

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

[X] Public or [] Non-public

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

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

Official School Name Rolling Prairie Elementary School
(As it should appear in the official records)

School Mailing Address 605 E Michigan Street
(If address is P.O. Box, also include street address.)

City Rolling Prairie State IN Zip Code+4 (9 digits total) 46371-9576

County LaPorte

Telephone (219) 778-2018 Fax _____
Web site/URL https://www.npusc.k12.in.us/rolling-prairie-elementary/ E-mail pamelamoore@npusc.k12.in.us

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

(Principal's Signature) Date _____

Name of Superintendent* Dr. Paul White E-mail paulwhite@npusc.k12.in.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name New Prairie United School Corporation Tel. (574) 654-7273

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

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Phillip King
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

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

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

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

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

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

PART II - DEMOGRAPHIC DATA

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

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

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

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

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

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

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

Grade	# of Students
PreK	0
K	75
1	68
2	77
3	67
4	67
5	80
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	434

*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 % American Indian or Alaska Native
 - 1 % Asian
 - 2 % Black or African American
 - 15 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 75 % White
 - 7 % 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 2021 - 2022 school year: 8%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	15
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	27
(3) Total of all transferred students [sum of rows (1) and (2)]	42
(4) Total number of students in the school as of October 1, 2021	495
(5) Total transferred students in row (3) divided by total students in row (4)	0.08
(6) Amount in row (5) multiplied by 100	8

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

Spanish, Punjabi, Greek, Polish, Chuj

English Language Learners (ELL) in the school: 7 %
30 Total number ELL

7. Students eligible for free/reduced-priced meals: 52 %

Total number students who qualify: 224

8. Students receiving special education services with an IEP: 19 %
Total number of students served 84

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

<u>10</u> Autism	<u>0</u> Multiple Disabilities
<u>2</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>5</u> Other Health Impaired
<u>13</u> Developmental Delay	<u>12</u> Specific Learning Disability
<u>4</u> Emotional Disturbance	<u>34</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 3 %
Total number of students served: 13

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

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

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	18
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	12
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	14
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 24:1

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	98%	98%	97%	97%	96%
High school graduation rate	0%	0%	0%	0%	0%

14. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

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

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

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

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

Rolling Prairie Elementary School will empower students through diverse opportunities to have the academic and social-emotional skills to be responsible citizens of a global society.

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

<https://go.boarddocs.com/in/npusc/Board.nsf/goto?open&id=C9RPTQ662FD5>

<https://go.boarddocs.com/in/npusc/Board.nsf/goto?open&id=C9RPTS662FDB>

<https://go.boarddocs.com/in/npusc/Board.nsf/goto?open&id=C9RPTR662FD8>

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

PART III – SCHOOL OVERVIEW

Rolling Prairie Elementary School is nestled among rolling farmlands in the small town of Rolling Prairie, Indiana. Our unique location is in close proximity to the state of Michigan, as well as one of the five Great Lakes, Lake Michigan. It may be surprising to learn that our school's enrollment of 445 students is greater than the number of people who reside in our town. This is due to our district's open enrollment, which allows transfer students. In 2020, Rolling Prairie's population was 408 residents. Our residents are proud of their small town and its history. Our town was frequently visited by travelers during the 1920s-1940s due to U.S. Hwy 20 cutting through the center of town. Many visitors traveled between Chicago and New York. Our unique location also served as a popular hangout before and after University of Notre Dame sporting events. Rolling Prairie was viewed as a town that truly represented Indiana's state motto, "Crossroads of America." Despite U.S. Hwy 20 being rerouted and no longer cutting through the center of town, Rolling Prairie continues to be viewed as a charming small town that draws people in from all around.

Our current school building first served as a four-year high school from 1907-1968. In 1969, Rolling Prairie High School and New Carlisle High School consolidated into New Prairie High School. This is also when our school building reopened as Rolling Prairie Elementary School. When walking through our hallways you will proudly see us display the photos of the high school graduates and the many awards and trophies they earned. Our wooden gym floor is original and upholds the spirit of Indiana basketball. Our school property, and the grounds surrounding it, are frequently used. You can take a hike on a nature trail, attend an athletic event on our baseball or soccer fields, or watch a parade. Our school community is primarily made up of small businesses and family farms. Our Bulldog families are multigenerational. We are proud to recognize 11 staff members as prior Rolling Prairie Elementary students. Additionally, 18 staff members currently, or once previously, had children/grandchildren attend our school. Once a Bulldog, always a Bulldog.

"Who let the dogs out? Woof, woof, woof, woof?" is chanted by all students and staff as we gather together for whole-school assemblies. We also participate in choreographed dance moves that signify a culture of fun and excitement for learning. Each quarter, we carry-out this exciting tradition and celebrate our school's growth and achievements. During these gatherings, you will also hear us encourage each other by saying our school motto, "Practice Makes Progress." We foster a culture that supports and believes in all of our students. We are proud to be Bulldogs and love to honor our mascot, Biscuit. Biscuit is key in our school implementing our positive school wide expectations represented by the acronym B.A.R.K.: Be strong, Act like a Bulldog, Remember Safety, and Kindness Matters.

Our school believes in a whole-child approach, which is supported by the efforts of our entire school community. We have an involved and supportive Parent Teacher Organization (PTO) that partners with us in working toward our goals. We are proud of our recent designation as a Family Friendly School by the Indiana Department of Education (IDOE). We also became the first elementary school in the state of Indiana to receive the Project ADAM Heart Safe School Designation. Our designation was obtained by the successful practice and implementation of a responsive plan to sudden cardiac arrest awareness by both staff and students. As a Title I school, we understand the importance of reducing barriers and overcoming obstacles to learning so our students will be able to reach their full potential. We house an on-site community closet, send bags of food home with students, and partner with an onsite, outside behavioral health service agency. We assist families with childcare and provide a free after school club that offers many options, such as homework help, nutrition, and fitness. To ensure we are effectively communicating, we provide on-site translation services and offer online and printed materials, such as newsletters or invitations to events, and materials in multiple languages. As our community evolves, it is of utmost importance to us to continue to build an equitable and inclusive school environment.

We keep going and keep growing by focusing on continuous improvement. As a Professional Learning Community (PLC), our school's mission is to ensure high levels of learning for ALL students. We function as a team and rely on each other to meet our common goals. We are mutually accountable for the success of our students - it is not "my" students but "our" students. Our best practices include collective teacher efficacy, which we accomplish through regular collaborative team meetings, both academic and behavioral.

We are results driven and understand the need to recognize will versus skill in order to make decisions on how to best meet students' needs. We recently revised our school's vision statement to ensure we are committed to our students' futures - Rolling Prairie Elementary School will empower students through diverse opportunities to have the academic and social-emotional skills to be responsible citizens of a global society.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

Rolling Prairie Elementary School identifies English Language Arts (ELA) essential standards by analyzing the vertical alignment provided by Indiana Academic Standards. All grade levels prioritize and commit to a high level focus of instruction and assessment of essential content in order to maintain continuity across grade levels. Grades K-3 utilize evidence-based instructional practices and small group instruction to teach foundational literacy skills. Further, Kendore Learning, an Orton Gillingham based curriculum, is used to encourage a consistent and multisensory approach to phonemic awareness. Primary grades conduct individual and small group learning centers for skill practice and application. Grades 2-5 employ Ready Reading as a corporation-wide curriculum resource affording high interest, genre-specific, non-fiction, and fiction content with depth of knowledge scaffolding.

Instructional approaches include skill introduction, modeled and guided instruction with teacher think-alouds, guided practice, and independent practice. Additionally, all grade levels integrate Smekens Education, a reading and writing framework, with other curricular resources to serve as a baseline for common instructional vocabulary and strategies across grade levels. Anchor charts are created alongside new content and are prominently displayed in classrooms to serve as resources for students. The conscious effort of referencing classroom resources throughout the school year helps solidify overarching ideas and skill comprehension in our students.

Teachers implement a multi-faceted approach to assess essential learning standards. Individual classrooms use informal assessments throughout instruction, such as exit tickets, Google Forms, and whole class discourse. All grade levels provide individualized learning plans through Lexia Learning and IXL to meet the unique needs of every student. Common Formative Assessments (CFA) are administered by grade level teams to unpack learning targets, analyze evidence of mastery, and provide action plans to respond to students' demonstration of skill application. Each assessment is created to gauge and respond to student mastery of individual learning targets within a single academic standard. In an effort to maintain consistency of expectations, grade level teams collaborate to grade CFAs based on common rubrics.

Teachers provide reteaching and multiple opportunities of skill mastery for students needing additional support. Students mastering essential standards are exposed to standards identified as medium to low priority to continue to expand their knowledge of grade level content. Summative assessments provide opportunities for application of individual learning targets within a single culminating product. We believe in collaborating to vertically align the ELA curriculum across grade levels to encourage continuity of instruction and common academic vocabulary throughout the building.

Of utmost importance to our staff, is to foster a love of reading. We begin to develop this with our students the moment they walk through our doors. We expose them to a variety of genres, topics, and cultures. During independent reading, students are not restricted in choosing books by levels. Instead, we teach students how to select books by examining them and reading small bits of text. As students grow into reading, we assist them in reflecting on what they read through discussions and writing. Students are also motivated through incentive programs, such as Reading Counts. Each grade level has an established end-of-year reading goal with the expectation of all students being successful and earning a book from our school's book vending machine. We encourage our students to be lifelong readers.

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

At Rolling Prairie Elementary School, we systematically analyze the vertical alignment of Indiana Academic Standards to identify math essential standards. With professional learning communities (PLCs) as the foundation, grade level teams collaborate to prioritize the focus of instruction and assessment of essential content, ensuring the continuity of skills across grade levels. Grades K-5 utilize Ready Math as a

corporation-wide curriculum resource and pacing guide. Teachers have autonomy for implementing individual teaching styles, but foundational instructional approaches for math are utilized school wide.

Math instruction across grade levels includes an introduction of focused math vocabulary words and the target skill, modeled and guided instruction with teacher think-alouds, guided practice to incorporate learning with a partner or small group, and independent practice prior to assessment. Teachers at all grade levels create and display pictorial anchor charts to serve various levels of cognitive retention. Age and grade level appropriate videos, such as Khan Academy and Generation Genius Math, engage students in learning skills and connect math concepts to real-world applications. The combination of multiple teaching strategies allows for conceptual understanding as opposed to rote memorization. Spiraling of skills within daily practice occurs throughout the school year to provide continuous engagement with various skills and long term cognition.

Individual classrooms use informal assessments and whole class discourse, with the expectation of prior and current math vocabulary usage, to monitor understanding. Our 1:1 technology empowers students to engage in various checkpoints, which allows teachers to quickly assess understanding. All grade levels utilize IXL skill plans, with some grade levels aligning skill plans with NWEA scores. Grade level teams administer Common Formative Assessments (CFA) to analyze evidence of mastery and provide action plans to respond to learning.

As students display a need for remediation of essential standards, grade level teams embrace small group instruction of students within the entire grade level and provide reteaching of skills. This honors learners who require additional time for attainment of mastery. As students display mastery of grade level priority standards, they are given opportunities for enrichment within the continuum of the standard. Medium to low priority standards are addressed during the instruction of overlapping content standards or during enrichment. The use of hands-on manipulatives during guided and individual practice, or learning centers, allows students to experience the transition of knowledge from concrete to abstract. Math fact fluency practice with XtraMath/ReflexMath provides students in grades 2-5 additional opportunities for success and mastery. We believe in the power of scaffolding instruction for all learners to achieve success of vertically aligned essential standards.

A shared area of focus school-wide is problem solving. Students problem solve as soon as they begin to develop number sense. Staff regularly implement highly engaging activities, such as number talks, that require students to be more active in whole-class discussions. Students lead discussions and share multiple ways to solve problems. Student feedback is provided through use of verbal and hand signals with the goal of increasing engagement. Staff serve as facilitators and challenge students to respond to both correct and incorrect answers. Our ultimate goal is to develop students into critical thinkers who understand the “why” behind their answers.

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

The 2022 Science Indiana Academic Standards serve as the foundation of the content taught at our school. All grades access online resources through Discovery Education’s science curriculum. In addition to the core curriculum, many classrooms also utilize Generation Genius, which provides engaging science activities. These resources provide comprehensive access to content through online videos, virtual lab investigations, and scaffolding of instruction at varying levels of intensity.

Staff pursue outside resources to enrich and extend students’ learning of science content. While delivery of core ideas is often administered via whole class instruction, science standards are also integrated with our nonfiction reading, writing, and math curriculum. All teachers incorporate dedicated science instruction, which includes hands-on learning, experimentation using the scientific process, data collection, and investigative reporting. Students apply their knowledge of science in culminating experiences, such as our fourth-grade field trip to a nearby national park. During this unique outdoor education program, students are immersed in the natural environment and rich biological diversity found near Lake Michigan. Throughout this trip, students utilize journals to collect data, which helps them understand the unique ecosystems that make-up the Indiana Dunes National Park.

Our school is fortunate to house various plant and animal ecosystems within close proximity. Teachers embrace opportunities to immerse students in science experiences, such as incorporating our school's courtyard, which houses turtles. Additionally, students engage in learning through our butterfly garden and wooded nature trail with a pond. We also partner with our local conservation club, which provides us with pre-made lesson plans that extend our learning outdoors.

We assess students' understanding of science standards in a variety of ways. Informal assessments occur through the use of class discussions and exit tickets. Following investigations, students complete both verbal and written explanations of the scientific process. Additionally, summative assessments include multiple choice and constructed responses to demonstrate level of content understanding and application of cross-curricular standards in ELA and math.

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

The 2020 Social Studies Indiana Academic Standards are utilized as the foundation of social studies content taught at our school. McGraw Hill's IMPACT Social Studies serves as our core curriculum, which is used to plan and prepare our K-5 instruction. This program develops skills in the use of inquiry, literacy, and citizenship. It also integrates informational texts and primary sources within the core subjects of the social studies standards. At all grade levels, teachers utilize a cross-curricular approach to incorporate social studies content. Whole group instruction, online videos, and virtual field trips assist students with the comprehension of content. Additionally, students receive extensions to core social studies ideas through weekly citizenship classes.

Our school is located within walking distance to the center of our town, providing access to the fire station, library, and post office. Staff take advantage of immersive opportunities to teach students about local government, citizenship, and the importance of global community involvement. We also bring programs and supplementary materials into our school that are implemented by community volunteers. This extended learning opportunity, Junior Achievement, offers a multidisciplinary approach that connects learning across social studies disciplines, such as economics, geography, history, government, and civics.

We assess students' understanding of social studies standards using the inquiry process. Both formative and summative assessments check to see if students are able to ask questions, investigate and gather evidence, and problem-solve. Students enjoy engaging in various methods of assessment, such as classroom discourse, analyzing sources, and creating hands-on projects. Third grade students demonstrate the inquiry process by completing a project which requires them to select a famous person in history, conduct research through the use of Who's Who books, and create a pop bottle replica of their chosen person. Final projects are displayed in our school for other students to learn about famous people in history.

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

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

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

All K-5 students are provided with a weekly, 40 minute music class. Our music classes incorporate ELA, math, science, and social studies. Students in kindergarten and first grade count syllables, sound stretch, and practice rhyming. Intermediate grades use time signatures and rhythms to work on fractions. All students are exposed to music from other countries and cultures to discover its origin. Students also experience authentic

vocal, instrumental, and dance performances from other cultures. As a culminating activity, students perform in either a winter or spring music program that includes both vocal and choreographed dance moves.

All K-5 students are provided with a weekly, 40-minute art class.

Our school's art classes are instructed by a professional artist who practices and creates art outside of school. The art classroom functions like an art studio, where all students feel inspired to grow their creativity. Students experience and explore different types of art mediums, such as paint, clay, and paper mache. We house our own kiln so that all students are provided with an opportunity to have their clay works fired and glazed. Students also utilize technology to research various artists' work and watch demonstrations on art techniques. Students' final pieces of artwork are proudly displayed throughout our school and shared digitally with families.

2b. Physical education/health/nutrition

All K-5 students are provided with a weekly, 40-minute physical Education (PE) class. Our physical education classes are conducted in both indoor and outdoor spaces. Our school's current gym, which previously functioned as a high school gym, provides a large space to move and play in. Behind our school building, we have access to the soccer and baseball fields. The primary focus of PE instruction is to promote physical activity and fitness. These standards encourage lifelong healthy habits, which decrease chances of health conditions, such as obesity, diabetes and cardiac disease. Students in primary grades practice strengthening hand dominance through play. Strong hand dominance skills transfer to the classroom in areas, such as writing, cutting, and coloring. All grade levels are led in team building activities and sportsmanship while practicing skills. Students are introduced to a variety of sports to develop skills-based knowledge of rules, practice, and play. As a culminating end-of-year activity, all grades participate in our school-wide field day. During this event, students apply their knowledge of skills learned throughout the school year and engage in teamwork. Rules and etiquette, as well as safety, are also emphasized and reinforced by the many volunteers who help make this event a success.

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

2d. Technology/library/media

All K-5 students are provided with a weekly, 40-minute library class. Our school library is overseen by a library aide, who supports our teachers by providing opportunities to enhance grade level skills and standards. During each class, students are given the opportunity to return, renew, or check-out books. In addition to this weekly routine, our library aide shares new books, which inspires students to be interested in a new author or genre.

Technology is a key component of library class. Students are taught how to browse an online library catalog and how to access the Indiana Digital Library and borrow eBooks. Students are taught how to access reading apps on their iPads, such as Sora and Pebble Go, which can assist in removing barriers to reading and conducting research. We also partner with our local library, to provide all students with a Libraries 360 account, allowing students to request and borrow materials from nearby public libraries.

Special learning opportunities are also provided through our library. Students are invited to participate in a STEM based activity, Ozobots, that teaches coding. Additionally, third through fifth graders are invited to participate in the Who Was? History Bee, a national trivia contest. We are proud of our school library serves as a learning space for all.

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

We are proud to offer an after school program, Bulldog Club, at no cost to our families. Our local partnership with the Healthcare Foundation of LaPorte, provides a grant, which funds this program. Families can choose for their children to participate up to four days a week, Monday through Thursday, until 5:00 p.m. and are assisted with transportation. The convenience of this program's location, on-site in our school building, allows for increased access and participation. Students in the program engage in fitness activities that promote the importance of daily movement and exercise. They learn how to eat healthy through the use of MyPlate while also making and sampling healthy snacks, such as smoothies. In addition to the wide range of activities, daily homework help is provided by licensed teachers to support students' academics.

Under the direction of our school counselor and social worker, students can participate in our school's Trail Team. Students act as stewards of our nature trail and maintain paths for safe passing. They facilitate a deep understanding and appreciation of nature and all the qualities it offers, such as social emotional wellness.

We incorporate Minds in Motion to enhance our teaching and learning. Minds in Motion provides our staff with kinesthetic strategies to assist students in making learning more tangible, accessible, and memorable. These strategies include simple movements and dance, which encourages students to learn using both their bodies and minds. We believe there is a strong connection between implementation of this program and increased student engagement.

3. Academic Supports

3a. Students performing below grade level:

Rolling Prairie Elementary School believes all students can master the essential standards. Students are assessed throughout the school year to determine areas of strength and concern. Our master schedule is designed to ensure each grade has a dedicated 30 minute block for both ELA and math to focus on Tier 2 and Tier 3 of Response to Intervention (RTI). Our school is committed to collaboration between grade level teachers and interventionists. Academic team meetings are planned approximately every six weeks to discuss student growth and achievement based on universal screeners and Common Formative Assessments (CFA). Teams meet to analyze data and update intervention plans, which are individualized to meet the unique needs of each student.

Interventions are based on data derived from universal assessments, NWEA ELA and Math, IXL Diagnostic ELA and Math, M.A. Rooney Reading Foundations K-1, M.A. Rooney MARK Phonics Screeners for grades two to twelve, and classroom CFAs. NWEA is administered in the fall, spring, and winter to identify areas of strength and concern, and to recognize growth. Student data is maintained in an online school-wide longitudinal report for easy access.

Students performing below 20th percentile on reading assessments receive small group instruction with an interventionist. Students receive instruction utilizing an Orton-Gillingham Structured Literacy scope and sequence through programs such as Kendore and Heggerty. Students develop prerequisite skills based on the Indiana Academic Standards per grade level and are assessed through CFAs, IXL, and NWEA.

Students performing below 20th percentile on math assessments are introduced to prerequisite skills by using a Concrete, Representational, Abstract Model in a small group with an interventionist. Students are given opportunities to work with manipulatives to solidify their understanding in a concrete manner and then are moved to a representational model. After students have demonstrated mastery of the standard, they are challenged to show their skills in an abstract way. Students demonstrate mastery of prerequisite skills, which scaffold to grade level standards.

3b. Students performing above grade level:

Rolling Prairie Elementary School works hard to support our high achieving students. Our staff has three high-ability licensed teachers who are active in the cross-training of other staff members. Each grade level is cluster grouped using the Gentry Model, when appropriate. We use best practices of gifted education to modify, extend, and enrich core curriculum to meet our students' academic, emotional, and social needs.

Additionally, all grade levels incorporate activities that foster problem solving, creativity, and higher order thinking to provide appropriate challenges to students who perform above grade level.

High ability identification begins in kindergarten. All students across our district participate in NWEA growth testing in the fall, winter, and spring. Students who score above the 95th percentile on the winter assessment are identified as high ability in math/ELA for the upcoming school year. Students achieving at the 92nd percentile or above in kindergarten, 2nd grade, and 5th grade, or any student who receives a nomination, participates in the Cognitive Abilities Test (CoGAT) to determine performance qualifications.

As a PLC school, we support high achievers by continuously reflecting on opportunities to engage all students in higher level thinking and discussion. Within our Tier 2 instruction, grade levels offer a unique opportunity for students who have mastered grade level curriculum, but who may not be identified as high ability, to extend their knowledge through participation in small group instruction using high ability resources. High ability resources include Junior Great Books, Cricket/Spider magazines, Jacob's Ladder, Aleks Math, IXL skill plans, and Lexia. The variety of resources available give teachers many options to extend learning to students who have mastered grade level content.

3c. Students with disabilities:

Rolling Prairie Elementary School works in partnership with the LaPorte County Special Education Cooperative. Our school has two full-time special education teachers who work collaboratively with general education teachers to provide services to qualifying students. Based on each student's individual cognitive and academic evaluations, completed by the special education diagnostic team, the learning style and academic levels are identified for each student. Using this information, goals are developed in the areas of need. Each goal is aligned with Indiana Academic or Functional Standards. Students are provided direct services with the special education teacher to work on goals determined in their Individualized Education Plan (IEP) and based on areas of deficit. We also provide support services within the general education classroom to assist with accommodations and modifications.

Our school's special education team extends beyond our special education teachers and includes a wide range of additional support personnel, such as an educational diagnostician, behavioral consultant, school psychologist, occupational therapist, physical therapist, autism consultant, and speech and language therapist. Through our speech and language therapist, students receive weekly one-on-one and small group services based on the results of formalized testing measures and the impact on general education performance. Additional services are discussed and decided on by the Case Conference Committee (CCC) team, who work collaboratively alongside students' families to make decisions that center on the Least Restrictive Environment [LRE]. Students' IEPs are reviewed annually by the CCC. During these meetings, which include both the school team and families, we review present levels, discuss progress, and review and update goals. Students' services and accommodations are determined based on needs, with the goal for students being included in the general education setting to the fullest extent possible.

3d. English Language Learners:

At Rolling Prairie Elementary School, our English Learners (EL) have equal access to educational opportunities. This begins with the identification of our ELs. During our enrollment process, we provide support to families, through our EL translator, to ensure Home Language Surveys are complete and accurate. When a student is identified as speaking a language other than English, our EL teacher administers the Wisconsin Delaware and Arkansas (WIDA) assessment, which considers language domains in the areas of speaking, listening, reading, and writing. If a student's English Language Proficiency level is below fluent, instruction and services will be provided until achieving the level of Fluent English Proficient.

All ELs with a proficiency level between 1.0 and 4.9 have an Individualized Learning Plan (ILP). This document is reviewed annually by both families and school staff to discuss data, assessment accommodations, classroom strategies, modifications, and services. We offer both push-in and pull-out services. Pull-out services are administered by both our EL teacher and assistant. Push-in services are provided by EL staff, classroom teachers, and support personnel. Our EL teacher collaborates with staff who

works with ELs to ensure ILPs are being fully implemented and students' needs are met.

In addition to providing the regular services to EL students, our staff goes above and beyond in making sure students feel included and proud of who they are. When planning and preparing lessons, teachers seek out books in which students can see themselves represented. Students are encouraged to share information about their traditions, beliefs, and cultures. In order for families to feel welcome at all school activities and events, we personally invite them in their home language. Additionally, we offer and provide translation services to all families who may need assistance communicating between home and school. As our school community continues to grow, we will continue to identify and implement new ways in which all families feel welcome and supported by our school.

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

The staff at Rolling Prairie Elementary School goes above and beyond in making sure all needs are met, especially for students who qualify for free or reduced benefits or are identified as homeless. We believe that traditional supports are not enough for many of our students to be successful. Maslow's hierarchy guides our work with identifying and meeting our students' individual needs.

Our students' basic needs include access to food beyond the school day. We work with a local food bank to provide students with bags of food to take home with them on the weekend. We address health and wellness by bringing in services or transporting students to them. We provide in-school dental care through our Smile Programs, Mobile Dentist. Our Rolling Prairie Lions Club helps pay for eye exams and glasses.

It is important for us to ensure that students are able to fully participate during and after the school day with their peers. When a student is in need of school supplies, backpacks, clothing, or shoes, we quickly provide them through our on-site community closet. We also obtain uniforms and equipment for students who wish to participate in a sport or activity. When we are aware of a student in need, no questions are asked and no one is turned away. Our school is fortunate and grateful to receive many donations from our local community continue to be able to provide items for our students.

We extend our support for our students and consider the needs and wants of whole families. During the holiday season, our staff, local businesses, and community members adopt families and provide food, items, and experiences, such as taking photos with a professional photographer, attending a movie at a local theater, and skating at an ice rink.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

At Rolling Prairie Elementary School, we engage and motivate each other through a supportive learning environment. Our staff and students are committed to focusing on positive schoolwide expectations represented by the acronym B.A.R.K.: Be strong, Act like a Bulldog, Remember Safety, and Kindness Matters. Our shared expectations foster students' academic and emotional success.

We celebrate individual students, classrooms, and our whole school. Students are provided with countless opportunities to earn "Top Dog" awards for displaying acts of kindness, personal growth, and academic achievement. During our daily morning announcements, "Top Dogs" are recognized by having their names read aloud by the principal. She invites students to the "Doghouse" where she personally recognizes each "Top Dog" by giving them a certificate and reward. Each week, classrooms are chosen to receive the "Puppy Pack" award for demonstrating excellent hallway behaviors. Classrooms are rewarded with a game that is organized by and played with the principal. Each quarter, we gather as a whole school to recognize our successes. Biscuit, our Bulldog mascot, leads the way in dancing and celebrating. Even if we do not meet all of our goals, we continue to encourage each other by cheering our motto, "Practice Makes Progress."

Our school counselor provides weekly citizenship classes to all students. Her instruction fosters social emotional development, which includes students practicing mindfulness and understanding how to manage their emotions. She supports academic achievement by teaching students study skills and goal setting. She also helps students plan for their futures by exposing them to college and career opportunities. She collaborates with teachers to plan and organize trips that allow students to further explore their interests and speak with individuals who are currently working in the field. An annual end-of-elementary dining etiquette field experience includes both fifth grade students and staff at our local Heston Event Center. Students are given the opportunity to practice conversation, meet new people, and behave and dress in a formal atmosphere. This trip prepares students for their future social and professional success. These intentional experiences allow students to interact with local businesses and community partners.

Our staff collaborates with one another in order to engage students in opportunities to learn by doing. Classroom teachers partner up and plan activities that integrate multiple subjects for special events, such as Bulldog Buddy Reading/Writing Day and STEM Day. Students are encouraged to keep going and keep growing through schoolwide challenges, such as meeting a reading goal in order to earn a book from our school's book vending machine. Students can participate in elementary athletics, such as volleyball, basketball, cross country and wrestling. Our students enjoy being part of a team and representing their Bulldog community.

2. Engaging Families and Community:

Our school strongly believes in opening our doors to our school community. This is supported by our most recent designation of "excelling" as a Family Friendly School by the Indiana Department of Education (IDOE). Alongside our PTO, we plan activities and events that promote family engagement and fun. Our Family Game Night is based on a Candy Land theme where staff, parents/guardians, and high school National Honor Society members oversee a variety of board games throughout our school building. Our student council assists in planning and choosing movies for our Family Movie Night. Our events also integrate academics and allow families to learn ways in which to further support their child's learning at home. Our kindergarten and first grade Camp-Read-A-Lot event highlights phonics and early reading, while also integrating STEM. Our second and third grade Superheroes for Math Night focuses on number sense and foundational math skills. Our fourth and fifth grade families identified new genres of books when attending our Bingo For Books Night. Our end-of-year events include an annual Fun Fair, which invites any member of our community to engage in bounce houses, games, and raffles. We also ask students to highlight important people in their lives and include them in a special event, Very Important Person (VIP) Day.

We believe in school partnerships that support us in providing increased learning opportunities for our students. Our Rolling Prairie Business and Community Association assists us in finding unique ways in which our school can participate in local events, such as decorating our town's Christmas Trees with ornaments created by our students. Our local public library is only three blocks from us and partners with our school library to provide access for students to borrow books and ebooks. Our school staff can also borrow hands-on items, which include reserving learning kits to use in our classrooms. Local universities, Purdue Northwest and Bethel University, invite us to host students aspiring to work in the field of education. Student teachers offer helping hands in the classroom and the ability to work with small groups of students. Local businesses, such as D.A. Dodd, support us in providing unique whole school events, such as STEM day, where students are given the opportunity to apply problem-solving, inquiry skills, and creativity. The Rolling Prairie Conservation Club involves students in stewardship activities and provides teachers with ready made lesson plans to utilize with our on-site butterfly garden and nature trails. Members of the club manage and care for these special learning spaces for both community and student use.

3. Creating Professional Culture:

At Rolling Prairie Elementary School, our purpose is shared, and it considers both the present and the future. This is defined in our school's motto, mission, vision, and beliefs, which were created and agreed upon by all members of our school community. We are committed to a growth mindset and the success of all our students when we state our motto - Practice Makes Progress.

Our professional culture is defined by our school's belief to collaborate with colleagues to cultivate student success. We recognize the strengths and talents of our staff and lean on each other for support and growth. Our professional development starts within our school building. When seeking assistance or new ideas, our first step is to turn to each other during collaborative meetings or through special events, such as our Staff Share Fair. Our Staff Share Fair provides staff with the opportunity to serve as experts and provide mini lessons that introduce new resources or ideas.

We are a team that respects one another and keeps the students at the forefront of our decision-making. As a PLC school, we focus on the whole versus individual parts. Our Specific, Measurable, Attainable, Results Oriented, Time bound [SMART] goals for the school, teams, and individuals are regularly reviewed and discussed to determine whether we are making positive progress. We regularly meet as teams, which often include staff beyond grade levels. In addition to daily common plan time, staff is provided with weekly late start Fridays. Established norms and commitments guide our work, which includes collaboration, analysis, and accountability. Teams focus on learning to improve results.

Our staff seeks out and is provided with professional development that is aligned to our common goals. Our professional development models the idea of putting learning into action. PLC is the engine that moves our school improvement. Each summer, staff is invited to attend the Professional Learning Communities at Work Institute in Lincolnshire, Illinois. Our PLC professional development is ongoing and includes online training and materials, as well as on-site visits by experts from Solution Tree.

In an effort to support our school's writing goals, we engage in the Smekens writing process on-site at our school. Staff works across grade levels to plan a new scope and sequence, which includes implementing new teaching methods and reflecting upon them. To enhance writing and incorporate it across subjects, staff volunteers to attend a summer workshop, Smekens CompCon, with a focus on reading comprehension.

Along with our school's identified professional development needs, staff members may seek out their own interests to support their individual learning goals. We are proud to lead by example and keep going and keep growing.

4. School Leadership:

Our school's leadership philosophy is shared decision-making, carried out through teamwork. These teams function with purpose based on schoolwide goals and results. Our teams include staff, families, community members, and students.

Our school's leadership team, composed of a core group of individuals, ensures that all staff members have a voice at the table. Discussions are open and honest, with students at the forefront of every decision. Leadership team members generate new ideas that contribute to the overall growth of our school. They also take back items to the teams they represent, for further discussion, which provides efficiency.

Shared decision-making is carried out beyond the leadership team during other schoolwide committees. Our school's crisis team reviews and implements safety plans and procedures, such as carrying out heart safe drills, which earned our school the state's first elementary school Heart Safe School designation. They also identify new areas of concern or in need of improvement and problem solve. Safety is a top priority at our school.

Our school's leadership includes families through our Parent Teacher Organization (PTO). During monthly meetings, we discuss schoolwide events, fundraising, and ways in which we can collaborate to achieve common goals. Our principal, teachers, and families engage in dialogues that consider all ideas and represent our entire school community.

Our students serve in leadership roles as members of student council. These representatives regularly visit all classrooms to gather and disseminate information. The student council president meets monthly with the principal to discuss ideas gathered from the entire student body, and present ways to improve our school. They also assist in fundraising efforts to support the American Heart Association and overnight field trips.

Our principal has an open-door policy, and invites honest and productive conversations. These are not only encouraged but expected. She is a great listener and considers all thoughts and ideas. She has a positive rapport with staff and students and is highly visible throughout the school day and at after-school events and activities. Her positive attitude is contagious, and you will often hear her saying, "Have a PAWsome Day!" Our principal keeps staff well informed with clear and concise communication. We appreciate her newsletters which contain pertinent information for the upcoming school week. Her newsletters foster staff relationships by providing not only important weekly information, but self-care ideas, links to new information in the education world, as well as humor to set the tone for the week.

5. Culturally Responsive Teaching and Learning:

At Rolling Prairie Elementary School, we value relationships and work hard to get to know what makes each student unique. This allows us to see the world from our students' perspective and consider how we may differ in our approach to teaching and learning. When managing student behaviors, we have moved from traditional discipline to problem solving. When working with students with behavior problems, we focus on being proactive and building student skills. Our student services team, social worker and counselor, collaborate and support our staff on implementing plans that build students' social, emotional, and behavioral skills. Staff training on logical discipline, such as through restorative and trauma-based practices, improves outcomes for all students.

Our school is committed to equity. Our mission is to ensure high levels of learning for all students. We have high and consistent expectations for all students, even those with diverse backgrounds and trauma. In order to promote equity, we consider the varying needs of our students and increase access to clothing, supplies, and more by allowing any student to "shop" for items in our on-site community closet - with no questions asked. We also provide free mobile hot spots to guarantee access to education. We promote the importance of spending time with our families and plan free events that bring them together, such as our Family Game Night. Academically, we understand the importance of not penalizing students for late work, such as giving zeros, and consider students' unique situations and support at home.

Due to many of our students' family structures being non-traditional, we avoid planning activities and events that may limit participation. We have shifted our focus to events that are all-inclusive, such as Very Important Person (VIP) Day. In order to be effective communicators, we offer translation services at meetings and events, through our full-time translator. She also translates written communication in documents, such as our school newsletter.

Our school is moving toward standards-based grading to communicate feedback with families on learning and growth versus numbers and letters. Our goal for students is to focus on learning versus their final grade. We also provide ample field trips for students to learn outside of their classrooms. Students are provided with authentic, hands-on learning while visiting the Indiana Dunes National Park, South Bend Chocolate Company, Potawatomi Zoo, Spicer Lake Nature Preserve, University of Notre Dame, and the LaPorte County Symphony. We want to prepare our students for the future and provide real-world learning experiences that make them successful in life beyond school.

PART VI - STRATEGY FOR EXCELLENCE

Rolling Prairie Elementary School is driven by continuous improvement that ensures high levels of learning for all students. We foster a collaborative culture, which functions as a Professional Learning Community (PLC). We share the responsibility in implementing PLC practices and strategies with a focus on results.

Our school functions as a team that works interdependently. Our team extends beyond the walls of individual classrooms and grade level teams to include all. All includes but is not limited to: special education teachers, Title I teachers, dyslexia teacher, English Language (EL) teacher, counselor, social worker, interventionist, library and instructional aides. The importance of individuals doing their part for the success of the whole school is non-negotiable. Our goals are shared and common and all members of our team are mutually accountable for achieving them.

Within our school's PLC, teachers collaborate and utilize collective inquiry to engage in an ongoing cycle of reflection. Teachers ask and answer questions together, which result in learning together. This process includes refining lesson plans, instruction, and assessments. In order to ensure we are effective in achieving our purpose and goals, our school provides a built-in weekly meeting time, late start Fridays, and daily common plan time. Scheduling frequent common meeting times allows us to be able to share data and observations, learn from each other, and respond to individual needs of students. Professional collaboration improves lesson content and implementation, which leads to improved student growth and achievement.

Our actions are based on four essential questions of learning, which empower us to take collective responsibility for student learning. Our four essential questions are based on Solution Tree's PLC at Work: What is it we want our students to know and be able to do? How will we know if each student has learned it? How will we respond when some students do not learn it? And how will we extend the learning for students who have demonstrated proficiency? Our commitment to these essential questions is evident in our goals. All teachers work collaboratively on providing a guaranteed and viable curriculum, administering common formative assessments, analyzing data, and providing interventions and extensions.

In summary, our school's culture believes that all students can learn. Our success is due to the dedicated staff and the effectiveness of the systems we have put in place that support our PLC. We focus on student growth and achievement, a collaborative culture, and being results-oriented. We are all in this most important work to ensure high levels of learning for all students.