

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

[X] Public or [] Non-public

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

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

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

School Mailing Address 19202 Chandler Street
(If address is P.O. Box, also include street address.)

City Gretna State NE Zip Code+4 (9 digits total) 68028-4256

County Sarpy County

Telephone (402) 715-6420 Fax (402) 715-6440

Web site/URL https://reeder.mpsomaha.org E-mail peroberts@mpsomaha.org

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

Date _____

(Principal's Signature)

Name of Superintendent* Dr. John Schwartz E-mail jdschwartz@mpsomaha.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Millard Public Schools Tel. (402) 715-8200

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 Amanda McGill Johnson
(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

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

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):
- 25 Elementary schools (includes K-8)
6 Middle/Junior high schools
3 High schools
0 K-12 schools
- 34 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	55
K	69
1	76
2	85
3	63
4	88
5	94
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	530

*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
 - 2.6 % Asian
 - 1.9 % Black or African American
 - 4.9 % Hispanic or Latino
 - 0.4 % Native Hawaiian or Other Pacific Islander
 - 86.4 % White
 - 3.8 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 7%

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	29
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	8
(3) Total of all transferred students [sum of rows (1) and (2)]	37
(4) Total number of students in the school as of October 1, 2021	520
(5) Total transferred students in row (3) divided by total students in row (4)	0.07
(6) Amount in row (5) multiplied by 100	7

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

Tamil, Dari (Farsi), Persian, Telugu, Spanish, Thai, Malayalam, Chinese, Marathi, Turkmen, Hindi, Russian, Tigrinya

English Language Learners (ELL) in the school: 1 %
7 Total number ELL

7. Students eligible for free/reduced-priced meals: 14 %

Total number students who qualify: 72

8. Students receiving special education services with an IEP: 18 %
Total number of students served 95

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>7</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>1</u> Other Health Impaired
<u>21</u> Developmental Delay	<u>11</u> Specific Learning Disability
<u>5</u> Emotional Disturbance	<u>49</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: 2 %
Total number of students served: 10

10. Number of years the principal has been in the position at this school: 13

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	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	24
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	8
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	11
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 21:1

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%	97%	97%	97%	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.

To guarantee a safe, welcoming, student-centered environment which provides rigorous and engaging instruction, enabling all students to demonstrate academic growth and achievement as well as the life skills necessary for personal excellence.

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

<https://www.mpsomaha.org/board/policies/11004-notice-non-discrimination>

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

Reeder Elementary opened its doors to students in 2005. Our family-oriented, neighborhood school offers a comprehensive program, preschool through fifth grade, within the world class Millard Public Schools district. Gretchen Reeder, for whom the school is named, devoted her life to helping others. Her community service projects benefited children and adults from all areas of Omaha, Nebraska. Gretchen was a member of the Millard school board and started the business partnership program known as PAYBAC which links Millard with over 300 local businesses. This program continues to thrive at Reeder today with several local business partnerships benefiting students and their families. In addition to our community business partnerships, we maintain strong relationships with our Reeder parents through volunteer opportunities, evening enrichment events, and our Watch D.O.G.S. program (Dads of Great Students). Parents can often be seen sharing their diverse experiences and career endeavors with students in the classroom. Our strong home-school connection is also built through our social media sites, our classroom communication, and our building initiatives such as One School One Book and Family S.T.E.M. Night (Science, Technology, Engineering, Math). In a recent parent survey, 95% of respondents indicated that they have attended one or more school activities in the past year.

From the beginning, as one of the largest elementary schools in the Millard district, we have been a big school with a small school feel. We strive to have every student and parent feel welcome when they come through our front door. For this to happen, each staff member needs to be a caring adult who works in the best interest of students. This is where the culture at Reeder begins. From the health office to the kitchen to the classroom, we hire people who like kids. Whether you are the custodian or the counselor, when a student wants to talk, we make time to listen.

Each day at Reeder begins with the principal, the counselor, the secretary, and our teachers greeting students as they walk in the door. We have a consistent morning routine that starts when the first bell rings. Students are greeted over the intercom by other students saying good morning, reciting the Pledge of Allegiance, welcoming substitute teachers by name, celebrating individual birthdays, and sharing a joke of the day. Following morning announcements, every student at Reeder participates in a morning classroom meeting. We believe morning meetings are an engaging way to start each day, build a strong sense of community, and set children up for success socially and academically.

Boasting exemplary achievement on state and district assessments, Reeder is one of twenty-five elementary schools serving students in Millard. We are a one-to-one school, allowing learning anytime, anywhere. Each student at Reeder, kindergarten through fifth grade, is provided a district iPad for learning at home or at school. With 80% of our teachers holding a masters degree or higher, our classroom instruction is second to none. Recognizing the connection between technology and student engagement, our teachers integrate the curriculum to provide a variety of opportunities for students to use their device to create, collaborate, and problem-solve.

At Reeder, we take pride in maintaining high student achievement while balancing our core curriculum with fine arts, physical education, classroom community building activities, and unstructured play. It is our core belief that our students learn best when they are challenged in a variety of authentic learning settings. We believe social-emotional learning is a critical component of a well-rounded education. Developing students to be caring, kind, and respectful is as important to us as mastering academic objectives. We embrace the opportunity to teach our students empathy, resilience, emotional regulation, and grit. Our goal is to maintain our high academic achievement without compromising the opportunities students have to build positive relationships. In fact, we believe this focus on social-emotional learning significantly improves the academic performance of our students.

While mastering our state standards across the curriculum, students have ample time to participate in enrichment activities during the school day, such as band, orchestra, golf, and archery. We also offer a before and after school clubs, free of charge to our students. In recent years, these have included a Harry Potter Club, Chess Club, Wellness Club, S.T.E.M. Club, Golden Sower Book Club, Choir, Drama Club, and our Aspiring Educators Club. We partner with our local feeder high school to host juniors and seniors who

are interested in pursuing teaching at the elementary level. By approaching teaching and learning with creativity and a growth mindset, our students have thrived and demonstrated academic growth even under difficult circumstances such as the pandemic.

The mission of Reeder Elementary is to guarantee that each student masters the academic and life skills necessary for personal excellence through exemplary instruction in a safe, welcoming, student-centered environment empowering all students to become responsible citizens and life-long learners.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

At Reeder Elementary, we provide a rigorous language arts curriculum that promotes advanced learning through differentiated instruction in the areas of decoding, fluency and comprehension. In addition, we develop our students as effective writers at every grade. The curriculum is aligned with the requirements of state standards and indicators. The McGraw-Hill Reading Wonders Program combines the five essential components of a scientifically researched-based reading program. These components include phonemic awareness, phonics, vocabulary, fluency, and comprehension of fiction and nonfiction texts.

Reeder provides a 90-minute reading block consisting of 30-minute whole-group and 60-minute small guided reading groups. Our teachers establish a literacy-rich environment that affords students with meaningful reading, writing, speaking, and listening opportunities. Students engage in repeated readings to build fluency and comprehension. Teachers lead close reading discussions about the meaning of text and students find text evidence to support their understanding of texts.

We use IXL to give students differentiated and individualized practice on specific skills that are taught in our whole group lessons or are part of our grade level priority standards. Classroom assessments are designed to determine if the student has mastered specific content and where further instruction is needed. Students take weekly and unit reading assessments throughout the year to demonstrate their understanding of the reading concept. Teachers use information from those assessments to guide future instruction in their classroom. While our medium and long cycle assessments inform our long term planning, our short cycle assessments allow us to differentiate our instruction on a daily and weekly basis. Reeder grade level teams administer common formative assessments after each unit of study. As a PLC, they analyze the data from those assessments, discuss teaching strategies and make adjustments to planned instruction. In grades 1-4, students read leveled texts from the Fountas and Pinnell Benchmark Assessment System (BAS) with the teacher at least 3 times per year in a 1-1 setting. This provides teachers with precise tools and texts to observe and quantify specific reading behaviors, and then interpret and use that data to plan meaningful instruction. As a result of our instruction, students develop strong communication skills and a foundation in reading, writing, speaking, and listening.

The MAP (Measures of Academic Progress) language arts benchmark assessment is given three times a year to students in grades kindergarten through 5th. This is a nationally-normed, standardized assessment. In addition, grades 3-5 take the NSCAS assessment (Nebraska Student-Centered Assessment System) in the spring which is required by the Nebraska Department of Education and Millard Public Schools. These assessments allow teachers to evaluate student progress compared to nationwide norms. The MAP assessment is an adaptive assessment that measures student performance against Nebraska's content area standards. The MAP provides in-depth information about what students know and are ready to learn. The MAP scores are used in IXL to assist in individualizing the learning path for each student. Our objective is for 100% of our K-5 students to meet their MAP growth goals in a given school year. Meeting MAP growth goals ensures progress toward mastery of grade level standards as measured by the state assessment.

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

At Reeder Elementary, we utilize Math Expressions as our primary curriculum for our K-5 students. This is our sixth year of using this highly effective curriculum, and we are seeing the benefits as students move through the grade levels. Math Expressions was developed and intended to be used as a program that first emphasizes conceptual understanding before providing students with guided practice and independent practice. The curriculum incorporates 4 major areas of mathematics: number sense, geometry, algebra, and data, as well as word problems embedded in each lesson so that students have a rich math vocabulary to build on for later years. Each day, students work through a quick practice review and a problem of the day. They have time set aside to be student leaders and opportunities for math discussion with their peers.

Our math instructional blocks at Reeder are consistent between grade levels, running 60 to 70 minutes each day of the week. Lessons begin with whole group instruction, followed by small group instruction and independent practice. The skills and lessons taught are carefully chosen to meet the needs of our students and align with state and district standards.

The use of technology to meet the needs of all students and differentiate instruction has been critical in ensuring that all students continue to grow and be challenged in our math instruction blocks. In the K-2 grade levels, the Personal Math Trainer application allows students individual practice directly from the curriculum. At Reeder, we utilize IXL and Seesaw to help deliver appropriate and challenging instruction to all students, regardless of their math abilities. In particular, IXL allows students to get extra practice at their own level and pace, as well as allows teachers to monitor student progress on specific standards and skills during small and whole group instruction.

In order to ensure that all students are making appropriate progress, our school makes use of many different types of formative and summative assessments. Students in grades K-4 are assessed on their math fact using our curriculum's Path to Fluency Practice. Most grade levels also use Xtra math to support and assess math fact fluency levels. For each math unit, we use Quizizz to help create and facilitate challenging assessments that provide immediate feedback about student learning, which is used to modify and differentiate instruction moving forward. Each unit also has a summative common formative assessment that is used K-5 to determine which parts of the unit were strengths and/or weaknesses for students so that we can reteach specific skills and standards. Finally, we use data from the MAP assessment to monitor student progress and identify areas that need improvement. This continuous cycle of assessment and instruction allows teachers at Reeder to be responsive to student needs. Teachers have the autonomy and skills to create unique, differentiated learning opportunities for students in mathematics, allowing them to be successful at their level of learning.

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

At Reeder, Science instruction begins early! Through play and using simple tools, preschool students explore the scientific process and are encouraged to ask questions, make predictions, make observations, and describe what they see using adjectives and labels.

Students at all grade levels use a three-dimensional (3D) approach to teaching our science standards to students. A 3D approach to instruction intertwines science content knowledge with critical thinking tools and practices commonly used by scientists and engineers. Each grade covers topics from the domains of life, physical, Earth & space, and engineering sciences. We also teach health science topics. As learning progresses, students have the opportunity to build on and revise their scientific knowledge and ability. This approach to teaching and learning helps students move from surface level knowledge to a deeper understanding of science content. Through the course of their science study, students receive the knowledge, skills, and behaviors necessary for figuring out their world. We use resources from Amplify Science as well as Foss to help students meet the science standards. Students also participate in field trips to our local forest preserve, Fontenelle Forest, as well as have visits with scientists and other in-school presentations to supplement and grow their knowledge.

Science units often begin with students being presented with a phenomenon to drive their inquiry. Throughout the course of each unit, students build on their previous knowledge and use newly obtained information to help answer why that phenomenon is happening. Our science instruction is driven by hands-on labs, inquiry based and student-led discussions, digital simulations, reading, writing, and inference making. Teachers take the role of facilitator, expertly guiding students as they work independently, in pairs, and in small groups to explore science concepts and create culminating projects. Learning is assessed through pre and post tests, quizzes, exit tickets, and informally during labs, simulations, and classwork.

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

Students at Reeder Elementary are afforded ample opportunities to discover, explore, enhance, and enrich their social studies schema. Through an integrated study of disciplines with multiple perspectives, students are empowered with the knowledge and skills necessary to think critically and make informed personal and civically responsible decisions. Teachers at all grade levels plan with the learner in mind, focusing on standards, objectives, individual progress, and assessment. Lessons and units that utilize effective learning strategies and practices are designed and implemented in our classrooms. Pre-kindergarten students focus specifically on people and how they live, change related to people and places, and simple geography. Four key components of instruction are covered in all other grade levels: civics, economics, geography, and history. Instruction in our intermediate grades also includes Omaha history (third grade), Nebraska history (fourth grade), U.S. history (fifth grade), and financial literacy (fourth and fifth grades).

While keeping inquiry-based learning, civic education, and multiculturalism at the forefront of our planning, teachers at all grade levels deliver instruction that engages students and achieves desired learning results. Diverse opportunities for learning are provided, as are instructional strategies that not only result in meaningful understanding, but also application of learning. This learning happens in our classrooms as well as in the areas surrounding us. Students at Reeder visit the Nebraska State Museum and the State Capitol building every year. Fourth grade students can often be seen with their shoes off walking across a giant map of Nebraska or participating in a Loyalist versus Patriots debate. Extension activities, cross-curricular connections, hands-on learning, and real world experiences enhance the growth of our students. Student progress is continually and carefully monitored throughout instruction to ensure student learning. On-going assessment and observation reflect evidence of that student learning. We believe the social studies education at Reeder prepares students to be actively engaged citizens in a culturally diverse and democratic society.

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

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

At Reeder Elementary, our preschool program aims to create a secure and nurturing learning environment that prioritizes the holistic development of each child. We offer developmentally appropriate activities that engage and provide high-quality learning experience for our students. Our preschool program delivers differentiated instruction that targets core curricular areas, using Teaching Strategies GOLD, Building Blocks, Second Step, and Lively Letters to teach social-emotional, physical, language, and cognitive skills.

Our instruction is comprehensive, with a focus on communication, listening, play, literacy, writing and numeracy activities that occur throughout the day. The preschool curriculum aligns with district standards, providing our students with a robust foundation for their future school years.

Reeder Elementary currently has four preschool classrooms, with two classes held in the morning and two in the afternoon. Each class is led by a special education teacher, two paraprofessionals, and a speech language pathologist. The morning class is composed of students with individualized education plans (IEPs), as well as one student eligible for title services. Our afternoon classes include a mix of students with IEPs, those eligible for title services, and those whose parents pay.

Research has shown that children who attend preschool programs exhibit improved self-regulatory behavior and academic skills compared to those who do not. At Reeder, we also place a strong emphasis on involving families by conducting home visits for each child twice a year, utilizing the Seesaw platform, Ready Rosie which is a “tool that helps families create meaningful home-learning environments,” we hold parent activities twice per year, and hosting parent teacher conferences. By engaging parents, we aim to foster a collaborative learning community that supports and enhances each child’s educational journey.

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

The music program at Reeder Elementary is an integral part of the student experience and a model for other elementary schools in the district. All students participate in a music curriculum that affords them the opportunity to become innovators, performers, listeners, and critical thinkers of music. Students engage in active music making through the Orff Schulwerk process where each child plays a role in creating and developing lessons and activities. Every grade level performs their own unique music program. Students compose and write these together with our music teacher every year. Our school choir meets voluntarily before school and involves 85% of the 4th and 5th grade classes. These students meet year round, performing the National Anthem at multiple sporting events as well as in two concerts and a city tour. In addition to our vocal music program, 4th and 5th graders have the opportunity to join the orchestra and band which meet twice a week and also have multiple performing opportunities around the community. Reeder students have performed at the American Orff Schulwerk Association National Conference, Nebraska state administration banquets, and community fundraisers. Many students are selected for high ability music programs in the district and the state level.

2b. Physical education/health/nutrition

Our preschool through fifth grade students participate in a developmentally appropriate and comprehensive physical education program two to three days per week. Aligned with the Nebraska Department of Education Physical Education Standards, the program fosters the development of motor skills, physical fitness, emotional strength, healthful decision-making, and the pursuit of lifelong health and fitness. In the classroom, our 5th graders participate in a healthy snack program with a focus on trying new things and foods that are not processed. Physical education is an integral part of the total PK-5 educational experience at Reeder. A variety of sports, games, and activities combine to meet the diverse needs of the students. In addition to traditional units of study such as basketball and volleyball, students participate in activities such as golf, archery and square dancing. Classes are held in an active, supportive, and non-threatening atmosphere where all students, regardless of ability, are challenged to achieve success through sportsmanship, cooperation, and respect for self and others.

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

2d. Technology/library/media

The Reeder library is an integral component of our world-class educational community promoting literacy and reading for pleasure. The focus of our media curriculum is developing literacy and computer science skills. We use hands-on learning with real world applications to develop a variety of skill sets including collaboration, creativity, critical thinking, perseverance, and communication. All students have an iPad assigned to them. Students have access to over 10,000 books in the library as well as digital books, magazines, and online databases. They learn how to use a digital catalog to locate books in the library and online. Students receive weekly lessons from our teacher-librarian in computer science, digital citizenship, and grade level curriculum content. Computer science skills are taught through the use of various applications on their ipads, including coding robots! Google Workspace for Education is used to teach written communication skills through email, word documents and presenting with slides. A keyboarding curriculum, beginning in second grade, complements the use of Google applications. We offer a STEM Club which encourages students who have an interest in science, technology, engineering and math to have new experiences with a variety of manipulatives. As a culminating activity, we have a family STEM night for our Reeder community. This is an opportunity for STEM Club members to show off their skills. In addition, club members become mentors for classmates with new technology and are able to help troubleshoot in their classroom.

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

3. Academic Supports

3a. Students performing below grade level:

At Reeder, we believe that all students can meet expectations with the right support. This starts with our classroom teachers who meet weekly in grade-level professional learning communities (PLCs) to reflect on students' performances on common formative and benchmark assessments. Through Multi-Tiered Systems of Support (MTSS), students demonstrating gaps in achievement are identified and individualized plans to meet their needs are developed. Tier 1 interventions happen in the classroom. These plans are developed by teachers with the input of the intervention team (i.e. literacy specialists, resource teachers, speech pathologist, school psychologist, and counselor). Documented plans are then created in our online student information system. Our plans include a measurable goal and the opportunity for all stakeholders to track student progress.

For any student not making adequate progress in Tier 1, teachers request time with our behavioral or academic intervention teams, which are available to meet multiple times each month. Intervention plans may be adjusted to include additional Tier 2.1, Tier 2.2, or Tier 3 interventions. These interventions are provided, usually outside of the classroom, utilizing research-based interventions in a small group or 1:1 setting. The intervention team meets with one another in PLC on a weekly basis to review progress monitoring data and discuss any students not making adequate progress. Interventionists meet at least monthly with each grade level to review student progress and make any adjustments needed to the frequency, duration, method, or goal of the intervention. MAP data (Measures of Academic Progress), district benchmarks, and state testing data are also reviewed as they become available during the year to ensure all students are meeting goals and expectations.

3b. Students performing above grade level:

The Millard Public Schools High Ability Learner program (HAL) is designed to guarantee continuous, differentiated experiences that challenge and engage learners. Reeder Elementary School supports the district's purpose by servicing the students not only with differentiated instruction opportunities within the classroom setting but also through specialized instruction groups within their area or areas of strength. HAL students are identified using multiple criteria including standardized test scores, continued outstanding academic performance and behavioral inventories. Students may qualify for and are supported in the areas of Math, Reading and Visual Spatial Learning at the elementary level.

During specialized instruction, students meet and interact with peers of similar abilities and interests. Lessons are developed for appropriately challenging instruction and curricula to match students' learning styles and abilities. Identified students meet with the building High Ability and Enrichment teacher for up to 60 minutes weekly for face to face specialized instruction. The smaller group setting, while a place to enrich curriculum, also provides a safe learning environment to encourage creativity, positive social interactions and social emotional development of individual students. Lessons incorporate Depth and Complexity questioning and Habits of Mind to aid in student growth.

3c. Students with disabilities:

"All children can learn" isn't just a common statement that is said at Reeder Elementary, it is a core belief that can be felt the moment you walk through the front doors. Reeder's students with disabilities are part of our general education classrooms and receive support through our special education program. This program employs two full time resource teachers, a speech-language pathologist, a school psychologist, and two special education paraprofessionals. As a team, we work with kindergarten through fifth grade students addressing a variety of needs including: Intellectual Disabilities, Specific Learning Disabilities, Autism, and Speech-Language Impairments as well as behavior and attention needs. Support services are provided in each student's identified areas of need as reflected in their IEPs. Our service delivery models include inclusive classroom supports and small groups in the resource room. We use specially designed instruction tied to our students' interests, state standards, and classroom learning to close the achievement gap. We meet as a special education PLC and with our grade level teams to analyze each student's progress to guide our

instruction. Students are invested in their learning and help track their own progress as they work towards meeting their IEP goals. We believe this accountability for their learning contributes to their remarkable progress. On our recent MAP achievement tests, 83% of our identified third through fifth grade students met or exceeded their year long growth goals in both reading and math. As a Reeder staff, we work together to instill a love of learning in all our students. Classroom teachers, administrators, paraprofessionals, and special education staff embrace the fact that all students learn differently. We are willing to do whatever it takes to ensure students, regardless of academic ability or disability, experience success during the school day.

3d. English Language Learners:

Reeder Elementary fully embraces the opportunity to celebrate the linguistic and cultural diversity of our students and their families. We feel fortunate to have 47 students who speak one of 19 languages other than English in their homes. As a staff, we have enjoyed learning how to say “hello” in each language. Teachers relish providing opportunities within the classroom for students to share about their heritage.

Within Millard Public Schools, students who qualify for English Language Learner (ELL) services based on scores achieved on the English Language Proficiency Assessment (ELPA) are given the opportunity to attend one of eight elementary schools with specially designed ELL programs. While Millard prides itself on the quality of these programs, some families opt for their children to attend their neighborhood school.

Reeder currently has seven students enrolled who qualify for ELL services and have chosen to stay at Reeder. We closely track the progress of these students and intervene through our Multi-Tiered Support System (MTSS), if needed. Our most recent MAP (Measures of Academic Progress) data shows our ELL students’ performance averaged in the 47th percentile for reading and the 53rd percentile for math. We have provided staff development for all of our teachers on essential classroom strategies for supporting students who are learning English, including slowing rate of speech, increasing wait time, simplifying or restating instructions and key concepts, increasing the use of pictures, and leveraging technology to target increasing vocabulary, comprehension, and grammar through dual language apps. The objective of supporting our ELL students is to prepare them to speak English as quickly and proficiently as possible. This allows them to not only excel in academics but to communicate effectively with their peers and thrive socially.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

At Reeder, we strive for our students to experience success academically, socially and emotionally. To accomplish this, through our school site planning, we have implemented a combination of positive, preventative, proactive behavior support systems, including Positive Behavior Interventions and Supports (PBIS), Behavior Intervention Support Team (BIST) and Responsive Classroom. Designed to build social-emotional competence and student engagement, these initiatives have empowered our staff to teach students our rules and expectations that decrease disruptive behavior and increase the amount of time that teachers can spend on teaching and learning. Our expectations are that students will Be Safe, Be Respectful, Be Responsible and Be Kind. Students earn Character Cards when staff members observe students following expectations. Students get to put one copy of their Character Card into our Ticket Tower and they take the other copy home. Once our Ticket Tower is filled, students participate in a school wide activity as a reward. Each month, students participate in a school wide Roadrunner with Character assembly. We sing our school song, celebrate students nominated by staff members as Roadrunners with Character, and those students receive a Roadrunner with Character yard sign and certificate. Each classroom teacher also chooses one Character Card from their class bucket and those students are rewarded monthly by participating in Pizza with the Principal.

Based on the Responsive Classroom model and philosophy, Morning Meetings are built into our master schedule. These school-wide meetings establish a positive, safe, inclusive environment in our classrooms where all students have a sense of belonging and significance. Morning Meetings engage students in lessons and activities that help to build relationships with each other and promote responsibility, high engagement in learning and increase students' social and emotional development. All K-5 students also participate in Buddy Week. Each classroom buddies up with another classroom to participate in engaging activities throughout the school year.

In addition to our Morning Meetings, teachers utilize a variety of resources and strategies to engage their students throughout the day. They greet students at the door each day with a high five, a hug or a handshake. Classroom teachers incorporate technology in a variety of engaging ways including independent work, small group work and class competition. Students can often be seen challenging themselves on an IXL Leaderboard or racing the clock on a Kahoot.

In summary, we recognize that engagement is more than looking attentive and on-task. We strive for students to be actively engaged during instruction by taking risks, collaborating, providing feedback and explaining their thinking. We believe our high student engagement is an integral part of Reeder's high achievement.

2. Engaging Families and Community:

Reeder offers activities throughout the year that are planned in partnership with our active Parent Teacher Organization (PTO) and involve students, families and staff. We kick off the year with our annual Fall Festival which allows new families to meet and connect with neighbors while returning families have an opportunity to reunite after the summer. Another family favorite is Turkey Bingo. This evening event is so well-attended that we recently had to relocate it to our local high school cafeteria. Other opportunities for families to connect with staff and students are our annual Trunk and Treat, Fun Run, Gingerbread House Decorating and our Big Beach Blast. We were one of the first Millard schools to offer a Watch D.O.G.S. program, connecting Dads Of Great Students with their child's school. Each year families are invited to attend events such as our Veteran's Day program, evening music concerts, field trips, Field Day and other special events. Students involved in Student Council partner with a variety of service organizations in our community such as the Salvation Army, the Humane Society and Project Wee Care which is a local service organization. We engage students in this effort by encouraging them to make a monetary donation in order to participate in "dress up" days and the money is donated to local families in need. We've partnered with our families to collect donations, such as hats, mittens, gloves to donate to various community

organizations.

Our high parent attendance rate at conferences reflects our strong parent engagement (98% in attendance). Parents also actively participate in special education meetings, High Ability Learner meetings and 504 meetings as needed. Reeder provides families with community resources as needed. We connect families with parenting classes, mental health professionals, medical care, local housing, food banks and financial support.

We welcome all of our new students and families in a variety of ways. They are provided a tour by the principal, which is an opportunity to get to know them, answer questions and build a positive relationship from the start. All of our new students participate in a New Student Lunch with the school counselor.

As stated in our school site plan, at Reeder, we maintain a “We Can - We Will” culture by creating an environment which fosters respect and collaboration between staff, students and families. It’s essential that school and families are partnering together to meet the academic, behavioral, social and emotional needs of our students.

3. Creating Professional Culture:

Creating a supportive environment where staff members feel valued is critical to the success of any organization. At Reeder, we maintain our professional culture in a number of ways. Recognizing the impact of teacher efficacy on staff engagement and student outcomes, we begin the year by reflecting on our success from the prior school year. We celebrate specific accomplishments in student achievement as well as acknowledge the hard work of the school community as a whole. During the school year, we recognize staff members weekly in our staff newsletter, highlighting their contributions and sharing positive quotes from their peers. On Fridays, we wear our staff shirt which reads: When You Shine, I Shine. This is a reminder of our belief that each time someone experiences success, it moves our building forward.

Our principal keeps an open door and is visible and accessible to students, staff and parents. Staff members have regular opportunities to share their thoughts and opinions. Teachers have scheduled opportunities to meet 1-1 with the principal three times per year. In addition, staff members are frequently asked to give input on anonymous surveys following professional development sessions and school-wide decisions. Teachers collaborate to develop building schedules, create class lists, plan grade level field trips, determine school wide events and plan social staff outings.

To meet the growing number of demands placed on teachers, two years ago we adjusted our master schedule, building in 40 minutes an additional plan time for teaching teams every Wednesday during the school day. We also increased the teacher lunch break from 30 to 40 minutes. We have cut back on before and after school meetings, finding other creative ways to share information and participate in professional development. We make every effort to keep initiatives aligned with our site plan and allow ample time for teachers to apply new learning. Staff members are provided supportive resources to help manage their workload and stress, including access to our Employee Assistance Program which offers up to 10 free visits outside of the school day with a licensed mental health practitioner. We are a family-first community, recognizing the importance of a work/life balance.

While we meet less as a whole staff, our teachers participate in individualized learning in a number of ways. For example, this year our 3rd grade team attended an IXL conference in Kansas City. Through a train-the-trainer model, those teachers will collaborate to present the information to the rest of the staff in creative ways (screencasts, staff newsletter blurbs, weekly emails, etc.). This culture of continuous learning is fostered by access to professional development opportunities and encouraging risk-taking, collaboration, and innovation. It is our belief that teacher autonomy, shared leadership, and collective efficacy allow us to overcome obstacles, stay engaged in our work, and maximize student learning.

4. School Leadership:

A shared vision, collaborative decision making and transparent non-negotiable are key components of the leadership structure at Reeder. We prioritize student achievement and well-being while aiming to create an inclusive environment for our students, staff and families. It is important that each student can identify a caring adult at school who encourages their growth, knows their interests, and celebrates their strengths. The everyday actions and the priorities of our staff are driven by our leadership teams at both the district and building level, which include the principal.

The leadership philosophy is simple. All students can learn and progress if they have adults at school who get to know them and believe in them. We do whatever it takes for our students to experience success, and we make decisions at every level that are in the best interest of our students. Our leadership teams look at data to identify critical issues and build on successes. We are intentional and informed when making decisions to stay the course or make a change. Our principal is part of all of our leadership teams.

Our school improvement team, which includes parents, teachers and support staff, collaboratively writes our site plan based on student achievement data, community engagement data, staff input and research regarding best practices. The objectives and strategies in this plan drive our building initiatives and professional development. Our Behavior Support Team meets monthly and focuses specifically on student well-being and character development, school-wide. This team, led by a teacher leader, sets objectives that align with our site plan as related to student behavior. In addition to our Behavior Support Team, we have a Student Assistance Team that focuses on specific student needs, partnering with parents and community resources, while also supporting teachers who work with those students. This team meets monthly and consists of our principal, our counselor, our school social worker and our school psychologist.

As a large building, effective systems of communication are imperative. Our Grade Level Representatives are a group of teacher leaders from each grade level, as well as someone representing specialists and special education, who meet once per month to discuss timely issues and communicate back with their team. This team helps building leadership keep a pulse on issues that may be interfering with instructional time and teacher morale.

As a professional learning community, each grade level team meets weekly to collaborate and problem-solve. Out of these team meetings come referrals for further support. We have a leadership team to address both academic and behavior concerns once our grade level PLCs feel like they have exhausted their resources. These teams are referred to as MTSS-A (academic) and MTSS-B (behavior), although we understand often these concerns do not exist in isolation. These meetings are led by our interventionists and behavior coaches.

5. Culturally Responsive Teaching and Learning:

At Reeder we address the diverse needs of students, staff and families in a variety of ways. To ensure equity, cultural awareness and respect in the classroom, our teachers and staff participate in ongoing professional development at the building and district level. This training helps our educators understand and address issues related to bias, privilege and discrimination that may impact student achievement and well-being. Our training in diversity and inclusion also ensures that we are equipped with the skills and knowledge necessary to work effectively with diverse populations. In addition, we have policies and practices at Reeder that promote equity and cultural awareness, including our hiring practices and a diversity advisory committee developed through our school improvement team.

Millard Public Schools provides an inclusive curriculum that reflects the diverse backgrounds of our students. Our classrooms incorporate culturally relevant materials and resources designed to meet the needs of all learners. We celebrate and recognize the diversity of our student body through cultural events and activities both in classrooms and school-wide. Our counselor visits all classrooms to provide lessons on anti-bullying, respect and inclusiveness. Students are offered social-emotional learning opportunities through our Buddy Classrooms, Morning Meetings and character building initiatives.

We encourage open communication and respect with all of our Reeder families. Fostering strong relationships and family engagement is a priority. We provide multiple opportunities for families to get

involved with school activities and events, ensuring that the school communication is accessible and inclusive. Families are offered confidential support and access to community resources such as food banks or social service agencies if they are experiencing financial or other difficulties. Our counselor and school social worker partner with families to ensure consistent student attendance. We offer parents and guardians resources and guidance on navigating the systems within Millard Public Schools, accessing community resources and advocating for their child's needs. Overall, addressing the needs of our students, families and staff is a collaborative and intentional effort from all members of our school community. As stated in our school mission statement, we pride ourselves on offering a welcoming and safe environment for all students, parents and staff.

PART VI - STRATEGY FOR EXCELLENCE

As referenced in other portions of this application, we believe it is our intentionally established relationships with students that sets us apart from other schools. As a professional learning community, we understand that in order for students to thrive academically and socially, it's imperative that we develop and maintain a culture of respect, grace and accountability. We want our students to experience academic success while making lasting memories with their peers. Each year, the Millard Public School district and the state of Nebraska increase the depth and complexity of grade level standards and what students are expected to know. In order for teachers and students to meet the challenges of high-stakes assessments and rigorous curriculum, a readiness for learning and a work/play balance must be established and encouraged. We have never believed that an increase in instructional time alone will lead to better academic results. When student performance does not align with potential, we seek more clarity in our teaching (are we teaching what's being measured?), collaborate to define our success criteria (what does mastery look like?), and ask ourselves how can we set up each student for learning. The first step in setting up our students to learn is to build the relationship.

We build these relationships with our students in every area of the school. Whether working in the kitchen or the classroom, our staff members address students by their name. Staff take time to learn students' interests and notice the small things like a new haircut or a new pair of shoes. Students are greeted in the morning by administrators and faculty. Teachers are expected to greet their students at the door and check in with them about their morning. We continue to build those relationships each day in our morning meetings where we learn about students and use structured activities to build a strong classroom community. Teachers and administrators can often be seen having lunch with students, joining a game at recess or engaging in small problem-solving conversations around the building. Staff members often attend student activities outside of work, stopping by a dance competition, a soccer game, or a birthday party. We share our own interests with students and let them get to know us as adults who are always learning, growing and making mistakes. It's this foundation of a caring and trusting relationship with our students that allows them to take risks, be themselves, feel accepted and flourish at Reeder Elementary.