

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

Official School Name Maple Dale Elementary School
(As it should appear in the official records)

School Mailing Address 8377 North Port Washington Road
(If address is P.O. Box, also include street address.)

City Fox Point State WI Zip Code+4 (9 digits total) 53217-2693

County Milwaukee County

Telephone (414) 351-7380 Fax _____

Web site/URL https://www.mapledale.k12.wi.us/ E-mail tom.holtgreive@mapledale.k12.wi.us

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

Date _____

(Principal's Signature)

Name of Superintendent* Mr. Timothy Joynt E-mail timothy.joynt@mapledale.k12.wi.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Maple Dale-Indian Hill School District Tel. (414) 351-7380

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 Mr. Ryan Jenness
(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, write N/A in the space.*

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 2020 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 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.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
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. 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 (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

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

SCHOOL (To be completed by all schools)

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 as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	16	25	41
5	21	21	42
6	15	26	41
7	29	27	56
8	27	32	59
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	108	131	239

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 5.9 % Asian
 - 18.8 % Black or African American
 - 9.6 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 58.6 % White
 - 7.1 % 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 2018 - 2019 school year: 10%

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, 2018 until the end of the 2018-2019 school year	13
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	15
(3) Total of all transferred students [sum of rows (1) and (2)]	28
(4) Total number of students in the school as of October 1, 2018	293
(5) Total transferred students in row (3) divided by total students in row (4)	0.10
(6) Amount in row (5) multiplied by 100	10

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

Russian, Somali

English Language Learners (ELL) in the school: 1 %
2 Total number ELL

7. Students eligible for free/reduced-priced meals: 19 %

Total number students who qualify: 46

8. Students receiving special education services: 15 %

37 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>4</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>7</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>17</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>7</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 3

10. Use Full-Time Equivalents (FTEs), rounded to the 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.	12
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	13
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	5
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 20:1

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

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	96%	96%	96%	96%	95%
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 2019.

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.

Unlocking Potential - Growing Intellect, Building Confidence, Strengthening Character... Together

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

Maple Dale School has served families in the North Shore area of Milwaukee County since 1871. It has a rich tradition in the community as a welcoming place for learning and community involvement. We pride ourselves on being a school where partnership with families is a top priority. Maple Dale enrolls approximately 250 students in grades 4 through 8 from four villages located in the North Shore area: Fox Point, Bayside, Glendale, and River Hills: 60% White, 20% Black, 10% Hispanic, and 13% Asian or two or more races. Our district sits in an affluent area of Milwaukee County. We have 19% of our families qualifying for Free and Reduced Lunch. We also have students in our open-enrollment program from other nearby communities and students from the Chapter 220 program, a voluntary desegregation program from the 1970s providing free transportation for students from Milwaukee Public Schools to attend suburban schools and suburban students to attend school in Milwaukee. Maple Dale is a school that values tradition, and yet we have seen a great many changes both educationally and socially over the years. We strive to hold onto traditions that serve all of our students and families while making changes in our methods and structures that better serve the education of all of our students.

Six years ago, a new superintendent of schools envisioned a new direction in the educational approach at Maple Dale. We have updated our practice regarding curriculum, scheduling, inclusion, collaboration, and building stronger partnerships with other school districts facing the same challenges. We engaged in a strategic planning process that helped us identify shared values and priorities. This helped us to build a collective mission for Maple Dale, one that is a true example of our new mission statement, “Unlocking Potential: Growing Intellect, Building Confidence, Strengthening Character...together.”

We set out to build an approach to learning based on best practice and research that supports all of our learners. We wanted our students who traditionally have high achievement to succeed at higher levels by increasing the relevance of what they do and fostering intrinsic motivation. We wanted the students who score in the middle levels of achievement to see how simple important steps taken at the right time supports an ongoing cycle of learning instead of isolated patches of it. We were especially motivated by our students achieving at the lowest level. Our data showed that it was consistently the same students in the lowest quadrant year after year. We saw this in classroom, district, and state assessments. We knew we had to change in some fundamental ways to accomplish this goal of high levels of achievement for all of our students.

One of the first changes made was to value heterogeneous learning environments. We worked to eliminate tracking students in all content areas except grades 7 and 8 math. We moved Special Education away from a pull-out resource model for ELA and math and toward an inclusion model. We focused on co-teaching as a strategy to support inclusion. We listened to teams seeing success in student achievement, and we continue to spread successful examples through professional development and collaboration.

We are dedicated to providing teachers the tools they need to grow in their practice. We implemented a new curriculum in ELA, math, social studies, and Spanish, and established a curriculum review cycle in coordination with our partner schools. We designed a schedule that allowed for grade level common prep times twice a day. In addition we designed our professional development around inclusive teaching methods such as differentiation, co-teaching, and Universal Designs for Learning (UDL). Content teams were encouraged to attend conferences to support these implementations. We hired a consultant/coach when we transitioned to the workshop model in ELA. It was clear that we had to make investments in money and time to build on the early steps of progress.

We also prioritize working more closely with our partner schools. Our district partners are two other K-8 districts and the Nicolet School District, which includes Nicolet High School. We partner together for professional development, curriculum review, planning and instructional strategies. These partnership projects help us to align our work consistently with our district’s designated high school. It has also brought us into the Closing the Achievement Gap Consortium, a collection of over 35 public and private school systems in southeastern Wisconsin who have united together to create a high impact professional learning community focused on creating greater equity in their schools. The professional development has extended

from the consortium to our partner schools and to our district professional development.

Maple Dale is a school with a strong foundation built on shared values. The past six years have seen changes in our methods from more traditional, teacher and content centered, toward a more inclusive student centered approach. These changes have not always been easy to make, however we have made them as a team, valuing each voice and perspective on our way to building high levels of achievement for all of our students.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

To unlock the potential of all of our students, we focus on some common approaches across all content areas, the first of which is to clearly articulate the learning expectations. We have written a scope and sequence and unit plans for all of our content areas and classes. This work began with a common unit structure with consistent elements that need to be included such as time frame, standards assessed, assessment plan, academic vocabulary, resources, opportunities for differentiation, and a comprehensive list of the learning targets used in the lesson. These curriculum resources are linked to our website to ensure clear communication with students and families about academic content and expectations. We ensure success for our students when we determine clear success criteria and provide a roadmap to these outcomes for teachers, families, and students alike.

Another guiding principle we follow in our curriculum work is that we monitor progress on student achievement as we go through our units and year. We compare our district level assessments with our classroom assessments with our state assessments. The teachers work hard to understand how to analyze data to determine student present level and next instructional steps. We meet as grade level teams weekly to track students of concern and review academic interventions.

Finally, we know that a sense of belonging in school leads to positive outcomes both academically and in terms of student behavior. We have trained on equity practice, UDL practices, and taken the initial steps to move forward with personal learning plans. All of these steps have taught us to better understand where a student lives in our lessons and how we can use timely and specific feedback to accelerate or intervene in their learning to help them feel the power of unlocked potential.

1b. Reading/English language arts

Four years ago, we restructured our language arts curriculum from individual teachers creating their own curriculum to the Workshop Model for instruction of Reading and Writing. We created our first double block and increased our ELA instruction from 43 to 86 minutes a day. The model offers ample time for students to receive instruction through modeling, small group practice, and frequent one-on-one conferring to address students' stress and/or misconceptions.

Self-selection of text offers voice and choice in books students read. Teachers support them through extensive classroom libraries with leveled and non-leveled texts. After a whole group mini-lesson, students practice the skill with their independent books, applying the skill to authentic, meaningful text. Teachers give regular feedback to students through conferences in which they give individualized instruction to each child in the class weekly or more frequently. Teachers and students set goals together and track their progress in standards-based skill areas.

Maple Dale has an expansive book room with a wide variety of leveled fiction and non-fiction text. Teachers use these books to help students form book clubs with readers who are reading similarly leveled text. These book clubs are used not only to provide targeted small group instruction, but also to help create a buzz about books. Students engage in regular analytical discussions of the books that they are reading together, creating purposeful conversation around literature.

Teachers are constantly researching and purchasing materials that represent the diversity of our classrooms and our world. A reader grows when they see themselves in what they are reading so having a diversity of stories is very valuable in the work that we do. We also work very closely with our school librarian to find books that will engage even our struggling readers.

One goal that is important to our ELA program is that students grow using self-evaluation and peer

critiques. They are required to give constructive criticism to a peer, and on every summative writing assignment they must review their own strengths and weaknesses. When students compare their own work against clear success criteria and models, students can track their own growth toward clear goals and take ownership of their own learning. Students must have a goal and a pathway to improve in order to make gains academically.

Our teachers use formative and summative assessments to build on reading strategies and writing techniques reflected in the units of study. For reading, teachers take running records to track reading proficiency and to inform their conferring with students on their book selections. Summative reading assessments come in the form of written response to the text. These are focused on literary devices such as character development and theme. In writing, students write pre and post on demand essays from which our teacher gain an understanding of individual needs in writing. They also confer regularly with students using insights from these essays as well as daily flash drafts.. At the end of each unit, students submit a process essay based on the strategies learned in the unit through their formative assessment and conferring with their teacher.

Throughout the year teachers receive the support and time they need to best serve our students. Teachers have ongoing professional development during the school year, along with workshops during the summer and monthly opportunities to work with a literacy coach during the school year. Our staff works across grade levels to support students in our inclusive classrooms. To foster collaboration we have weekly team meetings where we discuss data to plan the instruction of our Tier 1, Tier 2, and Tier 3 students. Maple Dale has caring teachers who will meet with students and/or parents before and after school to provide extra instruction. This extra effort by teachers allows us to reach students and families who may be struggling and need individual support.

1c. Mathematics

The goal of our mathematics instruction is to provide students with a critical lens to recognize patterns and make sense of the quantitative world in which they live. This instruction focuses on developing understanding in number sense, reasoning, problem solving and real world application. When students can see how math connects to their world, it helps students to internalize and persevere when mathematics becomes challenging. We provide a rigorous and connected math curriculum that meets the Common Core Standards for Mathematical Practice.

To support students in achieving proficiency in these standards, teachers use Big Ideas as a curriculum resource, supplemented by current real world applications, 3 Acts Math tasks, technology and other enrichment activities. Teachers deconstruct standards regularly to stretch student thinking and expand on prior knowledge for better understanding.

Our teachers use formative and summative assessment to better identify targeted areas for reteaching both for the whole group and individual students. They use a variety of formative assessments daily such as exit tickets, target problems, and observation. They pull small groups during class or during our intervention time, for reteaching targeted learning. They have two summative assessments per unit and students get the results right away and have the opportunity to retake the summative assessment questions they missed.

Teachers work collaboratively to ensure precision within standards, with common procedures and language across grades, allowing students to feel successful as they move through middle school math. When walking by a math classroom, purposeful questions and meaningful mathematical discourse can be heard from both students and staff. Teachers strive to provide a safe atmosphere that allows learning to occur through productive struggle and critical thinking.

Historically students who were accelerated in math were identified through district assessments and pulled out of classroom instruction to be taught by a veteran math teacher in a small group structure. Five years ago we shifted our practice to offer families the option to advance their child. If a grade 4 student was ready for grade 5 math, we created a schedule that would allow them to be a part of the grade 5 math class and then return to her grade 4 class for the rest of instruction. This created a relationship with the math teacher and other students in the class. It also expanded our advanced math programming. This year our veteran

teacher taught geometry in house for the first time to three students. Next year we will have 11 in our geometry class.

We have a very strong math teaching team. They co-taught a grade 5 class last year and collaborate daily. Last year when we were looking for ways to leverage our instruction we examined our room placement. We had content area teachers separated by grade level. This makes sense as we have a wide age range of students in 4th through 8th grades. However, the team felt that it would greatly enhance their practice if we simply moved our grade 7-8 math room next to our grade 5-6 room. The rooms have a wall that opens up between them. We made the change for this year and the partnership has thrived.

Looking forward, we have proposed a schedule that creates a daily double math block. Next year we hope to go from 43 to 86 minutes of math a day. The idea was generated in our math collaboration meetings from last year. In order to build confidence in math, students must be given time to practice math in a supportive environment.

1d. Science

Maple Dale science education helps our young scientists grow intellectually, build confidence and strengthen character. We align our science curriculum and instruction to the methodology outlined in A Framework for K-12 Science Education. These principles include learning science through the core ideas, cross cutting concepts and science and engineering practices. Students explore a variety of concepts in Life, Earth and Physical Science every year from Kindergarten through 8th grade. Due to our school size, retention rate and devotion of time allocated for science, students build upon their knowledge every year as the core ideas spiral for deeper and more meaningful understanding.

Our teachers base their unit assessments on acquiring and demonstrating standards. They use formative assessments to guide instruction and provide personal feedback to guide student growth. The formative assessments can be written, exit tickets are an example, observation, and discourse with peers and the teachers. Constant feedback is given through the unit based on student acquisition of standards in the formative assessments. Students then have choice in their summative assessments. These can be laboratory investigations based on the scientific method, 2D and 3D modeling, scientific diagraming, use of claim evidence and reason, and applying their understanding to the world. Teachers provide feedback on student summative assessments and they always have the opportunity to revise all summative assessments.

Our district has the tools and means to offer enriching learning experiences that promote curiosity and inquiry and help develop key skills such as problem solving, collaboration, critical thinking and communication through a variety of mediums. By the time students leave us for high school and beyond, they have gained significant background knowledge that is paired with authentic hands on learning experiences. By implementing the Common Core State Standards for math and literacy, our students are ready to examine, explore and explain how and why things happen in the world around us as well as create solutions for the problems that the future will hold.

Partnerships with teachers from our high school allow for curriculum alignment and shared activities that engage students such as STEM days hosted at our school. High school teachers and students visit our school twice a year to run a STEM project with all of our 8th grade students. These projects focus on problem solving and allow our students to interact with high school students in a fun and educational experience, furthering their confidence in applying the concepts they have learned during middle school.

1e. Social studies/history/civic learning and engagement

Social studies/history/civic learning and engagement at Maple Dale allows students to focus on four college and career readiness standards: reading, writing, speaking and listening, and language. Throughout their time in social studies classes, student instruction focuses on civics, economics, geography, political science and history. Students learn about civics through analysis of United States and world governments and are encouraged to think about their own roles as citizens. Our economics curriculum includes instruction about local, national and global markets and our geography instruction uses maps and other representation to help

students understand information about people and places, while our history curriculum focuses on chronological patterns. Students analyze how perspectives may change, use a variety of resources to interpret the past, establish historical claims, defend those claims with evidence, and understand that people and events have impacted the growth and lifestyle in the United States and the world.

In 8th grade, all students have the opportunity for an educational and hands-on learning experience while traveling to Washington, D.C. Prior to the trip, district students and parents volunteer for many fundraising events that raise money so all students, regardless of a family's financial situation, can attend the trip. Over the last four years, 187 students have experienced the trip and raised over \$44,000 to help lower the cost of the trip for all families. Most importantly, within the social studies curriculum, the students develop a basic understanding of political science, as well as their duties as American and global citizens. Throughout the district, students participate in student council to allow all students to take part in civic engagement and have a voice in making decisions involving the school.

1f. For secondary schools:

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

2. Other Curriculum Areas:

Music begins in grade 4 with General Music, while students in grades 5 through 8 can choose between three ensembles: band, orchestra, and chorus. Currently we have 74 students in Band, 43 in Chorus, and 62 in Orchestra. All ensembles have an alternating schedule in which they meet twice a week and every other Friday equaling five times every two weeks. They perform at least two concerts per academic year. In addition to rehearsals, each student has group-lesson instruction outside of class. Knowledge and application of rhythms, note reading, scales, sound production, musicality, ear training, and technique are constantly being practiced and assessed. Students develop and hone skills in critical thinking, leadership, communication, character-building, and social/historical connections.

In Orchestra and Band, students perform, describe, and create music through the use of traditional instruments. Students continue to learn to read notation by adding notation that is specific to the genres found in classical music repertoire and that is specific to their chosen instrument.

In general music students create, explore, respond and connect to music in a variety of ways. Students sing, play instruments, compose and move to music. They make connections to music in their everyday life, and in other subjects in fun engaging activities. Students discuss how music relates to culture, and develop a life-long appreciation for the arts.

Physical Education promotes knowledge, skills, activities, discipline, and self-awareness for the development and maintenance of a healthy lifestyle. Development of self-esteem is a vital part of the learning process in the physical education program. Helping a student develop a positive self-concept will encourage him/her to value the personal qualities of discipline, good sportsmanship, and respect that enables one to work and play with others. All students take P.E. twice a week and every other Friday equaling five times every two weeks.

The 6th and 8th grade Health and Wellness course allows students to explore a wide range of topics that are relevant to their health and well-being and which are relevant to the 21st century adolescent. The curriculum focuses on teaching students to be health literate and form decision making habits that will impact their lives in safe, legal and responsible ways. Students are exposed to topics relating to overall wellness and balance, mental health awareness and disorders, body systems, risks associated with substance use, the value and importance of healthy habits, hygiene, personal fitness, nutrition, and sleep, social-emotional learning, and knowledge about human growth and development. Students are engaged through multiple modalities of learning within the school's curriculum, which focuses on independent research, application and practice of skills learned, and advocacy projects throughout the school and community. Health class is required for grades 6 and 8, daily for one trimester each year.

Creative experiences are a vital part of the development of every child. Our Art curriculum provides young artists with opportunities such as innovation, design process, working with others, building on the potter's wheel, hands-on work with soldering jewelry, and using saws and drill presses. In our global world, art builds bridges, connects ideas and people, and is a common language when numbers and words prove insufficient in expressing experience. We strive to provide students with both a functional and aesthetic art background. We help them develop self-awareness and develop their "artist's eye" through appreciating the art and design in natural and man-made objects that surround us. These connections encompass other school disciplines, cultures, occupations, and community events. Students do this working individually, with a partner, and in teams. Students use art as a means of their own self-expression and emotion through working with a variety of two and three dimensional mediums, tools, and techniques. Our art program is taken by every student every year and challenges their critical thinking, exercises their creativity, and helps them solve problems using their brains, hands, and hearts.

All Maple Dale students take Spanish. Grades 5-8 take 43 minutes classes five days a week and grade 4 takes 30 minutes twice a week. Our two Spanish educators work under the umbrella of comprehensible input and reading and writing strategies that align with the WI State Standards, the Common Core State Standards for English Language Arts, and the Global Competencies. Our students are capable of reading chapter books in Spanish from grades 6 to 8. Within our new curriculum, at the end of the first year they can write short paragraphs using an average of 50 words. In an effort to promote diversity and inclusion, the teachers include activities that represent the different cultures/ethnicities from Latin America and Spain as well as the presence of Latinos/Afrolatinos in the US.

In Financial Literacy, our 7th grade students engage in real-world learning opportunities that help lay the foundation of building strong money habits early. This class equips students with the knowledge and skills to manage money efficiently through project-based learning opportunities that are both flexible and personalized. We delve into topics such as budgeting, saving, debt, investing, banking, consumer awareness and risk management. It is a powerful experience to unlock the financial capability of these youth so they can thrive in today's economy. This class is required for grade 7 and meets daily for one trimester.

3. Academic Supports:

3a. Students performing below grade level

We believe that all students can achieve at high levels if we couple clear expectations with creative action. We use data from district and classroom assessments to identify students in need of intervention. Our goal has been to increase the number of differentiation strategies we use in Tier 1 instruction, use formative assessments to identify learning needs and confer with other teachers to look for time and duration of intervention. We put in a half hour intervention block for grades 5-8, which we call Flexible Instruction Time (FIT) and is coupled with lunch/recess. Grades 7-8 have FIT first and then lunch/recess, and for grades 5-6 it is the opposite.

In our weekly collaboration meetings grade level teams discuss which students need intervention instruction in reading or math and where they will be placed. We also discuss when a student needs to be exited from intervention. Students not assigned to a Tier 2 intervention have some options depending on the time of the year. We offer FIT extension choices for students, which include National History Day, Mock Trial, Jazz Band, and a general study hall. Our Tier 3 intervention programming has always included reading using Leveled Literacy Intervention (LLI) and Wilson Reading. We have special education teachers and a reading specialist who deliver these interventions in small group settings.

In the past we had a veteran math teacher working half time to teach students in grades 2-6 accelerated math. Two years ago, we added time to this schedule to allow for Tier 3 math interventions for grades 3 and 4. We saw the power of this, and last year we were able to include Tier 3 math intervention through 6th grade and one class of Financial Literacy. It is our plan for next year to have this half-time position dedicated solely to Tier 3 math intervention, but we will extend it down to the elementary school. We know that early intervention in math makes a big difference in students' math progression and number sense.

3b. Students performing above grade level

We believe that we are responsible for meeting all students' unique needs. Maple Dale serves above grade level students in the regular education classroom through differentiation of content (above grade level culturally diverse texts), process (activities to gain mastery of content), and products (rehearse, apply, and extend what student has learned in a unit). Additionally, enrichment and extension opportunities are provided for the five areas of identification and programming: General intellect (subject acceleration, Quiz Bowl), Specific academic (subject acceleration, online coursework, Publishing Club, contests), Creativity (MSOE Fluid Power Challenge), Leadership (CESA 1 grant with five sessions for developing PSA about a social issue, Power of Perspectives Club which has students sharing their perspectives on identity, diversity, race, and ethnicity), and Visual and Performing arts (CESA 1 grant with five sessions for stop motion animation, art show/contest, school play. All of this programming is coordinated by our Differentiation/Learner Enrichment and Advancement Program (LEAP) Coach who collaborates with teachers provide enrichment/extensions in the regular education classroom, create projects that allow for student voice and choice, and create assignments and generate assessments based on Bloom's Taxonomy. Classroom teachers and the LEAP Coach review data from a balanced system of formal and informal assessments including screeners, pre-assessments, reading benchmark data, standardized test results, classroom assessments, and teacher observations. These data are used to identify student learning needs, monitor and document progress, and adjust instruction as needed.

3c. Special education

Our special education transformation is one based on building a shared responsibility. We believe that we are here to meet the unique learning needs of all of our students. We continue to build on a co-teaching model that includes weekly collaboration meetings to update achievement goals and accommodations. We have special education teachers in ELA and math. We also have paraprofessionals serving in other content areas where individual students show the need for extra support. To reiterate, we value the heterogeneous learning environment. We have some small groups with very diverse learners in ELA and math. Teaching teams look at assessments together, often share teaching responsibilities and roles, reflect together on student engagement, review assessment results, train on instructional methods including differentiation strategies and Universal Designs for Learning. Teams also create Functional Behavior Analysis and Behavior Plans. The strategic learning specialist and content and process specialist help make lessons accessible, and chart progress using proper accommodations. We communicate home together, and make sure to exceed the communication expectations of the IEP process. This means our special education teams start with the co-teaching teams in the classroom, extend to include our school psychologist, Speech and Language teacher, Occupational and Physical Therapists, as well as services we contract for orientation, mobility, and visual impairment. We work hard to include all voices in the work we do. We know that together we make the difference for each of our students.

3d. ELLs, if a special program or intervention is offered

We believe that we are responsible for meeting the unique needs of all students. Maple Dale serves a small population of EL students in grades 4-8. These students receive services relative to their language proficiency level as measured by ACCESS testing. For Maple Dale, this support generally looks like push-in servicing to assist with academic content vocabulary acquisition. At times, pull-out service in a one-on-one setting or small group setting is provided to address a specific need. We use pre-teaching and re-teaching methods to assist students in their language acquisition. We use small group testing for local and state assessments so that our English Learners feel more comfortable and confident in the testing environment.

Maple Dale has one EL teacher who collaborates with classroom teachers and ensures our English Learners are able to successfully access all content. Regular family communication is a critical part of our service. When needed, we use translations or translators. When a family moves into our school, we not only connect students with other students who speak the same language when possible, we also connect the new family with other families in the community who speak the same language. Additionally, we host multiple events each year to celebrate and highlight the diversity of our learners and their families.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Our vision states that we are dedicated to strengthening character. We know that in order to do that, we must see the strengths that are in each of us and build on them. Too often in the past we saw students through a deficit mindset. We would spend our time focused on what students were doing incorrectly instead of building on the intellectual, social, and emotional foundations our students possess. We know that students learn best through their experiences informed by a clear set of expectations.

One of the first jobs of our principal was to develop a Response to Behavior Framework. This clarified the expectations and offered initial strategies to teachers and staff in responding and redirecting student behavior. Grade level collaboration teams meet weekly, with an alternating focus of academic and behaviors. Teachers identify students displaying concerning behaviors and we implement specific strategies to address them. We then track data on the impact of our strategies in comparison to the baseline data. We involve as many adults in supportive roles in addressing behavior that impedes a student's ability to be successful in school both within the classroom and with peers.

We also want to encourage positive behavior. We have set monthly goals for all of our students based on setting successful goals. These are introduced at monthly learning community assemblies and reinforced throughout the month in classrooms and common areas. We feel it is important to acknowledge positive behavior, and through our Building Leadership Team, we developed a system for acknowledging positive behavior. It is much like a typical PBIS incentive program, although we are not fully invested in the PBIS system. We named our system after our mascot and utilize what we call Sapphire Cards. Each grade-level team develops their incentives based on feedback taken from students and on what incentives have worked well in the past. Classroom teachers set short and long-term goals using the cards and the presentation of incentives is a chance to celebrate with students.

We look to offer opportunities outside of school for our students to get to know each other and to build strong social relationships. Some of those include an intramural program for students before school, dances, Maple Dale After Dark activities, Camp Manitowish trip, Washington DC trip, summer school enrichment activities, Camp Invention, our Maple Dale Musical, after school clubs and sports. We know that students who feel a sense of belonging tend to have higher levels of achievement. For that reason, we make it very clear to families that all students have access to these opportunities regardless of financial resources.

2. Engaging Families and Community:

We believe that our mission can best be accomplished if we pay particular attention to its last word: together. As it concerns working together, we have always had an advantage. Our families are very active in the process of education and value the work we do with their children. In the past six years, we have created more opportunities for families to provide feedback on our process as well as to invest in their children's experiences.

We reach out to our families through a weekly blog called the Dragon Digest. We encourage all departments to submit weekly communication about individual classrooms through the blog. This gives us a running account of all district-home communication. In addition to the weekly blog, we have a presence on the social media platforms of Facebook, Twitter, Instagram, and YouTube.

We know the power of giving families a voice in how we work with their children and we encourage them to share their thoughts with us. In addition to having a very open door policy for communication in the office, we hold formal listening sessions throughout the year designed and led by the principal, our curriculum director, and our entire leadership team from our recent referendum process, and our teacher in charge of our new Learner Enrichment and Advancement Program designed to increase identification and access to gifted programming both in the school and in partnership with the Milwaukee School of Engineering. The discussion points generated in the listening sessions are then brought to our district

leadership team for discussion of possible implementation. For example, one item brought up in a principal listening session last year concerned our approach to gifted and talented instruction. Many families expressed to us that we were missing opportunities to serve more students in our program. That discussion led to our creation of our LEAP program.

In addition to ideas, our families have time and financial resources to contribute. Our Education Foundation and PTO help support programming inside our classrooms, but also social activities for our students such as the Maple Dale After Dark program. This program gets our students together on a Friday night for fun, social activities ranging from a visit to a gymnasium, a night of tubing and skiing, or a movie night in school. The generous donations from these family/school partnerships allow us to include all students. The fundraising events serve to bring our community together in unique ways. The Education Foundation hosts a fun run event called the Dragon Dash, the PTO holds an annual end of year Carnival, and our Big Give Dinner brings families and staff together for a silent auction and raffle.

We are a small school community, but that fact only reinforces the power of us all working together to create a common vision. The word “together” inspires us as we attempt to create unique experiences for all our students.

3. Creating Professional Culture:

We believe that professionalism has deep roots in how our voice contributes to the work we do together. We encourage people to share their experiences in the classroom and to be open to listening to others share. Our emphasis on collaboration to create professional learning opportunities and problem solve is the foundation of our work.

Our professional development plans have evolved over the past four years. We began with our work with the Closing the Achievement Gap Consortium to bring more emphasis on equity in our community. That work continues both in our school and with our partner schools. We have included Universal Designs for Learning as we continue to differentiate for individual needs. Next year it is our plan to add all staff training in the Responsive Classroom. Our work in UDL has drawn on our own teachers as leaders, and they have served our partner schools as trainers. Their voices are heard as we move through training and implementation.

Our professional development takes place throughout the year both during the workday as ELA teachers working with a consultant on implementing the workshop model, to after school as in our monthly professional development sessions, to off campus training based on teacher identified growth areas and opportunities to build on best practice. We encourage teachers to seek opportunities to learn new methods of instruction, application of new standards, and investigate new tools of instruction. Our math teachers have trained with the Math Leaders Network in student engagement. Our Spanish teachers are implementing new curriculum and standards. We continue to send teaching teams to the Teacher’s College in New York for Reader’s and Writer’s workshop training. Our social studies teachers meet with partner school teachers to review and align TCI curriculum through an interactive social studies textbook designed to meet state standards and help students form a deep understanding of the forces that shape our country and the world.

Our professionalism is rooted in valuing individual and group contributions to our school culture and vision. We know that a person who feels valued will contribute without fear. Those are the contributions that tend to build upon one another and lead us to a place better than any one of us could have created alone. A great change happened in Maple Dale when we took deliberate steps away from working in silos and built a shared vision. Our goal for professionalism is for each member of our staff to know how they bring value to our organization.

4. School Leadership:

Our school leadership team is built on trust. It begins by trusting our teachers in their knowledge of their students. We are very open to the shared vision of unlocking the potential of all members of our learning community. That trust is built on clearly identifying our goals with students and then consistent tracking of

the data that indicates our progress.

The principal knows that every question is an invitation to a conversation. We continually entered those conversations, whether they are in our weekly collaboration meetings or in the hallways of the school. He is highly visible, and visits most classrooms and teachers every day. This willingness to address each concern helps us adjust our practice or procedure to better support learning for all of our students.

Teachers have worked on writing required Student Learning Outcomes and Professional Practice Goals that target improvement for all of their students. Their goals often extend beyond one year, and steady progress is measured with state, district, and classroom assessment data. This triangulation of data is our road map to track our progress on student success. Our curriculum has shifted to being standards focused. This has allowed our leadership team to refer back to standards proficiency when developing differentiation or intervention when needed. The focus of school leadership is clearly on supporting growth of students through a variety of instructional methods all built on a framework of standards acquisition.

As a team, we see leadership in many of our members. It is by focusing on the strengths of our members that we have moved more students out of a stagnant achievement level and into growth on all levels. This pragmatic approach to leadership empowers our teachers to bring solutions to the table. Those are the fuel of our success. The principal's goal is to direct those strengths and remain open to ideas that can be grown into practice in multiple classrooms.

Collaboration occurs at all levels. The superintendent meets with the district and building leadership to review procedure and to listen to suggested changes in process. The school leadership team of the curriculum director, student services director and principal meet weekly to track students and direct teacher teams. Those teaching teams meet during common prep times to co-plan, identify students in need of further intervention, and train with an instructional coach on identified needs for furthering teacher instruction. That instruction can be implementing new curriculum, calibrating rubrics, differentiation strategies, and implementing Universal Designs for Learning.

The school leadership extends from the administration and into the work of all teachers and staff. It is our goal to build trust in all members of our team so that they recognize their leadership in working with all of our students. Just as we say that each student is every teacher's student, each teacher is a leader and is obligated to share their experience with the team to better serve all of our students. This has been profound in our transition to raise achievement levels of all of our students.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Our increased emphasis on collaboration practices has had the most impact on our work of unlocking the potential in everyone in our Professional Learning Community. We have weekly collaboration meetings for leadership teams, grade level teams, and specialists and a schedule that prioritizes common prep time for grade level teams to accommodate these regular meetings, and co-plan for instruction and intervention. Our schedule has evolved to include collaboration for content area teams as well, but the majority of our teacher collaboration is in grade level teams. This has allowed us to implement new instructional initiatives quicker and with more fidelity but by far the greatest impact has been to aid our transition to a student-centered practice in our school.

Our meeting agendas are focused on learning data and the behavior trends we are seeing across content areas. We look for what is working in specific areas or if the problem is one that needs a more universal strategy. We take a whole child approach by focusing deeply on individual students and review the support that is available to us to address it. Those supports build from our collaboration team meetings and include our interventionists, counselors, paraprofessionals, and families. We have asked our staff and families to build a partnership that best serves our students' learning and social needs. Continuing to explore how collaboration can be shaped with that end in mind has not only trained our focus on what we can do to improve, but also increased the number of perspectives in building and implementing those strategies. Our staff collaborates to build consistent working relationships with each other, with families, and their students.

In the recent shift to learning from home, this emphasis on collaboration has again proven to be the strength of our school. We have utilized Google Meet to continue our weekly collaboration meetings on all levels. The administration team meets daily to address our progress going forward and to problem solve tech solutions, student engagement, lesson design, as well as any concerns that arise. Teachers have established three open sessions per week for students to join a Meet and reconnect with teachers and classmates and to voice questions of the learning activities.

We have a greater understanding of the potential for families to be partners in education and remain very open to meeting virtually with them to help them as they navigate their new role in education. The power of our collaboration is seen in all aspects of our work, but most of all it invites more vital voices into the school environment. Recently, we have seen that major shifts in instruction can arise with very little precedent. Even during these challenging times, we will be successful by relying on the foundational tools we have in place. Collaboration is at the center of our foundation as it builds on the potential of individuals to serve the whole.