

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

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[X] Public or [ ] Non-public

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

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

Official School Name Mallinckrodt A.B.I. Elementary School  
(As it should appear in the official records)

School Mailing Address 6020 Pernod Avenue  
(If address is P.O. Box, also include street address.)

City St Louis State MO Zip Code+4 (9 digits total) 63139-1909

County St. Louis City

Telephone (314) 352-9212 Fax (314) 352-3142

Web site/URL <https://www.slps.org/mallinckrodt> E-mail Shawn.williams@slps.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. Keisha Scarlett E-mail keisha.scarlett@slps.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name St. Louis City Tel. (314) 231-3720

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 Mrs. Antionette Cousins  
(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**

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

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

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

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

## PART II - DEMOGRAPHIC DATA

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

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

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

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

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

☒ Urban (city or town)  
☐ Suburban  
☐ Rural

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

Grade	# of Students
PreK	25
K	30
1	39
2	42
3	49
4	44
5	48
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	277

\*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):
- |  |
|--|
| <u>1</u> % American Indian or Alaska Native          |
| <u>3</u> % Asian                                     |
| <u>14</u> % Black or African American                |
| <u>4</u> % Hispanic or Latino                        |
| <u>1</u> % Native Hawaiian or Other Pacific Islander |
| <u>70</u> % White                                    |
| <u>7</u> % Two or more races                         |
| <b>100 % Total</b>                                   |

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 2%

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

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	2
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	4
(3) Total of all transferred students [sum of rows (1) and (2)]	6
(4) Total number of students in the school as of October 1, 2021	296
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

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

N/A

English Language Learners (ELL) in the school: 0 %  
0 Total number ELL

7. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 0

8. Students receiving special education services with an IEP: 3 %  
Total number of students served 9

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

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

9. Students receiving special education services with a 504: 3 %  
Total number of students served: 7

10. Number of years the principal has been in the position at this school: 3

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

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	14
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	2
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	7

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	95%	98%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

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

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

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

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

Yes ☒ No

If yes, select the year in which your school received the award. 2017

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

Mallinckrodt Academy of Gifted Instruction is a world-class elementary school that prides itself on providing students with high-quality instruction so that students can compete in a globally changing society.

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

In accordance with applicable laws, Saint Louis Public Schools does not discriminate on the basis of race, color, national origin, gender, age, religion, disability, veteran status, or sexual orientation in admission or access to, or treatment or employment in their programs and activities.

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

Student selection into Mallinckrodt Academy of Gifted Instruction is based off of two considerations. Students must first apply for the magnet school application, where they will be selected from a lottery process. Two rounds of the lottery will commence and students are either accepted in Pool A or Pool B. The second step requires students to achieve eligible scores on intellectual and academic tests administered by the SLPS Gifted Testing Office. Students must score within the minimum eligibility of the ninetieth percentile on the achievement tests. It is when the students are successful in the lottery and achievement assessments that they are enrolled in Mallinckrodt Academy of Gifted Instruction.

## PART III – SCHOOL OVERVIEW

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Mallinckrodt Academy of Gifted Instruction is a bustling elementary school located in the heart of the Midwest. Nestled within the Lindenwood Park neighborhood of Saint Louis, Missouri, the school was designed to serve neighborhood students from Kindergarten through Grade 5. This southwest city neighborhood is predominately white, middle-class citizens, with community anchors once housed in various Catholic Church parishes. In the late 70's, the neighborhood began to see a decline and Mallinckrodt Academy was slated for closure in 2009. Since then, the school community fought to keep the school open and moved to create a second fully-fledged gifted elementary school for St. Louis Public Schools. Since 2017, COVID has changed the makeup of the school, new staff, a new principal, and new families who are working to ensure that the school continues on an upward trajectory.

Many of the families that attend our school are young and/or energized about what they see and hear from continuing families. At this point, we have begun to welcome siblings and relatives because of our loving nature and family-friendly approach. We pride ourselves on receiving kids who show up as their authentic selves and work to create opportunities where students have enriched experiences across multiple curricular areas. Key strategies used within the school that have encouraged and challenged all students to develop their full potential academically include teachers utilizing teaching practices such as project-based learning, where students are given a chance to seek answers, support, or their own solutions to open-ended questions, or seek deeper knowledge. Many projects happen as soon as students arrive to school, where they are immersed in Genius Hour. During this time, they unpack worldly issues and seek answers to why. Concurrently, some students attend an extra related arts class, engage in the band or simply allow their talents to shine.

As we emerge from COVID, we have seen an uptick in kids with technology. They are working to immerse themselves in the learning of the world and grappling with how to make the world better through the digital lens. We continue to host lunch groups, where students can be in the community with their classmates and a trusted adult, and we lift student voices. Additionally, students are able to have enrichment opportunities through band practice and the arts to hone in on their interests.

Through the Elementary and Secondary Schools Emergency Relief funds, we were able to provide students with state-of-the-art classroom furniture and educational programs, such as Generation Genius, IXL, Learning A-Z, and new band instruments. Teachers have also benefited through the streamlining of professional development, alignment with Saint Louis Public Schools, and a renewed focus on gifted instruction with the school district.

Students are comforted and safe as they move about the school building and are able to present their best selves. Our academic programs continue to lend themselves to acceleration and curriculum compacting so that students have the time to accelerate and enrich their learning.

Since 2017, Mallinckrodt Academy has changed in many ways. The school has changed administration twice and was impacted in the same plight as all schools given the global pandemic. However, the school community continues to show that it is resilient and able to leverage relationships and partnerships as the Blue Ribbon recognition has allowed us to attract some of the best students in the region and compete with suburban counterparts in ways that we would not have been able to. We are also able to retain top talent.



## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum, Instruction, and Assessment.**

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

Reading and English Language Arts curriculum content is in every grade level from prekindergarten through the fifth grade. All instruction is aligned with the Missouri Learning Standards. For preschool through first grade, the curriculum is focused on phonemic awareness, phonics instruction, and word construction. It is during these pivotal years that students are learning to read and access the world around them through language acquisition, discovery, and development. Saint Louis Public Schools has developed a relationship with Pearson's MyView curriculum to use as a framework to guide instruction however, teachers are able to use individualized instruction through leveled books, and small and guided reading groups. In upper elementary, students begin to process and understand that they are reading to learn and build upon the foundations that they gathered in the lower grades. Continuing with the MyView curriculum, students are engaging in deeper learning where they are able to access learning through answering essential questions, close reading, and annotation. Students spend a minimum of ninety minutes with this content area a day. At the conclusion of each unit, students are given the opportunity to engage in a project/problem-based learning activity where they are able to research, collaborate, create, and reflect. This allows students to explore interests and present information in a variety of ways, giving students opportunities to engage with the world around them while using technology. This summative assessment allows teachers to grasp students' understanding of essential content and material covered throughout the unit. When students are engaged in small group instruction with teachers, they are able to collect anecdotal notes to further guide instruction. Students are expected to collaborate in discussions which will help them better comprehend the material while also developing their listening, speaking, and critical thinking skills. Teachers design text-dependent questions to help students analyze and comprehend complex text. In addition to this, formative assessments include pre and post-test that garner students' level of understanding prior to instruction. Once these scores are analyzed, teachers are then able to differentiate instruction based on student's needs and level of understanding. Post-tests are used to assess student mastery and determine response to intervention for those who need it. To strengthen their writing, students are instructed to follow the writing process. This process allows for brainstorming, organizing, drafting, revising, and peer editing before completing a finalized writing piece. The expectation is for students to convey the extent of their knowledge through written expression. Across grade levels, students are able to express complex reasoning and self-expression through a variety of written styles (narratives, expository, persuasive, creative, and descriptive).

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

The mathematics curriculum consists of a seventy-five to ninety-minute framework which allows students to do investigative learning to apply real-world concepts. A major component of our math program allows for teachers to engage in flexible grouping with students so that they can further apply concepts and allow the teacher to monitor for misconceptions. Thus, while our curriculum is designed to support acceleration and compacting, differentiation is really what we do, given our students' varying cognitive processing and intellectual abilities. Envision is the curricular resource that we use to support the math program at our school. In an effort to ensure that students have a strong mathematical foundation, teachers emphasize the importance of unpacking mathematical terminology. The pacing of our mathematical instruction directly aligns with that of the Missouri Learning Standards. To do this, teachers use real-life open-ended, challenging tasks as daily warm-up activities where students familiarize themselves with the vocabulary for the day and reflect upon connections from previous lessons. Across all grade levels, there is a heavy emphasis on discussion, analyzing, and computational skills. Students are assessed from a formative and summative lens using the practice buddy, quick checks, and topic assessments through the curricular resource provided by the district. Instructors also have access to teacher-made resources and technology such as IXL and Generation Genius. To meet the needs of our kinesthetic learners, manipulatives are provided to reinforce the mathematical standard that is being introduced. In collaboration with their peers, students are able to share the various ways in which to solve a problem. This allows the teacher to actively monitor for any student misconceptions and adjust instruction as needed. With formative and summative

assessments, students are able to demonstrate and communicate their problem-solving strategies using appropriate mathematical terminology and processes. This allows the teacher to further guide instruction and determine if interventions are necessary.

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

Hands-on learning activities are a key component of our science program. Many subjects are integrated throughout the school's instructional acceleration model. Teachers are able to teach key components, giving particular attention to vocabulary and content-specific knowledge. The science lab is reserved for hands-on activities where the students are able to work with a credentialed science teacher and give meaning to the skills that were learned in their classrooms through laboratory experiences. With this, students are able to grapple with concepts as if they are real scientists, where they are able to experiment, modify, change, and manipulate processes as they research and develop their reasoning. Students are able to access agricultural elements, environmental studies, biology, and some chemistry and physics. Formative assessments are administered in both the science lab and the classroom. They focus on the learning targets being taught for a particular unit. Here, we expect students to demonstrate their level of understanding and familiarity with the content material. Summative assessments are project-based, where students are showcasing their knowledge through real-world applications, multimedia platforms, and self-expression.

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

Relying on the Missouri Learning Standards, Social Studies at Mallinckrodt Academy of Gifted Instruction consists of some of the guiding principles that are interwoven throughout the school. The Social Studies curriculum allows students to engage in complex reasoning, creative thinking, affective processing, global-mindedness, communicating effectively, and executive functioning. During their social studies time, students are able to engage in adaptive reasoning skills and teachers welcome guest speakers and lecturers to engage with students. While the pandemic has caused a strain on this, teachers have become more innovative with their approach to this. Many Zoom calls with historians have taken place and now that we are moving past the pandemic, many students are attending field trips with a keen focus on constitutional democracy, and cultural tradition- all supported by the Missouri Learning Standards. In addition to this, partnerships with Gateway Greening, The Missouri History Museum, and Junior Achievement are all appreciated and further, add value because children are able to leave the school building to participate in field experiences. Assessing students in this content area calls for students to demonstrate their understanding of the standard and requires them to draw upon their background knowledge in order to connect the past to current events. In addition to this, many grade levels allow students to show their understanding through various mediums that call for technological integration and creative expression. Formative assessments happen throughout the lesson where teachers are able to draw upon essential questions and constructive responses questions where students are able to communicate their reasoning through examples that support their line of thinking. Through this, they are able to articulate and demonstrate their level of understanding be it, oral or written communication. Summative assessments are expressed through performance, where students are able to utilize their knowledge of the subject area and creatively manifest their understanding.

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

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

Preschool at Mallinckrodt Academy consists of 4-year-old students, who have met and satisfied the two-tiered application process for the Saint Louis Public Schools. At our school, students are provided with an integrated curriculum and accelerated learning. This gives our preschool students access to MyView for English Language Arts and Envision for Mathematics. As a supplemental intervention, teachers work with students in small groups through the promotion of the Heggerty Phonemic Awareness Curriculum. All prekindergarten students are assessed on kindergarten standards, except that of standardized testing, students are accessed and normed with their grade-level peers. The Preschool Program is a full-day academic

program. Alignment of early childhood and the Missouri Learning Standards for grades K through 3 is relative to best practices, additionally, it consists of pre-k students having access to social and emotional development, literacy, mathematics, science, physical development, health, and safety. The academic standards continue to be aligned through the response to the intervention process, early readers, and per the school district, a strong K-12 approach through collaboration with curriculum specialists. Indicators of the impact of early education on school readiness and success in the primary grades are our students entering kindergarten with a strong educational foundation. The students arrive at kindergarten as readers and thinkers and show advanced placement nearing 100% on standardized testing as early learners.

## **2. Other Curriculum Areas:**

### **2a. Arts (visual and/or performing)**

At Mallinckrodt Academy, we strive to educate the whole child. Our visual arts program is housed in a fully-equipped art room where students are able to learn and engage with a variety of visual arts. Ceramics, drawing, and painting are some pieces that students engage with on a daily basis and are displayed throughout the school building in a prominent manner. Students continue to engage with the visual arts through their understanding of historical context. Many students are able to attend field trips to various attractions throughout the region to engage in the appreciation of visual arts. By Grade 5, students are attending a cumulative field trip where they are able to draw from their understanding of social studies (ancient civilizations) and art to examine, communicate, and synthesize the various pieces of work that they are exposed to at the St. Louis Art Museum.

As students are able to matriculate through the grade levels, they are able to be introduced to and appreciate all musical backgrounds, including sacred and secular music, music notation, vocabulary, instruments, and choir. Students are exposed to music from around the world and national traditions. This year, they were able to learn how to play and be responsible for new band instruments, making them well-positioned to become acquainted with music notation. By grade 5, students are able to perform as a member of the school's band.

### **2b. Physical education/health/nutrition**

All students at Mallinckrodt Academy of Gifted Instruction engage with Physical Education at least two times a week. Students engage in health and nutrition lessons, and proper physical education and movement. Students are expected to meet grade-level specific expectations and perform as it relates to particular fitness assessments. We offer a full-sized elementary school gymnasium and outdoor space where students can compete in sports and challenges. With physical education, students are able to compete, and collaborate, share in sportsmanship and physical movement. Our physical education program is aligned with the Missouri Learning Standards and supports the development of the whole child.

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

Unlike the traditional elementary schools within the Saint Louis Public Schools, Mallinckrodt Academy offers Spanish as a foreign language. We have a certified teacher and full-time equivalency at our school. Our foreign language program is immersive and goes beyond the basics to offer students a multicultural experience. The Spanish teacher is able to push in and support teachers and students in other subject areas, and the teacher is also able to provide enrichment and lend themselves to school events, such as international night and international studies, which further impacts our vision of educating global-minded and caring persons.

### **2d. Technology/library/media**

At our school, technology has a direct impact on instruction and student achievement. Every classroom is equipped with a smart or Promethean board, and students all have access to their own school-issued Apple iPad device. The classroom teacher also has access to a Dell laptop computer and monitor, as well as an

iPad. Technology is an integral part of the academic program at Mallinckrodt Academy because it allows students and teachers to have access to the world beyond the classroom. It also brings the world to the classroom. In addition to this, students are able to engage with different instructional resources such as IXL, GenerationGenius, and Reading A-Z. Technology has also allowed some of our classrooms to virtually host visiting authors and other experts.

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

**3. Academic Supports**

**3a. Students performing below grade level:**

There are no students at our school performing below grade level, but if there were, teachers would engage in data analysis, and professional learning communities and respond to the needs of the students.

**3b. Students performing above grade level:**

At our school, we work to provide students with enrichment, problem-based learning, and deeper learning so that they are able to not only learn at a higher level or rate but also apply the concepts that they are learning in a real way. Our students thrive with open-ended questions that allow them to explore and grapple and they enjoy the fast-paced learning environment that we offer as we compact curriculum for them. Each student is met with an individualized academic program, where we hone in on the individual child and the things that they need to do well academically. This gives us further detail as we focus on the whole child.

**3c. Students with disabilities:**

**3d. English Language Learners:**

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

Other interventions that we support are those students who have an Individualized Education Plan. They work with the school's special education teacher where they are able to get services outside and inside of the classroom. In either regard, the work is inclusive so that students can continue to grapple with and experience the world around them. The special education teacher is welcome to use their own curriculum that they have developed based on the child's Individualized Education Plan, or they can use the curriculum resources provided by the school district.

## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

The students at the school keep us motivated in that students are seen and heard at our school and readily make suggestions to school leaders about how they would like to function at school. Currently, our school is organized through the work of committees, and with that, we have a Character Committee. The Character Committee is working with CharacterPlus as we seek to become a Missouri School of Character. We are well aware of our students' emotional state and how we communicate with their needs. This committee works to be a foundation for a safe and welcoming school environment. We often encourage students to make good decisions and practice Dragon P.R.I.D.E (Peace, Respect, Integrity, Determination, and Empathy).

At the beginning of each day, teachers welcome students into class and check in on their state of mind through a program called Sown to Grow. With this program, students are able to provide true and real time information on how they feel and what they are going through and teachers are able to check in with them or evaluate and elevate concerns.

Students host morning announcements, afternoon announcements, and miniature concerts during lunch and recess with their band instruments; they are always dancing! The culture is highly friendly and students are comfortable with coming to school and presenting their best selves. Students are also able to have lunch groups with the school counselor or other trusted adults, where they work on coping and other social and emotional skills. All adults in the building are friendly with students and respectful of students and support their academic development and emotional growth.

### **2. Engaging Families and Community:**

Our school's parent community is extremely active and engaged, which is coined as a hallmark of the institution. The school's strong parent-teacher organization and other volunteer engagements and contacts with teachers and staff members welcome parents through family engagement opportunities. Parents have a meaningful voice in the direction of the school and are abreast of the happenings of the school through monthly newsletters and monthly PTO meetings. Parents and members of our school community are welcome to ask questions, present their ideas and initiatives and share in a vision of the type of school we want. Volunteers often lead tours and other community events and organize community spaces and support school staff.

We host multiple events throughout the school year including student concerts, curriculum nights, and other events to bring the community into the school.

We are great partners with our neighbors and have a great partnership with our faith-based connection, especially with it being directly across the street from the school. Our local neighborhood association keeps us abreast with the happenings of the community around us and the alderman is a frequent face in the crowd for our events. Our school is truly the hub for the community in which it serves.

### **3. Creating Professional Culture:**

Working with Harvard University, our school district is a member of The Public Education Leadership Project. Our network superintendent has worked with the school's principal to provide resources to foster learning and a renewed professional culture at the school site. Many teachers are enrolled in school, where they are working on graduate-level studies and advanced teaching credentials.

All staff members are supported with high-quality professional development to ensure that teachers are supported in their area of expertise and that we meet the needs of students in accordance with our district's mission and accountability plan. At the completion of every professional development, staff members are asked to complete a survey to rate the effectiveness of the session offered. In planning for future needs, staff

members are asked to complete an Individualized Professional Development Plan where they can express what they are interested in learning about and areas for growth. Our staff continues to be in tune with the young mind and wants to learn about the academic, social, and emotional needs of the gifted student.

#### **4. School Leadership:**

Mallinckrodt Academy of Gifted Instruction is unique in the fact that there is one sole administrator at the school building. Given this fact, leadership is shared throughout the school building with teacher leaders and the school's PTO president. As a staff, communication is shared weekly via email and once a week in person through professional learning communities and coaching meetings. Parents are in frequent communication with the school principal through email and face-to-face interactions. Parents receive a monthly communication via a newsletter and parents are also informed of happenings via PTO meetings, where they are also offered opportunities to elevate their voice and ask questions. All communication focuses on the well-being of our student population including events and academic achievement. As a school community, we also use the communicator ClassDojo, where we frequently post the happenings of our school community and special events. The principal's role is shifting from being the sole communicator with families and voices like the PTO board and teacher leaders are being elevated. In the coming school year, a specific coach will be named and their sole responsibility will be working with teachers and bettering their craft. The school counselor's role is also elevated as this person is vital in the functionality of the school building. She avails herself for Care Team meetings, character lessons, and meeting with small groups and the school principal daily to discuss events as needed.

The school's leadership team embodies the mission and vision of the school, its academic programming, and its enrichment happenings.

The role of the principal is to ensure that the school is moving forward academically and in a manner that is results-oriented for children. The principal observes and coaches teachers and provides the instructional compass for the school building and opportunities for others to thrive. The principal embodies the school's mission and vision.

#### **5. Culturally Responsive Teaching and Learning:**

All people are welcome at Mallinckrodt Academy of Gifted Instruction and we strive to meet children where they are and give them the knowledge and skills needed to do well in life. This is an integral part of our Dragon PRIDE and we often remind students to meet others with peace, respect, integrity, determination, and empathy. We give these character traits situational meaning so that students are able to apply concepts to allow the teachings to manifest throughout their lives.

Diverse learning models and needs are encouraged and we lift others up for showcasing their diversity. While you may show up as who you are, we applaud it and recognize it-- it is what makes our school culture what it is. Cultural awareness is identified in daily aspects of our practices but highlighted when we celebrate black history month, women's history month, Jewish and Arab history, military appreciation, Hispanic Heritage, earth day, and holidays around the world. Much of this is showcased through project-based learning and with events such as international night and schoolwide project-based learning initiatives.

We take every opportunity to learn about and celebrate cultures and learn about those who are different from us. It is also becoming more and more a part of our school curriculum from the perspective of the school district. Many are working to ensure that all learners are represented and honored in their studies. We further celebrate culture and diversity through our foreign language class, where students are able to directly learn and correlate, and draw appreciation for cultural differences.

Other diverse needs of our students and families are recognized as part of the PTO. Parents and caregivers are welcome to submit requests for gift cards should they happen to fall on hard times, and the PTO will step in to lend support. PTO is also a source of support as they help with international night and most projects and special programs put on by students at the school.

## **PART VI - STRATEGY FOR EXCELLENCE**

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Collaboration has been the one practice that has been the most instrumental to Mallinckrodt Academy of Gifted Instruction's success. From teachers to parents, to students, we all collaborate for students to have the best experiences possible, which leads us to great results for children. The students are eager to work with each other and community agencies to learn and they thrive from asking questions. While it may be a dated framework, our school thrives from the thought of rigor, relevance, and relationships framework. Rigor at Mallinckrodt Academy of Gifted Instruction is complex, ambiguous, provocative, and emotional; it showcases the depths of teaching and learning.

We push kids to think critically and question discoveries. We also draw in on the thought of differentiation and what that means. A key component of what we do differently has to do with how we offer differential practices and fluid groupings. Small groups and individualized instruction are major aspects of daily learning. Through collaboration and discovery, students in all grade levels are presented with real-world problems in every subject area and are facilitated by their teacher(s) to explore and find solutions to problems. While a core component of our instructional program may be the practice of acceleration, differentiation is the blueprint for presenting all core subject matter. Through collaboration and differentiation, flexibility is essential. Students who are advanced in reading or mathematics are able to participate in a classroom or in a project that is commensurate with the student's needs.

School partnerships with community partners are also important as we collaborate with others to provide our students with rigor, relevance, and relationships.

Mallinckrodt Academy prides itself on partnerships with local agencies such as the Saint Louis Zoological Park, and Science Center, as enrichment and extracurricular activities with the local Gateway Regional YMCA organization and the Saint Louis Chess Club. The US National Parks Service offers our students the opportunity to visit local monuments where they learn more about the founding of our city and its role in westward expansion.

We also have a collaboration through a source from the school district to offer students a chance to experience robots. They are able to code and program the robots to do particular commands. We also collaborate with local universities such as the University of Missouri- St. Louis, where we lend ourselves as a studio school. Through this partnership, student teachers are provided with the opportunity to learn practical experiences from our staff and become great teachers.