

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 [X] Choice

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

Official School Name Red Apple Elementary School
(As it should appear in the official records)

School Mailing Address 914 Saint Patrick Street
(If address is P.O. Box, also include street address.)

City Racine State WI Zip Code+4 (9 digits total) 53402-4867

County Racine

Telephone (262) 619-4500 Fax (262) 619-4505

Web site/URL https://www.rusd.org/redapple-es E-mail Scott.Campbell@rusd.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* Dr. Eric Gallien E-mail eric.gallien@rusd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Racine Unified School District Tel. (262) 635-5600

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. Brian O'Connell
(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):
- 21 Elementary schools (includes K-8)
 - 3 Middle/Junior high schools
 - 6 High schools
 - 0 K-12 schools
- 30 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	34	22	56
1	38	23	61
2	28	19	47
3	33	18	51
4	26	21	47
5	21	20	41
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	180	123	303

*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):
- 0.3 % American Indian or Alaska Native
 - 2.3 % Asian
 - 18.7 % Black or African American
 - 24.4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 46.8 % White
 - 7.5 % 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: 1%

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

n/a

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	2
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	4
(4) Total number of students in the school as of October 1, 2018	296
(5) Total transferred students in row (3) divided by total students in row (4)	0.01
(6) Amount in row (5) multiplied by 100	1

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

Karen, Thai, & Spanish

English Language Learners (ELL) in the school: 4 %

13 Total number ELL

7. Students eligible for free/reduced-priced meals: 54 %

Total number students who qualify: 165

8. Students receiving special education services: 24 %

74 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>10</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>16</u> Other Health Impaired |
| <u>14</u> Developmental Delay | <u>7</u> Specific Learning Disability |
| <u>5</u> Emotional Disturbance | <u>20</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>2</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 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.	14
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	11
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	10
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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

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

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	95%	96%	95%	95%	91%
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.

Red Apple Elementary engages, inspires, and empowers a community of learners in critical thinking, collaboration, and innovation; preparing students to be college and/or career ready.

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

Students are selected to attend Red Apple Elementary through a lottery system and sibling preference. Parents select their top three choices, in preferred order, for one of the elementary choice schools. Students are then randomly selected to attend Red Apple. Families listing Red Apple are placed based upon seat availability in the respective grade level. We also use sibling preference for automatic enrollment. If an incoming 5K student has a sibling already attending Red Apple, the 5K student is automatically enrolled. We then develop a waiting list for students who were not initially selected. We then monitor currently selected students and adjust enrollment based upon students accepting/declining enrollment at Red Apple. We then fill any seat vacancies prior to the start of each school year from the waiting list.

PART III - SUMMARY

Established in 1974, the original name was Optional Elementary, but it was changed a year later by a student vote to Red Apple Elementary School. It was a grassroots educational experiment cultivated by a group of parents and teachers. Red Apple was a magnet school that emphasized science and environmental education in the beginning. At first, the school shared a building with a magnet junior high program in an inner city neighborhood. As we grew larger, we needed more space, so we were moved to another building. Originally, the parents had to fill out an application for acceptance to the magnet school. When children were chosen to attend Red Apple, they were chosen based on the same racial and socio-economic percentages as the district as a whole. Among our student population, (39% are White, 25% Black, 28% Hispanic, 6% Two or more, 1.1% Asian, .3% Native American or Alaskan Native, .1% Native Hawaiian or Pacific Islander. Additionally, 17% are Students with Disabilities, 64% are Economically Disadvantaged, and 12% are English Language Learners (ELLs). To this day, Red Apple Elementary School (RAES) has multi-ethnic and diverse homerooms that are designed to encourage decision-making, independent work habits and cultural understanding. Student/parent/teacher conferences are required to share student growth and successes. The school is currently at 914 St. Patrick Street in the heart of another inner city neighborhood in Racine, WI. Enrollment is performed through a district lottery system.

We have evolved over time into a STEAM Education school, though we still have strong ties to the environmental education piece. We began a Green Apple Project where students and staff worked together to recycle all of our lunch containers and as much as possible in classrooms as well. We walked the Racine 4th Fest Parade with garbage bags and collected garbage and recyclables along the entire route and made sure they were disposed of properly. We have annually picked up trash throughout our neighborhood and along the shores of Lake Michigan. The 4th and 5th grade students have been involved in a three day and two night Outdoor Education Camp for over 40 years, getting to do activities such as bird and tree identification, animal encounters, canoeing, fishing, horseback riding, and many other activities. We also have an award winning program entitled Options. In this program, students choose from a list of activities based on their interest. Local businesses and parents collaborate to create these 45-60 minute lessons that relate to STEAM. We have had options in meteorology, soundwaves, cooking, entomology, criminal science, ophthalmology, etc.. Annually, we have a STEAM Fair Night where the students create science or engineering projects to be judged, we have many of our community partners come and share their knowledge and do activities with students and families, we also have many STEAM activities for families to try and see how they use STEAM in ways they do not even realize. Over time, through the STEAM instructional focus, Red Apple Elementary has realized increases in academic achievement, academic growth and most recently, a closing of gaps, across all school sub-groups.

Red Apple enjoys healthy partnerships with the Racine Public Library, Gateway Technical College, UW-Parkside, SC-Johnson, Insinkerator and has a Parent Teacher Association; all which contribute to the academic success of Red Apple and its students as they acquire 21st Century Skills. The acquisition of these 21 st Century Skills will prepare students to make meaningful contributions to the Racine community and all of southeastern Wisconsin.

Red Apple Elementary School enjoys and fosters these relationships with corporate citizens and the greater Racine community in its fulfillment of its educational mission: Through STEAM, (Science Technology, Engineering, Allied Arts and Mathematics) Red Apple Elementary engages inspires and empowers a community of Learners in critical thinking collaboration and Innovation preparing students to be college and career-ready in alignment with RUSD district goals.

Teaching often will take place outside the traditional boundaries of a classroom. The school is within a 10-15 minute walk of Lake Michigan, so it is often the site of classroom studies. We have a partnership with the Alliance for the Great Lakes to help study the coastline and water quality of Lake Michigan. We often will do activities outside on our playground or in the green space in front of our building instead of inside classrooms, things such as reading quietly, practicing word work activities or math in chalk, doing science activities with shadows among other activities. If it is not nice enough to be outside of the building you may find students in the halls working as well.

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

The core curriculum at Red Apple is STEAM focused units of study which were created at the school level by staff to connect core content areas across the curricular spectrum. Units of Study were developed through the integration of Next Generation Science Standards with Common Core State Standards as the foundation. The principal introduced the idea of a culture based upon growth mindset for staff and students. Following this approach, the staff participated in a book study featuring the book *Mindset: The New Psychology of Success* by Carol Dweck. This set the foundation for a unified, collaborative culture and climate. This fosters a secure, safe, family-like environment in which staff are empowered to take more risks for their own professional growth. In turn, this leadership style is integrated into our classrooms through direct instruction and student self-reflection.

1b. Reading/English language arts

Students at Red Apple are provided with 120 minutes of Language Arts instruction with an additional 30 minutes of word work instruction. Our Language Arts block is broken down into Lucy Calkins Readers Workshop, Writers Workshop, read alouds, close reading and shared reading. The combination of these instructional approaches guarantee students have the opportunity to acquire skills in phonemic awareness, phonics, vocabulary, comprehension and fluency which are the building blocks of a solid reading foundation. There is a focus to develop critical thinking skills by focusing on strengthening visualization, questioning skills, prediction, inferencing, making connections, and summarization. Students in kindergarten through 5th grade use Lucy Calkins Readers and Writers Workshop. During the workshop time, our students receive large group instruction using a gradual release model, as well as small group instruction and individual conferring. Our small groups are fluid and help to ensure that every student gets the targeted instruction they need.

Our kindergarten and first grade teachers participate in RISER (Racine Instruction for Striving and Emergent Readers) training. RISER is Racine Unified's adaptation of Reading Recovery that allows teachers to pinpoint exactly where gaps are occurring and gives teachers a map of how to address those gaps. Our kindergarten through second grade students participate in Foundations lessons daily that focus on phonics and word work. Our third through 5th grade students participate in daily word work lessons from Words Their Way. Words Their Way meets students where they are and instruction is specifically targeted to what each student needs.

All students participate in RtI and are given either interventions to close gaps or enrichment to push them beyond their current level. This ensures that all academic needs are met. We also have access to a comprehensive Scholastic Book Room that teachers can use to support their small group instruction, including Guided Reading. The Book Room allows us to plan instruction at each student's individual level. Along with the Book Room, we use Reading A to Z. This also individualizes instruction to each student's needs.

Differentiation is developed via various data sets including, but not limited to, pre-/post assessments, MAP (Measure of Academic Progress), ACCESS data to show English Language Proficiency (ELP), Forward data, Panorama (SEL) data, District writing assessments, Fountas & Pinnell, and Teachers College Leveling Kit.

1c. Mathematics

Red Apple Elementary utilizes the ORIGO Mathematics program as the core of our mathematics instruction. In addition to introducing and reinforcing grade-appropriate mathematical concepts, the program also provides resources and methodologies to encourage advanced problem solving and techniques that students

can employ to communicate their individual thought processes in the context of mathematics.

Taking into account the wide diversity of learners and learning profiles, we accommodate learning in small groups, whole groups and even one-on-one. This flexibility allows teachers at Red Apple Elementary to adjust to individual student needs by first assessing and understanding the student's starting point then moving to appropriate tasks and milestones to guide the student to advance further. Teachers engage students in a multitude of ways, including but not limited to technology resource utilization, manipulatives and hands-on activities. Examples include activities where students measure themselves or the areas around them.

Students use manipulatives such as number blocks, coins or other objects to promote active engagement in learning. In addition, non-manipulative approaches such as mental math, or using a number line or a hundreds chart, are also encouraged. In the course of instruction, students realize that mathematics is everywhere, useful and essential to their lives not only in the future, but today. Teachers facilitate "number talks" where the teacher demonstrates their thought process in visual ways. Students are then encouraged to show how they think about a challenge visually. Not only does this approach promote deeper understanding of the material for the student, but it also helps educators assess student comprehension and performance. In this way, the system paves the way for students to be lifelong learners. Differentiation is developed via various data sets including, but not limited to, pre-/post assessments, MAP (Measure of Academic Progress), ACCESS data to show English Language Proficiency (ELP), Forward data, Panorama (SEL) data.

Students may participate in interventions to close gaps or enrichment to push them beyond their current level. This ensures that all academic needs are met. Through pre-assessments before teaching a standard, teachers can make decisions of how to address differentiation needs. If students are showing that they have a need for remediation on a standard, small groups are set up to address these students post-teaching of that standard. If a student is showing that they have successfully met this standard on the pre-test, students are given work to complete that will extend their learning of that standard's skills. In fourth grade the advanced math, students used a program ALEKS to extend their learning in specific standards. In fifth grade, students who are advanced, based on MAP scores in the Fall, are given the opportunity to extend their mathematical skills by participating in virtual math, which includes standards at the 6th grade level.

Red Apple Elementary extends this learning paradigm throughout the core courses, including reading, social studies and science. We also routinely incorporate mathematics concepts in the Idea Lab and during PLTW (Project Lead the Way) units.

1d. Science

In 2012, the Red Apple Elementary administration and staff decided to transition the school focus to become an integrated Science Technology Engineering Arts and Mathematics curriculum-based school. School administrators consulted with staff and community stakeholders to become the only STEAM integrated elementary school in RUSD. It was understood by staff, and administrators that students would develop a love of lifelong learning to be able to participate into the 21st century.

Administration and staff believed that students would benefit from a multifaceted approach to education. Using an integrated STEAM curriculum would provide a platform for ongoing staff PD to deliver instruction and maintain consistency across grade levels. Teachers would begin the process of delivering student centered instruction that was problem and project based. Students are assessed formatively through check-ups and progress monitoring of projects and experiments, and summatively through unit assessments and scoring of a written and end of unit culminating project, as well as STEAM Fair participation

A dedicated space was determined to be an essential component in the delivery of instruction. One classroom was converted to be an exploratory, hands-on, "makerspace" or Idea Lab, for students to have access to manipulatives, experiments, and consumables. As a result, students are able to make cross curricular connections to their regular classroom experiences.

In 2015, RAES implemented the Project Lead The Way (PLTW) program as a supplemental curricular

delivery system. The PLTW program is a problem and project-based curriculum that emphasizes student collaboration and encourages open ended solutions for students to facilitate their own learning experiences. Two staff members were trained as Launch Lead teachers to support the staff in using PLTW in their classrooms.. Staff were encouraged to write their own integrated NGSS-based STEAM units to be conducted in their individual classrooms and the Idea Lab.

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

Through the creation of our units of study for STEAM, we set a theme for each grade level with a Social Studies base and integrate other curricular areas within the framework of the units of study. Kindergarten begins with learning about their classroom community. They learn about the resources that are right here in Racine and where they fit in. First grade digs a little deeper expanding out from their neighborhood to the city as a whole. They learn about citizenship and what being a good citizen means. Second grade delves into reading maps and students create maps of the school community. Second graders also take a field trip to Hawthorn Hollow Nature Preserve to see plants that Native Americans would have used in our area. Third graders get field experience by visiting the Racine Historical Museum and the First Presbyterian Church to see actual artifacts found on site to increase their understanding of the Underground Railroad and what Racine's role was in that time period. Fourth grade has a Racine County municipal judge visit Red Apple to conduct a mock trial in the classroom. Through this experience our students better understand how our judicial system works. They learn more about the state of Wisconsin and its history. Fifth grade does an extensive unit on Westward Expansion including reading, writing, science and art. Students do research and write about it as well as present on a topic within Westward Expansion. Fourth and Fifth grade students also work with Educators Credit Union to use a computer-based program called EverFi to learn more about economics and personal finance. Formative assessments are given at all grade levels via reflection, conferring, and mini-check-ups. Summative assessments consist of end of unit tests, unit projects and presentations. These are scored based upon rubrics.

1f. For secondary schools:

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

2. Other Curriculum Areas:

Technology is a daily integration tool for each classroom to meet the needs of diverse learners and to enhance classroom instruction. Each classroom has a minimum of ten Chromebooks and there are multiple carts of Chromebooks and iPads that assist in whole class needs.

Teachers integrate technology by using Google Classroom to share individual and collaborative assignments in Google Docs, Slides, and Forms. This setup provides valuable feedback to students in a timely manner. Coding is a major component of our learning as it gives all students an opportunity to learn computer science. Grades K-4 utilize the cSC Fundamentals curriculum from Code.org. Kindergarten and first grade students learn the basics of computer coding and internet safety. Second grade students learn sequencing and problem solving techniques while third grade students work with loops and are introduced to conditionals. To progress with student learning, upper level students are certified in internet safety through conjunction with Google's Interland Program. Fourth grade students code with algorithms and functions in order. Fifth grade students participate in a specialized form of Python coding. This coding program is partnered with Children's Wisconsin's Data Analytics and Business Intelligence Department, formerly known as Children's Hospital of Wisconsin. This partnership is recognized locally and state-wide as Red Apple is the only school to participate in Python coding. In addition, the fine arts area has developed the Science of Art, which has integrated science principles into the world of art.

Fourth and Fifth grade students continue their learning with technology by creating daily announcements with a green screen. Recognized by the district and state for the innovative approach to learning, these students work with a script and learn on how to edit and develop a morning announcement show. These announcements are shown daily through Youtube and include facts about science and weather.

Orchestra and Band are offered to upper level students. Red Apple is the only school in the district that offers 3rd grade orchestra in a traditional start format. The Band program features a unique opportunity for 4th grade students to immerse into each different band instruments offered. This ensures a high rate of student success and retention within the program. Band and orchestra students also integrate STEAM through experiments and performances. One performance that has received local recognition is the Halloween performance that includes a set build and costume design. Another unique feature of our instrumental program is that through regularly scheduled aural and visual evaluation our instrumental students are regularly regrouped by ability and not simply given instruction by instrument, grade level, or homeroom as is the norm in other district elementary schools. Our students also receive the benefit of peer tutoring as a form of RtI to help them obtain mastery of needed skills, which is also unique to Red Apple. The instrumental program at Red Apple also welcomes our Special Education students. Through collaboration with the Special Education teacher, lessons and lesson times are tailored to meet the needs of the individual student. This ensures the student has a successful instrumental music experience.

In Physical Education, students learn necessary skills that promote lifelong fitness and nutrition. Along with those movement skills, every class promotes sportsmanship and teamwork. These two critical skills help develop Red Apple students into world citizens. For fifth grade students, the PE program strengthens the concept of teamwork and sportsmanship through the district's only in-school intramural program. The intramural program allows students to participate in up to four different sports, creating a sense of belonging and community for many students who would not pursue athletics outside school. This highly successful program has a 98% participation rate for all the sports and encourages students to try something new.

Another distinguishing characteristic of our PE program is the Kids Heart Challenge, formerly known as Jump Rope for Heart. The Kids Heart Challenge promotes healthy living and healthy hearts. This fundraising event truly showcases Red Apple students as world citizens. In the last five years, this event has raised nearly \$24,000 for the American Heart Association to support heart disease research.

Red Apple also provides SEL and character development programming via Second Step and the Character Counts model via weekly classroom instruction. The combination of these programs supports student development of positive self-worth and healthy relationships.

3. Academic Supports:

3a. Students performing below grade level

Response to Intervention (RtI) is provided to all students requiring additional support to access the learning benchmarks, and weekly progress monitoring aids in the identification of individuals that require more individualized instruction. RtI is delivered three times a week for 30 minutes to all Tier 2 learners. For students in Tier 3, who require a more intensive intervention, RtI is delivered five times a week for 30 minutes. During the 2018-2019 school year, a total of 75 students were receiving intervention in math and reading. By the end of the academic year, 33 of the 75 students (44%) moved to or toward exiting RtI. Of these students, 73% were students from racial minority groups, specifically 27% were African American, 12% were Hispanic or Latino, and 3% were Asian. Three students from Tier 3 and 22 students from Tier 2 moved to Tier 1. That was a total of 25 students that exited RtI. Eight students moved from Tier 3 to Tier 2. Interventions are provided by the classroom teacher, resulting in a better understanding of individual student needs for the teacher.

In addition, we hold SST meetings(Student Support Team) which involves parents, teachers school social worker, counselor instructional coaches and other relevant staff to develop an intervention or academic/behavior plan for the individual student. We then reconvene after a minimum of 8 weeks to determine progress and effectiveness of the intervention plan. Progress is tracked via running record, observational notes and daily classroom work.

3b. Students performing above grade level

For advanced learners performing in the top 10% of each grade level, an enrichment and replacement curriculum is provided, and weekly progress monitoring is conducted to continue to challenge students academically while maintaining high expectations. In addition, grade level teams have monthly meetings with an instructional methods coordinator and a gifted and talented coordinator to track the progress monitoring data for students who are academically striving and advanced. The team's goal is to problem solve and make decisions to meet individual student needs. We also offer advanced online mathematics courses for students who are above grade level in mathematics. Selection of students is based upon MAP RIT scores. Participation is voluntary.

3c. Special education

For students requiring more intensive instruction, specially designed instruction is provided both in the regular education environment and the special education environment. In the regular education environment, a multitude of resources and strategies are presented and utilized at student tables to allow for small group collaboration, providing students who benefit from more specially designed instruction to work as a team with their non-disabled peers without being isolated or stigmatized. In addition, the special education instructor is a resource for all students in the regular education classroom and facilitates peer interactions to encourage relationship building and model acceptance. Specially designed instruction is built into the schedule in a special education environment. The special education environment is designed as a calming space to allow students a place to continue learning when the regular education environment may routinely cause dysregulation. In addition, a sensory room is available to accommodate students who require gross motor input to regulate.

Special education staff attends training and seminars outside of the district mandated professional development to remain current of the innovative pedagogical methods available for use in classrooms with students of varying needs. Special education staff implement a wide array of curricula to meet individual student needs supplemented with modifications, manipulatives, and visuals to support student learning.

Individual Education Plans (IEPs) are created as a collaborative effort between the special education teacher and the student from the very beginning of their education. Younger students are interviewed to help them develop an understanding of their strengths, areas of need, and interests. As they continue through the grades, they are responsible for providing more input into areas such as their goals, their present levels, and future goals. During the IEP meeting, students are responsible for presenting their contributions in an effort to encourage self-advocacy.

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

English Learners (ELs) are supported by attending English as a Second Language (ESL) classes three or four times per week for 30 to 40 minutes each (depending on grade level). The language objectives are in four domains: reading, writing, listening, and speaking. The small group setting of ESL class is geared towards lowering the "affective filter." The affective filter is a construct developed by Stephen Krashen to describe the emotional response during second language acquisition. Variables can either induce stress in the learning environment, raising the affective filter, or variables can help lower the affective filter. ESL students are more likely to become risk takers as they manipulate language when they know it is safe to make mistakes and ask questions. A sign in the ESL classroom says, "Mistakes are proof that you are trying!" This way of thinking also aligns with the "growth mindset" perspective that Red Apple advocates. The ESL teacher will also "push in" to deliver language support. If a class is going to the Idea Lab to investigate a STEAM activity, the ESL teacher will join in with her students to provide language support in that setting. During the 2018-2019 school year, our ESL teacher participated in Project GLAD (Guided Language Acquisition Design) training and she started implementing these research-based techniques with her ESL students to strengthen English language acquisition. Out of eighteen ESL students in grades K-5, four students exited the ESL program in 2019 with qualifying scores on the ACCESS Test. This means that their English proficiency is now comparable to that of a native English speaker. We encourage the children

to keep speaking their first language as well, as being bilingual (or trilingual) is such a wonderful asset. The English Learners at Red Apple bring depth of culture and knowledge to our school!

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Students are greeted in the mornings as they arrive. Teachers, leaders, staff and support staff are at each entrance welcoming students into the school, building a purposeful, genuine interaction to see each other, inquire, greet, acknowledge and inspire prior to the start of the academic day.

We participate in the Positive Behavioral Interventions and Supports program to be more proactive in student behavior. Our school-wide rules are: be respectful, responsible, safe, and kind. We hold Apple Gatherings, or assemblies, to promote our PBIS and STEAM programs. Students are rewarded for positive behaviors and showing improvement by giving Pride Perks, which are traded for rewards such as: key chains, pencils, and lunch with a teacher.

The school counselor visits each class monthly and the entire school works collaboratively on building character. Each class receives a 30-60 minute Social Emotional Learning lesson. We integrate art, science, reading, writing and math into these lessons. This creates lifelong learning in our children as they continue to learn and navigate their world socially, emotionally, physically and mentally. Some topics are: kindness, grit, citizenship, integrity, careers, self discipline and leadership. Academic Career Planning (ACP) is another engagement tool. Each 5th grade classroom receives lessons preparing them for middle school and life skills. We base our lessons off of the book “7 Habits of Happy Kids” - Leader in Me by Sean Covey. Each lesson is 45-60 minutes and we are able to focus on lessons devoted to goal setting, preparing, planning, career exploration, teamwork, accepting differences, communication skills and prioritizing. In the Spring, the counselor, parent and child meet in a student led conference to celebrate their success. They are able to shine and share all that they feel and learn within this transition time. All classrooms take purposeful time for a mindful break with guided lessons including stretching, visualization, breathing exercises, thoughtful time and journaling. Morning Meeting: This starts the day with a safe environment within the family classroom, promoting SEL, focus, as well as cohesiveness. Our district provided a full year of K-8 lesson ideas as a guide which includes discussion topics, games, dances, videos, academic and challenging activities. Children have the choice to participate. Panorama Social Emotional Survey : We conduct a Social Emotional Survey for all 3rd-5th grade students. This is read to them and taken in the Fall and Spring. We are able to focus our lessons in the classroom and during guidance activities to assist the students after viewing the results. We monitor growth or decline in the areas of growth mindset, grit, self awareness, confidence, and self efficacy. We gather data and assist our children.

2. Engaging Families and Community:

All Red Apple students are encouraged to participate in the annual STEAM Fair, while 3rd-5th grades are required to participate. Students have the choice of entering a science or engineering focused project that they are personally interested in. The STEAM Fair features K-5th grade students who present their science and engineering projects. The STEAM Fair is an opportunity for students to showcase their skills, creativity and innovation in the STEAM fields and present their projects to the RAES and greater Racine community. Student projects include robotics, earth science, mechanical engineering, engineering design, computer coding, environmental science, art and music. The STEAM Fair includes community partners as exhibitors.

Of the 46 years that RAES has been a part of RUSD, the two upper grades have gone to Outdoor Education Camp for 42 years. This consists of three days and two nights at a camp dedicated to outdoor education. The students have the chance to do many activities they may never have done before such as canoeing, bird and tree identification, horseback riding, animal encounters, fishing, rock climbing and archery. These activities cover many areas of STEAM education. The classes are taught by camp staff as well as by RAES teaching staff. Parents are very important in making camp happen, they are integral in the care of our students on this trip. We always have more volunteers than we can actually take. Our PTA awards scholarships to help cover costs for students that otherwise could not afford to go to camp. All students can go to camp, there is nothing limiting them from being able to participate fully in this learning experience.

We have an award winning program entitled Options. In this program, students choose from a list of activities based on their interest. The PTA organizes this with the help of teachers and local businesses collaborating to create these 45-60 minute lessons that relate to STEAM. We have had options on meteorology, soundwaves, cooking, entomology, criminal science, ophthalmology, to name a few.

Red Apple has a strong, involved PTA that provides assistance in STEAM programs, field trips, in classrooms, and for special activities related to our STEAM program. They have different fundraising opportunities that help fund STEAM resources, Options, field trips and Camp, among other school needs. They organize an assembly each year, Extreme Science with Hagerman the Magician. They help plan and organize several family-centered evening activities for parents and students including game nights and dances.

3. Creating Professional Culture:

Professional development is a priority for all Red Apple staff. The professional learning structure is based upon district level PD and school-based PD. District provided PD is based on culturally relevant pedagogy during grade level meetings: seeing students through a cultural lens, making home connections, understanding the impacts of poverty, and promoting a growth mindset in students. District level PD also focuses on providing multiple options specific to instructional practices, classroom management strategies and core content knowledge acquisition. Red Apple was invited to participate in a grant to improve science instruction through the Making Sense of Science and the West Ed educational non-profit. New teachers are provided with a mentor, they participate in the district induction program, which includes six required sessions of professional development. A building level coach supports new teachers throughout the year. As a district, we realized many students have experienced trauma at some point in adolescence. The district won a grant to train all staff members in trauma. At Red Apple, we have a school team of trauma sensitive trained staff members who bring additional education to the rest of staff. Staff have been educated on Adverse Childhood Experiences (ACEs), coping skills, calming strategies and brain development during and after trauma.

Professional development is provided at the school level by multiple delivery systems. Staff depth of knowledge is increased through PD provided by the building principal, building instructional coach, building PLCs and external partners. These PD events are focused on identified areas of need to support the school improvement plan and our strategic plan. Some of our PD calendar is used to develop our integrated STEAM curriculum. Teachers work in grade level teams, with the support of our STEAM coordinator and instructional coach to create units of study. This is in a cycle of continuous improvement.

While making sure our students are taken care of emotionally and educationally, it is also important staff members are taken care of emotionally as well. Red Apple has a team to promote self care for staff. Members of the team present self care information at meetings for all staff. We also have a few purposeful self care days where students have a yoga class with the counselor and teachers have access to a calm space with healthy snacks, calming coloring, low lighting, massages, soothing music and a time to connect together separate from their planning time. Teachers are also recognized with an in-school award ceremony covering multiple categories for performance, service and teamwork.

4. School Leadership:

The principal introduced the idea of a culture based upon growth a mindset for staff and students. Following this approach, the staff participated in a book study featuring the book Mindset: The New Psychology of Success by Carol Dweck. This set the foundation for a unified, collaborative culture and climate. This fosters a secure, safe, family-like environment in which staff are empowered to take more risks for their own professional growth. In turn, this leadership style is integrated into our classrooms through direct instruction and student self-reflection.

While the principal is the instructional leader of the school, leadership is distributed among staff members through various PLCs. These include the Data/Leadership team, Trauma Informed team, Collaborative Solutions team, Crisis Response team, Social Committee, PBIS team, STEAM Fair committee among

others. In addition, we have staff trained in Non-Crisis Intervention, First Aid and CPR as building leaders in these areas.

Teacher leaders provide professional learning during staff meetings involving SEL content, culturally relevant topics, Trauma Informed Care, Science/Engineering processes, Idea Lab applications, hands-on learning and academic content and practices. In addition, we have a teacher as Testing Coordinator providing leadership in all aspects of assessment, including scheduling of MAP, ACCESS, and the Wisconsin FORWARD exam.

We have an active Student Council and Student Leadership team. The Student Council has been active in our community with food drives and raising over \$1,000 for the Leukemia/Lymphoma Society. We also connected with our local grocery stores to decorate paper bags and distribute them back to their shoppers to uplift their day. Next year we already have a hair donation-a-thon planned which gives our students over a year to plan to grow their hair for donation to those with cancer.

Our Student Leadership committee works within our school to help improve school climate. They help plan spirit weeks, assist with our PBIS assemblies, help with our STEAM Fair etc.. We also delivered hot tea/coffee drinks to teachers as a surprise during our cold winter.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The primary strategy at Red Apple Elementary is to effectively address the whole child through the social/emotional lens. This entails the academic, psychological/social/emotional and character development facets of student development. This strategy is founded on the development of positive, trusting relationships allowing for both staff and students to develop and sustain a safe and respectful culture where risk-taking and growth can flourish. Through this approach, the staff, students, administrators, families and community partners are able to support nearly all the needs each student brings to the educational environment. In addition, students and families are eligible for mental health care services through the partnership with Children's Wisconsin. Mental health services are available via mental health clinics at various sites throughout the school district that are open to all families and students of RUSD. This resource is integral to the success of our students and school.

Staff, including our school counselor, school social worker, teaching staff, educational assistants and principal work collaboratively to identify students who are in need of additional support for emotional, mental, or social needs through peer mediation, individual, small group (Kindness Club, Friendship Club, anger management, grief, and social skills group) and large group discussion, sharing and problem-solving. Students are allowed to use the "TAB" (take-a-break) space in each classroom. This allows a period for student reflection and an opportunity to self-regulate through various SEL strategies, including, counting, breathing, coloring or the use of manipulatives.

All students are eligible for the free breakfast and free lunch program. Students are also provided a mid-afternoon snack as part of the Fresh Fruit and Vegetable Program. The Fresh Fruit and Vegetable Program (FFVP) provides fresh fruit and vegetables to elementary schools that are included in the annual grant. Knowing that students who are fed and well nourished do perform better in the school setting, these meals and healthy snacks are critical to the overall social/emotional support of our students.

We also implement cross-grade level strategies such as buddy reading between primary and intermediate classrooms. This provides a platform where our older students can develop relationships with our youngest students, as well as model appropriate behaviors and learning practices for successful outcomes. The academic aspect of this overall strategy is also supported through the work of our Data/Leadership Team analyzing data from academic assessments, student SEL surveys, Morning Meeting information and individual student classroom work.