

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

[X] Public or [] Non-public

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

Name of Principal Mr. Alex Raup

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

Official School Name Radio Park Elementary School

(As it should appear in the official records)

School Mailing Address 800 West Cherry Lane

(If address is P.O. Box, also include street address.)

City State College

State PA

Zip Code+4 (9 digits total) 16803-2947

County Centre

Telephone (814) 231-4115

Fax _____

Web site/URL <https://www.scasd.org/radiopark>

E-mail adr25@scasd.org

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

Date _____

(Principal's Signature)

Name of Superintendent* Mr. Curtis Johnson E-mail cej12@scasd.org

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name State College Area School District

Tel. (814) 231-1016

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

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Jacqueline Huff

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

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

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

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

PART I – ELIGIBILITY CERTIFICATION

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

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

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

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

PART II - DEMOGRAPHIC DATA

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

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

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

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

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

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

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

Grade	# of Students
PreK	0
K	55
1	74
2	68
3	50
4	87
5	72
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	406

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 1 % American Indian or Alaska Native
 - 19 % Asian
 - 2 % Black or African American
 - 4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 68 % 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 2021 - 2022 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, 2021 until the end of the 2021-2022 school year	18
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	8
(3) Total of all transferred students [sum of rows (1) and (2)]	26
(4) Total number of students in the school as of October 1, 2021	383
(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. Specify each non-English language represented in the school (separate languages by commas):

Chinese (Mandarin and Cantonese), Korean, Russian, Urdu, Persian, Farsi, Japanese, Arabic, Ukrainian, Dari, Vietnamese, Turkish, Gujarati

English Language Learners (ELL) in the school: 15 %
59 Total number ELL

7. Students eligible for free/reduced-priced meals: 11 %

Total number students who qualify: 45

8. Students receiving special education services with an IEP: 8 %
Total number of students served 33

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

<u>18</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>1</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>14</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>12</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>15</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 3 %
Total number of students served: 11

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

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

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	19
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	19
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	32
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

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

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	95%	98%	96%	96%	95%
High school graduation rate	0%	0%	0%	0%	0%

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

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

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

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

Yes ☐ No ☒

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

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

Radio Park Elementary School, home of the Mini-Lions, is a school that strives to prepare students for lifelong success through excellence in education. We believe that "if it is to be, it is up to me" and we focus on instilling kindness, respect, responsibility, and a commitment to safety in each of our students.

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

<https://go.boarddocs.com/pa/stco/Board.nsf/goto?open&id=CFURCL6C8E87>

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

PART III – SCHOOL OVERVIEW

Located in the heart of Central Pennsylvania and in Penn State University's backyard, Radio Park Elementary School is a close-knit learning community dedicated to the development of the whole child. Drawing on students from six large nearby neighborhoods and a transient university less than a mile away, Radio Park brings together students with varied socioeconomic and cultural backgrounds with the goal of fostering in each of our Mini Lions a deep appreciation for all of the diverse perspectives that make State College such a unique and engaging place to learn, grow, and live.

Teachers and paraprofessionals at Radio Park are committed to their students from the moment they begin with us in kindergarten until they head off to middle school six years later and demonstrate intentional and thoughtful relationships with students that extend long after a student's time in their classroom is done. From providing interventions within in the classroom to thinking creatively about how to provide support within the confines of the master schedule to helping before and after school, all of the adults at Radio Park strive to ensure that students are growing and meeting academic benchmarks. Radio Park's faculty and staff is truly team of educators who want what is best for their students - current, past, and future.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

Our reading and writing blocks focus on the workshop model, which includes a short, whole class mini-lesson focused on a grade specific skill or strategy, small group instruction that is differentiated to meet the needs of the students in the class, independent reading, and a closing that revisits the focus skill or strategy. All grade levels also focus, to varying degrees, on the five strands of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. For assessments, we use Acadience Reading, NWEA MAP in Grades 2-5, running records, and end of unit assessments for reading and writing.

Beginning in the fall, we will be implementing a new reading program, Into Reading. As a district, we have already begun to prepare for this change by providing teachers with professional development opportunities to collaborate with teachers across all eight elementary schools. In addition, within our building, we have provided time for teachers to work with our instructional coach and administrator to dig deeper into the resource while also beginning to plan and teach lessons. One of the most helpful things we have done thus far to prepare for this change is to engage in "learning labs" where all of the elementary principals take the lead on teaching lessons to third graders at Radio Park to ensure that these instructional leaders are able to come alongside of teachers as they roll out this new program.

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

Students engage in a balanced math program focused on building their conceptual understanding and procedural fluency. Students participate in whole group and small group instruction. We use the Bridges in Mathematics resource along with Reflex and IXL for more individualized student practice. For assessment we use pre and post tests that are part of the Bridges program. We also use NWEA MAP in grades 1-5 and the Acadience Math screener in grades K-1. Number Corner is also a large part of our daily math instruction and is a way that all students (including those who receive most of their core instruction in a special education classroom) are able to come together to work and learn.

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

Our science curriculum engages students in hands-on activities and experiences centered around units that address grade level science standards and are built around content storylines. Science is formatively assessed throughout the unit and through projects students complete. Our students' learning in science centers on storylines related to Next Generation Science Standards and challenges students to think about problems and make hypotheses instead of just memorizing facts.

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

Our social studies curriculum is centered around units that address grade level social studies topics and standards in history, civics, geography, and economics. It is taught with a focus on inquiry. Social Studies is formatively assessed throughout the unit and through projects students complete.

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

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

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

This course is designed to give students the opportunity to learn through a comprehensive art program in accordance with national and Pennsylvania state standards. Students have art once every five school days. The work that students do from kindergarten to Fifth Grade builds and allows students to become more independent and focused in their work with the various mediums of art. Students are presented with a range of materials to engage in the creative process and grow as critical consumers of the visual world.

Our school also offers extensive music programming. All students have a general music class once every five days that focuses on each of them as music makers and consumers of music. Throughout all six grades, students learn about how music is organized and how to read and use music notation/symbols. As they work up to Fifth Grade, students explore and develop an understanding of music from various time periods and cultures and learn about music as a language with its own intents and meanings.

2b. Physical education/health/nutrition

This course meets once every five school days and is designed to give students the opportunity to learn through a comprehensive health and physical education program in accordance with national and Pennsylvania state standards. Students are presented with locomotor and non-locomotor movements while being introduced to basic sport-related skills. Health lessons build from kindergarten to Fifth Grade and include topics such as medicine and drugs, emergency situations, personal hygiene, alcohol, tobacco, anatomy, safe touch, nutrition, environmental health, puberty, the body systems, personal hygiene, and social and emotional wellness.

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

2d. Technology/library/media

This course meets once every five school days and provides students with the opportunity to learn about their school library, its organization and offerings, and themselves as readers. With adult guidance, students explore various genres and reflect on themselves as readers. Through an inquiry based model, students also practice the research process. Our school's librarian also encourages students and their parents to participate in our annual RP Reads event, shop at our annual Book Fair, read and participate in March Book Madness, and become families that love reading.

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

We also offer STEM which includes units developed by the Boston Museum of Science and Engineering is Elementary (EiE). Additoinal Technology in Action units that integrate engineering design, technology, robotics, and coding are also a part of a student's experiences studying science, technology, engineering and math. Our curriculum was created using standards from the following areas: Science (Next Generation Science Standards, include engineering practices), Technology Education, International Society for Technology in Education (ISTE), Computer Science, Math, and Career. Our vision is to support students as they learn and apply the engineering design process within STEM and across all content areas. The engineering design process includes the following actions: ask, imagine, plan, create, improve, and use empathy.

3. Academic Supports

3a. Students performing below grade level:

Students at Radio Park who are performing below grade level are identified through benchmarking done three times throughout the school year. We utilize a Multi-Tiered System of Support (MTSS) and pride

ourselves on the communication and collaboration that occurs between general education classroom teachers, interventionists, internal and external counseling services, and our school psychologist. Our Title 1 and Math Intervention teachers provide leadership and guidance to our school as we make specific decisions in regards to the best supports for each and every student and collaborate during weekly Problem Solving, Core Academic, and Behavior Team meetings.

3b. Students performing above grade level:

Students at Radio Park who are performing above grade level are identified through benchmarking and universal screening done three and one times throughout the school year, respectively. Our building's three Gifted Support Teachers work collaboratively with our Director of Federal Programs and Gifted Services to ensure appropriate and rigorous curriculum and interventions for qualifying students in all six of our grades. Classroom teachers also provide focused and intentional enrichment through specific classroom regrouping and differentiation.

3c. Students with disabilities:

The Special Education Department at Radio Park provides programs and services in accordance with the Individuals with Disabilities Education Act (IDEA) and PA Chapter 14 Special Education Program for students with disabilities. Special education services are provided according to the primary educational needs of the child, not the category of disability. Related services are designed to enable the child to participate in or access his or her program of special education. Current examples of related services at Radio Park are speech and language therapy, occupational therapy, physical therapy, nursing services, audiologist services, and counseling and family training. Beginning in Fall 2022, we added two focused Autistic and Emotional Support classrooms that service students in K-2 and 3-5, respectively. Students in these classrooms push out into their assigned general education classrooms for morning meetings, Number Corner, and other developmentally appropriate social and curricular experiences. These two classrooms and their two teachers joined two previously established Learning Support and Autistic and Emotional Support classrooms at our school.

3d. English Language Learners:

The ELD Program provides English Language Learners K-12 with an instructional curriculum that will enable them to fully participate in their educational experience in school and in their social lives in the community. The ELD Program K-12 is content-based and aligned with the Pennsylvania English Language Proficiency and Academic Standards. Language instruction focuses on developing communication and literacy skills as well academic knowledge in the content areas of math, science, social studies, and American culture.

As required by federal law, in order to determine if a child qualifies for English Language Development (ELD) instruction, they will be given an English language proficiency test. This test will determine if they qualify for ELD instruction in order to comprehend daily lessons and participate socially in school. Students are assessed in English reading, writing, speaking and listening. The test scores help indicate whether a student is eligible to receive ELD instruction in a program designed to help them acquire English language proficiency and access grade level content instruction.

ELD support at the elementary level is provided at ELD centers, which are located at Radio Park and three of the other eight elementary schools. Elementary students who qualify for ELD support are enrolled in the ELD center school that is nearest to their home until they have exited from the ELD program. This arrangement enables students to receive the required amount of ELD support during the language learning process. Transportation is provided by the school district.

English language learners in grades K-5 spend between 30-90 minutes in a content-based pull-out program. The ELD Program supplements, but does not replace, the ELA and social studies program of the mainstream classroom. ELs are fully integrated in the instructional curriculum of their grade level classrooms. The ELD and classroom teachers work together to plan an instructional program that meets the language and academic

needs of each student. ELD schedules are coordinated so that students are included in important classroom time and in weekly library, art, music, and physical education classes.

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

Students at Radio Park who are identified by their classroom teacher or self-report struggling with social-emotional needs are identified through universal screening done three times throughout the school year. Students demonstrating an additional need in SEL or behavioral needs are enrolled in Check-in Check-out (CICO), Check and Connect, counseling or focused skill groups, and/or provided additional reteaching lessons with the school counselor, psychologist, mental health clinician, or principal.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

At Radio Park, we prioritize the "Four Bs" - be kind, be respectful, be responsible, and be safe - and strive to create a positive schoolwide environment where students can enjoy their learning and feel both supported and challenged to put forth their best in all areas of their personal growth and development. We take our district's mission to prepare students for lifelong success through excellence in education very seriously and believe that this starts on the very first day of kindergarten. Education at Radio Park is all about the whole child and we know that a student cannot learn unless they feel safe, seen, and heard. Next school year, we are also going to be reimplementing a student leadership group that can help guide our schoolwide work and provide us guidance as to the student needs within our building.

2. Engaging Families and Community:

Through a very close collaboration with our PTO and local agencies, we do all we can to create a bridge between home and school and to ensure that academic, social, emotional, and basic needs are met. We also tap into many resources and experiences at Penn State to provide students with both supportive and diverse learning opportunities.

Our PTO is our boots on the ground in getting parents and families connected to the school and, through events that focus on everything from literacy to play, we strive to, on a monthly basis, open our doors to our students, their siblings, and their adults at home.

3. Creating Professional Culture:

Professional development and intentional learning experiences are a strength and constant at Radio Park Elementary School and across the State College Area School District. Primarily led by our district's Elementary Curriculum Director, the adult learning provided at Radio Park strives to engage teacher voice to ensure that trainings are timely and focused and push all adults in our schools to be and do the best they possibly can to promote student growth and development. From ongoing committee work with representatives from all grades and schools to more tailored monthly learning experiences at faculty meetings and within the confines of weekly professional learning community meetings, our school partners with the curriculum director and her four instructional coaches to ensure that teacher learning is aligned with current comprehensive planning goals and district initiatives.

4. School Leadership:

Our school principal, a proud Radio Park alum himself, strives to be a teacher leader and "chief people officer" while also coaching, counseling, and teaching students as they develop and grow academically, socially, emotionally, and interpersonally. As our population has grown and diversified, the principal at Radio Park has had to be equipped with the skills to engage with families of varied backgrounds to ensure that everyone connected to the school has an positive and equitable academic experience. Approaching things through a restorative lens and striving to be "with" teammates, students, and their families, our school principal seeks to elevate student voice and ownership while also challenging faculty and staff teammates to do the same.

In addition to our school principal, our building's secretary, attendance secretary, instructional coach, school counselor, school psychologist, and MTSS Interventionist also fill key leadership roles. These individuals lead various committees and teams around our building and collaborate closely with team leaders across grade levels to plan events, analyze academic and behavioral data, and lead comprehensive planning and change efforts.

5. Culturally Responsive Teaching and Learning:

Working closely with our district's Office of Equity and Inclusion, Radio Park strives to be a school that not only accepts diverse and varied cultures but also celebrates them. Through ongoing conversations about equity in regards to data and interventions to future planning about ways that we can improve on current practices by way of a closer look through an equitable lens, not a day goes by where conversations about supporting our diverse learners and their families does not occur. Our district does a phenomenal job of providing thoughtful, challenging, and current professional development on cultural responsiveness. Additionally, many of our teachers have taken on a leadership role within our building, district, and wider community in this area.

PART VI - STRATEGY FOR EXCELLENCE

The one practice that has been the most instrumental to our school's success is a desire to maintain high academic and behavioral expectations for all of our students. Knowing that we want to prepare students for middle school, high school, and beyond, we do all we can to ensure that the varied lessons and learning experiences (both inside and outside of school) we provide are at a level that pushes students to grow and develop confidence in themselves as learners and leaders.

We recognize that every student starts their time at Radio Park (or a particular school year or school day) at their own unique point and we routinely review and develop specific learning targets and goals to ensure that students will be appropriately challenged and supported as they work towards inquiry and then mastery in a specific academic area. To do this, we intentionally collect and analyze data to ensure that, first and foremost, we see students as individual learners before we plan out how we can help them learn and grow as part of a wider group or class.

At Radio Park, we truly know our students and do all we can to leave a mark on their early academic experience so that they will one day leave a mark on our community and the world at large.