels. Teachers implement a variety of instructional strategies, assessments, resources, and flexible grouping patterns in order to meet the needs of all learners. Strategies include visual cues (graphic organizers), hands-on activities, small group instruction, the use of math manipulatives, reciprocal teaching in guided reading groups, technology, Focused Instruction/SUCCESS Time, etc. An ESL highly qualified teacher and two ESL paraprofessionals are on staff to assist English language learners. Rolling Prairie offers an after school program (Bulldog Club) to assist students with homework, tutoring, and enrichment opportunities. All elementary classrooms are language enriched and vocabulary is embedded in instruction. Valuing diversity means accepting and respecting differences. Rolling Prairie's students come from very different backgrounds, and their customs, thoughts, ways of communicating, values and traditions vary accordingly. The choices that our students make are powerfully affected by their culture. By accepting and acknowledging our students' cultures, educators can maximize their relationship with the students and their families. We are continually exploring opportunities to educate our staff and our students regarding cultural variables, and we have successfully developed a school climate that teaches kindness and respect to all who work and attend school at Rolling Prairie. Staff development continues through visits to other schools, information from the Cultural Competency Committee, etc.

PL221: PartD **Technology**

The students at Rolling Prairie Elementary benefit from the instruction and skill practice from a variety of technological learning tools. These include:

- 1:1 Availability of iPads for students in grades K - 5

- One Mac desktop lab supporting 34 student computers
- Two Mac laptop mobile labs supporting 32-33 student computers
- Each teacher is provided with a Mac laptop computer
- Each teacher is provided with an iPad
- Wi-Fi is available building wide (tripled bandwidth, Spring 2014)
- All computers and iPads have web access
- Classrooms have additional computers for student use
- The library has additional computers for student use
- Educational internet sites and apps are utilized
- Educational programs including Aleks, Lexia, Exact Path, Xtra Math, Overdrive, Reading Eggs, Math-Seeds, Reflex Math, Moby Max, SRI, etc., plus a variety of grade appropriate apps
- Promethean boards or CleverTouch boards are available in each classroom
- Two portable promethean boards are available
- Each classroom has access to a document reader/camera
- Two copy machines with scanning and faxing capabilities are located in the workrooms along with several printers (including color printing) located throughout the building

Technology as a learning tool

At Rolling Prairie Elementary School, we recognize that students and staff alike require new knowledge and skills to effectively utilize technology for school improvement and to prepare students for real life situations. Over time, and with cooperation and building level planning, many technology related innovations have been introduced and implemented. Our elementary school has a full time tech assistant to assist with technology work orders and a certified teacher (I-Coach) to assist in the operation of new software and hardware. We also have a technology plan with goals for all students

Rolling Prairie Elementary continues to integrate technology and the internet as curricular resources by using a variety of software and up-to-date hardware. In addition to a 34 station computer lab, teachers utilize two mobile laptop labs and CleverTouch boards which have been installed in every classroom. During the fall of 2013 school year, each student in grades K-5 received an iPad for daily use. A digital reading program was adopted beginning with the 2013-2014 school year. During summer 2018, iPads were provided to the lowest Pre-K students for use two months prior to kindergarten to help acquire kindergarten-ready skills. An iCoach is assigned to the school and meets a minimum of four times per semester with staff and upon request to assist and teach new methods of using technology with students. Additionally our iCoach supports a student tech club in the after school program. The corporation was approved for a Flex Day that will lead to eLearning Days during the school year. With these technologies used as instructional resources and learning tools and eLearning opportunities, students have more engaging strategies to ensure achievement of learning expectations on a continuous basis.

PL221: Part

Assessments By Grade Level

Grade Level	Assessments Utilized
Kindergarten	Kindergarten Screener NWEA WIDA ACCESS (selected students) CogAt
Grade 1	NWEA WIDA ACCESS (selected students) CogAt (as nominated)
Grade 2	NWEA WIDA ACCESS for selected students CogAt
Grade 3	NWEA IREAD 3 ILEARN (ELA/MA) IAM (selected students) WIDA ACCESS (selected students) CogAt (as nominated)
Grade 4	NWEA ILEARN (ELA/MA/Science) IAM (selected students) WIDA ACCESS (selected students) CogAt (as nominated)
Grade 5	NWEA ILEARN(ELA/MA/Social Studies) IAM (selected students) WIDA ACCESS (selected students) CogAt

Titles and Descriptions of Assessments Used

ILEARN

ILEARN measures student achievement and growth according to Indiana Academic Standards. ILEARN is the summative accountability assessment for Indiana students and assesses:

- English/Language Arts (Grades 3-5)
- Mathematics (Grades 3-5)
- Science (Grades 4 and 5)
- Social Studies (Grade 5)

NWEA

Measure of Academic Progress, grades K- 5. NWEA, an online adaptive assessment, measures student growth and learning needs in reading and math. NWEA is used throughout the year to build achievement with individual students and classrooms. It provides innovative resources that support the Indiana College and Career Readiness Standards. Teachers also utilize NWEA to create formative assessments.

ALEKS

Web-based individualized math program which determines student knowledge and periodically reassess to ensure that topics are learned. High ability and identified high achieving students working above grade level utilize this program.

ILEARN

Measures student achievement and growth according to Indiana Academic Standards. ILEARN is the summative accountability assessment for Indiana students and assesses:

- English/Language Arts (Grades 3-5)
- Mathematics (Grades 3-5)
- Science (Grades)
- Social Studies (Grade 5)

I AM

Measures student achievement and growth according to Indiana's Content Connectors aligned to the Indiana Academic Standards. I AM is the summative accountability assessment for students with significant cognitive disabilities in grades 3-8 and 10. It assesses:

- English/Language Arts (Grades 3-5)
- Mathematics (Grades 3-5)
- Science (Grades 4)
- Social Studies (Grade 5)

IREAD-3

The Indiana Reading Evaluation and Determination (IREAD-3) assessment measures foundational reading standards to Grade 3 students each spring. Based on the Indiana Academic Standards, IREAD-3 is a summative assessment that was developed in accordance with House Enrolled Act 1367 (also known as Public Law 109 in 2010).

Scholastic Reading Counts

Computerized comprehension test students use after reading a book at their lexile level.

WIDA ACCESS

WIDA ACCESS is a standards-based English language proficiency assessment given to students who have been identified as English language learners. It is administered annually to monitor students' progress in acquiring academic English.

CogAT

The CogAT test is an assessment used to qualify students for our high ability program. The test measures reasoning and problem solving skills in the areas of verbal, quantitative (mathematics), and spatial or non-verbal (using shapes and figures to solve problems) areas.

MobyMax

MobyMax is an online curriculum for K-5 Math and ELA (reading, vocabulary, language, and writing) that includes progress monitoring, systematic review, and reporting on academic standards. Grades 2-5 are currently using this program.

Dolch Sight Words Lists

K-2nd grade students are assessed to determine sight word focus as a class and individually.

Easy CBM

Grades 3 and 4 utilize Easy CBM, which provides a full set of benchmarking and progress monitoring assessments for both reading and math. Students are assessed on fluency and comprehension several times each week.

Reading A-Z

Grades 4 and 5 students orally read passages designed for one-minute readings several times with appropriate expression and fluency to increase reading rate, with the goal of improved focus on comprehension. This occurs several times per week.

Wilson Fluency

K-3 students are assessed on sounds, words, and reading passages using the Wilson Fluency Passages and Unit Tests.

Narrative of Assessments

In addition to the early literacy strategies with WIDA ACCESS, our school corporation utilizes NWEA. These are computer-based assessment programs that provide teachers with immediate data on student progress in their academic standards. These programs provide a variety of reports to assist with the analysis of the data. Depending on the results, students that show no or poor growth on standards are remediated in weak areas within the class setting, in small groups, tier II or individually, Tier III. Teachers meet in common and cross-grade level meetings to compare data and adjust instruction. Our Title I teachers assist with remediation strategies. The ESL teacher administers WIDA ACCESS assessments to determine the English language proficiency of students with a language other than English on their Home Language Survey. Identified students are assessed annually in the spring semester to determine their levels of speaking, listening, reading, and writing in English. After students have attained two consecutive years at an overall level 5-Fully English Proficient (FEP), the students are exited from the ESL program.

Data Summary

Attendance Rate

Rolling Prairie Elementary School

2015-2016	96.7
2016-2017	96.1
2017-2018	96.38

Our corporation attendance officer assists the principal, school counselor, and secretary in monitoring and tracking attendance. The school counselor helps to address family issues to support school attendance by involving the parents/guardians, teacher, student and principal. Our suspension rate is less than 1%.

ISTEP+

Total Percent Passing

ISTEP+ Percent Passing - All Tested Grades ELA and Math

Year	State	Rolling Prairie
2017-18	not avail.	73.8
2016-17	not avail.	61.9
2015-16	54.2	77.3
2014-15	52.6	69.5

English/Language Arts Percent Passing

ISTEP+ ELA Grade 3

Year	State	Rolling Prairie
2017-18	65	77.0
2016-17	not avail.	75.71
2015-16	69	87
2014-15	71	85

ISTEP+ ELA Grade 4

Year	State	Rolling Prairie
2017-18	61	70.0
2016-17	not avail.	78.2
2015-16	68.2	78.3
2014-15	68	81

ISTEP+ ELA Grade 5

Year	State	Rolling Prairie
2017-18	59	72.0
2016-17	not avail.	78.16
2015-16	63.4	66.3
2014-15	63	81

Mathematics Percent Passing

ISTEP+ Math Grade 3

Year	State	Rolling Prairie
2017-18	58	71.0
2016-17	not avail.	62.85
2015-16	60.1	73.9
2014-15	61	68

ISTEP+ Math Grade 4

Year	State	Rolling Prairie
2017-18	59	75.0
2016-17	not avail.	76.92
2015-16	62.4	84.3
2014-15	64	77

ISTEP+ Math Grade 5

Year	State	Rolling Prairie
2017-18	64	78.0
2016-17	not avail.	87.35
2015-16	65.6	78.3
2014-15	67	82

ELA AND MATH PERCENT PASSING

Year	3rd Grade	4th Grade	5th Grade
2017-18	74.0	72.5	75.0
2016-17	57.1	54	73.6
2015-16	70.6	73.5	63.4
2014-15	62.5	69.3	76.1

IREAD3

Year	Percent Passing
Spring of 2016	97
Spring of 2017	99
Spring of 2018	97

Component 1

Comprehensive Needs Assessment

Each fall, all certified teachers meet in teams to complete a CNA for our school. In the past, Rolling Prairie staff has utilized the AdvancED Self Assessment Workbook for Schools as a guide for an in-depth evaluation of the five AdvancED Standards for Quality. Evaluating these standards provides a picture of the current state of the school. With this as a starting point, school staff, parents, and stakeholders identify areas in need of improvement. Strategies and goals are then formed. The school improvement team meets to review this information.

Through this process, we identified our school goals to:

- 1) Use professional development opportunities to instruct all teachers on a variety of best practices for math and reading instruction.
- 2) Implement the PLC process with fidelity (holding weekly grade level PLC meetings for a minimum of 45 minutes each to discuss/review student data with a focus on

student learning).

3) Continue to improve attendance and the school climate with quarterly grade level assemblies recognizing attendance and academic awards. An attendance incentive program was designed to improve rates of attendance as well as educate students of the importance of attending school regularly. Percentage rates are calculated at the end of each month for each individual classroom. Trophies are given to the number 1 and 2 classroom winners and ribbons are given to 1st-3rd place classroom winners (for each student). The PTO finances a celebratory pizza party each month for the winning class. Results are posted on the school counseling facebook page.

4) To improve academic performance, all students will continue to have a license for Lexia and will use it with fidelity. Lexia data will be reviewed during grade level data meetings each month.

5) Implementation of the PLC process began during the summer of 2018 grade level teams hold PLC meetings for a minimum of 45 minutes to discuss and review student data.

Component 2

PL 221: Part L

Schoolwide Reform Strategies

STEM Robotics/Coding

Students will have the opportunity to work with the STEM Robotics program with components offered during the school day and during the after school program once per month for two hours.

Rtl (Response to Instruction/Intervention):

RPE's Rtl team consists of the principal, Special Education diagnostician, Special Education teachers, Title I teachers, school counselor, literacy coach, classroom teachers, and parents. The team meets twice per week. These staff members assist in intervention ideas, collection of data, goal setting, and reports. Students in the bottom quartile in all grade levels are reviewed by our Rtl team. Students in Tier 2 and 3 of the Rtl process receive additional intensive support overseen by certified staff.

Flexible movement within Title I

Three times per year, students K-5 participate in NWEA testing that measures specific reading and math skills, as well as determines students' current reading levels. Using this data, identified students are supported by certified staff and instructional assistants daily to work on needed skills. NWEA is used throughout the year to build achievement with individual students and classrooms. It provides innovative resources that support the Indiana College and Career Readiness Standards. Teachers also utilize NWEA to

create common formative assessments.

Bulldog Club (afterschool and summer programming):

The programming at the Bulldog Club focuses on academic remediation and enrichment, homework assistance, educational activities, recreational reading, math, art-inspired science lessons, career and college exposure, library use, and many other experientially valuable activities after school and during the summer months. Students are equipped with computer laptops and iPads to use with math and reading/language arts activities. Attendance ranges from 75-100 students. This program is funded with a combination of federal grant monies and local grant monies. After school programming runs from 3:10 p.m. – 5:00 p.m. daily.

During summer 2018, a half-day program was offered in the morning for four days. It focused on cooking and fitness, and was sponsored by the Healthcare Foundation .

Special Education Involvement:

We house our Special Education Cooperative diagnostician in our school. This person is a regular member of our Rtl team. Special education teachers are also members of our Rtl Team, which meets at least twice per week. These staff members assist in intervention ideas, collection of data, and reports.

High Ability Program:

The New Prairie United School Corporation identifies students as High Ability based upon several criteria including the CogAt assessment, Iowa tests, and teacher and parent nomination. These identified students are placed together based upon the *Gentry Model*. Teachers in grades K-5 are trained in many areas of differentiation and are dedicated to enriching gifted students in many ways inside the general education setting. In addition, enrichment activities are embedded into the curriculum giving not only High Ability students, but all of our young learners additional learning opportunities throughout the school year.

English as a Second Language:

Rolling Prairie Elementary School is committed to serving the educational, social and emotional needs of our English language learners as they strive to develop English proficiency. ELL program objectives include:

- developing English proficiency in the areas of speaking, listening, reading, and writing
- facilitating support for the success of English Learners with the general education curriculum
- Cultivating awareness, support, and sensitivity of English Language Learners within the school community
- Providing effective communication between families of English Learners and the school community
- Providing experiences which encourage productive citizenship

Both push-in and pull-out services are provided and are outlined in detail on each LEP student's Individualized Learning Plan (ILP). Pull out EL services utilize instructional

materials including leveled reading texts for small guided reading groups, Wilson Foundations, Finish Line for ELLs 2.0, TEAM (Teaching ELLs for Academic Language Mastery), and hands-on center activities that focus on English/Language Arts standards as well as English Language Development. Students are also served in the mainstream classroom, receiving instruction in English with some native language support as needed. The after-school Bulldog Club facilitates additional support for classroom assignments and major projects. The ELL staff is actively involved in not only the academic needs but also the social and emotional needs of our students.

Currently, there are 2 students at Rolling Prairie Elementary who have received the National Certificate of Eligibility (COE) necessary to participate in Indiana's migrant education program. These students have been identified through the Title I, Part C Migrant Education Program. In our area, this program is serviced through the Regional Service Center at the South Bend Community School Corporation and support from SBCSC is coordinated with the help of the ELL teacher/coordinator at New Prairie. Our migrant students are eligible for such benefits as free meals and textbooks as well as tutoring services which are provided both during school and after school as needed.

Beginning with the 2018-2019 school year, NESP funds will be used to provide a 14-day summer program for English Learners in both second and third grade as well as Level 1 and Level 2 English Learners in other grades. This multi-age summer camp will be taught by the district's ELL teacher/coordinator and will focus on improving English proficiency in the areas of reading, writing, speaking, and listening.

PL221: Part M

Cultural Competency

As we work to improve our cultural competency, we also look at our largest subgroup of concern, students in a low socioeconomic demographic. Currently 19% of the entire Rolling Prairie student population is of Hispanic, multiracial, American Indian or black descent. Of these students, 14% are of Hispanic descent, 3% are multiracial, .002% American Indian, and .02% are of black origin.

In order to address the growing needs of a diverse student population, our ELL department, as well as our cultural competency school committee, continually provide all staff with professional development, resources and classroom strategies for effective instruction and practice for use in cross-cultural settings. These are compiled for each certified staff member in an ELL reference binder.

Cultural competency at Rolling Prairie ensures teachers and staff address the learning needs of their diverse learning population by:

- translating documents for non-English speaking households
- interpreting at conferences
- communicating daily with parents of ELL students
- providing Individual Learning Plans (ILPs) for English learners to appropriate staff
- supporting staff in implementing ILPs in the general education classrooms
- assisting Bulldog Club Coordinator and School Counselor as needed

- providing staff with relevant up-to-date cultural competency resources
- Cultural Competency Committee in place

Increases the amount of learning time:

Students who fall in the bottom quartile in all grade levels are reviewed with our Rtl team. Those students may qualify to receive Tier 2 or 3 interventions. Goals are written on specific skills and students are progress-monitored frequently. The Rtl team then reviews the data collected after a 6-8 week implementation period. Grades K-5 implement a Focused Instruction Model/SUCCESS Time to remediate and enrich students as identified. Mentoring Matters was implemented beginning in the 2013-14 school year and continues in grades K-5, remediating and enriching students in reading and math at all grade levels.

PL221: Part E

Safe and disciplined learning environment

At Rolling Prairie Elementary we developed our School Safety and Crisis Plan in collaboration with staff, parents, community members, the local Business Association, and with state and county law enforcement agencies. Our plan is comprehensive in that it has contingencies for a wide range of potential crises from catastrophic emergencies to routine procedures for fire and tornado drills and is reviewed annually with staff members or as changes occur. Building security measures include locked entry doors during the school day, cameras outside and inside the building, and a double security alarm system for after hours. Additionally, all staff members are required to wear photo identification badges. Visitors are admitted to the building via an intercom/video system. They are required to sign in at the office, present a valid form of state or federal (picture) identification, and be scanned through the Raptor System that checks for registered child sex offenders. They must wear a visitor name tag (with picture) while in the building. All volunteers are required to pass a limited criminal history background check and be scanned through the Raptor System. All staff has access to copies of the Safety and Crisis Plan and each classroom and staff member is equipped with a handheld school radio for communication along with a rechargeable flashlight. NPHS houses a school resource officer who is also a member of our safety/crisis team.

Rolling Prairie Safety/Crisis Team Members

Becky Bartlett	Ron Bougher
Angela Curless	Kara Mamazza
Monika Scutchfield	Jarret Spence
Lisa Smiertelny	Missy Kuczanski
Daniel Reffo	Kristina DeMeyer
Jen Thompson	Amy Wolfe
Paul Adams, SRO	

In compliance with the mandate to provide bullying/cyber bullying prevention curriculum,

the NPUSC and Rolling Prairie Elementary have developed and implemented measures in addressing bullying at school. Bullying will not be permitted or tolerated at Rolling Prairie. Therefore, all students receive instruction and guidance each school year in the fall semester as a preventative measure followed by booster lessons throughout the school year. The following programs will be used:

- a. John Wooden’s “Pyramid of Success” life skill curriculum
- b. Anti-Bullying student assemblies followed by classroom lessons utilizing “Stop Bullying Now” video lessons recommended by the IDOE.
- c. Student Success Skills Research Based Curriculum
- d. Body Safety (K-5): Sexual Abuse Prevention Program
- e. Kindness Matters (curriculum and assembly)
- f. Kindness Adventure through the Ned Show (anti bullying assembly)

*A copy of our corporation behavior plan is on file at our Central Office.

Component 3 **Highly Qualified Teachers and Instructional Assistants**

Teacher’s name	Teaching Assignment	Indicator
Kristina DeMeyer	4th grade	PRAXIS
Vince Dominello	Art	PRAXIS
Melanie Cloonan	2 nd grade	HOUSSE
Jane Bachmann	5th grade	NTE
Sarah Huff	ESL	PRAXIS
Kelly Jarka	Title I	PRAXIS
Cheryl Karczewski	5 TH grade	NTE
Julie Kirkham	1 st grade	PRAXIS
Kristen Kleist	3 rd grade	PRAXIS
Britney Kreighbaum	2nd grade	PRAXIS
Melissa Kuczanski	Guidance Counselor	PRAXIS
Kara Mamazza	Special Ed. Intermed.	PRAXIS
Nicole McClure	4 th grade	PRAXIS
Taylor Truster	Music	PRAXIS
Jane Bachmann	5 th grade	PRAXIS
Jemiah Piesyk	5th Grade	PRAXIS
Cassie Pavey	Kindergarten	PRAXIS
Megan Horvath	2 nd grade	PRAXIS
Gabriela Post	Title I	PRAXIS

Monika Scutchfield	Special Ed Primary/ED	PRAXIS
Sara Serry	1 st grade	PRAXIS
Lisa Smiertelny	3 rd grade	PRAXIS
Dedrae Smiley	Kindergarten	HOUSSE
Jarret Spence	2 nd grade	PRAXIS
Krissy Surma	Kindergarten	NTE
Samantha Vogeler	1st grade	PRAXIS
Amy Wolf	1 st grade	PRAXIS
Michele Kenaga	4 th grade	NTE
Daniel Reffo	Gym	PRAXIS
Laura Urban	3 rd grade	PRAXIS

Instructional Assistants

Assignment

Indicator of Being Highly Qualified

Lara Wozniak	Teacher Assistant	BACHELOR'S DEGREE
Gidget Griffin	Teacher Assistant	BACHELOR'S DEGREE
Heidi Nix	Teacher Assistant	ASSOCIATE
Shannon Parish	Teacher Assistant	PRAXIS
Jennifer Cicero	Teacher Assistant	BACHELOR DEGREE
Cathi Peterson	Library Assistant	BACHELOR DEGREE
Meredith Igaz	Teacher Assistant	PRAXIS
Joshua Marshall	Teacher Assistant	BACHELOR'S DEGREE
Nancy Pilarski	ESL Assistant	BACHELOR'S DEGREE
Verali Creech	ESL Assistant	BACHELOR'S DEGREE
Nancy Bond	Teacher Assistant	ASSOCIATE DEGREE
Melissa Kraus	Special Education Assistant	BACHELOR'S DEGREE

Component 4

PL221 Plan: Part I and K

High quality and on-going professional development for teachers, principals, and paraprofessionals

As a staff, we understand and agree that focused staff development must be grounded in best practice and research-based methods. The Rolling Prairie professional

development plan is purposefully designed to be prescriptive for the needs that have been identified throughout our school improvement planning process. We have identified what programming needs to be strengthened and have tied these needs into teacher professional goals. Teachers across the corporation agreed to adding professional development sessions to focus on school improvement efforts. Rolling Prairie will offer 16 Late Start days with a minimum of 75 minutes of professional development during each late start day.

PL221: Part K

Three Year Timeline

2018-19

- Continuation of successful implementation of changes made in prior years
- Training in the PLC model
- Balanced Literacy Training
- High Ability Training
- Rtl Training
- Cultural Competency Training
- Data Analysis
- grade level meetings with data analysis (PLC's)
- cross grade level meetings
- Technology Training
- Math Training
- 16 Late Start days (75 minutes each) used for PLC and Technology PD
- Monthly grade level meetings
- Weekly grade level PLC meetings
- Quarterly cross-grade level meetings
- Monthly staff meetings
- Monthly trainings for instructional assistants
- National Title I conference training videos
- Year-long online subscription to Solution Tree Global PLC training videos
- Pre-K Kindergarten Readiness Training
- ELL training

2019-20

- Continuation of successful implementation of changes made in prior years
- Ongoing Balanced Literacy Training
- Ongoing High Ability Training
- Ongoing Rtl Training
- Ongoing Cultural Competency Training
- Ongoing Data Analysis
- Ongoing grade level meetings with data analysis (PLC's)

- Ongoing cross grade level meetings
- Ongoing Technology Training
- Ongoing Math Training
- 16 Late Start days (75 minutes each) used for PLC and Technology PD
- Monthly grade level meetings
- Weekly grade level PLC meetings
- Quarterly cross-grade level meetings
- Monthly staff meetings
- Monthly trainings for instructional assistants
- Ongoing ELL training

2020-2021

- Continuation of successful implementation of changes made in prior years
- Ongoing Balanced Literacy Training
- Ongoing High Ability Training
- Ongoing RtI Training
- Ongoing Cultural Competency Training
- Ongoing Data Analysis
- Ongoing grade level meetings with data analysis (PLC's)
- Ongoing cross grade level meetings
- Ongoing Technology Training
- Ongoing Math Training
- 16 Late Start days (75 minutes each) used for PLC and Technology PD
- Monthly grade level meetings
- Quarterly cross-grade level meetings
- Monthly staff meetings
- Monthly trainings for instructional assistants
- Ongoing ELL training

Component 5

Strategies to attract highly qualified teachers

RPE staff is comprised of highly qualified teachers. Every teacher has a minimum of a Bachelor or Masters degree in education and demonstrated competence in the subject areas of Elementary Education. As a Title I school, all paraprofessionals are highly qualified. Each assistant has either a certified teaching license, has completed a minimum of 2 years at an accredited college, or has passed the Indiana ParaPro Praxis.

Rolling Prairie Elementary attracts student teachers/interns from local universities including Purdue North Central, Indiana University of South Bend, Bethel College, St.

Mary's College, etc. These student teachers are teamed up with highly qualified mentor teachers during their student teaching experience. They often return as substitute teachers, long term substitute teachers, assistants, and teachers in New Prairie schools.

NPUSC posts teaching positions on its website and accepts applications through an online system, Applitrak. The superintendent supervises the hiring process from application and resumé through interviews, reference calls, and board approval. NPUSC searches for highly qualified teachers and assistants for all positions.

Component 6

Parental Involvement

PL 221 Plan: Part C

Strategies to Increase Parental Involvement

Rolling Prairie Elementary School invites all parents to be active partners in educating our children. The school administration, teachers, and support staff actively recruit parent involvement in many ways for multiple purposes. Parents are invited to serve as active members on school planning and curriculum committees. Teachers at all grade levels K-5 have enthusiastic parent volunteers who support numerous classroom activities. They assist by serving as room parents, participating in enrichment clusters, tutoring students, supervising field trips, preparing instructional materials, assisting with class projects, attending parent meetings, utilizing the parent resource area etc. Parents are kept informed via classroom/school newsletters, website, Counselor Facebook page, phone messaging system, personal phone calls, Power School, Schoology, Google Classroom, mailings and emails. Parents are invited to a beginning of year school wide Title I family meeting night and parent/teacher conferences which are held in October. They are also invited to attend Rtl meetings with their child's teacher. Students utilize daily planners, Google Classroom, and Schoology for further school/home communication.

The Parent Teacher Organization (PTO) Executive Board coordinates multiple service projects and student activities to complement our instructional program throughout the year. Our PTO is instrumental in funding many opportunities that help extend learning opportunities. Because of our PTO, every teacher is the beneficiary of a classroom stipend that they use for discretionary supplies or materials for their classroom. PTO meetings are open to all staff and parents and the leadership of the PTO is always seeking ways to involve more parents. Facebook and Twitter allow parents/staff to follow and communicate with the PTO.

The PTO, Title I, Title III, and the Bulldog Club site coordinator plan and sponsor activities that bring families to school including a Grandparents' (Week) Luncheon, monthly parent breakfast meetings(All Pro Dad's and Mom's Math meetings), Spring

Reading Picnic, Math Family Night, and a family event held in the Spring. In addition, PTO sponsors the local restaurant Give Back Night and a Fifth Grade Manner's Luncheon at a local formal restaurant.

Throughout the year parents and students join together for a variety of opportunities such as reading together, making a project together, and learning about Title 1 services and benefits. Some of these events include but are not limited to parent conferences, Literacy Picnic, Grandparent Luncheons, All Pro Dad breakfasts, and iMOM breakfasts. Parents are provided with resources to support their students' education and are introduced to our Parent Resource Room area which houses a variety of materials for families .

Strategies to involve parents in planning, review, and improvement of the schoolwide plan

Rolling Prairie Elementary is committed to building close parental relationships. Parents have the opportunity to review and comment on the school improvement plan throughout the year. There is parental representation on the school improvement team that reflects Rolling Prairie's parent concerns and perceptions.

Component 7
Transition Plans

Preschool

A Preschool was opened at Prairie View Elementary during the 2009-10 school year that is operated by the LaPorte YMCA. The YMCA offers a sliding fee scale to offset tuition costs as well as accepting vouchers. It is available to all NPUSC students that are 3, 4, and 5 years old. The preschool utilizes an established curriculum (Pinnacle). During the fall of 2015, Head Start of Michigan City opened a classroom for 3-5 year olds and is housed at Prairie View Elementary (open to all NPUSC families). Additionally, our local special education cooperative hosts a preschool program for students identified with needs located at LaPorte High School.

Kindergarten Roundup, Pre-School Visit, Middle School Visit

Area preschools are invited to bring their students for a visit to Rolling Prairie Elementary kindergarten. Kindergarten Round-Up occurs in the spring and gives incoming kindergarteners an opportunity to visit Rolling Prairie Elementary, meet our staff, and schedule a time for a Kindergarten screening assessment. In the spring, Rolling Prairie fifth grade students visit New Prairie Middle School, giving them an opportunity to meet staff and tour the building.

Bulldog Club Summer Program

All students are invited to attend enrichment classes that involve cooking, fitness, or

various sports. Transportation is provided for this four day period.

School Wide Mentoring Program

New students and students who could benefit from a mentor are identified and matched with a volunteer staff member. Staff mentors meet with the students for a minimum of 15 to 30 minutes per week to encourage them in their academics and provide one-on-one time with an adult. A partnership with NPHS provides additional mentors. Select high school students are trained by our guidance counselor and meet with a paired student once per week for the commitment of the second school semester. An end of the year celebration concludes the mentoring program. All volunteers are invited to this celebration.

Component 8

Opportunities for teachers to be included in decision-making

At Rolling Prairie Elementary classroom teachers participate in the analysis of student achievement data during grade level collaborations and weekly PLC meetings. Special education resource teachers, Speech teachers, Title I teachers, and other pertinent instructional and support staff also join the meetings. Other opportunities that teachers have to participate include:

PTO

ELA Committee

Math Committee

High Ability Committee

Safety Committee

Cultural Competency/ESL/Special Education Committee

Student Awards Committee

RtI Committee

Meet and Discuss Committee

Textbook Adoption

CNA Committee

Professional Development Meeting (16/year)

Professional Learning Communities with dedicated blocks of common planning time

Component 9

Timely Additional Assistance

Teachers at Rolling Prairie recognize that data must guide instruction. Below are programs/strategies that RPE utilizes to support academic success.

Programs to Support Assessments

Full day kindergarten program

Summer School - IRead 3 (students not passing spring assessment)

Scholastic Reading Counts

Flexible Grouping (Focused Instruction/SUCCESS Time)

After-school tutoring

Dolch Sight Word (K-2)

Reading A-Z

ALEKS Math program –High Ability 3rd-5th grade for select high ability identified students

Community math tutoring (during the school day)

RtI 3-tier model (intervention groups)

Guided Reading Groups

Afterschool programming and homework help at Bulldog Club (enrichment/remediation)

ESL Extended Learning

Preschool program

Mentoring Matters

Balanced literacy model

Minds in Motion

Variety of apps (iPads) and web-based programs to support math and reading skills

Fluency Folders

Exact Path

Reflex Math

Lexia

Component 10

PL 221 Plan: Part J

Coordination and integration of federal, state and local funds

The Title I Director works to coordinate and integrate the federal, state, and local funds for the academic benefit and parent support programs for Rolling Prairie Elementary School. We receive financial and material gifts from local businesses, faith-based organizations, and community organizations. We also have tutoring support from community volunteers, high school students etc. Professional development is offered through the corporation and at the school level. Resources are carefully separated or combined as the law allows.

At this time no rules need to be waived. The Title I program in our building works

seamlessly with our special education program and its available resources to provide services to our at-risk population through our Rtl process. This is commendable since the special education program is administered through the South LaPorte County Co-op. Our employees work under a different administration, yet we work closely with one another.

- All of our plans are consistent with and are designed to implement the state and local improvement plans. This document is a compilation of our PL 221 Plan, our School Improvement Plan and our Title I Schoolwide Plan.

Appendix A

School Improvement Goals

PL 221 Plan: Parts C & H:

Rationale for Academic Goals

Students at Rolling Prairie perform above average when compared to other schools in the state. Rolling Prairie is committed to use the ISTEP+ and future ILEARN assessment data in the improvement of student academic performance. Teachers are able to identify student strengths and areas of need in order to provide appropriate instruction.

Goal 1: The percentage of students in each cohort group passing the ELA ILEARN tested academic standards will increase by at least 5% each year.

To ensure continuous progress toward achieving this goal, teachers will implement a variety of strategies to support the interventions of reading comprehension of nonfiction text and writing conventions. Through continuous and ongoing trainings, the teachers and staff at Rolling Prairie Elementary will increase their knowledge and understanding of teaching comprehension strategies and writing conventions. These strategies, instructional resources, and staff professional development include:

- SOAR grades 4-5
- Junior Great Books
- Data analysis - ongoing (PLC)
- Fountas & Pinnell/Balanced literacy - ongoing
- Technology training (ongoing)
- Smekens reading and writing trainings (ongoing)
- Rtl and Rtl training (ongoing)
- LEXIA
- Reading Eggs
- NWEA
- Moby Max
- EasyCBM
- Scholastic Reading Counts
- MIM (Minds in Motion)

- Reading A-Z
- Dolch Sight Words

Goal 2: The percentage of students in each cohort group passing the Math ILEARN tested academic standards will increase by at least 5% each year.

To ensure continuous progress toward achieving this goal, teachers will implement a variety of strategies to support progress in growth in the areas of computation and mathematical process. Strategies and resources include:

- Xtramath
- Sumdog
- ALEKS
- Problem of the Day
- Ready Math online
- iPad apps - problem solving, computation, etc.
- Consistent and common math vocabulary (per Ready Math)
- Data analysis (PLC)
- Math word walls
- EasyCBM
- Tenmarks
- Moby Max
- Math Seeds
- Khan Academy
- MIM
- Reflex Math
- NWEA

Goal 3: Students will increase their 21st century technology skills.

To ensure continuous progress toward this goal, teachers will utilize a variety of strategies and technology equipment to provide students with 21st century technology skills. Strategies include:

- iCoach assigned to building to provide PD for staff (minimum of 4 PD sessions per semester)
- Clevertouch technologies to enhance learning and to address individual learning styles
- experimenting with simulation applications to build upon scientific research showing that the use of computer-based manipulatives has a strong impact on student achievement
- 1:1 student iPad availability
- software applications, apps, computer resources, and other manipulative devices to improve their keyboarding skills to meet corporation technology plan goals

- Digital citizenship (proper use and handling of iPads/internet safety) taught to all grade levels
- Overdrive online library app
- iPad and/or computer usage daily
- Use of keyboarding program weekly
- Coding skills (introduced beginning at Kindergarten level)

2018-2019 ROLLING PRAIRIE ACTION PLAN

GOAL # 1: The percentage of students in grades 3, 4, and 5 cohort groups passing ELA ILEARN tested academic standards will increase by at least 5% each year.

GOAL # 2: The percentage of students in grades 3, 4, and 5 cohort group passing the Math ILEARN tested academic standards will increase by at least 5% each year.

GOAL # 3: Students will increase their 21st century technology skills specifically in the areas of iPad, computer usage, keyboarding, and coding skills as assessed by the classroom teacher with formative assessments including a benchmark and end of year assessment.

ASSESSMENT OBJECTIVE: Staff will consistently use data to guide instructional decision-making at the student, classroom, and building levels.

Activity	Who	When	Resources
Grade level teams will create common formative assessments throughout academic units. Staff will use on-going local assessments to determine instruction (Reading Eggs, NWEA, Reading Counts, SRI/Lexile, Reading Wonders Benchmark Tests)	Teachers	August-May	Data collection used to guide instruction
Staff will formally assess all students throughout the year (ILEARN+, IREAD, Exact Path, Lexile/Reading Counts,	Teachers	Scheduled times	Data collection and reports Computers, iPads, Laptops

IREAD3, NWEA)			
Staff will support coordinated and focused instructional delivery through the use of shared data and collaboration within grade levels, (Weekly team meetings and monthly team/principal meetings)	Teachers	Monthly or more frequently	Lesson plans, report cards, standards, data
Staff will use diagnostic reading assessments to identify individual student areas of need.	Remedial Teachers	As needed	DRA grades 1-5 Fountas & Pinnell (BRI), Scholastic Reading Inventory
Staff will disaggregate ILEARN data to determine instructional effectiveness for all sub groups.	Teachers, Co-Chairs, Administration	Annually	ILEARN data
Staff will identify and support the levels of High Ability students.	Teachers, High Ability Director	August-May	ALEKS, Junior Great Books

INSTRUCTIONAL OBJECTIVE: Goal 1 The percentage of students passing the ELA ILEARN tested academic standards will increase by 5% each year.. Teachers will implement a variety of strategies to support the interventions of reading comprehension of nonfiction text and writing conventions.

Activity	Who	When	Resources
Coordinate reading instruction by scheduled planning between classroom teachers and resource teachers. (Title I, Sp. Ed., ELL)	Classroom, Resource and Title I teachers	Weekly	Meeting times. flexible
Utilize leveled texts to meet instructional needs of diverse readers at their	Classroom, Resource, and Title I teachers,	As needed	Leveled Readers of various genres, Reading Counts,

instructional and independent reading level	Paraprofessionals		Reading A-Z McGraw Hill online reading series iPads, Computers
Use of various teaching methods and strategies of Balanced Literacy during the 90 minute literacy block, as well as Tier 2 and 3 intervention	Classroom, Resource, and Title I teachers, Paraprofessionals	Daily	Balanced Literacy Program, Reading Framework, Smekens Training and resources
Reading comprehension strategies (Think alouds, model metacognition, locate essential information, close reading, read charts, graphs, recognize organizational patterns, ...)	Classroom Resource and Title I teachers, Paraprofessionals	Daily	Trade books, online reading textbook, DOE resources, library, Jr. Great books, SOAR-Houghton Mifflin, Cleverboard apps, Comprehension Passages iPads, Computers
Explicit teaching of comprehension strategies and writing conventions	Classroom, Resource and Title I teachers, Paraprofessionals	Daily	Books, Reading Passages, Prompting Guides
Technology used to support students' reading and writing skills	Students, Teachers, Paraprofessionals	Daily	Computer lab, mobile lab, Reading Eggs, Study Island, iPads, Cleverboard
Wilson Foundations in grades K-2	Classroom, Resource and Title I Teachers, Paraprofessionals	Daily	Program Resources

	s		
Focused Instruction/SUCCESS Groups	Classroom, Resource and Title I Teachers, Paraprofessionals	Daily	Online resources for writing conventions, NWEA resources
Identification of grade level Essential Standards & creation of Common Formative Assessments as data identification to drive instruction.	Classroom, Resource, and Title I Teachers, Support Staff	Weekly	Ongoing PLC training, Solution Tree Global PLC PD

INSTRUCTIONAL OBJECTIVE: Goal 2 The percentage of students in each cohort group passing the Math ILEARN tested academic standards will increase by at least 5% each year.

To ensure continuous progress toward achieving this goal, teachers will implement a variety of strategies to support progress and growth in the areas of number sense and problem solving.

Activity	Who	When	Resources
Use flexible grouping practices to facilitate instruction and assess learning.	Classroom, Resource, and Title I Teachers, Paraprofessional staff	Aug.-May	Data and teacher input
Meet all components of 60 minute Numeracy Block including review, instruction, practice and journaling as	Classroom, Resource, And Title I Teachers Paraprofessional	Daily	Professional Development and cooperative planning Daily math activities

staff implements Ready Math.	staff		Daily math instruction
Integrate math instruction throughout all subject areas	Teachers	Aug. -May	Teacher resources (Art, P.E., Music)
Use technology to supplement math instruction	Students Teachers	Aug. -May	Computer lab (Pearson, NWEA Data, Exact Path, ALEKS, Reflex Math, etc.)
Coordinate math instruction by scheduling planning between teachers and resource teachers (Title, Sp. Ed., ELL)	Classroom, Resource, and Title I Teachers	Weekly	Scheduled meeting times Flexible agenda
Extended day tutoring	Teachers Paraprofessional staff	Daily	Bulldog Club
Focused Instruction/SUCCESS time	Classroom, Resource, and Title I teachers, Paraprofessional staff	4-5 sessions per week	Data, teacher input, ICCRS

TECHNOLOGY OBJECTIVE: Goal 3 Students will increase their 21st century technology skills specifically in the areas iPad, computer usage, and keyboarding skills, and coding skills. Teachers will utilize a variety of strategies and technology equipment to provide students with 21st century technology skills.

Activity	Who	When	Resources
Digital Citizenship	iCoach, Teachers Technology staff	August and September	Teachers, NPUSC AUP, online resources
Students will independently utilize the ipad for teacher-directed lessons in all subject areas.	Teachers Students	Aug. -May	1:1 iPads for students grades K-5

Students will use free software applications, computer resources, and other manipulative devices to improve their keyboarding skills to meet corporation technology plan goals	Teachers Students	Aug. -May	1:1 iPads for students grades 1-5, computer lab
Students will use technology for research and inquiry	Teachers Students Paraprofessionals	Aug. -May	iPads, computer lab, internet
Students will use iPads independently to practice math and language arts skills.	Students	Aug.-May	iPads
Students will use iPads and computers to practice coding skills using a variety of apps and computer programs.	Students	Aug.-May	IDOE Coding standards, iPads, computer lab

Appendix B

With the 2016/2017 school year, NPUSC began electronic student enrollment. All documents in Appendix B are available on the enrollment website in a multitude of languages.

**Rolling Prairie Elementary School
Title I Parent Involvement Policy
2018-2019**

The Rolling Prairie Elementary School Annual Title I meetings will be convened on:

- Aug. 8, 2018 at 5:30 PM at school
- Oct.15 & 16, 2018 from 4:00 - 7:30 PM at school
- Dec. 7, 2018 at 7:30 AM at school
- April 12, 2019 at 7:30 AM at school
- May 16, 2019 at 2:15 PM at school

All parents were notified by several means:

- Monthly school newsletter

- Letter sent home with students
- Announced at P.T.O. meetings
- Posted on School website
- School Messenger System

These meetings were held to inform parents of Rolling Prairie's participation in Title I programming:

School-wide program-funds are distributed among **all** students

- Rolling Prairie Elementary School -- poverty rate 48%-52%
- Two Title I Teachers

and to explain the requirements of the school:

- Highly qualified staff members
- Aligned curriculum and instructional materials
- High quality academic assessments
- Participate in federal and state accountability systems

and the right of the parents to be involved:

- Student/Parent/Staff Compact
- To provide parents with a venue to receive information and ask questions
- Parent Advisory Group
- P.T.O.
- Parent Resource Center

Affording parents substantial and meaningful opportunities to participate in the education of their children:

- Library helpers
- Classroom volunteers
- Family Literacy Events
- Family Math Events
- Field trip participants
- Parent-Teacher Conferences
- Academic Honor Celebrations
- All Pro Dads (breakfast meetings); Mom Math Mornings (breakfast meetings); Grandparent Luncheons

Our parent meetings are held making provision for a flexible schedule and will provide information in a language the parents can understand. Our parents will be provided opportunities to provide suggestions, interact and share experiences with other parents, and participate appropriately in the decision-making process about the programs and the Improvement and Title I plans of our school.

At our meetings we will review our curriculum, our means of assessment, and the proficiency levels our students are expected to achieve and maintain.

Please see specific information to be provided from staff members written below.

Curriculum

Curriculum maps are accessible to all teachers for the subject areas in which they teach. They can be accessed online, they can also be found in the Office of the Curriculum Director.

Rolling Prairie Elementary School implements a balanced literacy model for the teaching of reading and writing. The reading workshop is the basis of our reading curriculum. It includes a mini lesson, a read aloud, guided reading, independent practice time, and a sharing time. The writing curriculum consists of the writing workshop, which follows the same procedures as the reading workshop of a mini lesson, independent practice, and a sharing time. The Six Traits Writing resource is also utilized. READY Math is the resource used in all grades. Science and Social Studies are taught based on our Indiana Academic

State Standards, using a variety of resources.

Assessment

Students are assessed regularly throughout the year in multiple ways. We use standardized assessments, traditional assessments, common formative assessments, and authentic assessments to show student progress. (All of the following examples are explained in greater detail below.) Examples of standardized tests are NWEA and ILEARN. Traditional assessments are math tests, spelling tests, social studies tests, science tests, and lexile tests. Common formative assessments are team-designed, intentional measures used for the purpose of monitoring student attainment of essential learning targets throughout the instructional process. Teachers informally assess students during reading and writing workshops and reading conferences. They utilize rubrics as authentic assessment tools.

Based on 6 Trait writing, students are assessed in writing quality (applications) and grammar/capitalization/punctuation/spelling conventions frequently throughout the school year. Indiana's ILEARN assessment is a spring test. Students will participate in ILEARN testing in April and May. Paper reports are available upon request.

Students in Grade 3 take Indiana's IREAD-3 Test in March. Students must pass this assessment to receive promotion to grade 4. Students that do not pass this test of reading skills will be expected to attend summer remediation and retake the test. A student that does not pass the test the second time will either be retained in grade 3 or must meet the qualifications for a waiver to grade 4.

Parents will be provided information concerning both our school's performance and their own child's performance on standardized testing. This will be accomplished through communication on our school's website, letters sent via mail to parents, and during parent meetings at the school. The staff at Rolling Prairie will assist parents in encouraging regular attendance, providing adequate time and proper environment for homework, and guidance in nutritional and health practices. This assistance will be provided through the principal's office, the office of the school counselor, the health office, and from teachers.

Community Resources

Various community resources are available to Rolling Prairie parents, including information regarding parenting and discipline; medical, dental, and health information; and brochures on area recreation opportunities for students. These materials are located in the Parent Resource Center. Parents should sign in at the main office before utilizing the Resource Center.

Periodically throughout the school year, social agencies are highlighted in the school newsletter to keep parents informed of available assistance within the community. In addition, information regarding service agencies is available to parents by contacting the school counselor.

Community Agencies:

- Youth Service Bureau
- The Advocacy Center
- Local Area Churches / Food Banks
- Super Shot Free Immunizations
- LaPorte County WIC Office
- IU Health – LaPorte Hospital
- Salvation Army
- YMCA of LaPorte
- Meridian Counseling
- Autism Society of North Central Indiana

- United Way
- Dental Information (Smiles Program)

Rolling Prairie Elementary assists in the transition of preschool children by attending IEP case conference meetings for placement and programming of students. In addition, pre-school parents and staff are provided communication and procedure documents for Rolling Prairie Elementary. Kindergarten Registration is held annually in the spring to provide parents with information and to enroll students in our kindergarten program. The Indiana Partnership Center: *A not-for profit Parent Information and Resource Center funded in part by the U.S. Department of Education, Office of Innovation and Improvement, serving the families of Indiana, helping to ensure the academic success of Hoosier children.* The IPC publishes a newsletter, Partners in Learning. This resource is available by visiting Rolling Prairie's Parent Resource Center. You may also contact Indiana's Parent Information & Resource Center (PIRC) at 931 E. 86th Street Suite 108, Indianapolis, Indiana 46240 or call (317) 205-2595, or (317) 205-9790 or online at www.fscp.org.

Quality Assurance Statements

All school personnel will provide timely responses to parents' questions, concerns, and recommendations. Additionally, the staff at Rolling Prairie Elementary School will build the school's and parents' capacity for strong parental involvement by committing to the following:

- Provide parents and community members written information about the community resources that are provided in our area.
- Inform parents where they can find additional information regarding parent involvement from such places as the Parent Information Resource Center.
- Provide parents with ideas for everyday learning activities at home such as:
 - Modeling reading in front of their children;
 - Setting aside a family reading time;
 - Taking their children to the library;
 - Learning ways to build math and reasoning skills together;
 - Providing ways parents can help their children with homework;
 - Providing to each of our parents a Family Involvement Survey. This will provide our staff information on how we can best serve our families and encourage parent involvement.

Questions, comments and concerns regarding this Parent Involvement Policy or Rolling Prairie's Schoolwide Plan may be submitted verbally or in writing.

Becky Bartlett, Principal
 Rolling Prairie Elementary School
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 219-778-2018
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Title I Program
School-Parent Compact
2018/19
Rolling Prairie Elementary

From The Principal:

Dear Parent/Guardian:

Rolling Prairie Elementary School has been designated a Title I school under the federal guidelines set forth by the No Child Left Behind Act. Schools receive this designation when the percentage of its families who qualify for free and reduced lunches is higher than the corporation's. Once a school is designated to receive funding any student who meets program criteria is eligible for assistance. Test scores are not part of the eligibility criteria.

This Title I designation means our school is receiving more resources to assist struggling students. The program provides for highly qualified Reading Specialists trained in specific, research based reading programs. The Reading Specialists will work with small groups of children at different times during the week.

The Title I program actively encourages parents to learn more ways to help their children succeed in school. We invite you to stop in and use our parent room. You will find we have a computer set up with some suggested websites marked as favorites, information pamphlets you can take with you, and a number of materials that you can check out to use with your child at home.

If you have any questions or concerns regarding this program, please feel free to call Mrs. Jarka or Mrs. Post at Rolling Prairie at (219) 778-2018. They will be happy to answer any questions you might have. Our school counselor, Mrs. Kuczanski, is available to meet with parents.

This document is our Parent Compact. **We are required by the Title I Program to have parents sign this.** Please sign this form electronically by checking the required box. This document reminds us that it takes cooperation from the teacher, parent, and student to accomplish the task of learning.

Remember to keep your child active with books, reading and being read to!

The Compact

Education is a collaborative responsibility shared by students, teachers, parents and community members. It is important that we all work together to help students achieve high academic standards. The following are roles and responsibilities that we as partners will carry out to support student success in school and life.

STAFF PLEDGE

I pledge to carry out the following responsibilities to the best of my ability:

- v Teach classes through interesting and challenging lessons that promote student achievement.
 - v Endeavor to motivate my students to learn.
- v Have high expectations and help every child to develop a love of learning
 - v Communicate regularly with families about student progress.
- v Provide meaningful homework assignments that practice essential skills that extend learning.
 - v Participate in professional development opportunities that enhance teaching and learning strategies.
- v Support the formation of partnerships with families and the community.
- v Actively participate and consistently work with families and my school colleagues to make school an accessible and welcoming place for families.

STUDENT PLEDGE

- v I pledge to carry out the following responsibilities to the best of my ability:
 - v Come to school every day (unless I am ill) ready to learn and do my personal best.
 - v Bring my agenda, completed assignments, and homework each day.
 - v Organize my learning materials every day so that I am ready to learn.
 - v Know and follow the school and learning community, rules, procedures, and expectations.
- v Communicate regularly with my parents and teachers about school experiences so that they can help me be successful in school.
 - v Study and read every day after school.
- v Respect my teachers, the school staff, the school facilities, my classmates, and their families.

PARENT PLEDGE

- v I agree to carry out the following responsibilities to the best of my ability:
 - v Provide a quiet time and place for homework each evening.
 - v Read to my child or encourage my child to read every day.
- v Ensure that my child attends school every day, gets adequate sleep, regular medical attention, and proper nutrition.
 - v Regularly monitor my child's progress in school
- v Read and respond to school notices, messages, and requests in a timely manner.
- v Participate at school in activities such as volunteering and attending parent teacher conferences.
 - v Communicate the importance of education and learning to my child.
 - v Respect and support the school staff, students, and other parents.

I agree to the conditions of this printed pledge.

Staff members:

Reading Specialists: Mrs. Jarka, Mrs. Post

School Counselor: Mrs. Kuczanski

Principal: Ms. Bartlett

Parent Signature:

Appendix C

Rolling Prairie Anti-Bullying Policy

Definition of Bullying - Repeated and overt acts, gestures, or written communication designed to harass, ridicule, exclude, harm, intimidate, or humiliate another person. Bullying can be pushing, shoving, hitting, spitting, name calling, teasing, picking on, making fun of, starting rumors about, laughing at, threatening, excluding someone, stalking, coercion or remaining a non-involved by-stander when any of the previously mentioned acts are taking place. Bullying causes pain and stress to its victims and is never justified or excusable. The victim is not responsible for being a target.

The Faculty, Staff, and Students of Rolling Prairie Elementary School believe that everybody should enjoy school equally, and feel safe, secure, and accepted regardless of color, race, gender, popularity, athletic ability, appearance, intelligence, religion, economic status, or nationality.

The Administration and Faculty of Rolling Prairie Elementary School will help our students understand the adverse effects of bullying as well as what constitutes bullying. Students and parents will also be taught about less obvious forms of bullying such as ostracism, gossiping, teasing, and by-standing. Students will be taught the school rules against bullying and procedures to prevent bullying behavior.

ROLLING PRAIRIE SCHOOL STAFF WILL ATTEND TO STUDENT BEHAVIORS THROUGHOUT THE DAY THROUGH DILIGENT SUPERVISION. STAFF WILL INITIATE DISCUSSIONS WITH BULLIES AND CONFRONT THEM REGARDING INAPPROPRIATE BEHAVIORS. STAFF WILL CONSISTENTLY INTERVENE IN ANY POSSIBLE BULLYING SITUATIONS BY USING APPROPRIATE CONSEQUENCES AND COUNSELING METHODS. PARENTS WILL BE NOTIFIED WHENEVER THEIR CHILD HAS EXHIBITED ANY BULLYING BEHAVIORS. CONSEQUENCES FOR BULLYING OR HARASSING BEHAVIORS WILL FOLLOW THE ROLLING PRAIRIE SCHOOL CODE OF CONDUCT, AS DELINEATED IN THE PARENT STUDENT HANDBOOK AND THE NPUSC BOARD OF TRUSTEES POLICY.

Possible consequences include the following and will be assigned according to the severity as well as the number and nature of offenses. The principal will be the final authority in determining consequences.

- Loss of privileges and/or recess, apology note, and act of restitution (if appropriate).
- Referral to school counselor
- Principal/Student Conference - Parent Contact (Discipline Form sent home, for parent signature, or phone call, or parent conference)
- School Detention
- Out of School or In School Suspension of 1-10 days
- Possible Police referral
- Possible Expulsion (for repeated or excessively violent episodes)

Any student, who believes she/he has been or is currently the victim of bullying, should immediately report the situation to the building Principal, teacher, supervisor, or counselor. Every student is expected and every staff member is required to report any situation that they believe to be bullying behavior directed toward a student.

Rolling Prairie Elementary School

Anti-Bullying Pledge - Students

"I promise to show respect to others by not being a bully. I also pledge to become a Bully Buster by speaking out against bullying and reporting to an adult when I or someone else is hurting from the actions of a bully. All of us must value the differences of others."

Student Signature: _____

Date: _____

Rolling Prairie Elementary School

Anti-Bullying Pledge - Parents

I/We, as guardian(s) of _____, agree to join together to stamp out bullying at our school.

I/We believe that everybody should enjoy our school equally, and feel safe, secure and accepted regardless of color, race, gender, popularity, athletic ability, intelligence, religion and nationality.

I/We understand that bullying can be pushing, shoving, hitting, spitting, name calling, teasing, harassing, starting of rumors, threatening, or excluding someone. Bullying causes pain and stress to its victims and is never justified or excusable as "kids being kids," "just teasing" or any other behavior rationalization. The victim is not responsible for being a target of bullying.

I/We understand that a student who sees someone being a bully and doesn't report or help stop the bullying is just as wrong as the bully.

By signing this pledge, we the parent(s) as guardian(s) agree to:

1. Keep our children and ourselves informed and aware of school bullying policies.
2. Work in partnership with the school to encourage positive behavior, valuing differences and promoting sensitivity to others.
3. Discuss regularly with our children their feelings about schoolwork, friendships and relationships.

4. Inform faculty of changes in our children's behavior or circumstances at home that may change a child's behavior at school.
5. Alert faculty if any bullying occurs.

Signed by: _____

Print name: _____

Date: _____

Rolling Prairie Elementary School Anti-Bullying Pledge - Faculty

We, the faculty of Rolling Prairie Elementary agree to join together to stamp out bullying at our school.

We believe that everybody should enjoy our school equally, and feel safe, secure and accepted regardless of color, race, gender, popularity, athletic ability, intelligence, religion and nationality.

We agree that bullying can be pushing, shoving, hitting, spitting, name calling, teasing, picking on, making fun of, starting rumors about, laughing at, threatening, or excluding someone. Bullying causes pain and stress to its victims and is never justified or excusable as "kids being kids," "just teasing" or any other rationalization. The victim is not responsible for being a target of bullying.

We understand that a student who sees someone being a bully and doesn't report or help stop the bullying is just as wrong as the bully.

By signing this pledge, we the school faculty agree to:

1. Support a clear school policy on bullying and display it prominently in classrooms and around the school.
2. Appropriately handle bullying incidents as set forth in the school policy.
3. Help develop and support a curriculum that educates students about bullying, diversity, and tolerance.
4. Teach students about less obvious forms of bullying like gossiping, exclusion and by-standing.
5. Discuss proactive anti-bullying measures (such as having lunch with a student who has been excluded in the past).
6. Establish support systems for pupils involved in incidents such as peer counseling and mediation.
7. Implement a system to support and inform parents when incidents of bullying occur.

8. Offer counseling to students who bully.

9. Ensure an atmosphere where students feel safe reporting incidents of bullying and are confident they will be appropriately addressed according to school policy and will not be ignored.

Signed by: _____

Printed name: _____

Date: _____