

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. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. 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 and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2018 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.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2012 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2013, 2014, 2015, 2016, or 2017.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
9. 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.
10. 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.
11. 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.
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.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2017-2018) unless otherwise stated.

DISTRICT

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)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban
 - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	28	6	34
K	27	30	57
1	39	31	70
2	27	30	57
3	33	41	74
4	38	37	75
5	34	43	77
6	33	39	72
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	259	257	516

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 2 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 89 % White
 - 6 % 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 2016 – 2017 school year: 7%

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, 2016 until the end of the 2016-2017 school year	24
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	12
(3) Total of all transferred students [sum of rows (1) and (2)]	36
(4) Total number of students in the school as of October 1, 2016	489
(5) Total transferred students in row (3) divided by total students in row (4)	0.07
(6) Amount in row (5) multiplied by 100	7

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

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

7. Students eligible for free/reduced-priced meals: 35 %
Total number students who qualify: 181

8. Students receiving special education services: 15 %
76 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>9</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>10</u> Other Health Impaired |
| <u>0</u> Developmentally Delayed | <u>15</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>34</u> Speech or Language Impairment |
| <u>2</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>3</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 9
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	22
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.	11
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

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

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

Required Information	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	97%	97%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2017.

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

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

Yes No

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

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

Rolling Ridge welcomes all students in their physical, intellectual, and emotional journey through school. We are visionary, and strive to maximize the academic and civic potential of all students through a safe learning environment that promotes respect and acceptance of the whole child.

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

PART III – SUMMARY

Rolling Ridge Elementary School is a suburban school that houses kindergarten through sixth grade classrooms and is located between two houses in a neighborhood just a few miles from downtown Erie. Rolling Ridge is located on 63 acres of trees and foliage. Rolling Ridge embraces about 500 students belonging to approximately 350 families. Our campus uniquely houses an Intermediate Unit early intervention preschool program as well as an autistic support classroom along with 22 homeroom classes. In addition, we have three learning support classrooms, a gifted program, an instructional support teacher and a counselor that helps to meet the challenges and needs of our students. We operate on a five day rotation schedule that invites students to participate in visual and performing arts, physical education, library/maker space, foreign language and technology based on a daily schedule. Over the years, Rolling Ridge has developed programs that create a unique growing experience for our students. On many mornings, prior to the official start of the day, you could see as many as 100 students arriving before school for enrichment and remediation in math, literacy, chorus, and musical bell programs. During the day you will see kid friendly activities that take place throughout Rolling Ridge. We have a Kind Kids Club that welcomes new students and helps keep our atmosphere friendly and passionate. As part of our district wide mascot, we have “Husky Helpers” that assist peers in learning activities such as memorizing math facts and practicing word work. A look into the classroom would show a digital and interactive SMART board in every classroom as well as standalone computers and iPads for instructional and center time. Every classroom is rich in literature as leveled books and focused instructional groups can be easily recognized as teachers work with small groups of students at a kidney shaped table. Rolling Ridge’s classrooms are equipped with listening centers, dry erase boards, and various learning stations. Our school wide theme changes each year, and can be easily recognized as you enter through the main doors of Rolling Ridge. The “Rainbow of Possibilities” theme for 2017-2018 can be seen throughout the entire school. We have embraced several themes over the past few years which involved Patriotism (2016-2017); Super Heroes (2015-2016); Every Minute Matters (2014-2015); and Kindness Matters (2013-2014.) Rolling Ridge’s theme is just one way of uniting our students, faculty, staff and community.

Rolling Ridge was built in 1970 and has always served as a facility that is used by community members including our local basketball, baseball, Girl Scouts and Boy Scout Groups. We are proud to have a Parent Teacher Organization that not only sponsors the Boy Scout Group but continually embraces activities that provide open invitations for our families to unite and learn. Rolling Ridge invites parents to many annual presentations and programs such as a Summer Reading and Math Picnics, Chorus and Bell Concerts, Family Reading Nights, Spring Carnivals, Christmas Stores, Ice Cream Socials and much more. Historically, Rolling Ridge has been a high performing school even as the social, emotional, and physical needs of our students have gradually grown. Over the past few years our school has helped to meet the needs of our modestly growing disadvantaged population with coat drives and food drives that support our families and community.

We are academically strong and focused with the intent to embrace every minute of the day as an opportunity to learn and grow. In fact, we have been awarded the Title One Distinguished School Award several times as a high achieving school. We welcome and exceed the challenges we meet with continued focus on data and achievement aligned to the core standards that are currently in place creating an environment that is focused on setting and achieving goals every day, every class, every minute.

We are proud to be part of an organization that embraces empowered leadership. It is common practice for teachers to share their experiences in a manner that models and leads others to success. The current principal has been recognized as one of Pennsylvania’s distinguished principals with the honor of participating in an advanced credentialing program focused on creating an organization that represents a high quality aligned system of curriculum, instruction, and student performance. This experience has created opportunities for Rolling Ridge to continue to excel in the social, emotional, and academic growth which is a value that all stakeholders share. Rolling Ridge not only recognizes, but welcomes the potential of every student that enters Rolling Ridge. We are proud of our students and of helping them to become the best that they can be.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Rolling Ridge is part of a district that realizes success is partially measured by how well elementary students do on the Pennsylvania state exams. As a result we spend a critical amount of time working through and aligning our curriculum in those grade levels to reflect the standards and skills needed to be best prepared for the state assessments. However, we are still very much interested in educating the whole child so we created a vertically aligned system that begins in kindergarten, first, and second grade and spirals throughout each progressing grade level with the goal of mastering eligible content. As these building blocks of content are mastered, Rolling Ridge works to allow opportunities for applying, analyzing, and synthesizing real life experiences ensuring opportunities for transfer of the acquired skills.

In addition, we utilize a philosophy for word work in the early primary grades, which provides the students with a foundation in reading and spelling where grammar, mechanics, and comprehension activities complement the phonics skills being taught. All of our kindergarten through sixth grade classrooms use focused groups and guided reading to help students as they progress through our literature requirements while there are center based activities occurring in the classroom. The literacy block is divided into pillars of instruction with time allotments set and adhered to by our district and school in each of the following areas; Independent reading, Shared and modeled reading, Word work, Guided reading, and Writing. We use authentic literature to provide opportunities for students to interact with text and become strategic and focused readers. Over the past few years, our goals have slightly adjusted to include a growing number of non-fiction texts, close reading, text dependent analysis and other activities that hold our students accountable for learning.

Our math curriculum in all grade levels is focused on number sense, numbers and operations, algebraic concepts, measurement, geometry and data analysis as essential skills that are connected to standards across all grade levels. Rolling Ridge incorporates model drawing in math daily as well as math fact automaticity. Each year our school uses the data from previous years to develop a school wide data goal with which to focus. Our most recent goal focused on geometry and geometric concepts. We are proud to house a before and after school math program that provides a level of enrichment and remediation for our learners. We are also using a non-profit organization to provide hands-on activities to students after school that is specifically focused on math concepts.

Rolling Ridge utilizes science and social studies themes that are incorporated into our literacy instruction on a daily basis. The themes rotate biweekly to allow students to gather information and formulate knowledge while learning key strategies for reading. Science and social studies is also taught in the classrooms through the expert knowledge of our grade level teachers and community organizations. Science, Technology, Engineering, Arts, and Math (STEAM) units have recently been introduced and utilized across all grade levels. Our resources from the arts and specials programs in conjunction with classroom time allotments provide opportunities for all our students to participate in hands-on, learning experiences. Our staff has also identified parts of their curriculum where career awareness, career acquisition, career retention and advancement, and entrepreneurship activities are in place while focusing on the career education and work standards.

The foundational skills of science are taught at each grade level throughout the entire year at Rolling Ridge. Students not only embrace the major understandings of Life Science, Physical Science, and Earth/Space Science, but are also exposed to scientific discovery through the use of the scientific method. Classroom demonstrations and experiments are often a part of our discovery process providing students the opportunity to experiment and participate in hands-on activities. An annual science fair is held at Rolling Ridge in May where families can share in the discoveries as presented by teams of students or individuals.

The Social Studies curriculum focuses on Civics and Government, Geography, History, Marketing and Economics. Each grade level curriculum is written to emphasize skills that follow the recommended Pennsylvania Academic Standards. Performance-based, as well as, project-based assessments have been

developed by grade levels and are used to measure understanding of the skills taught. Is it our hope that students develop an appreciation of United States and World History as well as develop character traits that portray living evidence of good citizenship in a patriotic and responsible manner.

Rolling Ridge is the only elementary school in the Harbor Creek School District that houses an early intervention preschool program that is operated by our local Intermediate Unit. This Early Childhood Intervention Program services children three to five years of age, who are eligible for special education services. The classroom is taught by a special education teacher with at least one aide, and supported by a speech/language therapist as well as physical and occupational therapists. The professionals provide services to children with communication and gross or fine motor needs within the educational environment. It is the school's philosophy that children with special needs and challenges receive their Early Intervention services within the child's environment and in programs that are suitable for all young children. By having a classroom in Rolling Ridge Elementary, students are more likely to ensure a successful transition and educational experience as they enter school age classrooms. The Early Intervention Classroom is designed to involve children in highly motivating, developmentally and age appropriate activities from the High Scope Curriculum aligned with the Pennsylvania Department of Education Pre-K learning standards. The Early Intervention Classroom incorporates the Positive Behavioral Instruction Support (PBIS), PBIS is based on principles of applied behavior analysis and the prevention approach and values of positive behavior support. The classroom teacher assesses and monitors children's progress through daily observation and formal observation as well as assisting parents with understanding their child's developmental levels. Techniques and strategies are provided to parents to be incorporated in the home environment as well.

2. Other Curriculum Areas:

Rolling Ridge operates on a unique five day schedule where each of the 23 classrooms visits music, art, library, technology and Foreign Language. Foreign Language (Spanish) and technology operate on a semester rotation where the students participate in their programs for one half of a year. The students are assigned these subjects every year, which allows them to build upon their foundations of learning from year to year.

Spanish class is one of the ways in which students learn how to be successful in their career at Rolling Ridge through instructional language acquisition activities. Students are given opportunities to use their foundational skills in English and math to improve their progress through seven years of Spanish. Rolling Ridge's foreign language program provides opportunities for students to focus on the mechanics of a child's native language, which improves overall grammar and sentence structure. Math activities are also taught in Spanish allowing students to embrace a different perspective while looking at numbers and number sense activities. Rolling Ridge recognizes the challenges that learning a foreign language places on students and their cognitive functioning ability as students recognize, negotiate meaning, and communicate in a different language system. Foreign language gives students opportunities to learn about different cultures, peoples, and ideas, which creates more positive attitudes and feelings of acceptance for different cultures.

Technology class is offered to all students in kindergarten through grades six. The skills vary from year to year and progress from name recognition and letter correspondence in kindergarten through sixth grade engaging in online website with the learning of coding programs, three dimensional modeling and 21st Century skills. The technology course incorporates math, language, research, and career readiness throughout the year. Internet safety and social media etiquette are also focused upon during the curriculum. There is a level of technology that overlaps into the all the classrooms including library media services. We are proud that our students still have access to a library where they can peruse the wide selection of books and sign them out regularly.

The music curriculum, at Rolling Ridge is aligned with several subjects taught in the general classroom. Social studies, science, math and English Language Arts are just a few of the subjects that are cross-curricular to music class. Our philosophy believes that music is a wonderful resource that enables our students to broaden their knowledge and understating of historical events, the science of sound production, poetry, ballads and story-telling. Verbal expressive exercises and aural listening skills are enhanced with singing and square dancing activities. Students at Rolling Ridge learn how to read notes and play a guitar,

recorder, symbols, musical bells and other instruments. We are proud to present a chorus program twice a year where our fifth and sixth grade students offering a presentation of a chorus show for our parents, staff and student body.

Our long range goal in visual arts at Rolling Ridge is to spark an interest and an appreciation of art and different cultures, as well as exercise the imagination to aid in creative problem solving. This learning is accomplished by developing art skills and during the school year, the students work with a wide variety of art media. They learn about the Elements and Principles of design, as well as studying artists and art styles throughout history. Our students enjoy the pleasures of being involved in this creative adventure at Rolling Ridge Elementary.

Our Physical Education program is a mix of lifetime sports, activities, games. We try to incorporate basic and fine motor movements, physical fitness, and nutrition into our classes. We are proud to have students participate in physical fitness challenges involving sit-ups, pull-ups, push-ups, ½ mile and mile run. Our physical education teacher provides opportunities for problem solving, good sportsmanship, and teamwork. Physical activity can have an impact on cognitive skills, attitudes and academic behavior, all of which are important components of improved academic performance through increased oxygen flow to the brain.

Another outstanding program at Rolling Ridge is the recent addition of the Jr. LEGO League. Junior Lego League gives early elementary school students (k-3) and adult coaches the opportunity to work and create together while they explore science and technology concepts. This season's challenge is called AQUA ADVENTURE. We currently have three Junior LEGO League teams at Rolling Ridge Elementary completing this challenge. Our 2nd and 3rd grade teams will show what they learn through LEGO Model with Motorized parts and a team Show Me Poster.

3. Instructional Methods, Interventions, and Assessments:

Success begins with goals. Rolling Ridge is a high performing school committed to focusing on goals set by our school, faculty, and students. Rolling Ridge begins the process of goal setting with the examination of data and knowing the students themselves. In preparation for each school year, data teams review state assessment results as soon as they are released in the summer. The results are measured and compared to goals that were previously set. New goals emerge from these annual results in an effort to continue to make improvements in the overall achievement of our students and school. Data teams continually meet throughout the year to monitor student learning and provide instruction that is aimed at achieving the school wide, classroom, teacher and student goals. Through monthly data meetings, teachers take a deep look at evidence of learning as it progresses for both the individual student and grade level. Additionally, Rolling Ridge teachers meet quarterly to discuss student progress with the Instructional Support Team. Through this discussion, we catch students from “falling through the cracks.” Then, additional supports and services are given to these students. The practice of setting and monitoring goals provides opportunities for the learning community and sets a fine tuned focus for the school year. We believe in maximizing the learning of each student by holding value to every day, every class and every moment.

There are many instructional approaches that support student achievement at Rolling Ridge. Each lesson has a purposeful intent directly related to the needs of students and the accountability of learning as determined by their data results and goals. Each grade level at Rolling Ridge hosts a rigorous schedule that is created to allow for tiered instructional activities that are necessary for individualization. Some of these include walk to intervention, guided reading, flexible groups, math club, study club, and lunch bunch.

Instructional tier time is scheduled at each grade level when teachers can review, revisit, remediate and enrich learning for students in both small group and individual format. In addition to classroom tier time, Rolling Ridge has intervention specialists that support students who have a higher level of need to maintain growth in the classroom and grade level. Our three learning support teachers, instructional support teacher, Title One teacher and Quest instructor all play an integral part of the success of our students in conjunction with the classroom teachers. Through these intervention specialists, focus is on individualizing the educational need and to work on specific skills or content. Activities and lessons are designed to meet the needs of students based on their instructional level and their potential for learning.

Rolling Ridge believes that explicit, direct instruction has an important impact on student learning, but it is not the only approach utilized. Inquiry based learning and project based learning also play an important part in our success with the constant guidance from our teachers. Some other strategies include peer mentors, paraprofessional remediation, instructional remediation, instructional acceleration, small group instruction, self-assessment, and progress monitoring. Something that has become more and more pronounced at Rolling Ridge is the number of programs that are scheduled beyond the school day that have a substantial impact on our learning capacity. These include, but are not limited to, before and after school tutoring, enrichment programs, and after school homework help. Rolling Ridge is a part of the district that embraces the use of technology as a daily instructional enhancement. Every classroom teacher uses the interactive Smart Board to enhance their lessons. We also use a computer based benchmarking program that allows students to practice math and language arts activities at their level. Other programs include Accelerated Reading, Earobics, Study Island, and numerous websites and applications that can be accessed through stand alone computers, chrome books and iPads.

Instruction would not be effective if wasn't aligned to the results of assessment. Through regular assessments, we determine our students' strengths and weaknesses and then work toward growth, mastery, and beyond. Commonly used assessment activities include: math and language arts benchmark testing, pre/post assessments, DIBELS, and Fountas and Pinnell reading assessment, formative assessments, and other summative assessments that are aligned with our curriculum. Students are included in this process as well allowing them to take ownership of their learning. During progress monitoring and assessments, students are made aware of their progress and teachers share the progress with students allowing them to be an active part of the process.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Rolling Ridge realizes that each student comes through our door with their own unique potential. Our students are invested in something larger than themselves. It is our philosophy to “grow” students to become part of a larger community and to capitalize on opportunities that will help our students become the best they can be. Students are motivated to come to school, to be good citizens, and to achieve to their highest potential. We do this by establishing three simple rules... Be Safe, Be Nice, Always Do Your Best!

Students are recognized for showing good character that involves kindness, caring, and compassion, and are honored with a monthly award and an annual school wide kindness celebration in May. Report card successes are recognized with a quarterly presentation of honor roll certificates, perfect attendance awards, and awards that recognize students for Bringing up Grades (BUG.) There is a high civility among students in our school that can be easily recognized throughout the entire building. Rolling Ridge has an environment that goes far beyond the teacher being the only one invested in learning. Teachers, staff, aides, the principal, and even the custodians have an invested interest in our school and the success of our students. This is obvious in the interactions witnessed throughout each day. The adults in our building lead by example when working with students and realize that building and developing relationships with students, families, and each other has a direct impact on our success. These strong relationships work together with our school wide theme (RAINBOW of Possibilities) to build a strong bond between our students and our school.

All stakeholders are involved in the goals and accomplishments of Rolling Ridge. Family involvement and communication is key in keeping parents involved in their child’s education. Rolling Ridge embraces the whole child and works diligently at developing social and emotional learning as well as an academically strong environment. We teach kindness and recognize qualities that create a community where we are focused on being safe, nice, and doing our best! We take time to celebrate kindness through our kindness event at the end of year. We recognize hard work and celebrate the accomplishments that are attached to it. We strive to maintain a safe learning environment and reflect on emergency situations to build an even safer learning environment. We include students in our goals and decisions giving them a sense of commitment and involvement.

Teacher appreciation comes in many ways, with the most important being student success. However, teachers feel valued when they participate in different programs in conjunction with PDE and our local intermediate unit such as the School Climate Pilot and the Text Dependent Analysis Pilot. Tasty treats in the faculty lounge, thematic teacher appreciation week, principal thank you cards, data meetings that highlight student success, pre- and post-observation conferences, and public signs of appreciation all contribute to feelings of support and value. Teachers are trusted and valued and able to drive their own committees to improve the school and implement programs. They are trusted as professionals to make decisions that best meet the needs of our students.

2. Engaging Families and Community:

There are 350 families at Rolling Ridge that are involved in the education process of their children. Communication is a key priority for our classrooms and our school so we can keep families abreast of the learning activities that take place. Family engagement activities include Family Reading Night, Meet the Teachers, Open House, Conferences, Spring Carnival, Science Fair, Evening of the Arts, Chorus Concerts and Ice Cream Socials. We also enjoy having parent and grandparent luncheons three times a year. In addition, each classroom includes family participation through their own unique programs such as class plays, reader’s theaters, family visitations, and student/family of the week activities. We use social media and email to share events and activities in our school. We also have a website that serves as an information center for events and activities. A quarterly newsletter is sent to all families that gives highlights from each classroom as well as from our Parent Teacher Organization (PTO.)

The electronic grading system allows parents to keep up on their child's daily progress while mid-term and quarterly reports are sent home with students. We also use a daily family communicator that is sent home with students each night. Our students can extend their learning day by using some of the technology programs at home with their families to provide additional practice through home access. Success and improvement opportunities for our students are shared through public announcements, school meetings, PTO Meetings, and social media and traditional letter type invitations. The parents and families of Rolling Ridge have a history of support. One example of this occurred during a two-week window in February 2018 where we participated in a fundraiser for the American Heart Association. In just 10 days, we raised over \$8500.00 to make a difference in someone's life.

Rolling Ridges is a part of a district that embraces community involvement and continually looks for ways to build and strengthen the relationship between the school and the community. We are lucky to have four local universities in our area that contribute to the educational opportunities for our students. Our students participate in numerous events on these college campuses. Different groups from the Universities often visit Rolling Ridge to share programs that involve STEM, Hoops for Hope, Classroom Presentations, Geology, and Astronomy to list a few. Our students also visit other local organizations to add to their elementary school career. These local organizations include local law firms, restaurants, zoological society, athletic facilities, children museums, youth theaters, and local government agencies. We pride ourselves in making connections with community and enjoy the on and off site visitations.

3. Professional Development:

The professional development plan for our teachers is a part of our district's comprehensive plan. District wide and building wide initiatives are determined as a result of a needs assessment survey completed by teachers in the spring. Once completed, the perceived needs are aligned with district initiatives, and then professional development is planned for the year. There are ten hours of annual professional development that takes place outside of the school day. These ten hours are scheduled as monthly faculty meetings. Every teacher participates in these monthly meetings which are focused on the professional development goals of our school and our district. Additionally, there are four in-service days that are designed to advance teachers in priority areas for our district. In most recent years, district and school wide priorities were geared toward data interactions, differentiated instruction and technology.

Rolling Ridge teachers, paraprofessionals, as well as the principal actively participate in both the building level and district level professional development days. During these days, we embrace a shared leadership approach. This approach to professional development has led to more engaging and purposeful faculty meetings. The presenting teachers are supported by being able to attend conferences that will promote their own learning so they can bring learning back to the school and share it. In addition to the traditional in-service days and faculty meetings, Rolling Ridge teachers participate in grade level meetings to work on aligning the curriculum with grade level standards. The grade level meetings are also used to look closely at current and potential resources that may be necessary.

Data days are also a valuable part of the professional development at Rolling Ridge. These days are scheduled with substitute teachers covering the classrooms allowing the classroom teachers to have vertical conversations across grade levels thus ensuring our students are best prepared for standardized assessments. These days are valuable because it gives teachers the opportunity to look closely at the most recent data results as presented by benchmarking tools, Classroom Diagnostic Tools (CDT), Pennsylvania System of School Assessment (PSSA) results, and Pennsylvania Value Added Assessment System (PVAAS.) During data days, teachers create proficiency plans for students that are not making acceptable gains. They also make instructional decisions for students to help make sure they are making at least one year's worth of growth in a specified content area. The data meetings are equally valued because it gives the teachers and principal an opportunity to look at progress made toward our school wide and classroom goals.

Professional Development is held as a powerful piece of our school success. Our teachers need professional development to grow in teaching and learning so that they are prepared to meet the needs of

every student; not only in regard to the standardized assessments but also on civic learning and emotional growth that all students need to be successful.

4. School Leadership:

The leadership philosophy at Rolling Ridge Elementary is one that places students at the center of all decisions. The principal helps to build upon the mission to recognize the potential of all students, and embraces an environment that teaches them to become the best they can be. Creating an environment of high quality teachers and teaching is accomplished by embracing shared professionalism and ongoing professional development along with proper scheduling, regularly scheduled walkthroughs and observations, and using resources wisely. The principal makes a conscious effort to recognize the strengths of each and every staff member creating a collaborative society that brings students to their fullest potential. It is the principal's goal to facilitate a learning community not just for students but for the teachers as well. As a high performing school, it is crucial to continue to build and develop a staff who are growing and developing professionally thus moving the entire school forward in a collaborative manner. It is realized that a high performing school cannot exist unless there is a marriage of shared professionalism, an aligned curriculum, and high quality instructional practices that places students at the heart of all decisions.

Learning is a passion for the teachers and the administrator at Rolling Ridge. The principal of Rolling Ridge embraces shared professionalism and provides opportunities for teachers to be leaders. Teacher led faculty meetings is just one example of our collaborative community. Teachers feel valued as they are considered as more than contributors to the daily operations of Rolling Ridge. The principal supports and recognizes the continued need for professional learning by creating opportunities for participation in professional development through local and nonlocal conferences, data meetings, shared professional developments, meaningfully conversations with the principal and each other, and access to a professional library. Our teachers are treated as professionals who work as a whole to share ideas, new technology, data, and ideas on differentiation. Faculty meetings are looked forward to by faculty instead of dreaded. Teachers feel valued and supported not only by administration, but also by the students, and the community (and hopefully this reward.)

Rolling Ridge is one of three elementary schools in the Harbor Creek School District along with a middle and high school. There are ten administrators that work together on the district team to create an environment that focuses on student achievement. We capitalize on each other's strengths and learn from each other's mistakes. We are supported by our superintendent and the school board in a manner that embraces the philosophy of leading by modeling and building relationships. We meet regularly to collaborate on how our district can work together with each other and the community to create an atmosphere that embraces college and career ready students.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

There are a variety of factors that contribute to the success of Rolling Ridge Elementary as a high performing school. We recognize and embrace opportunities to improve, knowing that making improvements is what moves our school from good to great.

We do this by continually monitoring our current and potential programs. We set, assess and reassess the goals that are shared by our school, classroom, and students. Goal setting is a leading contributor to our school's success along with a shared moral and ethical staff commitment to do the best in providing educationally sound opportunities every day, every class and every minute. After collaborating with teachers about this particular Blue Ribbon application question regarding the ONE outstanding practice that has been most instrumental in our schools success, we ultimately feel it is the high expectation set forth by and for our students as they enter the doors at Rolling Ridge.

We believe that every child has an untapped potential that needs to be recognized every single day of the year. When every person in the school shares the philosophy that all students can learn (no matter what the circumstance or background) and that every child has value and can contribute to the success of our school, the achievement possibilities are endless. It is not uncommon for teachers to recognize that some of our most challenging students are the ones that need us the most. We take that responsibility seriously and whole heartedly as we understand that good things come when people work hard! Helping students develop this same philosophy internally has raised the bar at Rolling Ridge. We realize that our jobs are not easy, and if they were, then we probably aren't doing them well. Taking this unwritten oath of commitment for students makes us stand out from the rest. This comes with building relationships of trust. It comes with open communication of strengths and needs. And it comes with recognizing that taking risks is a natural part of growing and learning. Recognizing and building on the potential in each student is the ONE practice that has been most instrumental for success at Rolling Ridge. A success that believes every student holds a RAINBOW of possibilities.