

U.S. Department of Education
2022 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 Principal Jodi Hackl
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Bayside Middle School
(As it should appear in the official records)

School Mailing Address 601 East Ellsworth Lane
(If address is P.O. Box, also include street address.)

City Milwaukee State WI Zip Code+4 (9 digits total) 53217-1827

County Milwaukee County

Telephone (414) 247-4201 Fax (414) 247-8963

Web site/URL https://www.foxbay.k12.wi.us/bayside/ E-mail jhackl@foxbay.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.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Jeff Dellutri E-mail jdellutri@foxbay.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Fox Point J2 School District Tel. (414) 247-4167

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.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Dr. David Melbye
(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.

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

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

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

PART I – ELIGIBILITY CERTIFICATION

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

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 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: 2017, 2018, 2019, 2020 or 2021.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

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

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

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

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

1. Number of schools in the district (per district designation):
- 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. **Only include demographic data for the nominated school, not for the district.**)

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

- Urban (city or town)
- Suburban
- Rural

3. Number of students in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	1	0	1
4	2	0	2
5	51	34	85
6	56	35	91
7	39	52	91
8	50	49	99
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	199	170	369

*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
 - 6 % Asian
 - 10 % Black or African American
 - 6 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 70 % White
 - 8 % 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 2020 - 2021 school year: 3%

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, 2020 until the end of the 2020-2021 school year	7
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	3
(3) Total of all transferred students [sum of rows (1) and (2)]	10
(4) Total number of students in the school as of October 1, 2020	370
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

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

Arabic, Bengali, Faroese, Spanish, Russian, Hmong, Ukrainian, Afghan Persian, and Mandarin Chinese

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

7 Total number ELL

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

Total number students who qualify: 42

8. Students receiving special education services with an IEP or 504: 15 %
57 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. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>8</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>18</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>9</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>18</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>2</u> Intellectual Disability | <u>3</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 6
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. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	17
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	20
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	9
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	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	97%	96%	95%	95%	96%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2021.

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.

We inspire our children to be well prepared, compassionate, and productive citizens who will make meaningful contributions to our world.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

<https://www.foxbay.k12.wi.us/academics/title-.cfm>

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

PART III – SCHOOL OVERVIEW

Built in 1953, Bayside Middle School has a history of academic excellence focused on providing what an individual learner needs to be successful. All learners in the school environment are expected to achieve at high levels - all means all. Our highly trained instructional staff provides future ready instruction that is personalized and rigorous. Expectations are high for all students and our teachers and instructional assistants work tirelessly to provide a guaranteed curriculum that meets the needs of all students. Bayside is a 1:1 Chromebook learning environment.

Bayside Middle School recognizes that a strong, collaborative community creates the best learning environment for our young people. We are committed to our learning community partnerships that model positive relationships and the power of working together as a group to achieve our goals. For example, the Fox Point-Bayside Educational Foundation has fundraised hundreds of thousands of dollars to provide our students and teachers with Smartboard Technology, iPads, 3D printers, an outdoor raised garden space that includes an outdoor learning space, a laser cutter, a remodeled Makerspace for our students to build, create and discover, and most recently, our first handicap accessible playground space for our students.

We also have a very involved Parent Teacher Organization (PTO) that not only provides hundreds of volunteer hours per year but also raises funds for our classrooms. The PTO has provided flexible furniture for more modern learning spaces, field trip funds for every grade level team to offset the cost to the parents and school, and classroom supplies for teachers who tend to spend their own money making their classrooms a special place for students. Our PTO also organizes Bayside Activity Nights for students to dance, play, eat, and socialize with each other in a safe and positive environment, facilitates substantial yearly fundraisers, annually plans and executes the 8th grade promotion celebration, and provides guidance for new families to the community.

Bayside Middle School is fortunate to hold local business partnerships for fundraising and volunteerism. For example, our Career Cafe, held during lunch and recess demonstrates careers for our young people to consider as they look to the future of college and career readiness. Our school counselor invites professionals from a variety of careers and skill trades. She focuses on the underrepresented careers of women and persons of color so students can see themselves in any career they choose.

Our students' ability to develop socially, emotionally, and academically is a major focus of our new district Strategic Plan named Framework for the Future. At Bayside, we have participated in professional development around gender identity by welcoming Aiden Key, a national public speaker on transgender youth and gender studies; we also became Safe School Trained and have yearly training in Trauma Informed Care. During daily Homeroom time our students are exposed to Social Emotional Learning lessons created by our Student Services Team, and students also learn the various ways to be a positive digital citizen.

In 2016, the district embarked on a professional development commitment in Integrated Comprehensive Systems for Equity (ICS). This training provided a framework for educators, administrators, and financial decision makers to recognize that a system change was critical to be able to address inequities in the classroom, our spending practices, and how we looked at curriculum. ICS includes a built in system for accountability and creates a way to build cultural competence and a culturally relevant design for learning.

At Bayside Middle School, our students have the opportunity to participate in many extra-curricular activities and academic enrichment programs through our athletic department as well as clubs supported by the district. Our Talent Development Coordinator along with our Library Media Specialist provides frequent opportunities for students who have an interest in art, science, engineering, math, and technology. Both teachers partner with content area teachers to provide additional opportunities such as National History Day (NHD), students competing in Scholastic Art and Writing, Sewing Club, students entering segments for Wisconsin Public Radio the "Morning Show", Michael Kohler Art Center projects, NFPA Fluid Power Challenge, partnering with the Milwaukee School of Engineering, and the Social Issues Mural which is associated with the Lucy Calkins Social Issues Unit of Study in 8th grade English Language Arts.

Another way students can serve their community and build emotional intelligence is through the work of the Student Council. This group has led fundraising opportunities for Blue Star Mothers, an organization that supports persons serving in the military, supported the Fluffy Dog Rescue, people affected by breast cancer, and most recently, the Ukrainian Red Cross. Students learn through service and gain appreciation for people in crisis. Ideas come directly from students as they learn the powerful lesson of working together and spreading awareness of local and global issues.

Service to others is a top focus of our school. Last month, our Student Acceptance Team (SAT) did a personal needs drive for homeless LGBTQ+ youth and collected over 3,000 items that included toothpaste, socks, soaps, toothbrushes, and deodorant.

These are just a few examples that make our middle school a special place to learn and grow. We strive to allow our students to realize who they are as individuals and how to make a difference in a changing and challenging world.

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:

Content specific priority standards based on state standards is the starting point for all collaborative unit planning at Bayside Middle School. We focus on what skills students should know and be able to show mastery of before the end of the grade level year to prepare them for the next. Supporting standards are secondarily considered as teachers plan and assess student readiness for the next learning target. Teachers plan collaboratively in order to provide rigorous instruction that includes voice, choice, and integrated Information and Technology Literacy (ITL) standards. Including the ITL standards is a critical component preparing students to be college and career ready.

Each student in grades 5th through 8th is required to participate in a core curriculum that includes English language arts (ELA), mathematics or honors mathematics, science, and social studies. In the fall of 2020, in the midst of a pandemic, we began operating with a modified block schedule. This meant we were switching from 43 minutes of core instruction to 72 minutes of daily core instruction in ELA and math and 72 minutes every other day in science and social studies. This change occurred without many of the normal growing pains since we were teaching in hybrid fashion due to COVID-19. In 2020-2021, Bayside Middle School began the year with students in person 2 days of the week and 2 days of synchronous or asynchronous instruction at home. Other students that chose to learn 100% virtually were learning synchronously 4 days per week in a class section just for those students. This proved challenging for teachers but was a powerful lesson in perseverance, the importance of priority standards, and the critical nature of grade level team collaboration. Fridays were used for staff collaboration and 1:1 instruction for students with special needs.

This same year, we were able to pivot quickly from hybrid instruction to being completely online due to the holiday's soaring covid numbers and an anticipation of the dangers of more spread due to holiday gatherings and travel. Again, with Fridays for collaboration, we also used that time to allow students who were academically at risk to enter the building for 1:1 in person instruction. Through this, we were meeting the needs of students that were experiencing extreme isolation issues, connectivity challenges, and less adult support in the home environment.

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

English Language Arts (ELA) is taught using the Units of Study in both reading and writing. Teachers plan the reading and writing units using the same order so students and teachers may collaborate in teams as well as vertically across grade levels. Book club texts are chosen using a culturally responsive lens so students may choose from a variety of diverse texts within the genre. Vocabulary, grammar, and spelling are integrated into the weekly plans using Patterns of Power that helps students recognize the connections between reading and writing when thinking about language.

The ELA curriculum is taught for 72 minutes every day using a workshop model. Teachers deliver a mini lesson that demonstrates a strategy in reading and/or writing, then students practice that skill in a guided and/or an independent way. This gives students an opportunity to work at their own pace and ask questions of the teacher during class. Teachers are expected to use the workshop to build a learning community within their classroom. Empowering students to work independently while teachers meet with small groups is the most efficient way to make sure students are getting the individualized attention they need to succeed. Teachers work hard conferring with students during a book club, checking for comprehension and understanding. This feedback is essential for students in making connections to what they are learning and to the broader scope of the unit. Teachers do the same for a writing workshop when students are working through the process of writing. In both, teachers are responding to students as they move through their skill development in both reading and writing, including conventions and grammar. All in all, teachers using a Universal Design for Learning (UDL), should allow for the choice and voice students need to stay engaged.

UDL also allows students to show their learning in various ways and is another way to assure the ITL standards are being met through the content.

Classroom assessments including common writing and assessing reading comprehension through book clubs are some ways teachers can use data to guide instruction. At Bayside Middle School we measure student progress using the Measures of Academic Progress (MAP) assessment. Early in the fall and late spring we use this data to identify students in need of support. From there, students are assessed using Star Reading, our progress monitoring tool, to determine student gains and opportunities for improvement. Once per quarter, teachers discuss in teams, what students may move in and out of any tiered instruction or intervention. They also discuss how, no matter what content they teach, they can all do to support the learning of those students in the lower quadrant. Teachers use a combination of screening, progress monitoring, and formative classroom assessments to personalize instruction for students needing reteaching or an extension.

Lastly, our ELA curriculum does allow teachers to take creative liberty when planning units. For example, during the social issues unit in 8th grade, the teachers have collaborated with the art teacher and the talent development coordinator to plan a mural that will be created to illustrate local, national, and global social issues we face today. Students create the illustration, paint, and assist our building custodian in hanging the mural. They also learn how to prepare the wall and make the mural fire retardant to meet the standard for wall coverings in a school. The extension of the learning is so exciting!

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

Math instruction is also delivered in a 72-minute block, 5 days per week. We are fortunate to have a strong professional learning community where teachers continually look at assessment results, data trends, and comparisons to our partner districts. In math, students take the MAP assessment 3 times per year. Teachers use that data to determine tiered interventions and scaffolds and to stretch the learning of students that have already mastered certain skills. Our 5th grade math teachers use math learning pathways to allow students to move through the math units. This unique method allows students to choose a varied pace and path to learn the concept. For example, a student who may have mastered a specific skill of a unit on decimals, they can move along quickly from place value to adding and subtracting decimals. Teachers utilize technology to create hyperdocs that include activities and mini lessons if students show their readiness. Our math curriculum focuses on problem-solving, understanding multiple mathematical processes, daily skill practice, and active engagement. Students assess their own learning through analyzing personal data after a pre-test. Students know what specific skills they need to work to improve and which they have mastered. Then, they set goals for themselves and become aware of where their efforts need to be focused through mini lessons, skill practice and the learning paths. Our 5th graders are high achievers and our students who receive tier 2 and 3 interventions make great progress. In 2020-2021, we boasted 79% of students in 5th grade achieving proficient or advanced on the Wisconsin Forward Exam. This was a 22% improvement from the previous testing year (2018-2019 due to Covid-19).

Our 6th through 8th grade students operate with the Big Ideas curriculum tool. At these levels we also have an honors level math class that essentially allows students to progress through the units faster and experience additional units that cross into the next grade level standards. Our 6th and 7th grade student cohort groups exhibited growth over time and managed to show increases in proficient or advanced level scores over the past 3 testing years on the Wisconsin Forward Exam. Bayside 8th graders were the exception as they had a drop in proficiency last year. Overall, our math scores did not drop at the same rate as the state but the 8th grade scores gave us pause. We responded by making sure our use of classroom formative and summative assessments were used to guide instruction. Teachers made a commitment to meet as a math professional learning community every two weeks to discuss student progress and pacing. They also discuss best practice and ways they engage students in learning. Teachers also have the opportunity to collaborate on content as a common grade level because they all have one colleague who teaches the same grade level course.

In 2022-2023, we will be moving into a math curriculum review with our partner districts. To prepare the math team for this work, we are participating in a visioning exercise at the end of this year that will help us

organize our priorities for potential new resources. Our non-negotiables include equity and access for all students on advanced paths, making sure there is a correlation from 5th grade Bridges curriculum, and a curricular resource that allows for flexibility when teaching.

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

Our science curriculum is an inquiry-based experience for students. Teachers translate the Next Generation Science Standards into real-life scientific experiences. When our students move through the units, they are able to think critically and analytically, as scientists. Our students think at high levels and our teachers provide hands-on experiences to engage every student in the learning process. Units include Matter and Motion, Earth and the Solar System, Earth's Changing Climate, From Molecules to Organisms, Inheriting Traits, Human Genetics, Changing Environment, and Transforming Energy.

Since starting the KnowAtom curricular tool in 2016-2017, our students have performed very well on the Wisconsin Forward Exam. Bayside has topped north shore districts consistently since 2017-2018 with advanced or proficient scores 76% or higher.

Science is one subject that can be a challenge for students who struggle to work independently or with a partner. Our teachers provide scaffolds for students who need them and collaborate with special education teachers to provide unit plans in advance so case managers can prepare any additional accommodations needed for student success. Our 8th grade science teachers use hyperdocs so students can learn at their own pace and look back at any resource when working through an answer or solution to a problem. For example, the science teacher includes various resources on Google Classroom for students to explore further into any concept they are curious about. They may extend their learning before or after finishing the task at hand. Additional resources include videos, global connections and hands-on lab experiences that go above and beyond just answering the initial question. A hyperdoc, including live links to find information and extend learning, allows the teacher to use Universal Design for Learning so students can learn through choice and demonstrate mastery in varied ways. All grade levels learn design processes, both the scientific method and the engineering design process, in every unit. Students manage a lab notebook in which they document their process and thinking. Students learn how to ask a question, research that question, hypothesize, and test that hypothesis. They learn to keep and organize data and then analyze the results. Students being able to discover and communicate as scientists through this process, allows them to better prepare for secondary level science classes and possible careers in STEM fields.

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

Social studies in 5th through 8th grade is highly project based with a focus on geography, world history and cultures, US government, and US history. Students examine how American social, political, economic, and cultural values have evolved over time. Reading, writing and research skills are also incorporated into the units of study at every grade level. Social studies classes also incorporate current events to help students be informed about current topics relative to local, country, and the world around them while making connections to historical themes discussed in the classroom.

Our 8th grade students are required to complete a National History Project in which they present at a culminating event in late winter. They may also choose to participate in the National History Day regional and state competitions. Students learn critical thinking, problem-solving skills, research skills and increase self-esteem and confidence. The presentation alone builds a great foundation for this experience at the high school level.

Our social studies resource is entirely online and students access easily using their Chromebook both at home and at school. The research of historical topics prepares students far beyond the middle school grade levels. Teachers assess student's ability to research, write using claim, evidence and reasoning, a note taking protocol using Cornell Notes, annotating text, and the use of cognitive reading strategies. Many of our social studies teachers use Noodle tools for research and applications like Seesaw to help students show what they know and share with each other including their families.

1f. For secondary schools:

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

2. Other Curriculum Areas:

Bayside Middle School offers a wide variety of elective subjects. Selections include general music, art, and physical education which are all required for grades 5 and 6. The required classes in 5th and 6th grade meet for the entire year for 45 minutes every other day. These classes and others are elective for our 7th and 8th grade. In 7th grade, students can choose from art, general music, and money management. In 8th grade, students may choose from art, general music, journalism, and a science elective named STEAM.

In terms of world language, we provide an opportunity for students to enter high school taking Spanish II or French II and may also take each at an honors level. Students are strongly encouraged to choose a world language when entering 5th grade. They can choose French or Spanish that meet every other day on an A/B rotation. When moving to the 7th grade, students transition to having a world language every day for 45 minutes. This 7th grade curriculum is equivalent to semester I of either French I or Spanish I. Then in 8th grade they complete the freshman level course by successfully finishing second semester Spanish I or French I. This year we are recommending 75% of 8th grade students taking a world language be permitted to sign up for Spanish II, Spanish II Honors or French II classes in high school.

Physical education is mandatory for all students in 5th through 8th grade. Our physical program focuses on lifetime fitness, healthy choices, game play, and competition within a spirit of cooperation, sportsmanship, and leadership. Health is a requirement for our 7th graders for one trimester, every other day for 43 minutes. In this class students learn about making healthy and safe life choices, mental and emotional health, human growth and development, and the importance of knowing the consequences of risky behaviors. Students also receive supplemental human growth and development studies in 5th, 6th and 8th grade that include how our bodies change during adolescence.

Bayside art curriculum is vertically aligned and is done collaboratively so students can build upon skills from kindergarten to 8th grade. Starting with how to be an artist to two-point perspective/cityscape architecture and Alebrije, a brightly colored Mexican folk art sculpture. In both art and music, cultural diversity and exposure to various performing and visual art forms is very important. Bayside students have had the opportunity to work with an artist in residence for many years. Each year there is a new artist that rotates between visual art, performing art, and dance. In the last few years we have had ballet, professional painters, a folk band, hula hoop artist, and this year, Gongtopia, the spiritual art form of gong used for meditation and relaxation. Every artist involves students and gives them first-hand experience with the art form. This experience usually lasts one week so that all students can be scheduled for the experience.

Our performing art program is strong and widely popular especially in the 5th and 6th grade. Bayside offers orchestra, band, and choir for 5th through 8th grade. These classes take place in the middle of the day with lessons done in sectional fashion. On a 5-day rotation, students will have large group instruction and small group lessons. If students are not in a performing art or students do not have a lesson on a particular day, they report to study hall. These courses allow students to compose music, compete in regional and state competitions, learn from musicians hired as consultants, perform for parents and elementary students, and go to the high school for a special pep band opportunity during a varsity basketball game. In general music, students enjoy the progression of skills offered in these classes over the course of the 4 years at Bayside. For example, students experience keyboarding in 5th grade music, hone in their ukulele skills in 6th, and learn guitar in 7th and 8th grade. Music teachers also create an African drumming unit for all grade levels to enjoy as part of the general music curriculum.

All technology and media standards are infused in all subjects. When teachers collaboratively lesson plan

they are required to include Information and Technology Literacy (ITL) standards in their lesson design. These standards are critical when preparing students for their experiences beyond middle and high school. Our vision for this work includes equitable access for all students, building skills like communication, critical thinking and collaboration, and lastly, building capacity to use technology to deliver a personalized learning experience. We utilize our Library Media Specialist to introduce ways technology can be used to engage students in learning. This year our 5th grade team along with the library media specialist presented to the Board of Education various ways they are personalizing experiences using technology for students in social studies, math and science. Providing multiple means of engagement, representation, and student expression are of great importance when students are engaged in learning. These priorities align with our district strategic plan on personalized learning and inclusive learning opportunities.

3. Academic Supports

3a. Students performing below grade level:

At Bayside Middle School we have a multi-level system of support for students not meeting proficiency levels. Much like our mission and vision to provide innovative and academically rigorous learning experiences to meet the unique talents of each student, our support program focuses on the whole child, values collaborative school community, honoring diversity, holding a forward thinking mindset, and creating a healthy environment. We will not marginalize students, we will commit to delivering high-quality universal instruction and we will continuously improve based on student response.

Our strategic use of data is also an important component in the process. Our universal assessments are highly critical as are all classroom formative assessments. We can triangulate this data to determine a pathway for success. At the middle school we use Measures of Academic Progress (MAP) in both math and Reading. We also use a progress monitoring tool to monitor delivered interventions. For a social/emotional measure we have also just started using the Developmental Assets Profile (DAP) to measure attitudes about support, commitment to learning, positive values and identity, and social competencies.

Bayside's collaborative teams continuously monitor student data; once students demonstrate achievement towards grade level priority standards they are gradually released from layered instruction. These layers may include, re-teaching, skill practice, focused feedback, increased parent engagement, intensive evidenced-based interventions, and engaging other student support personnel such as a school counselor.

Collaborative problem solving is also a key component of this support system. This includes a Student Support Team (SST) who meets regularly to review data, intervention timelines, and the need for a greater level of support per individual student. This team may develop an instructional plan from the lens of equity, looking to remove any barriers to student success. For instance, during hybrid learning in the 2020-2021 school year, staff made home visits to make sure students had instructional materials, connectivity hotspots, and books for students to read independently. We also had Virtual Connection Mentors (VCMs) for students that were having difficulty motivating themselves to engage in online learning.

3b. Students performing above grade level:

For students performing at or above grade level, programs and supports are in place for extension and high interest learning experiences. Through the work of UDL, teachers are able to create a pathway for learning that includes extension activities within the general curriculum that allow for an increase in depth of knowledge in any curricular area. Various ways to show their learning and opportunities to incorporate information and technology literacy, personalizes the learning and engages students differently with the standards.

The Talent Development teacher creates many opportunities for whole class extensions as well as personalized learning opportunities for other students. For example, in 5th grade ELA, students participated in a cross curricular project combining the ELA memoir unit with art. Students worked with Max Yela, Director of Special Collections at the University of Wisconsin Milwaukee to create artists' books using memoirs written in English Language Arts. Students met with the artist five separate times between ELA

and art classes. The books were then showcased at an event at school in early spring.

Students meeting the criteria for Tier 3 Talent Development, are identified and provided extensions based on their area of identification. Bayside has opportunities for grade level acceleration and content acceleration. Most students who accelerate in content do so in math. The master schedule is created so students can stay in the grade level band and participate in the next grade level math. Bayside also has students who travel to the high school for math and Spanish as appropriate. Students who successfully complete those courses are awarded high school credit that can be transferred to any high school they attend.

We do our best not to limit opportunities for extensions to only students that consistently perform above grade level or students having a Tier 3, General Intellect designation. We believe that all students can learn at high levels and can participate in high interest activities.

3c. Special education:

Our system depends on all staff working together for all students. Through our work with Integrated Comprehensive Systems (ICS), we know the importance of understanding all learners, advocating for equity, and believing that all students can learn at high levels. Our assumptions must be asset based so that we search for the best in all students and build on that “best” until all students are learning at grade level. Our academic and behavioral supports are delivered in the regular classroom environment where students are receiving universal instruction. Whether by Universal Design for Learning (UDL) or differentiated instruction, students receive what they need by the most qualified teachers. We understand that none of us can do this work alone and that is why we are committed to the co-plan to co-serve model of planning and instructional delivery when possible. We understand by creating the least restrictive, culturally responsive, and most informed learning environment in our classrooms, we will realize the most success with our students.

Students with Individualized Educational Plans (IEP) receive universal instruction in core classrooms with grade level peers. Student's goals that can be addressed in the regular education classroom and all efforts are placed on inclusion. Teachers collaborate with teams to discuss and analyze data, brainstorm strategies, and support flexible, heterogeneous groupings that address the needs of each learner. Teachers are responsible for the execution of the core instructional practices and monitoring of progress through classroom data. This may, and often includes, co-planning lessons, modeling by a behavioral or educational specialist, or co-servicing during instruction. For example, a 7th grade special education teacher is co-serving in a math class along with the content specialist. Both teachers are assisting students with special needs and general education peers and students with special needs are learning in the general education environment. If specific skills gaps exist, they are taught within the context of rigorous universal instruction. If that cannot happen, teachers may use a parallel teaching approach and take a small group of regular education and special education peers to a separate location to re-teach the mini lesson or a specific concept or skill.

Grade level special education teachers are part of the grade level Professional Learning Community (PLC) team. Grade level teams meet regularly in content specific PLC's to collaboratively plan lessons making sure scaffolds exist for student's specific needs. This work is done weekly or more often as needed. Educational assistants are included but not always able to play an active part in the PLC work as they are often working with students. A greater effort will be placed on that work next school year as they are an important part of the instructional team.

3d. English Language Learners, if a special program or intervention is offered:

Much like the work being done for students with IEPs, we service our English Language Learners within the general education environment. We are working hard to establish content area priority standards so we can begin the process of collaborative unit planning with all stakeholders. For instance, in a 7th grade ELA class, there is often an English Language (EL) teacher, 7th grade teacher, and a special education paraprofessional all working in the room taking turns leading the group while the others assist students 1:1 or in small groups. Students are getting an “all hands on” approach and many more highly qualified adults are helping students achieve success. Although unit planning has started, adding in various specialists like

the EL teacher will pay dividends when serving students in the general education environment. Bayside is committed to providing rigorous instruction to all students with English Language learners immersed in the environment instead of being pulled out for adapted instruction. Students that require specialized instruction are supported during a study hall in the middle of the school day.

Strategies Bayside deploys to support EL students include; allowing students to use their native language when reading and learning about the non-native culture, building in collaboration or group work so students can hear others speak the language and participate more passively in the beginning, make picture boards or visual directions for students to understand the process or finished task, and help students feel more comfortable by acknowledging their culture and helping other students appreciate traditions about the culture. Allowing students to learn and better understand another students culture, brings everyone together and creates a welcoming environment for students.

Monitoring progress includes formative assessment, questioning, and providing feedback. These practices are not standardized and may vary depending on the ACCESS level of the individual English Language Learner. Instructional practices are adjusted based on a measurement of the student's current level of performance and expected rate of improvement. Our EL teacher is highly trained and knowledgeable in the general curriculum and can easily assist in any content area.

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

Bayside participated in a pilot program 3 years ago to sharpen our focus on being culturally responsive. The Department of Public Instruction's Culturally Responsive Problem Solving with the help of Dr. Markeda Newell, we examined what changes we could make to better reach students included in our most significant gap areas; African American students and Students with Disabilities subgroups. What we found was a lack of response for their cultural differences. We started looking at how we went about solving and identifying problems in the classroom. We realize that stereotypes, bias, and prejudices were causing us to start the process with deficit thinking instead of asset based thinking. We needed to start interrupting our biases during problem solving team meetings and look for ways to identify the right problems by bringing our cultural attitudes and beliefs into the discussion instead of letting our attitudes steer us down the wrong path. Last year, there was a 36-point discrepancy between our overall achievement scores in ELA and those of the Black or African American population and a 45-point discrepancy for our Students with Disabilities. In the area of math, these same subgroups are scoring much lower than our overall score by 42 and 48 points respectively.

We currently have a new general interventionist that works intensively with our youngest learners in both math and reading. We have found that the co-planning to co-serve model is working best in 5th grade so we are leveraging that work by having teachers in other grade levels observe so they can begin feeling more comfortable with that delivery model. Bayside commits to using data longitudinally to determine supports in the classroom. This also means we sort through standard specific data to drill down and find specific skill gaps. We utilize our student management system for most of this work as it houses test data and Response to Intervention (RtI) plans.

Lastly, another leverage point we are using are scaffolds put into place using the priority standards as our starting point. Students with individual needs are still learning the same standards but with some extra support built in. For example, text to speech, task choices, or the temporary support of an educational assistant that is gradually removed. All of which can be offered to students with or without disabilities, a layered approach that is used for all students some of the time.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Engaging students is a top priority at Bayside Middle School. We know at the middle level, students are distracted by many outside influences and social and emotional stressors. Keeping students engaged in learning is what we all want but we all realize that it all starts with feelings of belonging, understanding your place in the world, and your own sense of self. This year, after giving the students the Developmental Assets Survey (DAP), we learned students overall scored lowest in personal identity. Who they are as people over time is a tough target to hit when you are in middle school. Your physical and emotional self is changing so quickly, it is easy to get lost in “who you are” and “how you fit”.

During the pandemic and our hybrid/online learning, students that struggled making connections with others were identified in need of a Virtual Learning Mentor (VCM). These teacher mentors were many times a specialist teacher or a support person in the building. Students feeling isolated and disengaged in virtual learning were connected to a VCM who would meet with them on a regular basis Google Meet to check in, talk about homework, celebrate a test, give advice on an issue, or maybe talk about a book they were reading. One example included the library assistant connecting with a student who loved to read. They would talk about books they were both reading and the assistant even drove books to her house during the day. These relationships that were built were an integral part of a student’s success through this really difficult time.

Students have the opportunity to join clubs and activities before, during, and after school. We currently have Strategy Club, Sewing Club, Student Council, Ski Club, Yearbook, Bayside News, Scholastic Art and Writing Club, and Run Club. Students in grades 7th and 8th can also participate in middle school athletics including volleyball, basketball, softball, tennis, soccer, cross country, and track. These activities allow students to try new things and meet others with similar interests. Three of the clubs listed above were ideas that came from students themselves.

Other groups students can be and feel a part of are the Student Acceptance Team (SAT) and Crucial Conversations. The SAT is for students in the LGBTQ community and their allies. Run by the school psychologist and school counselor, this group gives a voice to students struggling or celebrating themselves and their identity. Crucial Conversations is a powerful way for students to share opinions and respectful discourse about real-world issues facing young people today. It’s a great way to teach students how to have an opinion, speak an opinion, and respect the opinions of others.

All of the clubs, groups, and athletic teams are a way for students to be a part of something. Being a part of a positive experience and positive school environment can be a catalyst for academic success and the confidence it builds can be carried over into daily living.

2. Engaging Families and Community:

One of the great shifts made because of the pandemic is how we organize parent/teacher conferences. They needed to be online for the safety of everyone involved and now we realize it works more efficiently and gives parents and guardians the convenience of participating in a conference from nearly anywhere. In the past, we rushed parents or guardians through a 5-minute rotation of core subjects with teachers all sitting in the same room and someone actually ringing a bell for parents to rotate. On Google Meet, we open a link and parents log in, get accepted to the chat meet, and then move on to the next. Parents can engage in conferences at a location that suits their schedule, and they do not have to worry about getting daycare and driving to school. We utilize a program for parents and guardians to sign up for a conference and the program confirms the time and schedules the conference on the parent’s calendar. This easy way to engage with parents makes for a more positive experience.

Another way we create community and parent partnerships is the Career Cafe. Several times a year, during lunch and lunch recess, the school counselor coordinates a Career Cafe. This program invites parents,

business leaders, or any connected community member to speak to a group of 5th/6th or 7th/8th grade students about their career, what it takes to achieve that specific professional goal, and some of the skills they need to be successful. We try our best to find partners in the community that depict underrepresented groups and careers, for example male nurses or female mechanical engineers, all of which help students see themselves in that career.

Another important partnership we have is with the Milwaukee Jewish Federation. Having a high Jewish population in our school community and community at large, we are fortunate to have welcomed Holocaust survivors to speak to our students as well as families of survivors tell their harrowing stories. We have also been involved in the Hours Against Hate initiative. This is a youth group that works to stop bigotry and promote respect across lines of culture, religion, race, class, sexual orientation, and gender. Our commitment to inclusion is a common theme throughout this application.

Curricular connections are woven through our community and business partners in many ways throughout the year. For example, our 8th grade social studies classes had the opportunity to partner with the Mary Nohl House and the John Michael Kohler Art Center (JMKAC) when studying the local artist, Mary Nohl. Her unique house in Pox Point is surrounded by unusual concrete sculptures that have historically been misunderstood by the community. Students learned about her life, studied her art and her inspiration, and were able to visit the JMKAC to create their own sculptures. When researching her life's work, students learned the importance of primary and secondary sources which connects to our social studies curriculum. They also learned about perseverance and empathy as Mary Nohl was often ridiculed for her unusual art creations. Bayside has a long standing relationship with JMKAC and this is our second year participating in the Teacher Fellowship program all through a grant. Teachers collaborate to create a lesson plan related to the focus area and theme. For this work, our teacher's lesson plan was selected to be published in K-12 Curriculum for Art Preserve and John Michael Kohler Art Center.

3. Creating Professional Culture:

At Bayside Middle School we refer to the school district strategic plan when determining professional development for teachers. Our district as a whole holds professional learning in high regard and makes every effort to budget for these opportunities. We have ten days per year earmarked for professional learning and collaboration. Some are predetermined and some are planned as the year progresses. New teachers are encouraged to take two professional days in their first year to observe another colleague in the building and/or attend professional learning of their choice. This year, we have been back to allowing people to attend various conferences as long as the learning is relevant and aligns with the guiding principles of the district and current initiatives. Most professional development that occurs during the school year is aligned with our district's priorities and strategic plan. For instance, we prioritize equitable practices so all staff were scheduled to attend an Integrated Comprehensive Systems for Equity (ICS) framework. This learning gave us a roadmap of our strengths and in what ways we could improve our whole educational system starting with implicit bias and historical and current effects of marginalization.

At Bayside Middle School, it is a priority to create and maintain an environment where teachers feel valued and supported by all stakeholders. We know that if teachers feel good about their efforts and can weather the hard days with the support of their colleagues and administrators, instruction and student learning are at optimal levels. Each spring we participate in a survey through School Perceptions. In 2021, Bayside Middle School scored in the 80th percentile in Culture of Educational Excellence, 90th percentile in Retention, and 95th percentile in Affirmation. These numbers are based on comparative districts that participate in the study. Additionally, as a district we were named a Top Workplace in 2021.

During virtual and hybrid learning, teachers were allowed Fridays for collaboration. This really helped with the workload and overall fatigue especially when we switched into a hybrid week. Teaching during that time included asynchronous and synchronous learning, at times concurrently. Support added in the last couple of years has been an increased promotion of the Educator Assistance Program (EAP) which allows any employee to use a mental health care provider. The district also added opportunities for families to receive care as well. Now back to a relatively normal year of learning together, our focus remains on teacher collaboration and learning from each other. Teachers meet in both vertical, content area teams as well as

grade level teams to support each other and share. At a time when teachers are asked to do more than ever, supporting each other and collaborative planning helps make our workload seem lighter.

4. School Leadership:

All teachers are encouraged to serve as instructional leaders. For some, this means passively and for others it may mean a leadership position on a team or committee. Teachers may serve on a Building Leadership Team (BLT) which is a vehicle for questions, concerns and school year planning with one representative from each grade level and department. The idea of this guiding coalition is to address issues together with all voices at the table as well as positively move forward any new initiative or work through district goals. The principal leads the group and builds the agenda collaboratively. This team meets once per month after school.

A second example of this same type of leadership group is the Technology Mentors Leadership Team. This committee is composed of a grade level representative ranging from kindergarten through 8th grade. Teachers in this group are responsible for new and renewing subscriptions relative to all content, delivering professional development relative to ways to integrate technology within the framework of the lesson plan, and troubleshooting technology issues that arise in each individual grade level. This group is facilitated by the District Technology Coordinator.

Another way our teachers can take on leadership within the school community is to take a leadership or participant role while the content area in which they teach is up for renewal. This team is led by the Director of Instruction. Teachers can present, share teaching and learning philosophies, and may be asked to share progress to the whole staff.

Leadership in the main office includes the principal and the associate principal. The principal is one of the many instructional leaders. She also is part disciplinarian, manager, evaluator, facilitator of programs and procedures that increase student achievement and leader of the BLT and other committees focused on continuous improvement. Building and maintaining a positive and asset-based culture is another extremely important part of the principal's work.

The associate principal is a shared position with the elementary school in the district. He is responsible for school safety, Positive Behavioral Interventions and Supports (PBIS), 4th to 5th grade transition, and most attendance and discipline issues. The principal and associate principal work collaboratively so the work is not done in a silo. Both building administrators also actively participate in the Student Success Team where data is analyzed and used to determine best steps for interventions and supports to increase student achievement. We believe our focus should be on the whole child with a special emphasis on social and emotional learning.

The building principal and associate principal root their efforts in relationships and building trust with all stakeholders. This takes time and showing commitment through action. These efforts have paid dividends during the last two years and our strong relationships helped us weather the storm of the pandemic. As a staff, we try to take the time to celebrate our accomplishments and the contributions of others. For example, at the start of all staff meetings, we share good news and reward a few with Bull Bucks that include a small gift card. Staff can award any other staff member in the school. Bayside staff also spend time sharing at the meetings, sharing best practice or presenting new learning that may have come from a conference or recent experience. During the pandemic, we deployed a Professional Learning Network (PLN) where staff made very quick videos using Flipgrid to describe a technique or tip they were using in their classroom that would benefit others.

Shared leadership is an approach that works for Bayside Middle School. The principal believes in having high expectations, building trust, honoring hard work, and being transparent. These attributes help build a positive climate allowing staff to do their best work for kids.

5. Culturally Responsive Teaching and Learning:

Several years ago, the staff was trained in Integrated Comprehensive Systems (ICS) for equity. The ICS work is a framework for providing a systems change as we strive to eliminate inequities in our curriculum, our instructional practice, our assessment practices, and the way we manage our fiscal responsibilities. That work grounds our focus on students and providing them with what they need to achieve at high levels. We looked for bias within our own classrooms, ways we may have been marginalizing students unintentionally, ways to co-plan, co-serve, how to create unit and lesson plans using UDL, and how we could shift from a deficit way of thinking to asset-based conversations.

Another way we implemented our culturally responsive work was to make sure our classroom libraries, book room and school library included books and authors that included historically marginalized individuals. Building our master schedule with heterogeneous classrooms and believing that all students can learn at high levels. We changed our Human Growth and Development curriculum to include non-binary language and eliminated outdated references to a boy and a girl throughout the units. We invited Aiden Key, a national speaker on transgender studies to train our staff and then speak to our parents. We have added gender neutral bathrooms, changing rooms in each Phy. Ed. locker room for students, and trained all staff in G-safe for middle schools. We pride ourselves on having a respectful environment where all students are welcome and when we run into a roadblock for that work, we educate for better.

Lastly, when determining supports for all students, we use a Student Success Team (SST) to discuss what might be getting in the way of the educational experience for each student. We ask questions about implicit bias and making sure to eliminate any deficit based thinking that could be affecting our system of support. We all must believe that all students can learn at high levels and no student should be removed from core instruction to receive additional support or intervention. At Bayside we make every attempt to keep students in the classroom environment and provide support therein. For example, in 5th grade math, we co-plan to co-teach. This means the 5th grade math teacher and the 5th grade special education teacher will be working together for all students in the room to provide general instruction. At times, one will lead over the other for a mini lesson and each will work with small groups during the time when students are working independently. Both teachers will assist students. This model allows students to receive additional support whether they have an Individual Educational Plan (IEP) or not. Students begin to see two teachers, not just one teacher for one group of students and one for the rest of the class.

Our school guidance curriculum, social studies and English language arts curriculum addresses social issues and emotional supports. At Bayside, our school counselor visits classrooms monthly delivering lessons and discussions on digital citizenship, anti-bullying, positive identity, career education, personal safety, healthy behaviors, and mental health awareness. These lessons are extremely valuable and we plan for the topics based on survey data from parents and students. If a current event sparks an issue, we adjust our lessons to accommodate in each case. For instance, when a student and parent were killed in a car accident we made sure to address it with students in a factual and supportive manner. The school offered support to parents, students and teachers during that time.

The English language arts (ELA) and social studies curriculum lends itself to current events and social issues through literature and programs like CNN for Kids. In ELA, the social issues unit of study is another example of allowing students to examine and grow awareness of people like or unlike themselves. Teachers, very thoughtfully, allow students to create podcasts, conduct interviews, create art, or poetry around societal pressures. The goal being to increase empathy for others, become more socially aware and build perspectives of other points of view.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

I think there are many ways Bayside Middle School stands out in a crowd but if I had to speak to only one, it would be building a community of learners and good humans. We do this in so many ways but the most critical is learning together; every day together. During the last 2 years, we have all realized what is truly important. It's family, and education, and patience, and perseverance, and resilience, and courage. They say, "never let a good crisis go to waste" or maybe it's, "a crisis will magnify what is hard wired". Either way, we didn't waste it, we learned from it. We learned that being flexible is important and that being able to adapt to hardship is a survival skill. We came out the other side knowing that we are "hard wired" to weather a storm like that of the pandemic with grace, dignity, resilience, and a toughness that we will have for years to come. Our students at Bayside will take with them skills we may not have taught had things been different or "normal". They will know the importance of helping people that need it. They will know a new courage to do hard things and succeed in ways where A's and B's are not attached. They know the characteristics of being future ready and trying new things sometimes means you will fail first and the real failure is in not trying again. This application is full of amazing things this school does to help kids achieve at their highest possible level but, what this school really does is help young people to become great young people who know how to adapt with a growth mindset and through that mindset, they achieve at their own highest levels.