

**Bulldog Badge  
Student Incentive Program  
2021-2022**



Kick Off: Week of Nov. 15-19 (First Announcement will be delayed and

**Procedures:**

- Each classroom teacher and specials teacher will receive a stack of Bulldog Cards for use this school year.
- When you notice a student using good manners, point it out to the class and reward the student by filling out a Bulldog Card immediately. The student should take their Bulldog Card to the bucket near the staff sign-in sheets outside of the office as soon as they have a free moment.
- Please host a class community circle to discuss what it means to earn a Bulldog Badge for using good manners and ask students for examples of what having good manners looks like.
  - Saying "Please" and "Thank You"
  - Greeting others each morning
  - Helping to clean up even when part of the mess is not yours
  - Holding the door for others
  - Letting others go ahead of you - Not racing to be first
  - Being kind to others
- Please write the reason for earning the card on the back (i.e. Suzie uses "please" and "thank you" without being reminded.)
- Please try to award one Bulldog Card each week. If you do not have a Bulldog Card recipient each week, do not worry. While 1 is preferred, the maximum number of cards to be given out each week is 2.

- You do not have to have a check-off system nor do you have to ensure that every student is a winner. With the many different student award programs at RPE, there are other opportunities to shine. (IXL Challenge, Book Machine, Student of the Month, etc.)
- All student Bulldog Cards should be in the bucket by the office no later than Thursday at dismissal.
- On Friday mornings, the awarded students will be announced at 9:30. At that time, students will be invited to the office to pick up their Bulldog Badge, which they will wear all day. At the end of the day a student volunteer will collect the badges. Badge lanyards should never go home - only paper cards.
- A group photo will be taken and displayed weekly.

Thank you for helping to make this incentive program a success!!!  
If you have any questions, please see Sarah H, Gabriela or Megan ☺

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**ROLLING  
PRAIRIE  
ELEMENTARY**





Kindergarten		Grade 1		Grade 2		Grade 3	
Week	Skill	Week	Skill	Week	Skill	Week	Skill
1	Procedures - writing 1st names	1	Poppers (p, b, l, d, ch, j, k, & g)	1	Poppers, Leakers, Neighbors (Review) / Sight Words (Evaluate)	1	Clockface Spelling 1:00 'c' or 'k'
2	Science of Reading A - E	2	Leakers (f, v, s, z, sh, zh, th, ll)	2	Vowel Valley /ee/ - /au/	2	Clockface Spelling 2:00 "ge" or "dge"
3	Science of Reading F - J	3	Neighbors (m, n, ng, h, wh, l, t)	3	Vowel Valley /ol, /aul, /awl/	3	Clockface Spelling 3:00 'u', 'v', 'j'
4	Science of Reading K - O	4	Vowel Valley /ee/	4	*Glued Sounds	4	Clockface Spelling REVIEW Rules 1-3
5	Science of Reading P - S	5	Vowel Valley /i/	5	Vowel Valley Bridge 'e'	5	Clockface Spelling 4:00 FLOSS
6	Science of Reading T - X	6	Vowel Valley /ee/ & Vowel Valley Dictation Quiz #1	6	Vowel Valley /ee/, /oo/, /ee/ & /ee/, /igh/, /ue/	6	Clockface Spelling 5:00 -ck
7	Science of Reading Y - Z	7	Vowel Valley /a/	7	Vowel Valley /oi/, /oy/ & /ou/, /ow/	7	Clockface Spelling 6:00 'ch' or 'tch'
8	Lip and Teeth Poppers (p, b, l, d)	8	Vowel Valley /u/	8	Beginning & Ending Blends	8	Clockface Spelling REVIEW Rules 1-6
9	Roof Poppers and Throat Poppers (ch, j, k, g)	9	Vowel Valley /ol & Vowel Valley Dictation Quiz #2	9	Borrowers 'c' & 'y' / C Cycle (Hard/Soft 'c')	9	Clockface Spelling 7:00 1.1.1
10	Lip and Teeth leakers (f, v, s, z)	10	Review - 'Intro 'ck' at the end of a short vowel word	10	Borrowers 'qu' & 'x'	10	Clockface Spelling 8:00 'ed'
11	Roof and tongue leakers (sh, zh, th, th)	11	Vowel Valley /au/aw/ & /au/aw/ Dictation Quiz	11	Growing 'y' (er/ur/ir/or)	11	Clockface Spelling 9:00 Final 'e'
12	Nasy Neighbors (m, n, ng)	12	Bridge 'e' & Bridge 'e' Dictation Quiz	12	Closed Syllables / Closed Syllable Type Exceptions	12	Clockface Spelling REVIEW Rules 1-9
13	Huffy Neighbors (h, w, wh)	13	Vowel Valley /oe/ & /oe/ Dictation Quiz	13	Open Syllables/ Consonant 'e' Syllable Type	13	Clockface Spelling 10:00 Final 'y'
14	Sneaky Neighbors (l, r)	14	Vowel Valley /oo/	14	Boat Trip Vowel Teams & Vowel Team Syllable Type	14	Clockface Spelling 11:00 'i' before 'e'
15	Rekew	15	Review	15	Bridge 'e' Syllable Type & Growing 'r' Syllable Type	15	Clockface Spelling 12:00 /au/ /ow/
16	Vowel Valley (ea)	16	Vowel Valley /oo/	16	*Prefixes (re-, pre-, un-, dis-, in-, im-)	16	Clockface Spelling REVIEW Rules 1-12
17	Vowel Valley (ee)	17	Vowel Valley /ee/ & /oo/oo/ Dictation quiz	17	*Suffixes (-ful, -ly, -ness, -less, -est, -er, -ing, -es, -s)	17	Closed Syllable Type - Word Play Module 1-2
18	Vowel Valley (ea)	18	Vowel Valley /oo/	18	*Sounds of -ed	18	Blends / Syllable Division- Closed Syllable Type- Word Play Module 3
19	Vowel Valley (ea)	19	Review & /ee/ee/ Dictation quiz	19	C Cycle (Review) / G Genie - Hard and Soft 'c' & 'g'	19	Free / Bound Morphemes / Syllable Division Compound Words D & J - WP Module 4
20	Vowel Valley (oo)	20	Review	20	*Homophones	20	Prefix un- Syllable Division / Open Syllable Type Syllable Division - WP Module 5-6
21	vowel valley (oo)	21	Vowel Valley /oi/ & /oy/	21	Clockface Spelling 1:00 'c' or 'k'	21	More Syllable Division / Dot and /oi/ - Open / Closed Syllables
22	Review short vowels	22	Vowel Valley /ou/ & /ow/ & /oi/oy/ Dictation Quiz	22	Clockface Spelling 2:00 "ge" or "dge"	22	Sounds of 'y' - WP Module 7
23	Vowel Valley (au)	23	Beginning Blends	23	Clockface Spelling 3:00 'u', 'v', 'j'	23	Prefixes -re-, -dis-, -ful-, -less- Syllable Division WP Module 8-9
24	Vowel Valley (aw)	24	Beg & Ending Blends & Beg/End Blends Dictation Quiz	24	Clockface Spelling REVIEW Rules 1-3	24	Hard and Soft 'c' & 'g' - Syllable Division with 'c' & 'g' WP Module 10
25	Bridge e	25	Borrowers & Borrowers Dictation Quiz	25	Clockface Spelling 4:00 FLOSS	25	'c' or 'k' Spelling Rule & Syllable Division (Open/Closed) WP Module 11
26	Digraphs	26	Growing 'y' (er/ur/ir)	26	Clockface Spelling 5:00 -ck	26	Syllable Division, Morpheme Boxing WP Module 12
27	Digraphs	27	Growing 'y' (ar/or) & Growing 'y' Dictation Quiz	27	Clockface Spelling 6:00 'ch' or 'tch'	27	Suffixes -ion / -sion WP Module 13
28	Review	28	Closed Syllables & Closed Syllables Dictation Quiz	28	Clockface Spelling REVIEW Rules 1-6	28	Consonant 'e' Syllable Type (Memorize 'e' patterns), Syllable Division w/ 'e' Module 14
29	Blends	29	Open Syllables & Open Syllables Dictation Quiz	29	Clockface Spelling 7:00 1.1.1	29	More Syllable Division / Dot and /oi/ - Open/Closed/Consonant 'e'
30	Blends	30	Consonant 'e' Syllables & Consonant 'e' Dictation Quiz	30	Clockface Spelling 8:00 'ed'	30	Schwa, Practice reading words with Schwa, Syllable Division with Schwa WP Module 15
31	Review	31	The Boat Trip & Boat Trip Dictation Quiz	31	Clockface Spelling 9:00 Final 'e'	31	Schwa, Practice reading words with Schwa, More Syllable Division with Schwa WP Module 16
32		32	Vowel Team Syllables & Vowel Team Dictation Quiz	32	Clockface Spelling REVIEW Rules 1-9	32	Vowel Team Syllable Type, Syllable Division With Vowel Teams, Module 17
33		33	Bridge 'e' Syllables & Bridge 'e' Syllables Dictation Quiz	33	Clockface Spelling 10:00 Final 'y'	33	More Syllable Division / Dot and /oi/, Syllable Division Closed, Open, Consonant 'e', Vowel Team
34		34	Growing 'r' Syllables & Growing 'r' Syllables Dictation Quiz	34	Clockface Spelling 11:00 'i' before 'e'	34	Bridge 'e' Syllable Type - Syllable Division, All Syllable Types - Module 18
35		35	C Cycle & C Cycle Dictation Quiz	35	Clockface Spelling 12:00 /au/ /ow/	35	More Syllable Division - Dot / /oi/ - All Syllable Types
36		36	G Genie & G Genie Dictation Quiz	36	Clockface Spelling REVIEW Rules 1-12	36	More Syllable Division - Dot / /oi/ - All Syllable Types

\* Indicates skill is not taught in Kendara Curriculum

READING FOUNDATIONS

**Essential Standards Chart: What is it we expect students to learn?**

Grade:	K	Subject:	Phonics	Semester	1st	Team Members:	Krissy Surma	Dedrae Smiley	Cassie Pavey	
<b>Standard Description</b>		<b>Example Rigor</b>		<b>Prerequisite Skills</b>		<b>Common Assessment</b>		<b>When Taught?</b>		<b>Extension Standards</b>
What is the essential standard to be learned? Describe in student-friendly vocabulary.		What does proficient student work look like? Provide an example and/or description.		What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?		What assessment(s) will be used to measure student mastery?		When will this standard be taught?		What will we do when students have learned the essential standard(s)?
Students will identify all letters of the alphabet (uppercase and lowercase).		Mastery on letter checklist		None		letters checklist		August 13 - November 12		Individual Letter sounds
Students will identify all letter sounds		When orally given a letter students will be able to respond with letter sound in isolation		Mastery of identification of all letters		letters checklist given orally		November 12-end of December		Middle and ending sounds
Students will identify beginning sounds associated with pictures										
Students will identify middle sounds and ending sounds		Mastery of letter sounds on checklist		mastery of letter sounds		exit ticket		January		rhyming words

**READING FOUNDATIONS**

**Essential Standards Chart: What is it we expect students to learn?**

Grade:	K	Subject:	Phonics	Semester	1st	Team Members:	Krissy Surma	Dedrae Smiley	Cassie Pavey
Standard Description	Example Rigor	Prerequisite Skills	Common Assessment	When Taught?	Extension Standards				
What is the essential standard to be learned? Describe in student-friendly vocabulary.	What does proficient student work look like? Provide an example and/or description.	What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?	What assessment(s) will be used to measure student mastery?	When will this standard be taught?	What will we do when students have learned the essential standard(s)?				
Students will identify all letters of the alphabet (uppercase and lowercase).	Mastery on letter checklist	None	letters checklist	August 13 - November 12	Individual Letter sounds				
Students will identify all letter sounds	When orally given a letter students will be able to respond with letter sound in isolation	Mastery of identification of all letters	letters checklist given orally	November 12-end of December	Middle and ending sounds				
Students will identify beginning sounds associated with pictures									
Students will identify middle sounds and ending sounds	Mastery of letter sounds on checklist	mastery of letter sounds	exit ticket	January	rhyming words				

Students will identify rhyming pairs and produce them	Students can identify rhyming words and produce rhyming pairs	mastery of common middle and ending sounds	exit ticket for rhyming words	September-January	c-v-c words

### Reading Foundations

<b>Essential Standards Chart: What is it we expect students to learn?</b>							
Grade:	K	Subject:	Reading	Semester	1st	Team Members:	Cassie Pavey Dedrae Smiley Krissy Surma
Standard Description	Example Rigor	Prerequisite Skills	Common Assessment	When Taught?	Extension Standards		
What is the essential standard to be learned? Describe in student-friendly vocabulary.	What does proficient student work look like? Provide an example and/or description.	What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?	What assessment(s) will be used to measure student mastery?	When will this standard be taught?	What will we do when students have learned the essential standard(s)?		
Students will blend letter sounds to make cvc words.	Students are able to identify 8/10 cvc words.	mastery of beginning, middle and ending sounds	cvc exit ticket	November 12th-March 12th	Reading emergent text at their differentiated level		



Students will read sight words	students are able to identify 80% of kindergarten sight words to date	mastery of letter names	sight word checklist to date	August-May	Reading emergent text at their differentiated level
Students will read emergent text at their differentiated level	students are reading emergent text fluently at their level	mastery of blending beginning, middle and ending sounds	guided reading	January-May	Continue differentiated reading levels

**Literature**

**Essential Standards Chart: What is it we expect students to learn?**

Grade:	K	Subject:	Reading	Semester	1st	Team Members:	Krissy Surma		
							Dedrae Smiley		
							Cassie Pavey		
Standard Description	Example Rigor	Prerequisite Skills	Common Assessment	When Taught?	Extension Standards				
What is the essential standard to be learned? Describe in student-friendly vocabulary.	What does proficient student work look like? Provide an example and/or description.	What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?	What assessment(s) will be used to measure student mastery?	When will this standard be taught?	What will we do when students have learned the essential standard(s)?				
Identify important elements of the text	Students will identify characters, events, and setting	Vocab words: character, setting, sequence of events	Exit ticket	August to March	Make predictions about what will happen in the story				

		(beginning, middle and end)			
Make predictions about what will happen in the story	Students will make predictions about what will happen in a story	Vocab words: prediction Skills needed: comprehension	Exit ticket	March to May	Continue prediction skills at a higher level

## Writing

### Essential Standards Chart: What is it we expect students to learn?

Standard Description	Example Rigor	Prerequisite Skills	Common Assessment	When Taught?	Extension Standards
Grade: K	Subject: Reading	Semester: 1st	Team Members: Krissy Surma Dedrae Smiley Cassie Pavey		
What is the essential standard to be learned? Describe in student-friendly vocabulary.	What does proficient student work look like? Provide an example and/or description.	What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?	What assessment(s) will be used to measure student mastery?	When will this standard be taught?	What will we do when students have learned the essential standard(s)?
K.W.2.1 Students will write most uppercase and lowercase letters of the alphabet	Correct letter formations	mastery of letter identification	write the alphabet using uppercase and lowercase letters	August- end of November	Correctly shaping and spacing letters of the words
K.W.2.1 students will correctly shape and space letters in words	Correct letter formation and spacing in words	mastery of letter identification and print concepts	Teacher observation	All year (mastery expected by end of December)	Writes a sentence using proper capitalization and punctuation.

K.W.6.2 students will demonstrate command of capitalization, punctuation and spelling.	Writing a sentence using proper capitalization and punctuation	Mastery of print concepts, correct letter formations and correct spacing of words	Writers Workshop	All year (mastery expected by March 12th)	K.W.1 students will write for specific purposes and audiences
K.W.1 students will write for specific purposes and audiences	When given a specific topic or main idea students will be able to write a sentence or sentences about a specific topic that makes sense.	Mastery of print concepts, correct letter formations, correct spacing of words, proper capitalization, punctuation and phonetic spelling.	Writing Prompt	All year (Mastery expected by the end of the year)	

## Speaking and Listening

### Essential Standards Chart: What is it we expect students to learn?

Standard Description	Example Rigor	Prerequisite Skills	Common Assessment	When Taught?	Extension Standards
Grade: K	Subject: Reading	Semester	Team Members: Krissy Surma Dedrae Smiley Cassie Pavey		
What is the essential standard to be learned? Describe in student-friendly vocabulary.	What does proficient student work look like? Provide an example and/or description.	What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?	What assessment(s) will be used to measure student mastery?	When will this standard be taught?	What will we do when students have learned the essential standard(s)?
K.SL.1-K.SL.2.4:	Students listening and communicating appropriately together	Basic Social Skills	Teacher observation	All year	K.SL.3.1: Ask and answer questions about key details in a text read aloud or information presented orally or through other media
K.SL.3.1: Ask and answer questions about key details in a	After a story is read students are able to answer 2 detailed questions about the	K.SL.1-K.SL.2.4	Guided reading and teacher observation	all year with mastery by the end of the school year	K.SL.4.1: Speaking audibly, recite poems, rhymes, and songs, and use complete

text read aloud or information presented orally or through other media	text and ask questions in reference to the text				sentences to describe familiar people, places, things and events
K.SL.4.1: Speaking audibly, recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things and events	Poetry folders, 6-Traits, orally reciting our weekly poems, calendar time, music class	K.SL.1-K.SL.2.4: K.SL.3.1	Poetry Folders, teacher observation	All year	K.SL.4.3 Give, restate, and follow simple 2 step directions
K.SL.4.3 Give, restate, and follow simple 2 step directions	Scarecrow listening worksheet and other worksheets working on following directions	K.SL.1	Following directions worksheets (For example: scarecrow listening, halloween listening), window papers	All Year	

## Essential Standards Chart: What is it we expect students to learn?

Grade:	K	Subject:	Math	Semester	Team Members:	Krissy Surma		
						Dedrae Smiley		
Standard Description		Example Rigor	Prerequisite Skills	Common Assessment	When Taught?	Extension Standards		
What is the essential standard to be learned? Describe in student-friendly vocabulary.		What does proficient student work look like? Provide an example and/or description.	What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?	What assessment(s) will be used to measure student mastery?	When will this standard be taught?	What will we do when students have learned the essential standard(s)?		
K.NS.1: Count to at least 100 by ones and tens and count on by one from any number.		They are able to orally count to 100 by ones and tens and count on by one from any number.	None	observations of students oral counting	Throughout the school year.	Students will write whole numbers from 0-20.		
K.NS.2: Write whole numbers from 0-20.		They are able to independently write the numbers 0-20 without a model.	students need to be able to identify the numbers 1-20 without a model.	writing numbers 1-20	August-February	students will show one to one correspondence up to 20 by oral counting and writing		
K.NS.4/ K.NS.5/ K.NS.6: Students will show one to one correspondence to 20.		Students will be able to count a group of objects up to 20 in sequence and write the number.	students need to be able to orally count to 20 and write numbers from 0-20.	Students will count a group of objects up to 20 and be able to write the given number	August-February	students will be able to use and understand the correct terms for comparison..		

<p>K.NS.9: Use correctly the words for comparison, including: one and many; none, some and all; more and less; most and least; and equal to, more than and less than and equal to, more than and less than</p> <p>K.NS.8: Compare the values of two numbers from 1-20 presented as written numerals</p>	<p>Students will be able to use and understand vocabulary words for comparison.</p>	<p>Students need to have number sense to 20.</p>	<p>Students will be given two different numbers or objects and they will need to identify which has more, less, or equal.</p>	<p>August-May</p>	<p>Students will be able to model addition and subtraction using various forms.</p>

<p>K.CA.1: Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10.</p>	<p>Students will be able to model addition and subtraction using various forms.</p>	<p>Students need to have number sense to 10.</p>	<p>Teacher observation, CFA, and summative</p>	<p>December-May</p>	<p>Students will be able to solve real-world problems that involve addition and subtraction within 10.</p>
<p>K.CA.2: Solve real-world problems that involve addition and subtraction within 10.</p>	<p>Students will solve story problems when given orally..</p>	<p>Students need to have number sense to 10.</p>	<p>Teacher observation, CFA, and summative</p>	<p>December-May</p>	<p>Students will be able to write a number sentence to go with the real world problem.</p>



<p>K.G.2: Compare two-and three-dimensional shapes in different size orientations, using informal language to describe their similarities, differences, parts and other attributes</p>	<p>Students will compare two and three dimensional shapes based on their attributes.</p>	<p>Students need to be able to identify 2-D and 3-D figures.</p>	<p>Teacher observation, CFA, and summative</p>	<p>2-D August -September 3-D April-May</p>	<p>Students will be able to identify 2-d and 3-d shapes as real world objects</p>
<p>K.DA.1: identify, sort, and classify objects by size, number, and other attributes. K.DA.1 Identify objects that do not belong to a particular group and explain the reasoning used.</p>	<p>Students will be able to identify and sort objects based on their attributes.</p>	<p>Students need to be able to identify between big, small, equal and number sense to 20</p>	<p>Teacher observation</p>	<p>August-May</p>	

To the parents of \_\_\_\_\_,

As an identified English Language Learner (ELL), your child continues to receive ELL support services each week. We have had a lot of fun learning together as we speak, listen, read, and write in English. The end goal is to increase the English Proficiency Level of each student to a Level 5, making him or her "Fluent English Proficient".

Each student in the ELL program is required to take an annual assessment to determine proficiency growth. The testing window opens in January and I will be administering the test to ELL students throughout the month of January. As soon as the test results are available in early May, you will be notified of the score your child has obtained.

As we begin the second half of the school year, please contact me if concerns arise. If I am unable to speak with you, directly, please ask for Miss Jimenez, our district translator. It is my privilege to work with your child, and I thank you for allowing me to help him or her learn and grow. I hope that your family has a wonderful and safe holiday.

Sincerely,

Mrs. Sarah Huff

ELL Coordinator

New Prairie United School Corporation

(219) 778-1442 English (Mrs. Huff)

(219) 778-1447 Spanish (Miss Jimenez)



Para los padres de \_\_\_\_\_,

Como aprendiz del idioma inglés (ELL) identificado, su hijo continúa recibiendo servicios de apoyo del departamento de ELL cada semana. Nos divertimos mucho aprendiendo juntos mientras hablamos, escuchamos, leemos y escribimos en inglés. El objetivo final es aumentar el nivel de dominio del inglés de cada estudiante a un nivel 5, convirtiéndolo en un estudiante con "dominio fluido del inglés".

Se requiere que cada estudiante en el programa de ELL tome una evaluación anual para determinar el crecimiento de la competencia. La ventana de evaluación se abre en enero y estaré administrando la prueba a los estudiantes de ELL durante el mes de enero. Tan pronto como los resultados de la prueba estén disponibles a principios de mayo, se le notificará el puntaje que obtuvo su hijo.

Al comenzar la segunda mitad del año escolar, comuníquese conmigo si surgen inquietudes. Si no puedo hablar con usted directamente, pregunte por la Srta. Jimenez, nuestra traductora de distrito. Es un privilegio para mí trabajar con su hijo y le agradezco por permitirme ayudarlo a aprender y crecer. Espero que su familia tenga unas vacaciones maravillosas y seguras.

Atentamente,

Sra. Sarah Huff

Coordinadora de ELL

New Prairie United School Corporation

(219) 778-1442 Inglés (Sra. Huff)

(219) 778-1447 Español (Srta. Jimenez)





# The Learning Coop

Hello and welcome to the Learning Coop! My name is Britney Kreighbaum and I am the Dyslexia Coordinator for the school district. I am responsible for planning, implementation, and sending home progress reports on your child for this intervention. Let me tell you a few things about myself! This is my seventh year teaching, third year as the Dyslexia Coordinator. I graduated with a degree in Elementary Education from Valparaiso University in 2015. For this teaching position, I attended additional classes at the beginning of summer 2019 for many months learning a different approach to reading and the English language. I enjoy spending time with my family and you guessed it...raising chickens! This support is set up for your child to receive their reading interventions for characteristics of dyslexia.

This additional reading support focuses on all aspects of reading but really focuses on strengthening foundational reading skills, processing speed, and short term working memory. Strengthening foundational reading skills is done through conversation, listening to the sounds in the word, and changing sounds in a word to make a new word. When working on processing speed, we practice recalling words, sounds, objects as quickly as possible. Short term working memory activities are those that require information to be held long enough in the brain to come up and provide an answer. All three of these skills must come together at the same time when reading.

The attached report shows the results of the Level 1 screener. The focus on this screener was foundational reading skills where students listened, combined, and changed sounds. They then had to click on the picture of the word made. There were no letters or words present, they just had to listen and click on a picture.

Below you will find your child's reading support plan. This is a fluid plan based on their need. In 6-8 weeks, we will re-evaluate if needed. If you have any questions, please feel free to reach out. My email address is [britneykreighbaum@npusc.k12.in.us](mailto:britneykreighbaum@npusc.k12.in.us) or call at 219-778-1426.

Small Reading Group	2 days a week for 30 minutes each
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*Smiertelny*

	K	1	2	3	4	5
8:50-9:00						
9:00-9:15						
9:15-9:30			Reading RTI			
9:30-9:45	Smiertelny Plan	Smiertelny Plan	Smiertelny Plan	Smiertelny Plan	Smiertelny Plan	Smiertelny Plan
9:45-10:00	Smiertelny Plan	Smiertelny Plan	Smiertelny Plan	Smiertelny Plan	Smiertelny Plan	Smiertelny Plan
10:00-10:15		Reading RTI				
10:15-10:30		Reading RTI				
10:30-10:45				Math RTI		
10:45-11:00				Math RTI		
11:00-11:15					Reading RTI	
11:15-11:30					Reading RTI	
11:30-11:45						Reading RTI
11:45-12:00						Reading RTI
12:00-12:15						Math RTI
12:15-12:30						Math RTI
12:30-12:45	Smiertelny Lunch	Smiertelny Lunch	Smiertelny Lunch	Smiertelny Lunch	Smiertelny Lunch	Smiertelny Lunch
12:45-1:00	Smiertelny Lunch	Smiertelny Lunch	Smiertelny Lunch	Smiertelny Lunch	Smiertelny Lunch	Smiertelny Lunch
1:00-1:15	Smiertelny Plan/ copies	Smiertelny Plan/ copies	Smiertelny Plan/ copies	Smiertelny Plan/ copies	Smiertelny Plan/ copies	Smiertelny Plan/ copies
1:15-1:30	Smiertelny Plan/ copies	Smiertelny Plan/ copies	Smiertelny Plan/ copies	Smiertelny Plan/ copies	Smiertelny Plan/ copies	Smiertelny Plan/ copies
1:30-1:45			Math RTI			
1:45-2:00			Math RTI		Math RTI	
2:00-2:15					Math RTI	
2:15-2:30	Math RTI					
2:30-2:45	Math RTI			Reading RTI		
2:45-3:00				Reading RTI		

30 min.

KEY

ELA
Math
Specials
Lunch
Smiertelny Schedule

8:25 - 8:40  
9:30 - 10:00  
3:05 - 3:25

Bus Duty
Plan
Lunch
Bus duty

# Rolling Prairie Elementary



*Home of the Bulldogs!*

---

Dear \_\_\_\_\_,

Your child, \_\_\_\_\_, has been identified as possibly benefiting from research-based educational interventions, based on data from general education assessments. These interventions are in addition to services that are provided to all students in general education.

Our school's RtI (Response to Instruction) Team will meet to discuss various interventions that I will then be able to implement to help your child become more successful in school. The RtI Team is composed of the teachers in our grade level, the RtI Intervention teacher, Title I teachers, and any other teachers that may be working with your student. I would like to invite you to attend our upcoming meeting on \_\_\_\_\_ at \_\_\_\_\_ a.m. If you are unable to attend, I will contact you and share the interventions and goals for your student.

Thank you for your continued support and partnership as we work together to help your child have a successful school year.

Sincerely,

Classroom Teacher

# Rolling Prairie Elementary

605 E. Michigan St., Rolling Prairie, IN 46371



***Home of the Bulldogs!***

---

Dear Parent/Guardian of:

The RtI team met and discussed the needs of your child on \_\_\_\_\_.

During this meeting, we developed goals and interventions to help your child reach these goals.

Goals:

Interventions:

We will meet again on \_\_\_\_\_ to analyze the effectiveness of the inventions that were implemented at the last meeting. If the goal has been achieved, we will create a new goal. If the goal has not been attained by this time, the team will develop new interventions to assist your child in meeting this goal.

You may elect to attend the scheduled meeting. If you are unable to join us, please feel free to contact me at any time to review your child's progress over the course of the RtI progress. Your child's success is our primary aim, and thank you in advance for your assistance in helping us reach this goal.

Date	
Time	
Location	Rolling Prairie Elementary Conference Room

Sincerely,

# RTI Plan: Tier 3 Intervention

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Enrollment Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Grade: \_\_\_\_\_

Transferred From: \_\_\_\_\_

	K	1	2	3	4	5
Health Plan						
Safety Plan						
Attendance						
Retained						
504						
ILP						

	K	1	2	3	4	5
Tier 3 Behavior						
Tier 3 Math						
Tier 3 Reading						
After School Club						
Referred for Evaluation						
Other:						

## READING

STRENGTH or WEAKNESS	DATE	INTERVENTION	GOAL	PROGRESS NOTES
Phonemic Awareness (S) (W)				
Phonics (S) (W)				
Vocabulary (S) (W)				
Reading Comprehension (S) (W)				
Fluency (S) (W)				



# MATH

STRENGTH or WEAKNESS	DATE	INTERVENTION	GOAL	PROGRESS NOTES
Number Sense (S) (W)				
Computation (S) (W)				
Algebra & Functions (S) (W)				
Geometry (S) (W)				
Measurement (S) (W)				
Data Analysis & Probability (S) (W)				
Problem Solving (S) (W)				

# WRITING

STRENGTH or WEAKNESS	DATE	INTERVENTION	GOAL	PROGRESS NOTES
Writing Process (S) (W)				
Writing Applications (S) (W)				
English Language Conventions (S) (W)				
Listening & Speaking Skills (S) (W)				

## Classroom Performance

	Y	N	<i>Explain if marked "no."</i>
Usually completes in-class assignments in time	<input type="checkbox"/>	<input type="checkbox"/>	
Usually completes homework assignments on time.	<input type="checkbox"/>	<input type="checkbox"/>	
Is usually prepared for tests.	<input type="checkbox"/>	<input type="checkbox"/>	
Requests help when appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	
Participates appropriately in class discussions.	<input type="checkbox"/>	<input type="checkbox"/>	
Does satisfactory written work.	<input type="checkbox"/>	<input type="checkbox"/>	
Is motivated to do well.	<input type="checkbox"/>	<input type="checkbox"/>	
In class behavior is age/grade level appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	
Interacts appropriately with his/her peer group.	<input type="checkbox"/>	<input type="checkbox"/>	
Usually brings materials needed for class.	<input type="checkbox"/>	<input type="checkbox"/>	
Is accepted by his/her peer group.	<input type="checkbox"/>	<input type="checkbox"/>	
Can follow through on "whole group" instructions.	<input type="checkbox"/>	<input type="checkbox"/>	
Other:	<input type="checkbox"/>	<input type="checkbox"/>	

### Behavioral RTI Process Flowchart

Date RTI Initiated: \_\_\_\_\_

Dates/Type of Office Referral: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

- RTI Initiated by 3 office referrals
- RTI Folder given to Teacher
- Teacher fills out form SS1, return to Kolasa/Kuczanski
- Teacher fills out form SS2, return to Kolasa/Kuczanski
- Kolasa schedule Initial Meeting

**Initial Meeting Date/Time:** \_\_\_\_\_

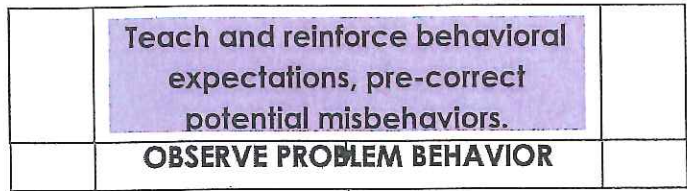
*Invited to meeting: Kolasa, Kuczanski, Teacher, Case Manager (when applicable), Meridian (when applicable), parents, Bartlett (as needed).*

- Data Collection by Kolasa, Kuczanski, Teacher, CM (if applicable) for use at initial meeting.*
- Informal Behavioral Action Plan Created at Initial meeting.*
- Reconvene 1x every 6 weeks (Kolasa schedules)*

*Meeting date 2:* \_\_\_\_\_

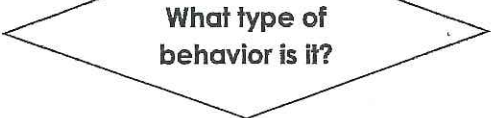
*Meeting date 3:* \_\_\_\_\_

*Meeting date 4:* \_\_\_\_\_



- STAFF/TEACHER MANAGED**
- Inappropriate Language
  - Physical Contact
  - Defiance/Disrespect
  - Disruption
  - Property Misuse
  - Technology Violation
  - Other
- \*see back for more detailed definitions*

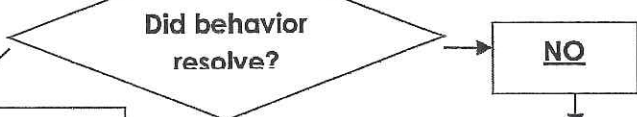
- OFFICE MANAGED**
- Abusive/Inappropriate Language
  - Fighting or Physical Aggression
  - Overt Defiance/Disrespect
  - Overt Disruption
  - Property Damage
  - Serious Technology Violation
  - Harassment/Bullying
  - Chronic/Repetitive Minor Infractions
  - Other
- \*see back for more detailed definitions*



**Behavior Management Flowchart**

- Staff/Teacher will:**
- Warning/Conference/ Problem Solve with Student
  - Reteach Behavioral Expectations
  - Remind of Consequences
  - In-Class Self-Reflection

**COMPLETE MAJOR REFERRAL**  
Send Student/Contact Office



- Administrator will:**
- Conference with student
  - Investigate if necessary
  - Determine consequence
  - Follow through with consequence
  - Contact family
  - Provide feedback to staff

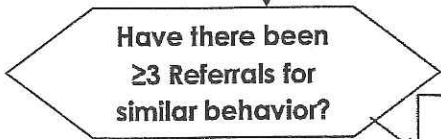
- YES**
- Use Positive Reinforcement
  - Document interventions
  - Reinforce Expectations
  - Pre-Correct as needed

- ADMINISTER APPROPRIATE CONSEQUENCE**
- Examples:
- Loss of Privilege
  - Out of Class Self-Reflection
  - Parent Contact

**Document with Minor Referral**

**MINOR Behavior Referrals**

- Used only after classroom interventions have not met with success.
- Document behavior for future analysis
- Consequences are logical and correspond to demonstrated behavior when possible.
- Administered with student knowledge.



**YES**  
Refer to 'Office Managed Behaviors'

# Confidential

(Must be stored in a secure location)

## RTI Student Service Intervention Checklist Rolling Prairie Elementary

- T. Kolasa/School Social Worker Ext: 71415
- M. Kuczanski/School Counselor Ext: 71432

Student Name:

Date:

Teacher:

Grade:

This student is receiving the following services as of this date:

- Tier 1 Bi Weekly Life Skill Lessons with TK or MK
  - Tier 2 Weekly Small Group Behavior Awareness Training with Mrs. Kolasa
  - Tier 3 One on One Routine Counseling Support with TK or MK (Circle one)
  - Tier 3 One on One PRN Counseling Support (as needed) with TK or MK (Circle one)
  - Outside Community Mental Health Support \_\_\_\_\_
  - Outside Community Medical Support \_\_\_\_\_
  - Outside Community Resource Support \_\_\_\_\_
  - Referral in Progress with Meridian Health Services for MH/Behavior Help
  - On Site (RPE Campus) Meridian Health Services Support *Currently Active*
  - Behavior Clinician (Name:) \_\_\_\_\_
  - Masters Level Therapist (Name:) \_\_\_\_\_
  - Psychologist
  - Psychologist
  - Attendance Intervention
-

**Informal Behavior Plan Attached**

**Time on Task**

---

**Challenging Behaviors Processed with Student on:** \_\_\_\_\_

**Basic Needs Assessment Completed**

**Family Map on File**

**Pre-Referral Behavior Checklist Initiated by TK or MK**

**Parent Contact** \_\_\_\_\_

**History of Log Entries (may attach if applicable)**

**504 Referral**

**504 Active**

**Consequence Education as related to a disciplinary referral/s**

**Ongoing Communicative Support with various confidential agencies (This includes agencies and organizations that support families with highly sensitive content that must stay confidential. The Student Support Team is not at liberty to share by law.**

---

NOTES:

# PRE-REFERRAL BEHAVIOR CHECKLIST

Name of Student: \_\_\_\_\_ Age: \_\_\_\_\_ Sex: \_\_\_\_\_  
(last) (first) (middle) (years) (months)

School: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_

Grade Level: \_\_\_\_\_ Date(s) of Rating: \_\_\_\_\_  
(month) (day) (year)

Has Student Ever Received Special Education Services: \_\_\_\_\_

Grades Repeated: \_\_\_\_\_ Reason (if known): \_\_\_\_\_

Rated by: \_\_\_\_\_ Position: \_\_\_\_\_

Student Known to Rater: \_\_\_\_\_ Length of Time Each Day With Student: \_\_\_\_\_  
(from) (to) (hours) (minutes)

How Well the Student is Known by the Rater. (Indicate type of interactions): \_\_\_\_\_

COMMENTS

**TO TEACHER:** Check each behavior you have observed the student demonstrate during the last month.

**LEARNING**

- 1. Does not work on assignments during class time
- 2. Does not turn in homework
- 3. Is disorganized
- 4. Performs assignments carelessly
- 5. Cannot work independently
- 6. Fails tests or quizzes
- 7. Is not motivated by rewards
- 8. Is not prepared
- 9. Does not remain on task
- 10. Performs below ability level
- 11. Does not follow written directions
- 12. Does not follow verbal directions
- 13. Is reluctant to attempt new assignments or tasks
- 14. Limited memory skills
- 15. Has difficulty understanding abstract concepts
- 16. Does not comprehend what he/she reads
- 17. Requires repeated drill and practice

**INTERPERSONAL RELATIONS**

- 18. Fights with other students
- 19. Becomes physically aggressive with teachers
- 20. Makes inappropriate comments to teachers
- 21. Responds adversely to praise or recognition

- 22. Is easily angered, annoyed, or upset
- 23. Agitates/provokes peers to a level of verbal or physical assault
- 24. Has little or no interaction with teachers
- 25. Has little or no interaction with peers
- 26. Makes inappropriate comments to peers
- 27. Responds adversely to being bumped, touched, brushed against
- 28. Responds inappropriately to friendly teasing
- 29. Is not accepted by other students
- 30. Bothers other students
- 31. Responds inappropriately to others' attempts to be friendly, complimentary, sympathetic, etc.
- 32. Will not share possessions or materials
- 33. Will not allow others to take their turn or participate

**INAPPROPRIATE BEHAVIOR UNDER NORMAL CIRCUMSTANCES**

- 34. Makes unnecessary comments/noises
- 35. Has unexcused absences
- 36. Has unexcused tardiness
- 37. Makes unnecessary physical contact with others
- 38. Blames other persons or materials
- 39. Steals or forcibly takes things from others
- 40. Behaves inappropriately when others do well or receive praise or attention



# Rolling Prairie Bulldogs

## CAFETERIA BEHAVIORS

**1**

**Stay Seated and Eat ONLY Your Food**

Sit on your bottom  
Don't share items

**2**

**Face Forward**

Legs under the table

**3**

**Use KIND words ALWAYS**

Speak respectfully

**4**

**Keep a Calm Body**

Use self regulation

**5**

**Raise Your Hand For Help**

Be patient until help arrives

# PLC Meeting Agenda

Meeting Date: October 1, 2021

Grade Level: 1st

Facilitator: Amy Wolfe

Time Keeper:

## Norms:

- A. Bring all materials and data
- B. Be Respectful
- C. Everyone has a turn to speak
- D. Cell phone use is for topic only
- E. Stay on topic
- F. One person speaks at a time
- G. Conversation is around one or more of the four key questions
- H. No negative talk about students, parents and staff members

## Members Present:

Amy Wolfe	
Julie Kirkham	
Sara Serry	

## Focus Area(s):

### What Do We Want Students To Learn? (Instructional Focus)

1.RF.3.2 Recognize all 44 sounds.

1.RF.3.2 Blend sounds to read and write CVC words.

First CSA shows deficits in some areas of CVC words. Remediation has begun.

### Shared Instructional Methods and Strategies (How will they learn this?)

Kendore - Title 1 Heggarty - Dyslexia - Orton Gillingham

### How Will We Know When They Have Learned It? (Common Assessments, Proficiency Level)

CSA Kendore dictation quiz for Vowel Valley 1 (ee, i, e).

### What Will We Do For Those Who DID NOT Achieve Proficiency?

WIN groups and RTI groups

### What Will We Do For Those Who DID Achieve Proficiency?

Lexia, ixl, and give words with blends and short vowels or /ee/ words.

\*\*\* Research ideas to use with alphabet arc per our meeting with Jen Hasser/Kendore

First Grade Action Plan for Writing  
Julie Kirkham , Sara Serry, Amy Wolfe  
2021/2022

During PLC time the remainder of the 2020/2021 school year we will be digging deeper into the Smekens K-2 Writing book. We realized as a team that we spent too much time on some things at the beginning of the year that we did not need to. We also realized during our coaching sessions that we do not have to go in order in the book. We will plan our writing by the month for the 2021/2022 school year during our PLC time as well as during our common plan time. We are currently working on a 5 sentence paragraph (an opening, closing, and 3 supporting sentences). That will be our goal for next year.

9/17/21: DeMeyer, Kenaga, McClure, Huff

- SMART Goals for Writing for our grade level
  - SIP writing prompt
    - What is our writing goal
    - How do we determine growth
    - We are thinking no reading passage
    - We want to stay in ideas and organization
      - Addition of relevant details in on topic paragraphs
      - Clear beginning, middle and end; paragraphing
      - Persuasive? Something they would be passionate about
      - PARKING LOT
- PLC drive-PARKING LOT
- FLEX day grading committee
  - Reread packet-"Grading Smarter, Not Harder"
- Starting math flex groups next week
  - What do our plans look like for our groups
  - Kristina has reassessment whenever we're ready

9/22/21: DeMeyer, Kenaga, McClure

- Review of lesson 1 math reassessments
- Reorganized field trip with Missy

9/29/21: DeMeyer, Kenaga, McClure

- Writing Prompt
  - Aubie prompt-why should he come to our school? Nicole will take the lead on the intro-Monday, October 4-1 hr prompt(12:45-1:45)
- Missy-discussed career paths and body safety program
- Math RtI groups for 4.NS.1:
  - Kenaga -
    - Not Mastered: Savannah M (73), Andrew V (75), Bella W (73)

- Day 1 - reteach and practice area model strategy 1x4 factors
- Day 2 - reteach and practice partial products strategy 1x4 factors
- Day 3 - reteach and practice area model strategy 2x2 factors
- Day 4 - reteach and practice partial products strategy 2x2 factors
  - 1 group or more?
  - Low-Nicole
    - KD: Nolan, Shane, Kayden\*(LS)
    - NM: Thaddeus, Mya, Dalex, Jason\*
    - MK: Andrew\*, Bella W., Carter\*(KJ), Jayden, Ellie
  - Mid-Kristina
    - KD: Chris, Layla\*(LS)
    - NM: Haley, Emily P, Vincent, Dominik, David\*
    - MK: Max, Addie G., Maya, Isabella, Mackenzie, Reyna, Elam, Deon, Addie K., Brody\*(KJ), Colton
  - Upper-mid-Michele
    - KD: Brody, Jaden, Kim
    - NM: Arianna, Dennis, Bella C., Jackson
    - MK: Alysin, Logan - errors noticed for both on #3: numbers provided
- Review erosion performance task
  - Don't have all 3 classes-move on
- Review big orange splot assessment
  -

#### 1/10/21: DeMeyer, Kenaga, McClure

- Review of math WIN groups
  - M and K are ready to retest-DeMeyer wants one more day
  - Reassess in own rooms
- Science assessment-Kenaga lead discussion
  - How do we want to assess?
  - Created assessment together
- 

#### 11/12/21: Kenaga, McClure, Kristen, Sami, Cheryl, Jane, Jemiah (late)

- Common planbook (Google Slide) shared with subs, Kara, assistants, Title I, EL
- Overview of planning strategies (dividing up content areas) where we each plan within our areas of strength (generally)
- Slides for presenting content, subs

Third grade team shared their successes using slides. Sami questioned how PLC this is if we aren't discussing the assessment before planning. We shared that we do (or should be) discuss the overarching assessments prior to planning and then discuss and analyze the results with regards to the standard.

Fifth grade said that this is what they already do (but not with slides.) We reiterated that the slides help keep the content we are teaching consistent amongst the classrooms. Fifth grade expressed concerns with when they would find the time to actually make the slides.

Fourth grade shared writing, reading & math slides with third and fifth grade teams to use as starting

## Interventionist PLC

Agenda and Notes

12/3/21

7:55 - 9:15 a.m.

### Members Present:

Lisa Smiertelny

Kelly Jarka

Britney Kreighbaum

Kara Mamazza

Gabriela Post

Monika Scutchfield

Sarah Huff

### PLC Norms:

1. Bring all necessary materials
2. Stay focused throughout the meeting (attentive, active listening, engagement)
3. Come on time, end on time
4. Hold PLC time sacred

### Meeting Agenda:

1. Review Grade Level Meetings Schedule

8:00 - 8:30

K - Kreighbaum (email) Scutchfield

2 - Smiertelny, Post

4 - Mamazza, Jarka, Huff

8:30 - 9:00

1 - Scutchfield, Post

3 - Smiertelny

5 - Mamazza, Jarka, Huff

9:00 - 9:15

Interventionist check in

2. Britney and app
3. Lisa give overview of Kendore training
4. Discussion about implementing Kendore in upper grades - looking at words parts. Kendore needs to be stretched beyond K-2. It also needs to be done across the board.

### Meeting Notes:

1. Grade level schedule for next week looks good. We will follow that at the next PLC day on Friday, December 10th.

2. Need to email grade level teams to let them know that we will be attending next week.
  - a. Lisa will email teachers the schedule for next week.
3. Britney got a new iPad app and will be pilot it with students this year.
  - a. It is the same app that Speech has used - acoustic pioneer  
(<https://acousticpioneer.com/home1.html>)  
You Tube Video - <https://www.youtube.com/watch?v=T14pcBxsVoA&t=2s>
  - b. She will pick students who meet the criteria
  - c. Works on auditory processing - calling it auditory training exercises to parents
  - d. Indiana does not provide a screener for working memory which is one of the bigger characteristics of dyslexia.
  - e. Currently has 10 student license for this year to pilot it.
  - f. Can be used at any level
4. Is it possible for true RTI students - can we purchase Fast ForWord
5. Still having struggles with RTI time.
  - a. Some classes are still continuing to teach while RTI students are being pulled for groups. Students then are expected to complete the work that they have missed.
  - b. Some classes are given extra work time during RTI time while students are being pulled. Then the most needy kids are not getting time to work on their assignments and have extra
  - c. Other classes are not even doing RTI during those times.
6. RTI students are not getting accommodations/modifications in the classrooms
  - a. Suggest making a video for teachers
7. 3rd grade and Lisa met with Sarah for Kendore Training
  - a. This gave them a better understanding of Kendore
  - b. Sarah provided them a binder
  - c. Goal is to know where 2nd grade ends, so at the beginning of 3rd, they can do a quick review and then move into their own curriculum
  - d. Kendore scope and sequence for 2nd grade does not seem like a good time frame. The grade level teams are trying to tweek it.
  - e. Kendore is not currently being taught in all grade levels (2nd grade) and then there's a gap in the curriculum when 3rd wants to continue it.
  - f. Sarah suggests taking the Word Play binder and separating it out to see what works for each grade level - should be for 3rd, 4th, 5th since other grade levels have a workbook

**Agenda Items for Next Meeting:**

1. Interventionist will attend grade level meetings

8:00 - 8:30

K - Kreighbaum (email) Post

2 - Smiertelny, Scutchfield

4 - Mamazza, Jarka, Huff

8:30 - 9:00

1 - Scutchfield, Post

3 - Smiertelny

5 - Mamazza, Jarka, Huff

9:00 - 9:15

Interventionist check in

2. Look at accommodation/modification sheet from DOE (Monika will bring)
3. Make a list of suggesting groups of students that would need accommodations/modifications