

Red Apple School

Racine Unified School District
Racine, Wisconsin

A **STEAM** Teaching School



A4LE 2025 James D. MacConnell Awards

Executive Summary

What if a school building could teach alongside its educators—inviting students to explore, question, and create simply by moving through its spaces? That question became the foundation of Red Apple School, a new K–8 STEAM-focused learning environment deeply rooted and located in the heart of Racine, Wisconsin. Envisioned as part of the Racine Unified School District’s (RUSD) community-approved 2020 referendum, Red Apple School represents a bold investment in equitable education, 21st-century learning, and the belief that design itself can be a powerful educational tool.

Replacing an outdated facility, the new Red Apple School consolidates early learning, elementary, and middle school students into a single, purpose-built environment projected to serve more than 760 learners. From the earliest planning conversations, district leaders, educators, designers, and community stakeholders aligned around a guiding principle: this would be a building that teaches. From the outset, the project team aligned around **four clear goals: to replace aging infrastructure with a new, future-ready facility; to right-size and expand educational spaces to support a K–8 model; to fully embed STEAM learning into the architecture of the building; and to create a school that serves not only students, but the broader Racine community.**

The resulting 121,160-square-foot new facility was conceived as a fully immersive STEAM environment, where architecture, building systems, and instructional spaces function together as a teaching tool. Exposed structural and mechanical systems, color-coded piping, and interactive signage invite students to understand how the building works, while real-time energy dashboards, rooftop learning areas, and integrated sustainability features reinforce lessons in science, technology, engineering, art, and mathematics.

Community engagement was equally foundational to the project’s success. Generations of Racine Unified School District teachers, students, alumni, community leaders, and city representatives rallied behind Red Apple School from conception through occupancy midway through the 2025–2026 school year. The school was intentionally designed to offer accessible spaces for community events and functions, and serve as a catalyst for neighborhood pride and investment. In doing so, Red Apple School advances the district’s broader goal of aligning educational environments with community values and long-term public impact.

Equity and inclusion guided the planning and realization of the school at every scale. Red Apple School ensures that every student has access to high-quality learning environments, shared resources, and meaningful connections to their school and community. Thoughtful right-sizing of classrooms, collaborative spaces, and specialized learning environments supports student well-being, adaptability, and long-term flexibility. The result is a model that balances fiscal responsibility with innovation, and neighborhood identity with district-wide standards.

Red Apple School has already begun to exceed its original goals. Feedback from students, families, staff, and community members affirms the school’s impact, with projected enrollment for the 2026–2027 school year at capacity across early learning and elementary grades and the addition of ten new teaching positions. Beyond a single building, the project has helped establish guiding design standards across the district — ensuring that the lessons learned at Red Apple School inform future schools and help support the success of **every student at every school.**



**“We have this whole view!
I love the windows.
I can see everything;
it’s so beautiful!”**

- Gisella Garcia, 5th Grader, Red Apple School



Red Apple School

Scope of Work & Budget

OWNER

Racine Unified School District

LOCATION

Racine, Wisconsin

OCCUPANCY

February 18, 2026

KEY FEATURES

STEAM Academics Focus
School as a Learning Lab
Rooftop Solar Panels
Rooftop Garden
Urban Site

FINAL PROJECT COST

\$44,622,000

CONSTRUCTION

AUGUST 2024 - JANUARY 2026

SITE AREA

6.5 ACRES

BUILDING AREA

121,160 SF

GRADE CONFIGURATION

5K - 8TH (2025-2026)

ENROLLMENT / CAPACITY

419 (2025-2026) / 762



School & Community Research & Engagement

Context



Community - A Commitment to Place

Red Apple School is located in a historically underserved urban neighborhood with exceptional access to regional assets. Within walking distance are Lake Michigan, the Root River corridor, downtown Racine, Gateway Technical College, public libraries, and cultural institutions - providing rich educational and civic connections.

The District viewed reinvestment in this site not only as a school improvement, but as a commitment to place - recognizing education as a catalyst for neighborhood pride, stability, and long term revitalization. Situated within a dense urban neighborhood, the Red Apple School site required a design approach that balanced civic presence with sensitivity to its surroundings. The school occupies a site deeply connected to community identity, with generations of families having attended the original building. As a result, expectations for the replacement school extended beyond functionality to include pride, legacy, and neighborhood impact.

In many ways, the project represents a return home. The original school once occupied this very site before being relocated, and the new facility now reestablishes that historic connection. By bringing the school back to its roots, the District reinforces a sense of continuity and belonging - honoring the past while investing in the future of the neighborhood it has long served.

We Listened First.

The Red Apple School community extends well beyond the school walls. A wide range of stakeholders were involved in the design collaboration process throughout the project.

Stakeholders

- Core Teaching Staff
- STEAM Leadership
- Specials Staff (Music, Gym, Library, SPED)
- Administrative & Support Staff
- Students
- Neighborhood & Community Members
- City Officials
- Racine Educators United (professional association + union)
- National Education Association, School Health + Safety



“We’re building almost in the heart of the city. It’s an investment in that community, too. I look forward to not only seeing our students prosper, but [the] community around it prosper as well.”

- Peter Reynolds, Chief Operating Officer, RUSD

Challenges & Assets

Context

ROOTED IN COMMUNITY, BUILT FOR TOMORROW.

A tight urban site.
Big expectations.
One shared vision.

Together, with the community, we designed a K-8 STEAM school that maximizes opportunity - today and for generations to come.



THE CHALLENGES

**DESIGNING WITH CONSTRAINTS,
PLANNING FOR GROWTH.
ALIGNING FOR IMPACT.**

SITE CONSTRAINT

A compact urban site with minimal frontage, surrounded by existing homes and active streets.

EXPANSION OF STUDENT LEVELS

Growing from K-5 to K-8 fostered a thoughtful approach - integrating additional students, programs and spaces within a constrained footprint to create a cohesive, future ready learning environment.

STAKEHOLDER ALIGNMENT

Bringing together diverse voices - educators, families, students, alumni, and city partners - to shape a shared vision.

PHASING & COMPLEXITY

Phasing and delivery required strategic coordination as the project expanded from K-5 to K-8 within a constrained urban site. Balancing schedule, budget, and stakeholder priorities added complexity that was addressed through careful planning and adaptive project execution.

THE ASSETS

**BUILDING ON COMMUNITY STRENGTHS,
EMPOWERING FUTURE POTENTIAL.
UNITING A SHARED VISION.**

CITY COLLABORATION

City land transfer of former park provides needed land to allow for expanded school and future phase plans for STEAM building.

A HOMECOMING

A shared love among former students of the district fostered a deep sense of return - where past experiences and new opportunities intertwine, as the school reestablishes its presence on its original site, creating a space that truly feels like coming home.

ACCESSIBILITY

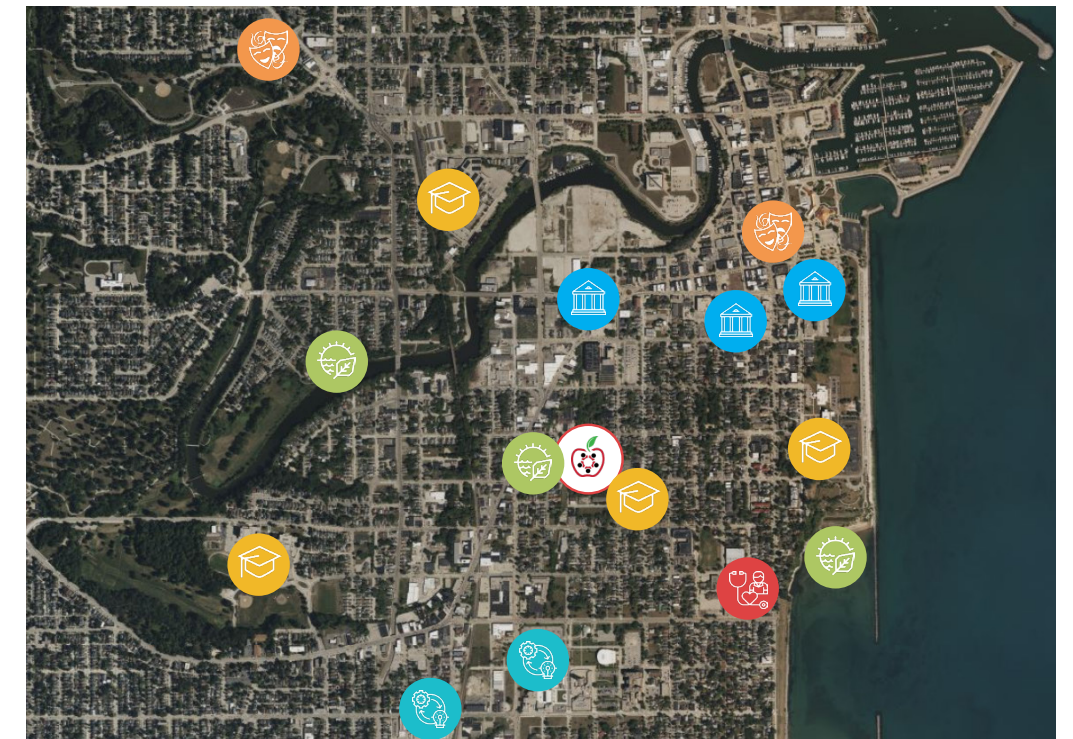
The location provides walkable accessibility to a variety of municipal and cultural amenities, enhancing connectivity and community engagement.

CATALYST FOR INVESTMENT

Red Apple School serves as a catalyst for continued investment in the neighborhood and broader district. The project establishes a new standard for equitable, high-quality learning environments - demonstrating how thoughtful design elevates student experience, strengthens community pride, and inspires reinvestment in surrounding schools and infrastructure.

CONNECTION: Municipal & Cultural Amenities Nearby

Surrounded by parks, civic destinations, and local gathering spaces, the school is positioned within the fabric of the community. These nearby amenities create opportunities for shared use, informal learning, and partnerships that extend beyond the classroom - reinforcing Red Apple School as a true neighborhood anchor.



RED APPLE SCHOOL



MUNICIPAL/CIVIC



ARTS & CULTURE



PARKS/NATURAL RESOURCES



STEAM PARTNER



ACADEMIA



HEALTH CENTER

Community Value

Context

A Catalyst for Connection and Learning

The building is thoughtfully organized into clearly defined public, semi-public, and academic zones, allowing portions of the school to operate independently while maintaining secure boundaries for students. This strategic zoning is reinforced through separate circulation paths and controlled access points, enabling community use without interaction with academic areas.

As a result, Red Apple School is a valued neighborhood resource. The gymnasium regularly accommodates local recreation and athletic club use and events, while the playground has emerged as an active gathering space for families of all ages. These shared spaces extend the life of the school beyond the academic day, fostering connection, activity, and pride within the surrounding community.

This approach allows the building to support neighborhood meetings, youth organizations, and civic gatherings without compromising student safety, reinforcing the school's role as a welcoming and trusted community hub - and a meaningful investment in the neighborhood's future.



Active Beyond the School Day

Red Apple School extends its impact beyond education - serving as a flexible, trusted resource for the entire community.

Dedicated Public Spaces

Red Apple School was designed to serve as both a school and a community asset, with key first-floor spaces accessible after hours through a secure vestibule.

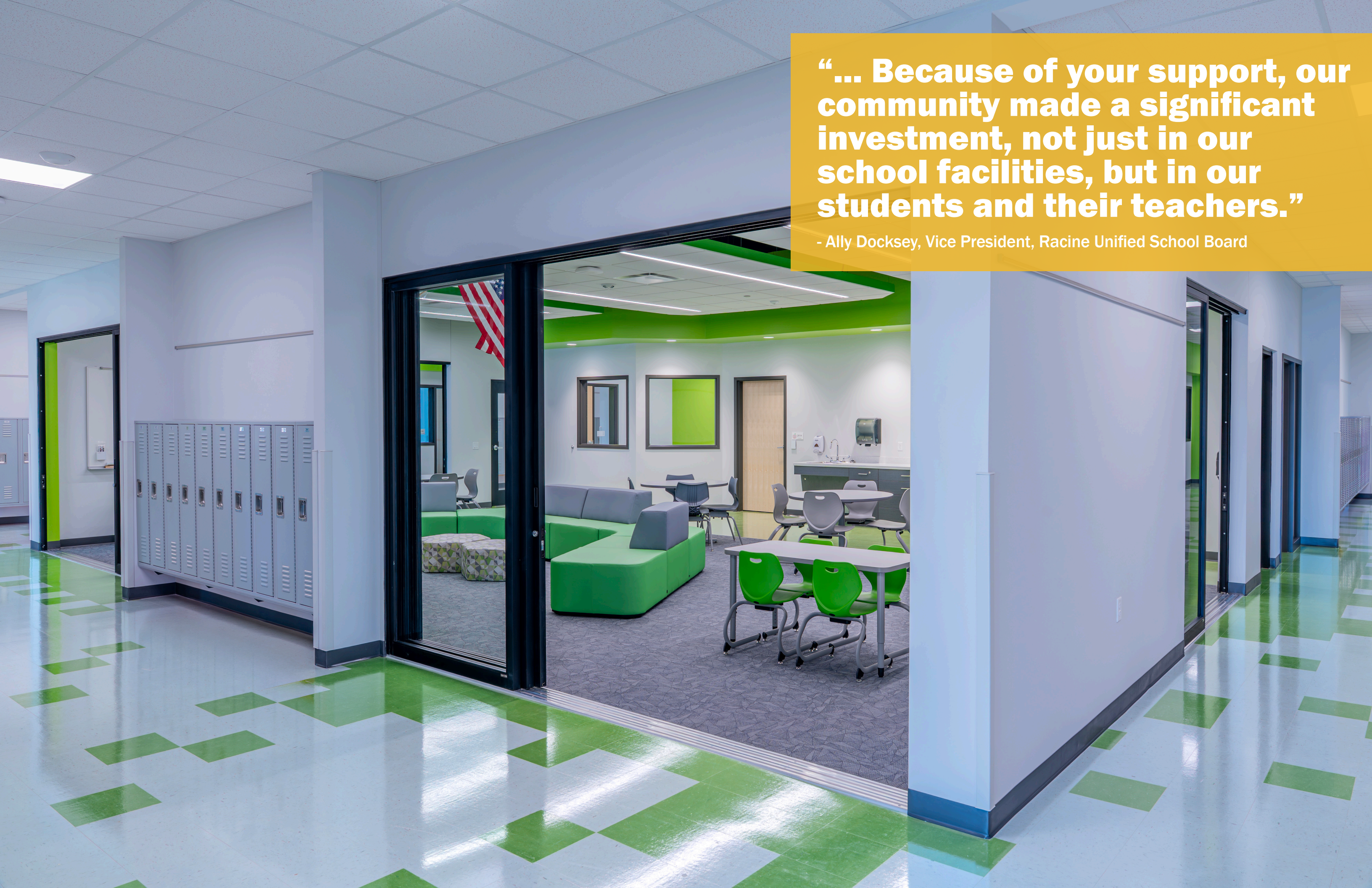
Secure + Flexible Zoning

Clearly defined public, semi-public, and academic zones - paired with controlled access and separate circulation - allow community use without interaction with academic areas.

Community Impact

These spaces support meetings, events, and programming for a wide range of organizations, fostering connection and strengthening neighborhood identity.





“... Because of your support, our community made a significant investment, not just in our school facilities, but in our students and their teachers.”

- Ally Docksey, Vice President, Racine Unified School Board

Physical Environment

Context



The Urban Environment

The building is carefully sited to respond to its urban surroundings while establishing a strong civic presence. It serves as a catalyst for the surrounding neighborhood, bringing energy and activity to the area through daily student life. On the west side, it extends into the adjacent park, enhancing a shared community resource while expanding outdoor learning and play opportunities. Transparency, daylight, and visible activity connect the interior life of the school to the neighborhood, signaling that learning is active, valued, and shared.

A closed school building (that previously housed Red Apple School before moving to their more recent location) was demolished prior to formal project kick off. Prior industrial site uses required remediation on the west end of the parcel, as well as the close out of prior remediation efforts for underground fuel storage. Providing a healthier site for students and neighborhood residents was a goal of both Racine Unified School District and the City of Racine. This effort also led to a land transfer from the city, owner of Franklin Park, to the school district in order to meet zoning requirements. The additional land also helped provide full site amenities, including parking, playground, and greenspace for the project.

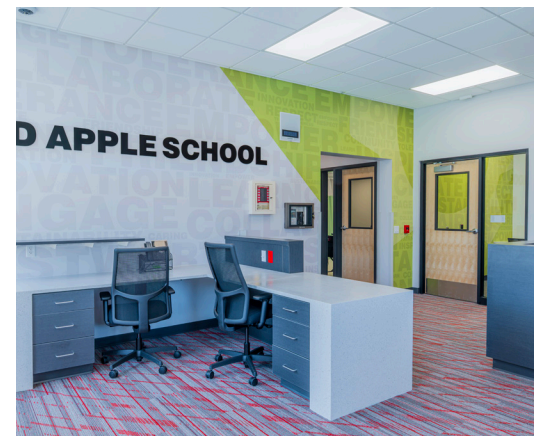
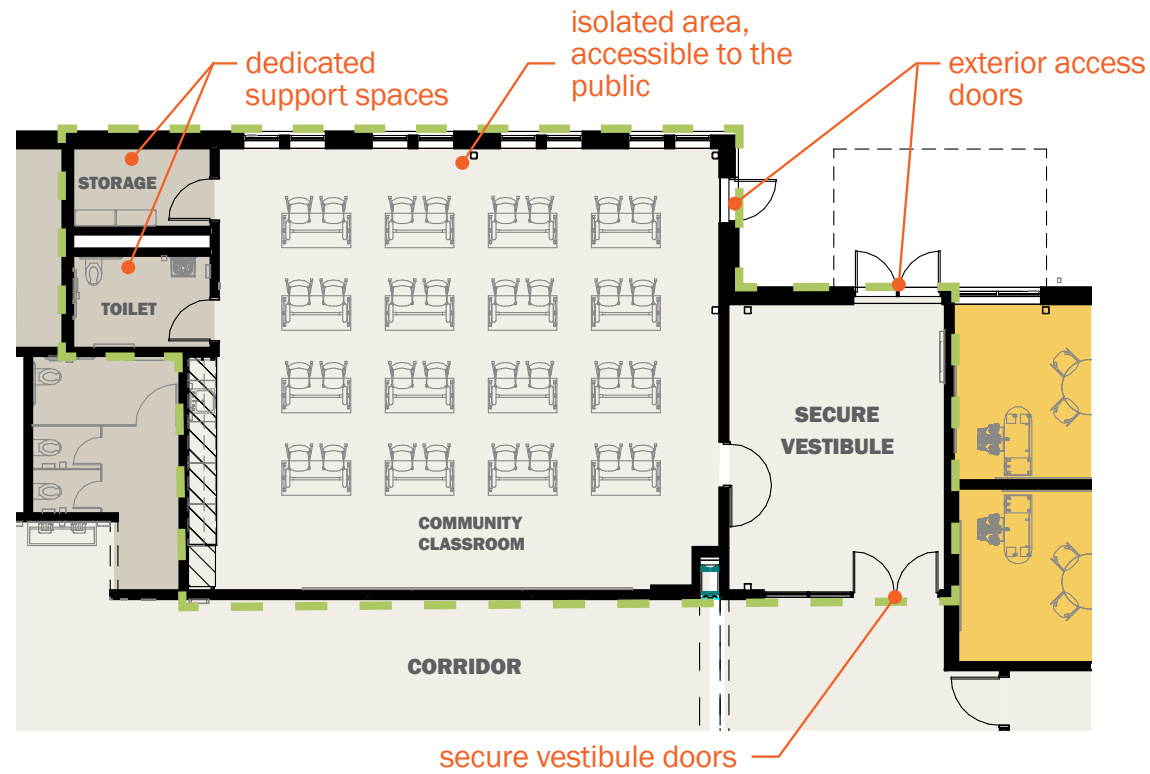


Security & Community Access

A Secure Learning Environment

Safety strategies were embedded from the earliest planning stages. Compartmentalization, controlled access points, and intuitive circulation allow portions of the building to operate independently, supporting both everyday learning and after hours community engagement without conflict.

The floor plan intentionally separates public, semi-public, and academic zones - allowing flexible community use while maintaining secure learning environments. Central collaboration spaces anchor each academic wing, supporting connectivity and minimizing travel distances for students of all ages.

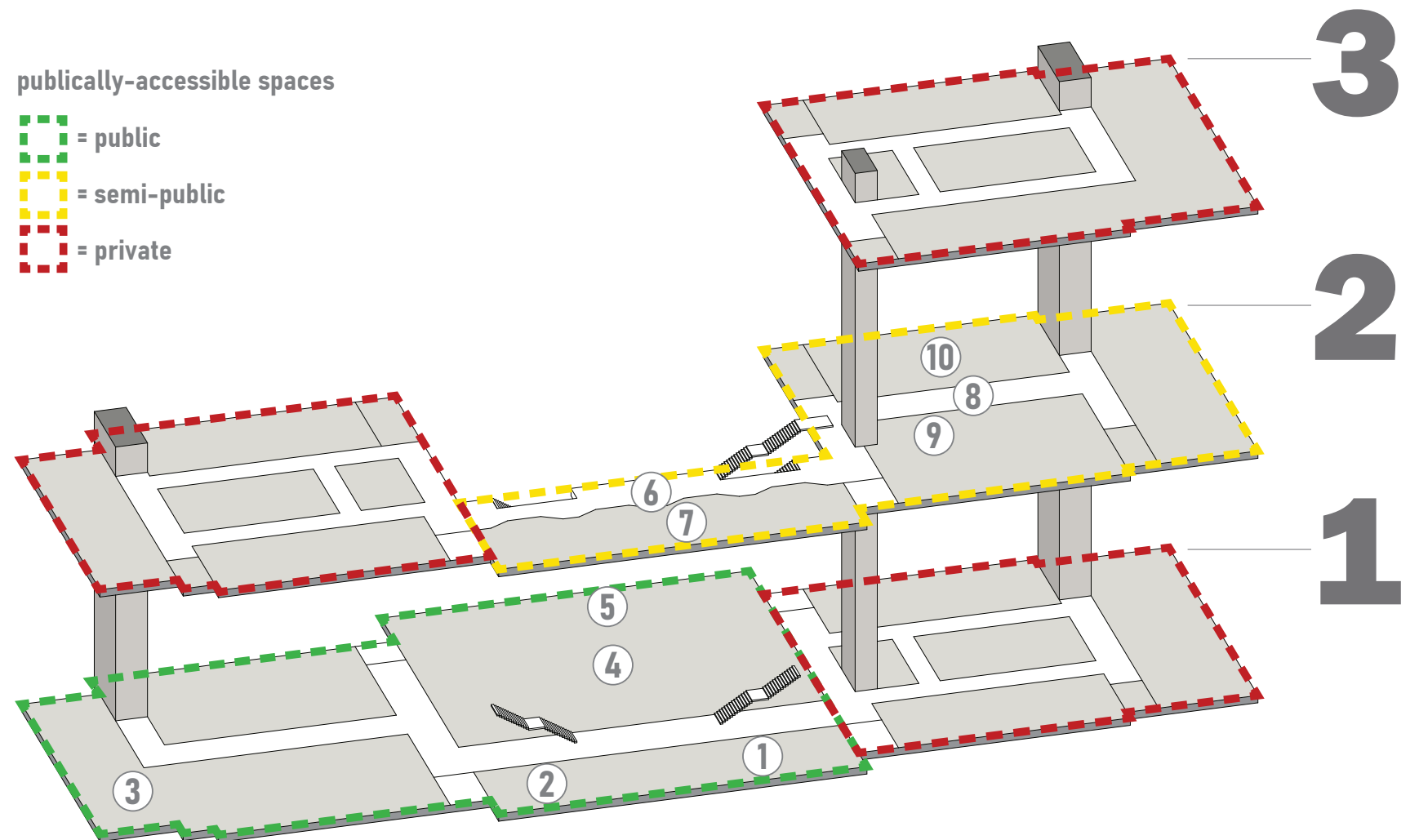


Public and Private Zones

- ① = main office
- ⑥ = collaboration
- ② = community classroom
- ⑦ = rooftop terrace
- ③ = cafeteria
- ⑧ = STEAM gallery
- ④ = gymnasium
- ⑨ = library
- ⑤ = locker rooms
- ⑩ = maker space

publicly-accessible spaces

- = public
- = semi-public
- = private



3

2

1

DEI in the Physical Environment - Creating Equity Across the District

Response

One District. One Standard. Equal Experience.

Equity was a guiding principle at every level. The District sought to ensure that students in this urban neighborhood would not receive “less” because of location or demographics. Design standards for Red Apple School were intentionally created to be scalable across the district to ensure equitable learning experiences on every campus.

Shared spaces, finishes, furnishings, and educational opportunities mirror those provided elsewhere in the District. Equity guided decisions related to program placement, circulation, and access throughout the building have set a district-wide model for consistent, high quality learning environments.

Travel Distances & Adjacencies

Careful study of travel distances and adjacencies ensured that no student groups are disproportionately impacted by the size or organization of the building. These strategies reinforce inclusion and fairness as daily, lived experiences.

Centralized Resources

Shared resources such as arts, music, and STEAM spaces are centrally located so all students - regardless of grade level or ability - have equal access.

Distribution of Special Education Spaces

Special education spaces are intentionally distributed within each academic wing rather than centralized - supporting dignity, access, and belonging. Student services staff are similarly decentralized, and embedded within learning communities.

Intentional Focus on Inclusivity

Gender neutral bathrooms are on every floor, and gender neutral changing rooms, sensory spaces, and family support rooms distributed throughout the facility further reinforce the building’s commitment to inclusivity and wellness.

Inclusive Practices

Inclusive practices extended beyond the building to the project team itself, with explicit requirements for diverse consultant participation and local workforce involvement - embedding equity into both process and outcome.



- = academic classrooms
- = staff offices
- = circulation
- = academic support
- = building support

“It makes me really happy because it shows that the community wants kids to grow up and be really smart. So, if it wasn’t for them, we wouldn’t be here.”

- Evans, 4th-Grade Student at Red Apple School



Sustainable Features that Teach

Response

Sustainable Learning Environments

Sustainable features are fully integrated into both building performance and student learning. A vegetative green roof functions as an outdoor classroom, while rooftop solar arrays provide real time energy data displayed inside the school.

These systems are not hidden; they are visible, measurable, and actively used to reinforce environmental literacy and stewardship.

428 solar panels

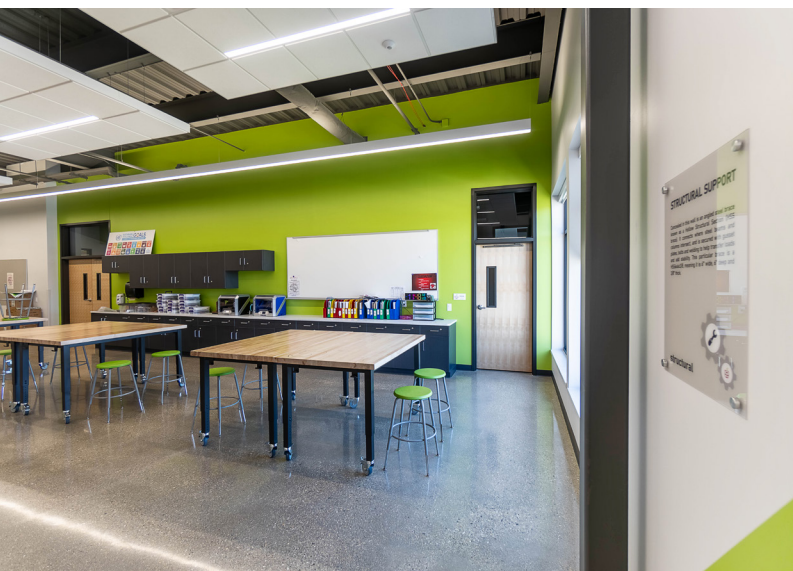
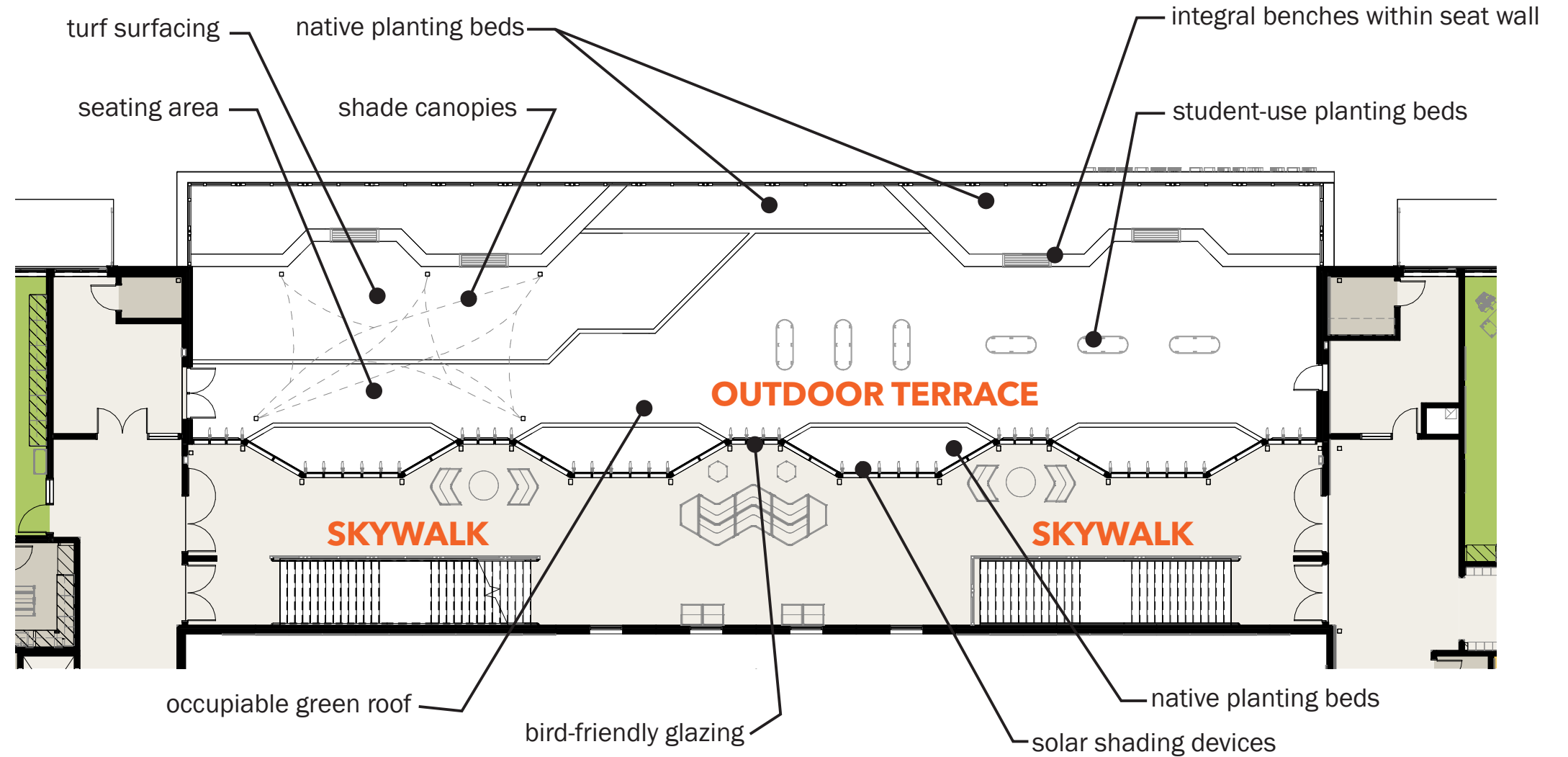
Real-time energy display for students

1,070 lineal ft

Vertical solar shading

4,350 sf

Outdoor green roof classroom



Educational Environment

Context



THE VISION: Educate Every Student to Succeed



Design Features



1. Safety & Security

Security and safety is paramount in school design, balancing public and student-exclusive spaces to provide thoughtful and limited access to the community. Controlled entry is located at the school's entrance and office spaces are dispersed intentionally throughout the school.



2. School as a Learning Lab

Education moments, highlighted by custom designed signage, embrace the STEAM curriculum throughout each wing of the school.

3. Flexible Collaborative Spaces

The cafeteria also functions as a teaching space, with a projector screen and separate areas for elementary and middle grades, as well as staff development moments.

4. Specialty Classroom Wing

Red Apple School's library is expanded throughout the specialty classroom wing. The space utilizes a STEAM gallery and makerspace classrooms, in addition to a book stack area.



5. Maximize Natural Daylight

Classrooms are positioned along the building perimeter to maximize natural daylight. Interior glazing within corridors and shared spaces extends daylight deeper into the building allowing collaboration areas at the core to also benefit from natural light, views, and visual connection. Even the gymnasium - traditionally a windowless space - is intentionally designed to receive natural light through a series of high clerestory windows, bringing daylight into the space while maintaining privacy and minimizing glare to support comfort and well-being.

6. Sustainable Features

More than 400 photovoltaic rooftop solar panels harness the sunlight and help provide power to the building. Teachable sustainability moments include a second-floor terrace for gardening and an outdoor classroom.

School as a Learning Lab

Response

Learners First

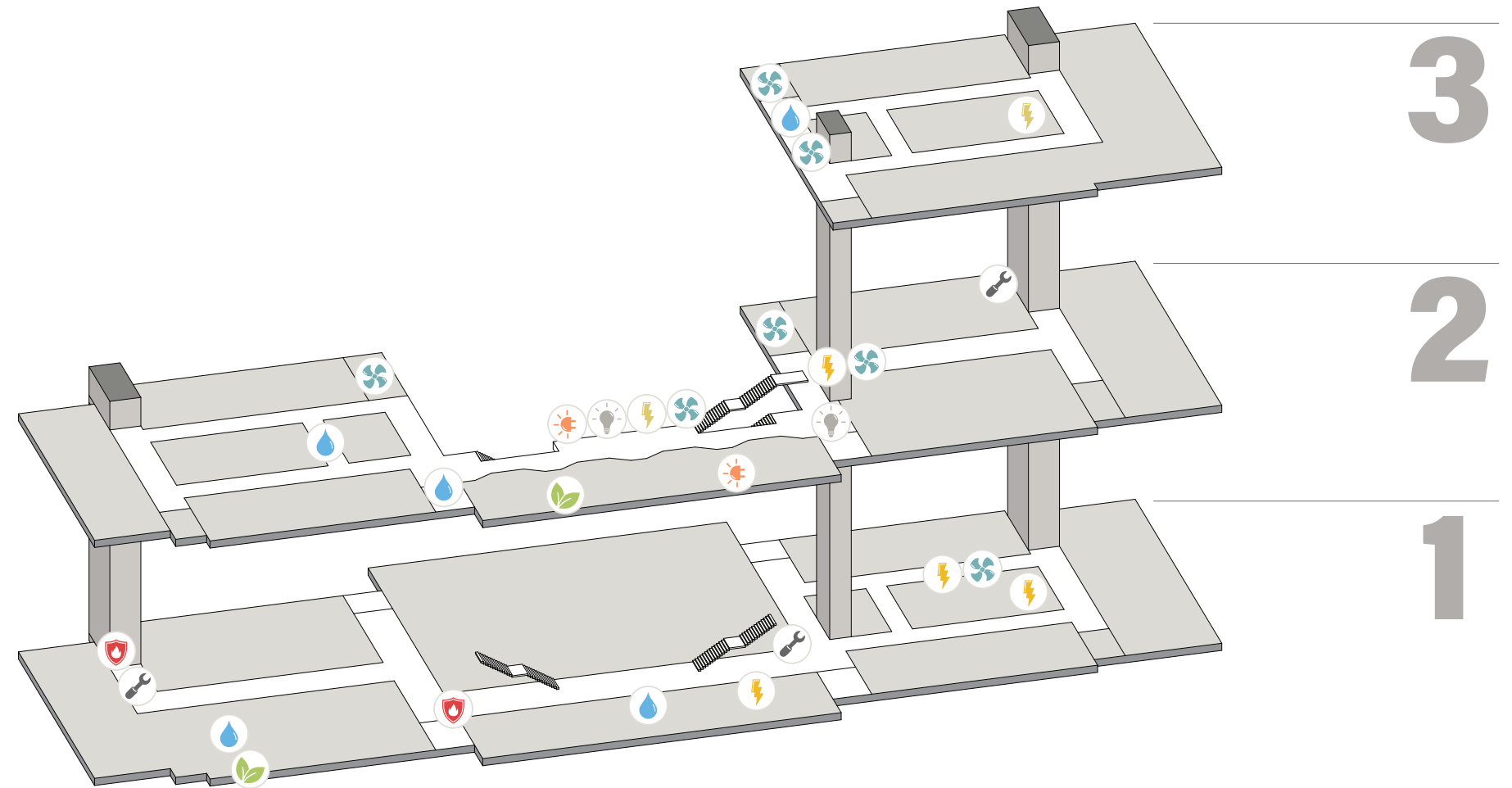
Intentional exposure of building materials and systems is a defining feature of Red Apple School. Throughout each academic wing, signage designed for K-8 students highlights plumbing, HVAC, fire protection, sustainability, and electrical systems in an engaging, accessible way. Mechanical rooms feature glass viewing windows and color-coded plumbing, HVAC, and electrical piping systems. Adjacent display signage explains what the students are seeing and how the systems work. By making building infrastructure visible and interpretable, the school turns everyday operations into visual learning opportunities that reinforce STEAM concepts in real-time. The school's STEAM-focused mission in action encourages curiosity and aides students in understanding how the building itself functions as a system - turning the facility into an extension of the learning environment.

This design element required a significant, collaborative design effort and funding commitment. The complexity of the project further required a high-level of coordination due to the size of the facility, the integration of multiple advanced systems, and the need to align construction execution with educational intent. The result sparks a truly immeasurable and positive impact on the functional reach of the facility and potential for learners.

Appreciation for the Trades

Red Apple School literally and figuratively peels back the superficial components of a learning environment, unveiling the critical functional mechanics that turn brick and mortar into a learning haven. The workmanship of every trade is showcased throughout - bolstering pride in the full project team's work, and igniting the full potential of a future career in the trades for learners.

STEAM TEACHING MOMENTS



MECHANICAL ROOM 1

**“I think it’s really cool!
...You can learn how to
become a mechanic or an
engineer.”**

- Miguel Rios, Student, Red Apple School



This mechanical equipment that serves the north end of the building on the first and second floors is listed - a some of the main components of this mechanical system.

- A Air handling unit (AHU)
- B Unit heater (UH)
- C Control dampers, volume dampers, and air measuring stations
- D Access panels

A Air handling unit (AHU). This large piece of equipment provides ventilation required for purifying, air conditioning, or reheating the indoor air within the building. While this unit is located within an mechanical room, AHUs can also be located on the roof of a building and use ductwork to circulate air throughout the building. These units can assist in controlling the temperature or quality of the air through use of air purification filters, and can control the air temperature and relative humidity within the building.

B Unit heater (UH). A unit heater is a self-contained heating device that uses a fan to circulate warm air within a specific area. Like a space heater, this device does not use ductwork and is not connected to the rest of the building's HVAC system. This unit heater is necessary to provide heating specifically for the conditioning of this mechanical room.

C Control dampers and volume dampers control the flow of air through different rooms or zones within the building. Some contain air measuring stations that record the flow of air within the HVAC system.

D Access panels provide safe access to mechanical equipment for equipment purposes.

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School as a Learning Lab

The Skywalk

Perhaps the most visually impactful hub of STEAM learning at Red Apple School is the second-floor atrium and rooftop garden — now affectionately known by students and staff as *The Skywalk*. The Skywalk serves as the heart of the building. Inside, the space is energized by a vibrant gradient STEAM/STEM gallery wall showcasing the many logos and icons found throughout the school. Floor-to-ceiling windows flood the atrium's open lobby and collaborative learning areas with natural light.

Extending learning beyond the walls, the atrium opens to a 4,350-square-foot vegetative green roof that functions both as a sustainable design feature and an outdoor classroom, offering students hands-on exposure to environmental concepts.

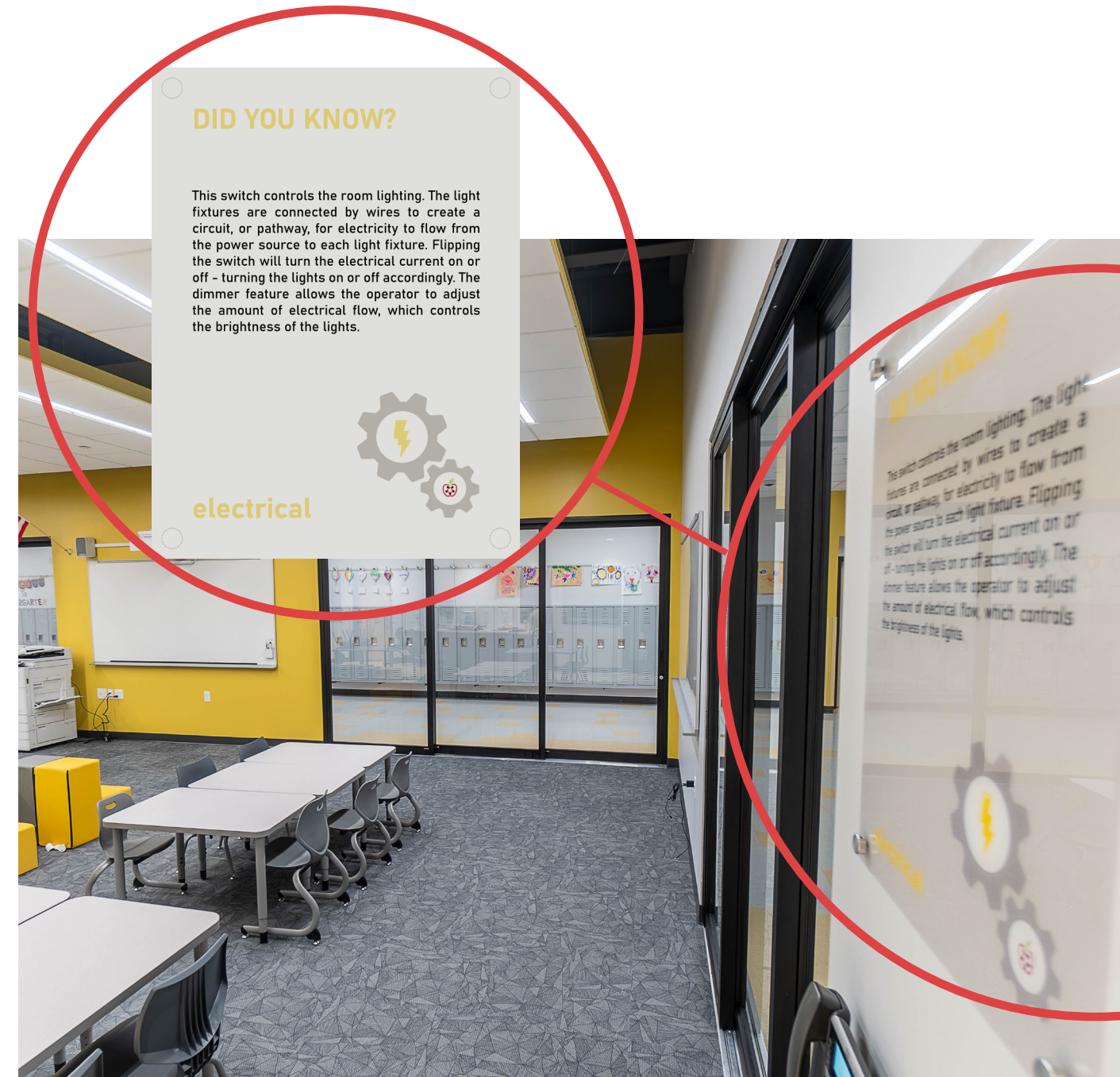
A Window to and for the Community

The Skywalk is, first and foremost, a space designed for students. Inaccessible to visitors, the atrium and terrace provide students and staff with a secure, protected learning environment while framing views of the surrounding urban neighborhood. For the broader community, the Skywalk serves as a highly visible beacon, an outward expression of the innovative learning happening within the school's walls.



Building Systems Explained Through Signage

Throughout the school, integrated signage and window graphics turn everyday spaces into opportunities for learning. Installed on walls and glass, these elements highlight key building systems - such as structural components, mechanical systems, and sustainable features - helping occupants understand how the building functions. Clear, engaging graphics explain what is being seen, how it works, and why it matters, transforming exposed elements into educational moments. These features support hands-on learning while fostering curiosity, awareness, and a deeper connection to the built environment.



Supporting Diverse Learners

Response

Empowering Learners Through Orderly Control & Access

Racine Unified School District expressed a strong desire to reduce the number of academic transitions students experience throughout their schooling, recognizing that fewer transitions help minimize social and academic disruption. To support this goal, Red Apple School expanded from serving grades K–5 to serving students in grades K–8.

With the addition of three middle school grade levels, the school required an intuitive balance of control and accessibility that would support students of varying ages, learning abilities, and learning styles.

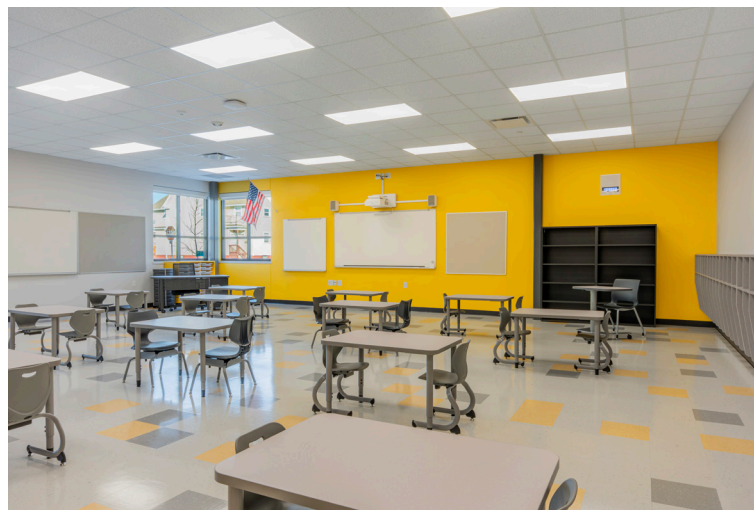
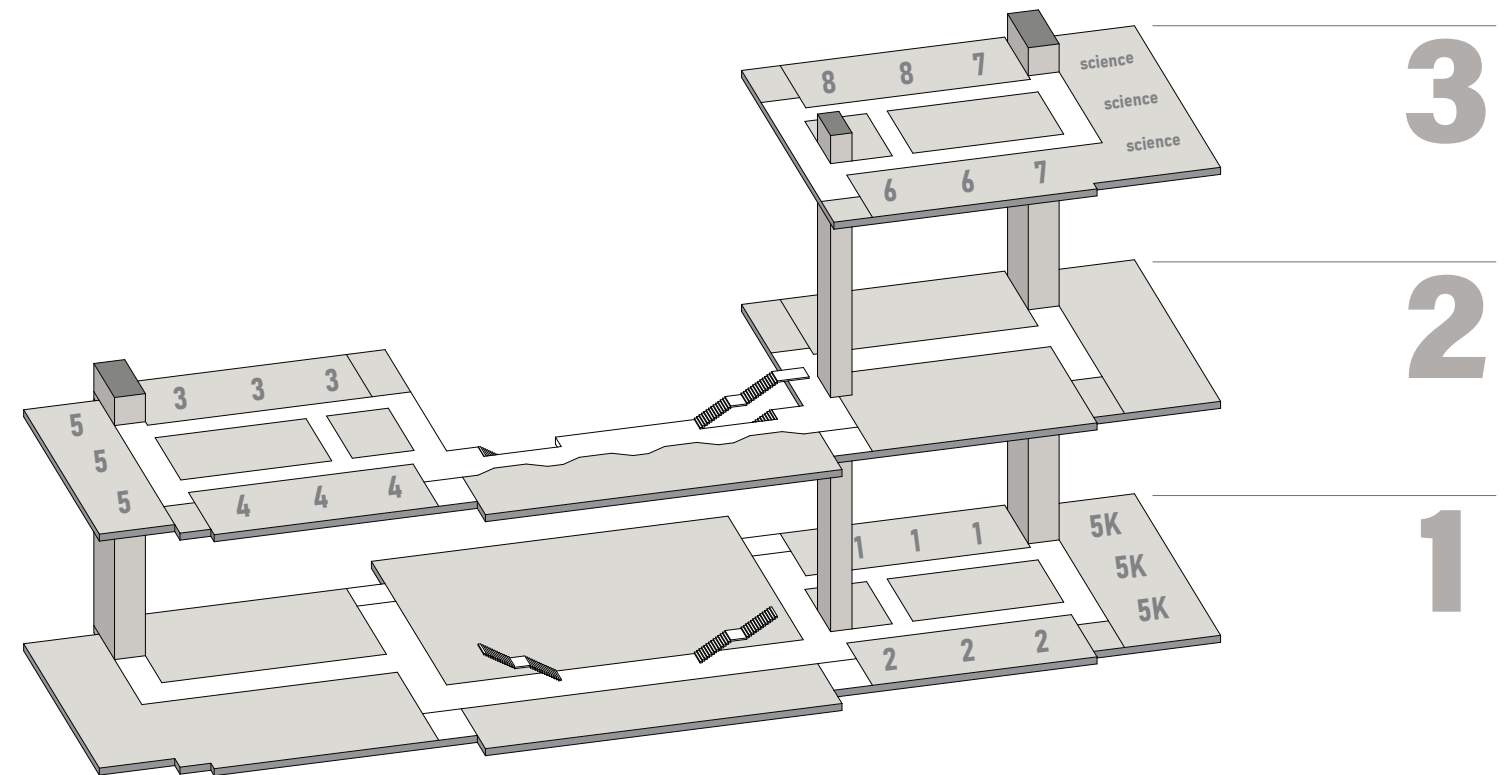
Red Apple School utilizes a unique grade configuration through vertical zoning of all K–8 classrooms. Early learners occupy the first floor of the building, progressing upward through the grades and graduating from middle school on the upper level. This vertical organization reduces the likelihood of unplanned grade interaction and thoughtfully supports the developmental needs of each age group. Material choices, including enhanced acoustical separation, and developmentally appropriate furnishings, further reinforce this intentional division.

Collaboration Spaces

A wide range of learning environments supports varied learning styles and instructional approaches, including large collaboration areas, small breakout rooms, sensory spaces, and targeted intervention suites. Flexible furnishings, such as movement-friendly seating, empower students to choose how they learn best.

Each building wing features both large and small collaboration spaces. A centralized intervention suite includes a full-size classroom supported by four smaller, interconnected classrooms that provide opportunities for cross-curricular learning and staff collaboration.

CORE CLASSROOMS



Vertical Zoning

Response

Thoughtful Planning - Location Spaces for All

Due to tight site constraints, the building intuitively developed into a multi-story solution, requiring strategic planning to ensure accessibility and equity across programmatic elements. Occupancy for classrooms, collaborative areas, and large group spaces was carefully balanced to support both distributed use and selective congregation. Shared specialty spaces and wellness resources were thoughtfully planned to ensure equitable access for all students and staff.

The largest occupant spaces - including the elementary and middle school gymnasiums and cafeterias - are located on the first floor to provide convenient access and safe existing for students during the school day, as well as for community use during evening and weekend events. Centrally locating large group collaboration areas within each academic pod maximizes passive supervision from adjacent classrooms while creating protected environments that support increased interior glazing between collaboration spaces and corridors.

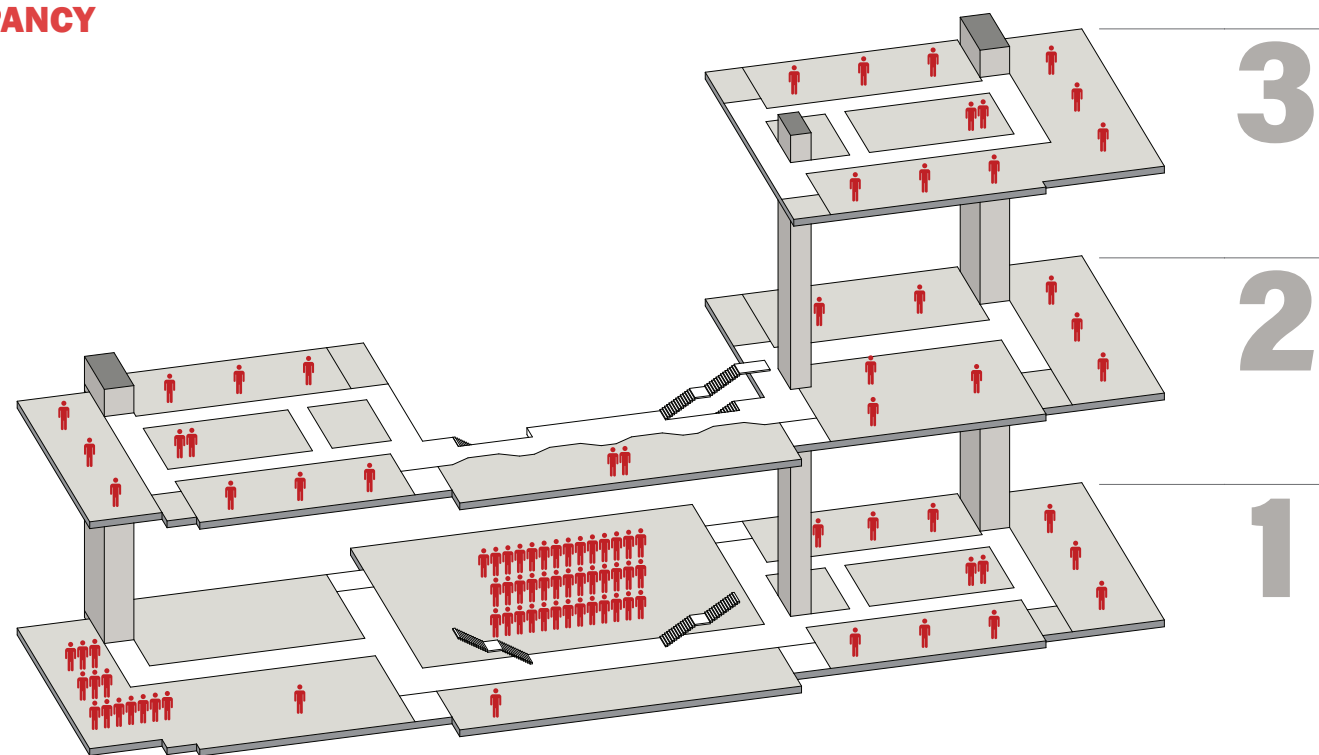
Shared classroom spaces (art, music, maker space, and library) are located on the second floor to minimize travel distance for all grades levels. Dedicated classrooms are provided for high-volume use (i.e. independent middle school and elementary art classrooms) while shared support spaces such as kilns, storage, and staff areas are consolidated to maximize efficiency and building area.

Health and wellness spaces are distributed throughout each floor, including gender neutral toilet rooms paired with gendered toilet facilities; sensory, special education, and intervention spaces dedicated within each academic pod; and strategically placed student services offices aligned with grade-level classrooms. For example, the office for the assistant principal serving middle school students is located on the same floor as middle school classrooms.

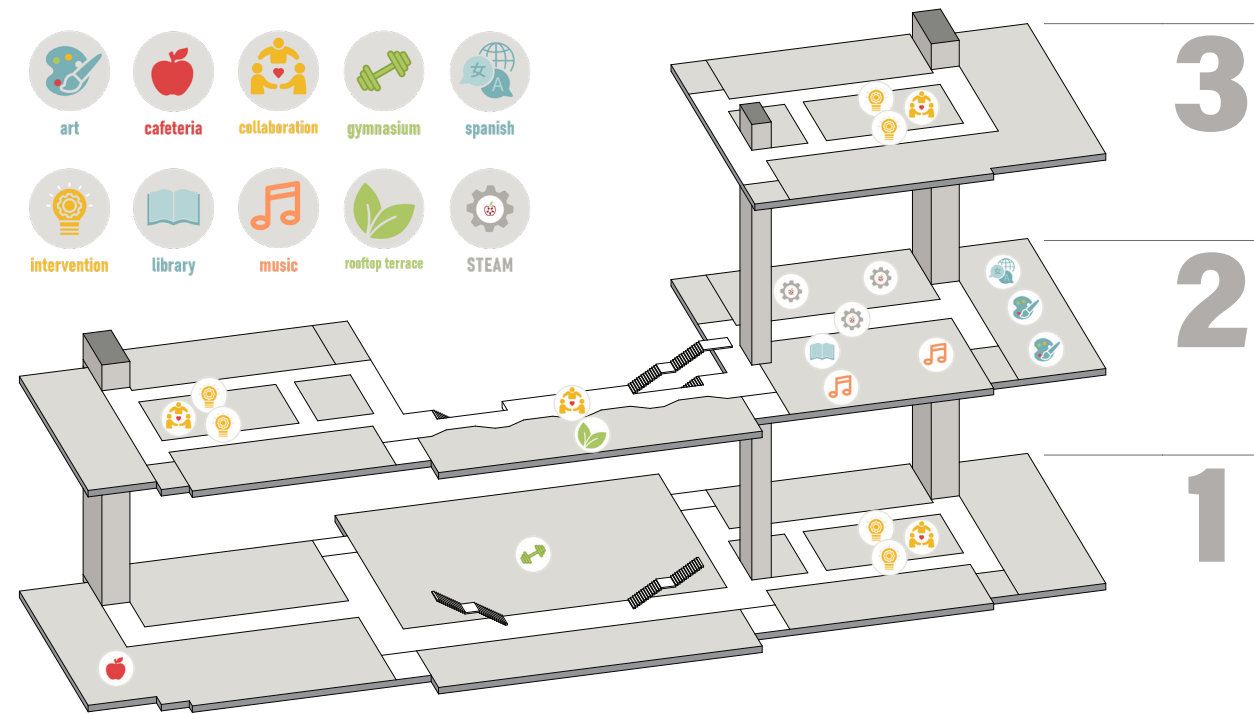
OCCUPANCY



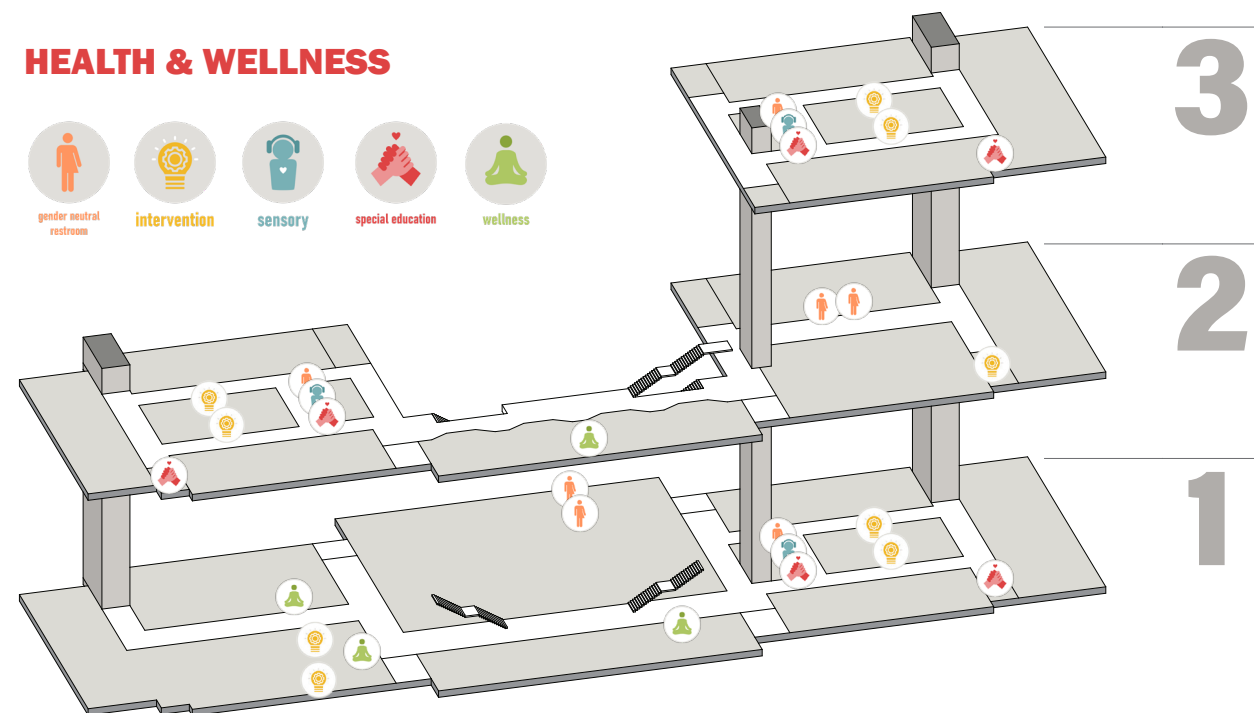
25 people



SHARED SPECIALTY SPACES



HEALTH & WELLNESS



“I walked into this building and I’m speechless. Every single detail is intentional.”

- Fredericka Hunter, Assistant Principal, Red Apple School



Instinctive, Not Instructional

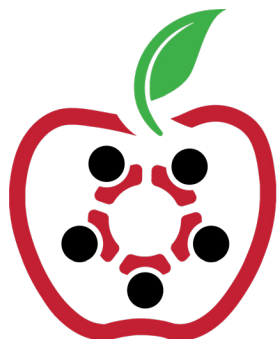
Response



Inspired by the Apple - Seeds of STEAM Learning

When determining the school's color palette, there was no more fitting source of inspiration than the apple. As the school's namesake and logo, as well as a universal symbol of learning, the apple's bold primary colors, red, green, and yellow, provided a natural framework for establishing both visual identity and intuitive wayfinding. These colors are integrated throughout the building with each academic wing distinctly color-coded to support easy navigation. By embedding color into the architectural and interior design, wayfinding becomes instinctive rather than instructional - reinforcing clarity, reducing visual clutter, and creating an environment that is both legible and grounded in the school's identity.

The Red Apple School logo was intentionally designed for each seed to represent a pillar of STEAM learning.



- SCIENCE
- TECHNOLOGY
- ENGINEERING
- ART
- MATH



Reduced Mental & Visual Noise

Consistent with the school's clean, calm, and highly ordered aesthetic, storage was intentionally integrated into every functional aspect of the design. In the music suite, flow-through instrument storage was incorporated to streamline daily use and circulation. This innovative storage significantly reduces visual and mental strain for both educators and students, minimizing the risk of instrument damage or misplacement, and eliminating in-room clutter.

Throughout the corridors each student is assigned an in-set locker recessed into the wall plane. This approach reduces congestion, improves sight lines, and creates clear paths of travel - supporting ease of navigation, safety, and a more welcoming student experience.



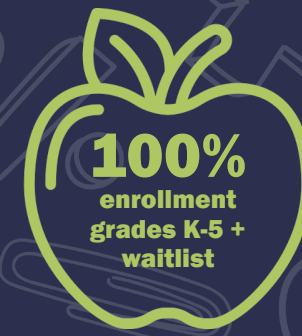
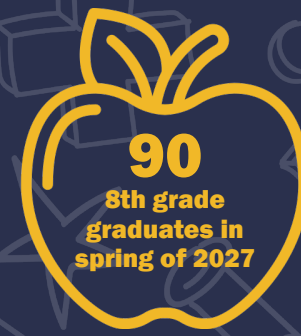
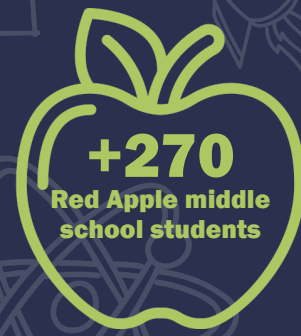
A dedicated walk-through space connected to the music room provides instrument lockers for secure student storage, keeping the learning environment organized while offering a convenient, yet separate, area to reduce clutter within the music room itself.



Hallway lockers are thoughtfully integrated to provide secure concealed storage for personal items, helping to maintain clear circulation paths and reducing visual clutter compared to open coat hooks and cubbies.

IMPACT SNAPSHOT

**EVERY STUDENT.
EVERY SCHOOL.**



Red Apple School was delivered in alignment with district goals for budget, schedule, and quality. The project's success has informed broader planning efforts and reinforced the value of community driven, future ready school design.

Educational Learning Environment

The design of Red Apple School actively supports hands-on, experiential learning rooted in STEAM principles. Building systems, architectural features, and integrated signage serve as teaching tools, reinforcing curriculum through real-time, visible learning opportunities. Flexible collaboration spaces support project-based learning, encouraging creativity, critical thinking, and student engagement. Early observations indicate increased curiosity and collaboration, reflecting a learning environment that fosters active participation.

Student Experience

The school reflects a strong commitment to equity and inclusion, providing accessible, welcoming spaces that support diverse learning styles and abilities. Shared resources, inclusive design strategies, and thoughtfully planned learning environments ensure all students have access to high-quality educational experiences. These spaces foster a sense of belonging, supporting student well-being and engagement across all grade levels.

District-Wide Impact

Red Apple School represents a broader investment in equitable education across the district, aligning with long-term planning goals and community values. The project establishes a replicable model for future schools—balancing innovation, fiscal responsibility, and equitable access to resources. By replacing outdated infrastructure with a future-ready facility, the district has advanced its commitment to providing consistent, high-quality learning environments for all students.

Community Outcomes

The project generated meaningful community benefits, including local labor participation and strengthened relationships between the school district and neighborhood residents.

The school stands as a visible symbol of public investment and shared pride.



“This is going to set the kids up for something brighter ahead.”

- Scott Campbell, Principal, Red Apple School

