

***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 [ ] Magnet [ ] Choice

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

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

School Mailing Address 9060 Ladue Road  
(If address is P.O. Box, also include street address.)

City St. Louis State MO Zip Code+4 (9 digits total) 63124-1902

County St. Louis

Telephone (314) 991-1456 Fax (314) 994-3981

Web site/URL <https://www.ladueschools.net/reed> E-mail [cschreiner@ladueschools.net](mailto:cschreiner@ladueschools.net)

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

Date \_\_\_\_\_

\_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\* Dr. Jim Wipke E-mail [jwipke@ladueschools.net](mailto:jwipke@ladueschools.net)  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Ladue School District Tel. (314) 994-7080

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

Date \_\_\_\_\_

\_\_\_\_\_  
(Superintendent's Signature)

Name of School Board  
President/Chairperson Ms. Kisha Lee  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date \_\_\_\_\_

\_\_\_\_\_  
(School Board President's/Chairperson's Signature)

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

*\*Non-public Schools: If the information requested is not applicable, 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):
- 5 Elementary schools (includes K-8)  
1 Middle/Junior high schools  
1 High schools  
0 K-12 schools
- 7 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	0
K	67
1	89
2	72
3	71
4	70
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	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
  - 6.8 % Asian
  - 7.9 % Black or African American
  - 3.5 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 72.9 % White
  - 8.9 % 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 2021 - 2022 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, 2021 until the end of the 2021-2022 school year	9
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	11
(4) Total number of students in the school as of October 1, 2021	374
(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):  
Chinese, Spanish, Vietnamese, Amharic, Russian, Hindi, Welsh, Thai, Portuguese, Persian, German

English Language Learners (ELL) in the school: 5 %  
20 Total number ELL

7. Students eligible for free/reduced-priced meals: 8 %

Total number students who qualify: 31

8. Students receiving special education services with an IEP: 11 %  
Total number of students served 42

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>6</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>10</u> Other Health Impaired
<u>2</u> Developmental Delay	<u>3</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 1 %  
Total number of students served: 4

10. Number of years the principal has been in the position at this school: 15

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.

	<b>Number of Staff</b>
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	21
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	16
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	4
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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 18:1

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	90%	90%	90%	96%	96%
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.

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

Reed School is a collaborative community that values diversity and encourages our students to develop: academically, through data and research based instruction; socially and emotionally, through character education and community outreach; creatively, through use of technology, STEM activities, and the arts; and physically, through daily health and fitness activities.

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

[https://drive.google.com/file/d/0B8FMrsWJET\\_NNkxOaDM1NkQtMXM/view?resourcekey=0-XmYEvf3GXDeYJyJ0vysPJw](https://drive.google.com/file/d/0B8FMrsWJET_NNkxOaDM1NkQtMXM/view?resourcekey=0-XmYEvf3GXDeYJyJ0vysPJw)

18. **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

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Since its founding in 1939, Reed Elementary School has served as a pillar of excellence in the Ladue Schools community. When evaluating a school, the attention first turns to academics, and one could fill this page with the various data points that reflect Reed’s standing as a home for high-achieving students and staff. However, Reed’s identity is defined by so much more than its exceptional student performance track record.

What makes the Reed Elementary community special is its people – students, staff, and families – and the belief that a successful school is built upon strong, trusting relationships. The school’s Reed Families program is one way these relationships are built: a “family” consists of students from all five grades (kindergarten through fourth) with a staff member as its leader. Families meet once per month to interact around a specific topic, like diversity or service learning. This is also an opportunity to introduce new students and staff to make all feel welcome. The goal is to promote community across grade levels and provide a sense of belonging and connection throughout the school.

The academic achievement of Reed Elementary is in part attributed to the collaborative relationships between the building-level administration and among staff. Teachers and support staff improve their instructional effectiveness and student learning outcomes by utilizing the Multiple Tier System of Supports (MTSS) structures in each grade level. While keeping the three-tiered system of instruction in mind, teachers meet weekly and engage in intentional conversation about building and grade-level Specific, Measurable, Achievable, Relevant, and Time-Bound (SMART) goals that align with the mission and vision of Reed Elementary, which are adapted from the Ladue School District’s Five Year Strategic Plan. The grade-level professional learning communities analyze data, develop instructional strategies and interventions, and support one another to meet the needs of all students.

Equally important is the school’s relationships within its community. Students take action through Reed’s Difference Makers program, enabling them to participate in service projects once per month, which are student-led. Recent activities include making holiday cards for residents living in retirement homes. Another service project involved students hosting a collection drive for personal care items, sorting donated items, and creating care packages. The care packages are then distributed to staff and family members to keep in their vehicles to be handed out to unhoused individuals or to assist those in need during the winter months.

Reed School leaders encourage and support student ideas to help others. One example of how staff fosters student leadership; was during a heat wave when a student came up with the idea to raise money for Heat Up St. Louis, a regional not-for-profit utility assistance program where 100% of the donations benefit qualified seniors, disabled, and low-income heads of households with small children. The idea led to a school-wide pajama day and encouraged students to donate one dollar, raising nearly \$500 to assist those in need. In a similar example, after learning about the earthquake that devastated Turkey and Syria, students held a coin drive to raise money for earthquake victims; their efforts raised \$3,900.

Students also learn the value of supporting their community through the school’s annual food drive to benefit Operation Food Search and fundraisers benefiting organizations like the Make-a-Wish Foundation.

Reed builds relationships by giving back to help others and uses its strong community ties to support students’ social-emotional health. The school partners with Jewish Family Services to provide individual counseling lessons and Safe Touch group lessons. Reed also partners with the Communities Healing Adolescent Depression and Suicide (CHADS) Coalition, allowing for both one-on-one and group mentoring designed to raise awareness for mental health.

Reed Elementary furthers its commitment to social-emotional well-being through individualized support and practices like Minute Meetings. Every student meets with a school counselor at the beginning of the school year to discuss their feelings of safety and comfort in their classroom, friendships, strengths, and goals. This helps the school establish needs and trends among students and grade levels, maintain and build relationships, and learn how students feel in their first few weeks. Perhaps the unique approach toward



addressing social-emotional health is through the school's most-unique employee: Charlie, Reed's therapy dog. Charlie is available to assist students in navigating complex feelings or those in crisis situations. She is an integral part of the school and visits classrooms regularly. Students, staff members, and parents often share the positive difference Charlie has on the Reed family.

Diversity, equity, and inclusion are central to Reed Elementary's principles. Students share common experiences through affinity groups like EmpowerME, an afterschool program that fosters Black students' academic, social, and emotional success. The group encourages self-love and enables students to participate in leadership and mentorship opportunities. Sharing differences in culture and values with one another also is a focal point at Reed. Students speak 12 languages, and the school celebrates each student's heritage through events like Passport Night, an annual tradition since 2010. The Passport event showcases student culture that all families attend and is open to the entire community. Between 25 - 35 students and their families volunteer to represent their countries by setting up booths with ethnic food and fun cultural activities for others to experience; it is consistently one of the most anticipated days on Reed's calendar each year.

Reed Elementary strives to shape compassionate students who are culturally and globally aware. Reed values its role as a thread in the fabric of the community and aims to celebrate the many people who contribute to its success and take pride in calling Reed Elementary "my home."

## **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:**

Reed Elementary School has an English Language Arts curriculum tied to the Missouri Learning Standards. Units are grouped around priority standards, and teachers utilize formative and summative assessments to gather feedback on students' mastery of those priority standards. The English Language Arts Curriculum systematically teaches phonics, phonemic awareness, fluency, comprehension, and vocabulary. Reed School uses a workshop model which provides systematic, differentiated instruction to students in reading and writing; this model was chosen because it is based on current research and emphasized the science of reading. From kindergarten through fourth grade, more than 80% of Reed's students are reading on grade level, demonstrating that the school's Tier 1 curriculum is meeting the needs of students.

The workshop model begins with a brief mini-lesson that provides targeted instruction on a specific skill. Students are then guided through the skill's guided practice so teachers can provide feedback. They are then released to practice the skill independently while teachers confer with students and pull small groups to work on individualized learning goals. The workshop model follows the gradual release method in which teachers model (I do), and students and teachers practice the skill together (we do). Then, students are released to practice the skill individually (you do).

Systematic phonics and phonemic awareness instruction are a priority and are taught daily in kindergarten through second grade. Foundations is the school's phonics resource and Heggerty Phonemic Awareness Curriculum is used for phonemic awareness. The Units of Study in Reading and Writing are utilized in kindergarten through fourth grade as the primary resource. With recent information about the Science of Reading, several of Reed's teachers have sought additional training, attended Language Essentials for Teachers of Reading and Spelling (LETRS) training, and joined Science of Reading groups.

Reed Elementary has an instructional coach and a digital learning coach who support instruction in many ways. They co-teach, model, plan, and pull resources for Tier 1 and Tier 2 instruction. The instructional coach also works with teachers to modify the curriculum to meet the needs of all learners. In addition, the district utilizes an outside reading consultant who meets with Reed's teachers four times per year. Each grade level selects an area of growth and works with the consultant to set a student growth goal, implement that goal, and look at student data around that goal.

Reed Elementary uses a variety of assessments to differentiate reading instruction for students. Kindergarten through third-grade students are assessed yearly for signs of dyslexia. This information is communicated to parents through a Reading Success Plan. Teachers also give all students the Fountas and Pinnell Benchmark Assessment System (BAS) two to three times per year. This assessment is given one-on-one and allows the teacher to listen to every student read and score their accuracy with decoding, fluency, and comprehension. Finally, students take a nationally normed benchmark reading assessment three times each year. Teachers use this data to form small groups to support students in fluency, decoding, encoding, and comprehension. District- and teacher-written formative and summative assessments are also used as daily evidence of student growth and progression on the standards.

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

Reed Elementary School's mathematics curriculum is built around both the Missouri Learning Standards for Elementary Mathematics and the Common Core State Standards for Mathematics. Through these standards, teachers at all grade levels reveal math to students through a concrete, pictorial-to-abstract model. This allows students first to become familiar with the concept as needed, then draw pictures and use manipulatives to help understand the mathematical concepts. As students' understanding grows, they apply their mathematical knowledge to real-world problems that require abstract thinking. All students in every unit can experience individualized support through re-teaching of concepts, guided and independent

practice, and enrichment as needed.

Math Intervention is designed for Reed students whose primary deficit is in the area of mathematics and whose needs cannot be met through Tier 1 and Tier 2 alone. Students who are not candidates for Tier 3 Math support may include a student with Special School District math goals or someone who is struggling with grade-level concepts. Reed has several strategies to support the student, such as receiving daily core mathematics instruction (Math in Focus/Big Ideas). Support may also include differentiation or intervention, utilizing reteaching, and/or pre-teaching of specific skills. Teachers will also provide individual and small group instruction on skills aligned with the classroom chapter of study and other intervention resources if needed.

With the support of teachers and parents, students in third and fourth grades who show mathematical giftedness may elect to take a test to participate in the school's math acceleration program. The accelerated program is a unique set of courses designed for students who are mathematically ahead of their peers.

Assessment in mathematics is driven in all grades by identifying a student's prerequisite knowledge for all chapters of the content. This data informs instruction on the chapter to ensure students are ready to learn the new content. Formative assessment is continuous throughout each chapter and taken through various methods. This allows teachers to make daily choices on differentiated instruction based on a student's needs. Final summative tests for chapters are given in varied forms, with traditional multiple-choice tests and performance event tests available to teachers, depending on what best fits their students.

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

Reed's science curriculum invites students to explore inquiry and discovery. The journey allows students over four years of age to experience science content in all domains: physical, earth and space, and life sciences. The curriculum is based upon Next Generation Science Standards (NGSS) and Missouri Learning Standards; both standards set the expectations for what Reed students should know and be able to do. NGSS blends three-dimensional learning that research holds how students best learn science. The three dimensions are Science Practices, Disciplinary Core Ideas, and Cross Cutting Concepts. The goal of NGSS for Reed students is for them to be able to explain real-world occurrences.

Because science is connected to math and literacy, NGSS provides for coherence in science learning, science with mathematics, and English Language Arts. Reed administrators believe that overlapping knowledge allows equitable access for all students. Building on the knowledge and skills gained from every grade level, students will have several opportunities to expand their knowledge of three-dimensional standards as they matriculate through elementary, middle, and high school.

The NGSS performance assessment takes all that students have learned during the unit and has them apply it to solving problems. To solve the problem, students are required to use the content knowledge they have gained while also demonstrating science skills and practices.

Each academic year touches on various topics that integrate science domain topics that grow in complexity as students age while developing scientific practices. Through a series of 20 phenomenon-based units, Reed students are asked to investigate real-world questions and explore scientific ideas with a two-cycle learning approach.

The first cycle allows students to engage in content learning. This cycle focuses on engaging, exploring, explaining, and elaborating on knowledge with various teaching methods, primarily using hands-on activities. Each unit culminates with a second cycle, the engineering cycle, which involves students completing a design challenge that asks them to apply their learning to a real-world, phenomena-based question to allow for the application of gained knowledge and evaluation. All units' hallmarks are based on the belief that students must "do" science to learn science.

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

The goal of social studies instruction at Reed Elementary School is to prepare the next generation of engaged and informed citizens using the Missouri Learning Standards. The school aims to shape students who are contributing members of an interdependent world through critical and reflective thinking and personal and civic decisions based on multiple perspectives, developing the skills necessary for lifelong learning and adaptability in a changing world, civil discourse, and social responsibility. Every grade level alternates between social studies and science units, teaching four units per subject each year. Students in kindergarten through third grade spiral through units focused on families, community, America, and the world. This way, students can study themselves and compare and contrast the similarities and differences of their families. Students can study their local community, government, and economies, learn about the culture and identity of being an American, and learn about other cultures and countries helping them to become global citizens. Reed's fourth-grade students learn about Missouri's history: its geography, government, and role in westward expansion and the Civil War. Students engage in the skills of a historian: studying history from multiple viewpoints, examining primary and secondary sources, and writing claims using evidence to support them. Reed students are also exposed to history by visiting Abraham Lincoln's Presidential Library and Museum. While visiting the museum, students can explore displays and connect with a former U.S. President through unique artifacts that cannot be found anywhere else. At Reed, instruction in social studies is hands-on and interactive. Every unit in social studies ends with a teacher-created common performance assessment that each grade level team commonly scores with a rubric.

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

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

**2. Other Curriculum Areas:**

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

Reed Elementary School students in kindergarten through fourth grade participate in art and music instruction for at least 60 minutes weekly. The school has dedicated and certified teachers who implement high-quality curricula and instruction. Reed's visual arts curriculum is based on the Missouri Learning Standards and performance-based assessments. The music curriculum embeds the foundational elements of music: pitch, beat and rhythm, timbre, form, and expression. Students are asked to create, perform, respond, and connect to music in various ways throughout the course. Reed's music teacher is certified through Orff and World Music Drumming and embeds this learning into their classroom. Reed's visual and performing arts programs help expose students to different cultures and expand the lens through which they view the world. Throughout the year, students participate in concerts and/or musical performances for the entire student body, supporting students' acquisition of essential skills and knowledge. Students can also showcase their talents during performances, where parents and the community are invited to attend. They are also invited to sing yearly at a St. Louis Cardinals baseball game and other public-facing venues.

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

All Reed Elementary School students receive daily physical education instruction for at least 30 minutes. The school's commitment to daily instruction sets it apart from many regional schools and districts. Reed's physical education and health curricula are aligned with the national standards and daily units allow students to explore a variety of skills that help them lead healthy lives.

The physical education program offers a variety of activities that help develop the whole child, capture student interest in lifelong fitness, and develop physical literacy. Along with daily physical education, Reed is known for being a top Heart Challenge school in Missouri. For more than a decade, Reed has been recognized by the American Heart Association for its part in raising money and awareness in the community

to fight heart disease and stroke. Reed Elementary set a state record in 2019 for raising more than \$33,000 for the American Heart Association.

Reed's health education program uses several standards to guide students' comprehension of health promotion and disease prevention concepts to enhance overall health. For example, Reed students can understand what is needed to stay safe and how their values and others may influence their health choices. The school organizes Panther Day each year, an event that invites all students, staff, and parents to participate outdoors in activities focused on team-building, sportsmanship, and school pride; this is another example of how Reed students have demonstrated their ability to use goal-setting and advocacy skills for personal and community health.

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

All Reed Elementary School students participate in the elementary Spanish program. Students have 60 minutes of Spanish instruction each week and are exposed to the language in various ways. The Reed foreign language program is based on how one would learn as a baby: learning words and sounds by listening, singing, and repeating/mimicking. Students focus on understanding and speaking at the elementary level. They are exposed to Spanish culture and connect with other cultures worldwide.

Recent brain research by the Scientific American supports the benefits of second language acquisition before age 10. Developmentally, Spanish was chosen due to its ease in spelling, pronunciation, sound replication, phonetic characteristics, and transferability. The program's ultimate goal in providing elementary foreign languages is to provide opportunities to attain a high level of fluency. The curriculum includes the instruction of proficient communication skills, understanding of other cultures, connections to other disciplines, language comparisons, and community enrichment.

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

The collaboration between curriculum and technology at Reed fosters an innovative culture and a smoother implementation of instructional learning, software, and new curriculum. Reed Elementary School's Digital Learning Coaches support teachers using district-approved software programs to integrate technology in the classroom. In addition, Learning Coaches observe classes and present teachers with technology-integrated lesson recommendations. They also offer educators monthly professional development that is timely and related to things that matter to them. Reed Elementary School's library media specialist works with students to help them develop a love of books and reading. They create a positive relationship with students by meeting with them for 40 minutes each week and helping them learn how to develop critical thinking skills while empowering them to advocate for themselves. Reed's librarian curates a collection of books that allows all students to see themselves in the stories. They also regularly collaborate with teachers and learning coaches to help support the curriculum and to teach information literacy skills. The school hosts published authors and guest readers to allow students to learn from professionals in the field.

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

All Reed students benefit from comprehensive social-emotional learning supports, including weekly Second Step Lessons, monthly school counselor lessons, chair yoga, and Mindful Mondays. Second Step is a research-based social-emotional learning (SEL) program that is utilized to help students acquire social-emotional competencies needed to have positive interactions and connect with diverse populations. These competencies include perspective-taking, empathy, processing emotions, understanding and resolving conflicts, and building positive relationships. Students receive 50 to 60 minutes of SEL instruction each week; 20 to 30 minutes are designated for the Second Step lesson, and 30 minutes are allotted for class meetings. Students participate in supplemental activities during class meetings and throughout the week to apply skills learned during the weekly lesson. Through Second Step, Reed students receive engaging lessons that set them up for success beyond elementary school and into their adult lives.

Second- and fourth-grade students also participate in Lego Robotics. This program uses engaging lessons and hands-on activities to introduce students to Science, Technology, Engineering, and Mathematics

(STEM) subjects. Lego Robotics allows students to pair the engineering design process with interpersonal skills to work as a team to program robots. During the school year, groups of students work with the Digital Learning Coach to complete various challenges.

### **3. Academic Supports**

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

Reed Elementary School is quite fortunate to have strong academic supports to foster student achievement. The school has two full-time reading specialists and one full-time math specialist. Reed follows district-created guidelines to identify students reading two or more levels below grade-level expectations. Students must qualify with at least two data points for intervention. The reading specialists evenly divide up caseloads seeing students four to five times per week for 20 to 30 minutes. Reading specialists use research-based interventions such as Foundations, Wilson, Leveled Literacy Intervention, and more. Reading specialists meet regularly with grade-level Professional Learning Communities to support teachers for Tier 2 interventions and collaborate in aligning instructional goals for students in the classroom and intervention. Reading specialists also help grade-level Professional Learning Communities review benchmark reading data three times yearly after district benchmarks.

The math specialist identifies students needing additional support using a set of criteria that Reed calls Entrance and Exit criteria, which help identify mathematical needs and target areas of need.

Kindergarten supports include practice groups, intended to be short bursts for 10 minutes or less. The focus is on rudimentary skills, reading numbers, writing numbers, rote counting, and one-to-one correspondence.

Tier 2 supports are intended to help Reed students succeed in grade-level material. Tier 2 supports can include differentiation or intervention, reteaching, and/or pre-teaching of specific skills. Tier 2 instructions take place in the classroom and are provided by the classroom teacher. Prerequisite tests (1st-4th) will determine whether students need differentiated support in the classroom during that chapter study.

Tier 3 supports are intended to help students build a math foundation, focusing on the essential skills in number sense, numbers and operations, and operations and algebraic thinking. Tier 3 support is provided based on each individual's developmental readiness and what best meets their needs.

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

Students performing above grade level at Reed are provided with differentiated instruction using leveled materials. The school identifies learning goals for students using tools like Bloom's taxonomy and Scarborough's Reading Rope. Additionally, teachers use graduated complexities of skills and concepts in their lessons for students of different abilities. A challenge or enrichment sheet is included with every lesson in math instruction. Teachers also implement additional critical thinking performance tasks in each study chapter. Reed students can participate in the district's Idea Lab, or gifted services; only students who qualify receive the special services. Qualification is based on special testing.

Reed uses the workshop model which allows teachers to meet with small groups of students or individual students and provide them with the instruction, support, or enrichment they need on their level. They also work in Professional Learning Communities (PLC) and follow the Rick DuFour Model and answer the four PLC questions: what do we want all students to know and be able to do? How will we know if they learn it? How will we respond when some students do not learn? How will we extend the learning for students who are already proficient?

When appropriate, teachers will collaborate by sharing students within the grade level to maximize instructional time and teacher talents. In other words, one homeroom teacher will instruct students from other homerooms.

#### **3c. Students with disabilities:**

Reed Elementary School uses various methods to serve the needs of students with disabilities. Teachers set quarterly benchmarks aligned with each student's individualized education plan goals; these benchmarks are communicated with parents. Additionally, Reed's special education teacher will attend parent-teacher conferences to ensure a student's general and special education needs are being addressed. Student progress is monitored daily and weekly.

Reed uses several programs for additional support in different content areas. Reading programs include Reading Mastery, Raz-Plus, Keys to Literacy, and Wilson. The school uses Step Up to Writing and Writing A-Z for writing. It uses Everyday Speech, Emotional ABCs, Zones of Regulation, and Calm Classroom for its social-emotional learning programs. Teachers set goals around Missouri state standards to align plans so students can work toward closing their achievement gaps. Also, a clearly outlined profile sheet is developed for each student that highlights their needs and necessary accommodations so special area teachers can plan their learning spaces accordingly. Students with disabilities receive small group support in special education classrooms along with support in their general education and/or special area classroom from the special education teacher to aid with the development of social skills. Reed also incorporates adapted schedules and communication boards for students who struggle with transitions. Other methods include token boards and behavior systems to help students meet general education needs. Teachers will design lessons focused on re-teaching of skills students may need additional support with as necessary. The school also uses peer role models to re-teach skills in general and special education settings.

### **3d. English Language Learners:**

Reed Elementary School provides a welcoming school environment for its English Language Learners so they can become thriving members of the school community who are seen, valued, and heard. On a whole school level, Reed displays an appreciation for diverse cultures. For example, Reed hosts a Passport Night where families set up tables and share information about their cultures and home countries, including serving food and displaying important artifacts.

The school's English for Students of Other Languages (ESOL) teacher is a dedicated advocate for its English learners and their families. For example, they recently checked in with families to ensure anyone who needed an interpreter had one scheduled for spring conferences. Reed's structured ESOL program focuses on helping students build their listening, speaking, reading, and writing skills through an asset-based approach that focuses on what kids "can do." This helps build confidence and sends a message that students are valued for their dynamic multilingual skills as they build proficiency in English. A team approach is taken at Reed, so teachers work collaboratively with the English for Students of Other Languages teacher to ensure students are supported and that instruction is differentiated to meet individual student needs.

General education teachers meet with this teacher to discuss student progress and discuss goals for Individualized Learning Plans. The librarian at Reed is also intentional about ensuring books are available that allow students to see themselves represented. They recently hosted an author visit with the writers of *This Is Not My Home*, a book about a young Taiwanese girl moving from the United States to Taiwan. Several students commented on how excited they were to have a personal connection with both the book and the authors.

Providing timely, relevant, and transparent communications for Reed families is key to keeping parents/guardians engaged. Therefore, earlier this school year, Reed launched a new website with a translation feature, allowing families to receive information in their preferred language. The translation feature is also important for Reed families when receiving emails or voicemails through ParentSquare, the school's mass communication system.

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

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

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

Reed Elementary School is a vibrant place to learn partly because of its many programs and partnerships. Teachers and staff help promote academic enrichment by participating in Kagan Cooperative Learning professional development, which are strategies that promote and ensure engagement and student accountability. Kagan is offered to the entire school, and many of Reed's staff members have participated in multiple week-long workshops. Kagan offers instructional strategies that promote cooperation and communication in the classroom and help boost students' confidence.

Additional support for students includes the parent-led Math Fact Scholars program. This before-school math enrichment program is available to all first- through fourth-grade students and motivates them to improve their math skills. Additionally, students can become immersed in their learning with events like STEAM Day, which provides hands-on learning activities centered on Science, Technology, Engineering, Arts, and Math throughout the school. Social growth is emphasized in many of Reed's daily activities; for example, Lunch Bunch ensures all students have at least two opportunities to have lunch with the school counselor during the year. During Lunch Bunch, groups of four to six students meet with the counselor to play games, build relationships with each other, and practice everyday social skills. It's also an opportunity for the counselor to get to know students and help students feel more comfortable coming to the counselor if needed during the school year.

Other examples include Abilities Awareness Month, during which students participate in activities to bring awareness to different disabilities and highlight the abilities they do have. Reed aims to promote compassion between all people, and students recently embodied this by organizing a fundraiser to help those affected by earthquakes in Turkey and Syria. Students devised the idea, formed a plan, and collected more than \$3,000 in donations. Another thing that separates Reed is its most-loved "employee" – Charlie the Therapy Dog. Charlie is a Reed teacher's dog who is often in the school to assist students with regulating their emotions. She helps reinforce valuable lessons to students, like showing patience and following directions. To help students become college and career-ready, Reed's counselor develops weekly lessons covering various topics. These include understanding and expressing feelings, making safe and responsible choices, self-esteem, goal setting, careers, growth mindset, and conflict resolution. Reed also helps instill life skills through its Panther PRIDE (Patience, Respect, Integrity, Determination, and Excellence) mission. Students are encouraged to model these traits and pledge to this motto daily.

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

Reed Elementary School's most successful strategy for engaging families and its community involves cultivating partnerships beyond simply reaching out when a need arises. The school's partners truly are embedded in Reed's culture and day-to-day activities. Reed is fortunate to have a strong partnership with its parent association, the Reed School Association. This group organizes events like the school's annual Trivia Night, Fall Festival, and Donuts with Grown Ups. Additionally, the school and parent association truly work in sync with one another: along with regularly scheduled meetings between school leadership, teachers, and school parents, both parties understand an unwritten rule that they can call one another anytime to seek or offer assistance.

Reed understands that working behind the scenes with its partners isn't the only way the school can benefit; it aims to bring students together with community partners as much as possible. For example, Reed has a longstanding partnership with the American Heart Association. The school takes pride in its annual fundraiser to benefit the organization and is consistently the Association's top fundraising school in Missouri annually. Reed often invites volunteers from local organizations into the school to supplement classroom lessons. St. Louis Oasis, a local mentorship and tutoring program, sends volunteers to the school to meet weekly with students. There are many proven benefits to Reed students who participate in this program: they have shown improvement in academic performance and study habits, improvement in social skills, and an increase in both a growth mindset of meeting challenges and rising above them. Each student



receives customized feedback on their efforts.

Bayer is another valued partner; volunteers from the company lead the school's annual Junior Achievement in a Day event. Another opportunity for students involves local artists visiting art classes to help teach the curriculum. Along with academics, Reed also involves community partners to help develop students' social-emotional skills. The school frequently collaborates with PreventEd, a St. Louis-based nonprofit that teaches students about the dangers of alcohol and drug use while helping foster positive friendships and high self-esteem. Connecting with parents and the community also involves telling the school's story, which Reed does by staying active on social media to give a glimpse inside the school. Reed's librarian, physical education teacher, Spanish teacher, technology specialist, and music teacher all stay active on school-approved social media channels to help keep parents informed. Reed takes great pride in developing lasting relationships with its parents and community organizations; each group shares the same mission of providing every opportunity possible for students through teamwork.

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

Reed Elementary School has created a culture that values teacher input and provides opportunities for teachers to lead based on their passions. Teachers are encouraged to sponsor extracurricular activities based on their students' social, cultural, and academic needs. For example, two teachers recognized the opportunity for extra guidance of students of African descent and thus started the school's EmpowerME group. Not only does this build leadership capacity for students, but for staff as well, as they can extend their learning beyond the classroom. Reed's culture values teacher buy-in. Before school-wide decisions are made, teachers always have the opportunity to share their thoughts and ideas for possible solutions to the problem. Including teachers in the decision-making process and incorporating their feedback ensures teachers feel valued because they know their voice is heard. Additionally, building staff are given opportunities to weigh in on the building schedule, test schedule, and how procedures like arrival, dismissal, and class transitions are conducted.

Another strategy Reed uses is to shape its professional development opportunities with staff leadership. The school's professional development committee is comprised of teachers and administrators; the group works together to plan all professional development, often led by school staff. Regarding Professional Learning Communities, Reed's staff is given the autonomy to lead the discussion and chart a path forward. Teachers identify the areas of concern in their grade level and work together to create goals and action steps to support student achievement. Providing this autonomy builds trust among the staff, principal, and assistant principal and instills ownership.

Reed also supports new teachers through a proactive plan implemented by the Mentor/Mentee Committee and the instructional coach. New teachers participate in a monthly check-in meeting with the school principal. They also meet monthly with the instructional coach and have two days to observe veteran teachers in the building and across the district. This plan of support is provided for the first three years of a teacher's tenure at Reed. Reed's leadership believes that the more its teachers and staff feel a part of and take ownership of the school's direction, the more they will feel encouraged to do what is best for Reed and its students.

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

The principal and assistant principal of Reed Elementary School believe that leadership begins with a shared mission and vision. At Reed, each day centers on the belief that all adults who work in the school – principals, teachers, and support staff – should play an active role in educating students. School leadership operates on the philosophy that shared values are more beneficial than rigid leadership structures and systems. While the school has a leadership structure, the principal and assistant principal believe there is no universal system that meets all staff needs and allows Reed's students and staff to meet their true potential.

Reed has clear job responsibilities outlined for its principal and assistant principal, and they meet regularly to discuss topics and support one another. Although one administrator may lead on specific topics, each administrator collaborates with the other administrator to make decisions. There is no illusion of a team –

this is specifically a team. For issues not defined by job descriptions, the administrators collaborate and assign tasks to each person's strengths.

Staff members are trusted with the autonomy to use their professional expertise to make decisions without being micromanaged, hence the need for all to understand and believe in the school's mission and vision. Another shared belief at Reed is the importance of developing the whole child; the school has developed various leadership opportunities and committees that reflect this. For example, Reed has created an Inclusion and Equity Leadership Team, a group of staff and administrators that ensures all school decisions are equitable – for students, staff, and families. The team is comprised of committee chairs who rotate every four years to allow all staff to serve in a leadership role. Another leadership opportunity that allows for staff autonomy is the school's Professional Learning Communities (PLC) Leadership Team. The purpose of this team is to support grade-level teams in following the school's PLC process. The major objectives for staff on this team are to monitor and share building academic data and identify areas for academic growth. Other examples that provide professional development for staff include Reed's Character Committee, the Diversity Committee, the Social Emotional Learning Committee, and the Restorative Practices Committee. As much as Reed's leadership strives to create close and trusting relationships with its parents and community, it puts the same effort toward building those connections among its staff.

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

Reed Elementary School thrives in no small part due to its students' and staff's diverse backgrounds and talents. Celebrating differences and nurturing individual needs are central to the school's mission. To address these needs, Reed provides professional development for staff that focuses on equity, diversity, and inclusion issues. The staff works together to learn about different topics and develop best practices they can incorporate into their interactions with students. Reed understands there is not a one-size-fits-all approach to providing for students. That is why teachers are also trained in areas like restorative practices and Kagan learning structures to have various skills to choose from when addressing a student's needs. Reed works to acknowledge its students' unique backgrounds and experiences throughout the year with various celebrations and observances. For example, the school's Passport Night invites students and families to teach others about their traditions and customs. Significant cultural days and months of the year, like Black History Month, Hispanic Heritage Month, Chinese New Year, and Diwali, are also celebrated in daily announcements, on school social media, and in classroom activities. In fact, Reed often invites its parents and community volunteers to contribute to this effort by visiting classrooms to teach about traditions they recognize.

Another example is during Black History Month when the school challenges its classes to answer a question of the day involving influential African American figures. One event that students and staff anticipate each year is Reed's Winter Sing-Along, which brings the school together to sing different songs that reflect the diverse ways students celebrate the season's holidays. Reed also partners with community members and uses outside resources to ensure the school provides the most inclusive opportunities and resources for its students, staff, and families. For example, Reed's librarian partners with EyeSeeMe, a local children's bookstore promoting positive African American images, to help ensure the school's library is culturally diverse. Additional supports are provided to families through ParentSquare, the school and district's mass communication tool. Parents have the option of sending and receiving messages in their native language, which allows for more inclusive communication. Reed also supports English as a Second Language students and their families by using in-person and virtual interpreters to help facilitate meetings and conferences. Celebrating what makes individuals different is easy to discuss; however, Reed's leadership team and staff work to put those words into action, creating a dynamic and safe environment for its families.

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

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When looking at the full picture of Reed Elementary School, its emphasis on restorative practices sets the bar as the practice most instrumental to its success. Reed uses these practices to develop a positive environment for the school community built upon strong stakeholder relationships. Restorative practices at the school are not just a program or set of steps; they are the Reed Way. These practices are built into every facet of Reed's daily activities: how classrooms are managed, problems are solved, and decisions are made. Reed's teachers incorporate restorative practices by using circles in classrooms. These discussion circles can be used for instruction, checking in with one another, or cooperation activities. Students strengthen communication and problem-solving skills through frequent circle collaboration while building meaningful relationships. Not only that, circles allow Reed's students to hold one another accountable and develop empathy. This method is a powerful daily tool that creates an environment where all students can speak, be heard, and acquire skills that help create a lifelong learner. It's also a practice among teachers and staff: Reed's staff meetings are commonly held in circles to promote community building and employ the same strategies for collaboration shared with students.

Restorative practices also have allowed Reed to move away from punishment-based discipline. The school has found that using the "with" approach when handling discipline allows it to partner with students and be supportive and respectful to everyone involved in a conflict. This helps positively shape behaviors by allowing for positive and structured conversations between people while decreasing the frequency of unwanted behaviors. Through these efforts, Reed has seen fewer office referrals and suspensions, meaning students stay in the classroom for optimal learning.

However, there is always room to grow, and Reed constantly seeks and attends professional development focused on restorative practices. Multiple staff members have attended the Restorative Practices Academy provided by EducationPlus and several others have attended trainings provided by the International Institute for Restorative Practices. The school recently completed an all-staff book study of "The Restorative Practices Handbook" as professional development. Most importantly, the school is developing ways for students to lead activities involving restorative practices. It's one thing when teachers can lead students to develop positive behaviors, but when students can lead a discussion and solve problems among one another, they become empowered to challenge one another to live by the principles that have made Reed Elementary School a leader in the community and in education.