

U.S. Department of Education
2017 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Mr. DeAndre Thomas

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

Official School Name Mallinckrodt Academy of Gifted Instruction

(As it should appear in the official records)

School Mailing Address 6020 Pernod Avenue

(If address is P.O. Box, also include street address.)

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

County St. Louis City

Telephone (314) 352-9212 Fax (314) 244-1825

Web site/URL http://www.slps.org/mallinckrodt E-mail Deandre.Thomas@slps.org

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

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Kelvin Adams E-mail kelvin.adams@slps.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Richard Sullivan
(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, write N/A in the space.*

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. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. 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 and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 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.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2011 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2012, 2013, 2014, 2015, or 2016.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. 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.
10. 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.
11. 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.
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.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 46 Elementary schools (includes K-8)
 - 12 Middle/Junior high schools
 - 15 High schools
 - 1 K-12 schools
- 74 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	10	20	30
K	10	33	43
1	20	17	37
2	20	25	45
3	19	15	34
4	24	22	46
5	24	19	43
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	127	151	278

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 3 % Asian
 - 25 % Black or African American
 - 1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 70 % White
 - 0 % 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 2015 – 2016 school year: 0%

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, 2015 until the end of the 2015-2016 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	1
(4) Total number of students in the school as of October 1, 2015	278
(5) Total transferred students in row (3) divided by total students in row (4)	0.004
(6) Amount in row (5) multiplied by 100	0

6. English Language Learners (ELL) in the school: 1 %
3 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Bosnian and Hindu are the languages representative of our ELL students.

7. Students eligible for free/reduced-priced meals: 100 %
Total number students who qualify: 278

8. Students receiving special education services: 13 %
22 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- 0 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 1 Emotional Disturbance
- 0 Hearing Impairment
- 0 Mental Retardation
- 0 Multiple Disabilities
- 0 Orthopedic Impairment
- 2 Other Health Impaired
- 2 Specific Learning Disability
- 17 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 0 Visual Impairment Including Blindness
- 0 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 2
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects	14
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	8
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	2
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	97%	97%	97%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2016.

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

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes No X

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

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

We are committed to student learning using quality teaching strategies and character development in a supportive environment to empower our students to excel in all areas.

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

Students who attend Mallinckrodt Academy are selected via a two-tiered admissions process. First, potential students participate in a lottery in which they are selected and ranked on either an Accepted or Wait list. Second, each student is administered an intelligence and academic achievement assessment, ensuring that they score at or above the 90th percentile, nationally. Those who satisfy the intelligence and academic benchmarks will be offered the option of enrolling.

PART III – SUMMARY

In 1938, the Edward Mallinckrodt School in the St. Louis Public school district was completed at 6020 Pernod Avenue as a P.W.A. project. It was designed by George W. Sanger and is named after the noted philanthropist and founder of the Mallinckrodt Chemical Company.

Mallinckrodt School served neighborhood students from grades Kindergarten to 8th grade from 1938 to 1976. The school district was continuing to use the concept of neighborhood schools. This Southwest city neighborhood was predominately white, middle-class citizens whose community anchors were the various Catholic Church parishes located in Southwest city. However, by the end of 1976, the neighbor population was in decline. People were moving to St. Louis County, and many parents were sending their students to parochial schools.

At the start of the 1976-1977 school year, the status of the school was changed to Mallinckrodt Academy of Basic Instruction, and it became a magnet school. Families throughout the city and county could apply to the St. Louis Public School lottery system for admittance. The purpose of the change in status was to achieve racial balance with students and staff. The curriculum used was the same as other district schools. A full-time preschool class was added during this time, and after 5th grade, students were promoted to middle school. In 1977 the school enrollment was 277 students. There were three other magnet schools in the Southwest city at this time.

With dwindling student enrollment due to changes in population and the development of charter schools, the SLPS district wanted to close Mallinckrodt at the end of the 2009 school year. The staff and neighborhood rallied in support of keeping Mallinckrodt open. At the start of the 2009-2010 school year, the superintendent proposed transitioning Mallinckrodt to the second school for gifted children in the district. In the 2010-2011 school year, students identified as gifted for preschool and Kindergarten were enrolled. Enrollment at that time was 200 students. Mallinckrodt ABI was considered a Title I school which means that 80% of the students were receiving free and reduced lunch. This also meant that the school received additional money for special programs. A full-time special education teacher was hired as well as a part-time teacher to provide enrichment for students in Kindergarten through 5th grades. In addition, after-school and before-school tutoring programs were put in place for those students who were considered “at risk” for academic success. Another program that was added as an incentive to attract students was the Clubs program. Mallinckrodt ABI was the only school in the District to offer Clubs. Once a week for the last hour of the school day students could choose from a variety of club offerings and attend the club for the semester. Each semester the student could change his/her club or remain in the same club. Offerings included chess, problem-solving, cooking, art, music, basketball, ecology, literature study, math and recycling, to name a few. The combination of offering gifted classes and clubs began to attract students to Mallinckrodt ABI. Another program added at this time, HomeWorks, allowed teachers to make two home visits a year to discuss academic achievement and parent involvement. A 2011 article in the Metro section of the Post-Dispatch newspaper stated: “Moms and dads at Mallinckrodt are praising their child's progress in reading and writing, and tout its principal and parent-teacher organization.”

At this time, there were also changes in the community. Young families were beginning to buy homes in the Southwest city again, and merchants were again being attracted to the area.

Each school year a grade level for gifted students was added. This resulted in a complete transition to gifted learners by the 2016-2017 school year. In 2016, the name of the school was changed to Mallinckrodt Academy of Gifted Instruction, and student enrollment climbed to 278. Students attend from all over the city and beyond. The community and school have made a concerted effort to create the ambiance of a neighborhood school. Businesses, churches, neighbors, and families have all become a part of Mallinckrodt Academy.

Other changes have come, including the evolution of Clubs into Genius Hour, which affords students the opportunity to explore their passions, participate in Problem-Based Learning, hone their academic skills and/or explore new ideas and topics. The partnership with the community has enabled Mallinckrodt to offer before-school science programs, zoological programs, Girls on the Run, before-school music programs, and

school-day programs with Buder Library and Springboard for Learning. Teachers are compacting the curriculum (Reis and Renzulli, 1984) to provide time in the day for students to accelerate or enrich their learning. The demographics of the community have changed to a more diverse population, and the functions at the school are often at the hub of the activities in the community.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The core curriculum at Mallinckrodt Academy is one that begins at preschool and extends through 5th grade and is aligned with the Missouri Learning Standards both horizontally and vertically. For preschool through first grade the curriculum is focused on phonemic awareness, phonics instruction and word construction. The curriculum support materials used as a framework are Making Meaning, Being a Writer and SIPPS; however, level books, guided reading groups and individualized instruction also support this framework. In these grades our students are learning to read. Grades second through fifth approach English Language Arts from the aspect that students are now reading to learn. Expeditionary Learning is the material framework that is used as a guide for instruction in these grade levels. Higher-level thinking skills are the focus of the framework which includes beginning each lesson with an Essential Question that will guide instruction and learning and ending each lesson with an exit ticket. Literature groups, guided reading groups and individualized reading instruction are provided. The curriculum framework for each core subject is a spiral framework that covers many of the same skills in each grade level but as the grade level increases, the instruction becomes more in-depth and rigorous.

Hands-on learning activities are components of the English Language Arts, Mathematics, Science, and Social Studies curriculum throughout the grade levels and each subject is taught using the integrated instruction model. As a STEM school, the Science Lab offers students the opportunity to work as real scientists to experiment, modify, change and manipulate instruction that provides the setting of real research. “Guest experts” are frequently in the Science Lab to offer experiences in physics, engineering, chemistry, environmental education, and biology. The Science Lab has a collegial relationship with one of the community partners, Gateway Greening, who is the sponsor of the school’s Seed to STEM Program. The instructor for Gateway Greening works to integrate the hands-on environmental, agricultural and biological activities of Seed to STEM into the science curriculum both in the lab and in the classroom. Two other community partners who work very closely with our Seed to STEM Program, Science lab and classroom instruction are Mallinckrodt Industries and Pfizer Pharmaceutical Company. Both of these partners offer financial support and provide instructors in the regular classrooms to support hands-on learning.

Small group and individualized instruction are a major aspect of daily learning. Students in all grade levels are presented with real-world problems in every subject area and are guided to explore and find solutions to these problems. Although the curriculum design is one of acceleration, differentiated instruction is the guide for presenting the subject matter. A major component of the differentiated instruction model is flexible grouping which allows students who are advanced in reading and mathematics to leave their grade level classroom for that particular subject area and join a classroom that is studying the topics and skills commensurate with the student’s needs. Envisions Math is the curricular materials for the whole school which establishes a learning environment that allows for the flexible grouping. Mallinckrodt also has a partnership with McKinley Middle School that allows Mallinckrodt students the flexibility of going to McKinley for mathematics instruction.

Social studies instruction is integrated throughout other subject areas and the curriculum framework is designed to incorporate our community partnership with Washington University, Gateway Greening, Target, The Missouri Botanical Garden, and Junior Achievement. Each grade level has an opportunity to experience the world of business and entrepreneurship, and the Kindergarten and 5th grades participate in “JA in a Day”, which allows the students to act as businessmen/women for a day. 5th grade also participates in BizTown at the Junior Achievement Headquarters in Chesterfield Missouri. In order to create an atmosphere of civic mindedness, Mallinckrodt has established additional partnerships with University of Missouri Nutrition Program, Gethsemane Lutheran Church, the Noodle Company, Penn Station, Shrewsbury Bowl, and Panera Bread. Mallinckrodt is now in the process of becoming a National School of Character.

The staff at Mallinckrodt Academy has found a direct correlation between student achievement of those students who began Mallinckrodt in preschool and stayed through fifth grade. An analysis of the data from STAR and Acuity Reading and Mathematics for those students who began preschool at Mallinckrodt and

who have remained through fifth grade indicates that 17.6% of these students scored proficient in reading and 82.4% of these students scored advanced. In mathematics, 5.4% of the students scored proficient and 94.6% of the students scored advanced.

2. Other Curriculum Areas:

At Mallinckrodt Academy, we pride ourselves on educating the whole child. When schools succeed in that regard, young learners will demonstrate an understanding and an appreciation of disciplines such as art, music, physical education, and foreign languages. In addition to their core curriculum, Mallinckrodt specialists offer a vigorous related arts curriculum. Each student receives one or two periods of art, music, and Spanish every week. Each grade level also receives two periods of physical education, per week.

During physical education, the children are held to a high standard of excellence in such areas as health, movement, and physical education. We expect our students to meet grade-level specific fitness goals in alignment with the state curriculum. They are also encouraged to align their mind and body while making healthy choices about nutrition and physical activity. With a full-sized gymnasium, spacious playground and classroom health instruction, our physical education teacher is well-equipped to prepare students for an active lifestyle.

The St. Louis Public Schools music curriculum is also challenging and inventive. As students matriculate through the primary grades, we introduce them to sacred and secular music, musical notation, vocabulary, instruments, and, of course, quality singing voices. While we emphasize historically significant American music (traditional music, in particular), we are sure to expose students to genres from around the world. Focused listening encourages thoughtful consideration of those genres with which children may be unfamiliar. Students are well-acquainted with musical notation. By fifth grade, a Mallinckrodt student is able to perform melodies, often on recorders, in addition to singing a varied and multicultural repertoire which is demonstrated during semester performances.

Mallinckrodt students are fortunate to have a fully-equipped art room in which they are able to learn a variety of visual arts. Drawing, painting, and ceramics are just a few of the disciplines with which children work regularly, and their pieces are prominently displayed throughout the building. Students are provided opportunities to explore personal art interests and personal projects during their scheduled time. Using the visiting artist model, our urban students get to experience many modes and mediums of art.

Unlike most elementary schools, Mallinckrodt is fortunate to have a full-time Spanish teacher. All students receive foreign language instruction that goes beyond grammar to include a diverse, multicultural learning experience. The method of instruction is immersion so that the entire lesson is taught in Spanish and the responses from the students are in Spanish. In addition, conversations in the hallway between the Spanish teacher and students are always in Spanish.

3. Instructional Methods, Interventions, and Assessments:

There are a variety of instructional methods that Mallinckrodt staff employ to meet the academic needs of the students. The two core components of academic instruction school-wide are differentiation and critical thinking. We have fluid groups that allow students to go to a grade level other than their own for content (math/reading) instruction and then return to their grade-level classroom for grade-level instruction. Also, each classroom teacher provides instruction one grade level above the assigned grade level. For example, first grade students are taught using the second grade curriculum. However, since the staff pre and post-tests students and uses curriculum compacting, students can receive instruction on the grade level suggested by the assessment. Guided groups are used for Reading and Math instruction and are fluid. The students move in and out of groups as the skills are mastered.

Direct instruction is provided to the entire classroom but it is abbreviated to allow for small group differentiated instruction and curriculum compacting. Differentiated instruction occurs most frequently when students have mastered a skill and are ready to move up to the next skill, but it can also occur when skills are not mastered and instruction must be provided on grade level.

Students are given the opportunity to participate both in project-based learning and problem-based learning. Opportunities occur both individually, in small groups and in partnerships. These learning models are used throughout the school year to introduce students to real-world problems, engineering, exploration, and research projects.

Technology is an integrated component of instruction. Pre-School, third, fourth and fifth grade students have individual iPads and Kindergarten, first and second grade have Chrome books. In addition, there are two computer labs that are available to the students. Students are adept at downloading assignments to be sent to the teacher.

PLC meetings are held three weeks each month and during those meetings the staff delves deeply into assessment scores. The assessments used at Mallinckrodt are such that reports can be generated (Matrix Report and Student Assessment Report) that provide detailed skill deficits (both remedial and advanced) for every student as well as providing progress monitoring tools for on-going interventions. Instructional groups are created using the Matrix skills spreadsheet and those groups change according to the needs of the individual student. Skill acquisition is tracked closely to maintain a challenging learning environment for all students.

Targeted students who fall into the basic category have an individualized instructional plan specifically designed to move the student towards proficient and advanced status. Progress monitoring is on-going and the instructional plan evolving to meet the needs of the students. The teacher assistant, special education teacher, and classroom teacher work together to ensure that the instructional methods and groups are creating a learning environment that move the students towards mastery.

Interventions are provided to those students who have deficient skill areas, students who are having difficulty grasping direct instruction material and/or those students who need extra help to become academically successful. There are three persons in the school who act as tutors. These three individuals are assigned to provide individual or small group instruction in the problem areas. The intervention groups are fluid to allow students to move in and out of the groups as their academic needs dictate.

We begin each school year by looking at the previous year's MAP scores and the current STAR Reading and Math Assessments. A chart is created that places students in the basic, proficient or advanced levels. During PLC meetings and teacher planning, the Reading/Science Specialist and principal meet with the teachers to breakdown the skill deficits and to categorize each problem area. Intervention begins at this time. We are not only concerned with moving students from basic, but we also looked at those students who needed to be challenged and could move to advanced. The focus at Mallinckrodt is to give students the opportunity to decipher the world around them and provide the skills they need to become productive citizens of the future.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

The Character Committee at Mallinckrodt is the foundation for a positive student and staff environment. To encourage students to make great decisions and celebrate successes, Hot Tickets were created to inspire Dragon P.R.I.D. E. (Peace, Respect, Integrity, Determination, and Empathy). When any adult witnesses any student portraying the above character trait(s), the deed is recorded on a Hot Ticket and added to a grade level entry for an opportunity be part of a monthly celebration. Hot Tickets are also part of the end of the day announcements to be celebrated. Students who have received “Hot Tickets” for exemplifying good character have their name announced and the action of character they demonstrated.

On the first Monday of each month, the entire school meets in the Gymnasium for a Dragon Rally. During our Dragon Rallies a number of events take place; grade levels have a chance to creatively display the character trait of the month; the 3 top attendance percentages are shared for the month; Student Council shares the next student-led event (Valentine’s Day heart sales, Shamrock sale, School-wide Earth Day activity); and PTO after-school events are announced (Movie Night, Sock Hop, Science Fair Kickoff, Animal Shelter Community Outreach, Trunk or Treat, International Day, Dragon Under the Sun Picnic). Our Dragon Rallies are pretty exciting and entertaining! Our students, staff, and parents all look forward to them.

Presentations from the surrounding community are a common event at Mallinckrodt. You may find a presenter in the Science Lab, the Music class, the Physical Education class or individual classrooms. We have Springboard for Learning that comes once a month for grades Pre-school through second. We have had architects, chemists, engineers, physicists, musicians, story tellers, dancers, historians, and dramatists in our classrooms. We want to feed our students’ social and emotional needs as well as their personal interests and artistic needs to motivate learning.

The school culture is constantly evolving. We have a school leadership team comprised of teachers and administration who meet once a week and with input from the staff make school decisions. Every effort is made so that everyone’s voice is heard and opinions and suggestions valued. The Courtesy Committee plans staff outings outside of school time and provides support for staff family situations as well as celebrations such as weddings, the birth of a child or other personal events. The school has an ambiance of comradery and caring.

The leadership team’s format is based on the School-based Management/Shared Decision-making model. Staff speaks out about decisions and issues that affect the whole school. Instead of bringing problems to administration, they bring solutions. We also have the TEAC (Teacher Employee Advisory Committee) which is composed of staff members where concerns are addressed with the principal and positive solutions are incorporated.

2. Engaging Families and Community:

A hallmark of education at Mallinckrodt is the active and diverse parent and family community represented both in the school’s strong PTO participation and myriad other volunteer engagements and contacts with teachers and staff. By giving parents a meaningful voice in the direction and decisions made on their students’ behalf, through regular communication from the principal both in written newsletters and monthly personal updates at PTO meetings, they are empowered to ask questions, present ideas and initiatives, and co-create a vision of the successful school we all want to have. Parents and other family members take advantage of the school’s open door policy and volunteer by leading tours of the school, helping to organize community spaces like the library to run more effectively, providing lunches and treats for staff during conference weeks and other busy times, and even just stopping by to eat lunch with their students. A popular first-day “Back to School Coffee and Pastry Hour” builds cohesion among new and veteran families, while extracurricular monthly parties in our school garden keep connections strong outside the school day. Multiple events throughout the year, including student concerts, family science night, sock hop

dance, and world culture night, bring our families into the school building for more than just academic reasons. Parents have taken it upon themselves to help teachers by generously funding Donors Choose projects to enhance classroom learning and environments. Annual fundraising through the PTO has as its main goal providing resources beyond what the district can meet for the creative, dedicated educators of Mallinckrodt.

Teachers, parents, other family members, and the community at large truly see each other as partners in the success of Mallinckrodt students. Our large physical presence (with a prominent and colorful school garden, and a vast greenspace lot adjacent to the playground) provide landmark status in our neighborhood and our city, and our school community takes full advantage of these assets to advocate for students. Our relationship with our faith partner (Gethsemane Lutheran Church), our local neighborhood association, corporate entities, higher-ed institutions including Maryville University and Saint Louis University, and others allows us to show them tangible evidence of students' achievement, and allows us to ask them to remain with us for continued improvement. Even something as minor as a lighted sign board in front of our school gives us a venue where we can share our successes and needs with those around us.

3. Professional Development:

As a district, Saint Louis Public Schools provides high quality Professional Development for all staff members to ensure that teachers are supported in their area(s) of expertise and that we meet the needs of students as outlined in the District's Transformation Plan. After each PD session, staff members are asked to complete a survey on the information that was shared. Each completed survey is then used to measure the effectiveness of the professional development.

Mallinckrodt has been given some autonomy to provide professional development to our staff to better serve our students. Our staff members shared that one of their interests was to understand the social, emotional, and academic needs of the gifted learner, which supports the district's goal of students' academic success. A professional development outline was created with Unlimited Potential Counseling & Education Center and Lindenwood University to provide our staff with information and strategies on meeting the diverse needs of all gifted learners.

In planning for the upcoming school year(s), all staff members are asked to complete a professional growth and needs assessment. The Principal and the Leadership Team will align the district's and the school's goals to provide a means to support the targeted areas of both the district and school needs.

4. School Leadership:

Mallinckrodt Academy is unique in that we provide our staff, students, and our parents an avenue of communication where voices are heard and input is valued. As a staff, communication is shared through our weekly Professional Learning Communities. Teachers have an opportunity to collaborate during their common planning period to discuss data, share best teaching strategies, and plan for upcoming grade level or school wide events. Our Related Arts teachers (Art, Music, Spanish, and Physical Education) also have a daily common planning period to integrate subject areas/ ideas, and discuss Project/Problem Based Learning to support grade level and school wide initiatives.

Our school counselor plays a vital role in the functionality of school. The counselor is available for CARE Team meeting, teaching character building lessons, meeting with small groups, and meets with the school principal daily to inform, discuss, and plan for needed resources for student, staff, and our community. We also have our school wide staff meeting on the second and fourth Tuesday of each month to share professional development and to meet as a vertical team.

We are very fortunate that we are a part of a strong and effective Parent Teacher Organization. Our PTO is made up of members who care a great deal about the students, staff, and community. They work hard to provide high quality opportunities for our students and staff.

Mallinckrodt has a School Student Council, made up of the student body, which meets regularly to plan

events, discuss student centered topics, and provide a voice for students' interest. The school also has a Leadership Team that embodies our mission, vision, and school goals to provide a platform to support the staff with Professional Development and Innovation. As a Leadership Team, we meet every Thursday to discuss PD, plan and improve needed resources, and propose advancement that will allow the school to continually move forward.

The principal's role is to ensure that the school is always moving forward academically, culturally, and behaviorally. The principal observes each teacher's classroom regularly and provides instructional and behavioral support to instill success for all students. The role of the principal is to create a culture and climate that is positive and generates opportunities for students and staff to excel. As the principal, it's important to cultivate leadership in others. By empowering others to succeed and taking leadership roles, the school community will thrive. The role of the principal is to provide a platform for stakeholders to embody the school's vision and mission.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

One of the foundations of the success of Mallinckrodt is the multifaceted approach the teachers and staff take to ensure academic success. Three Wednesdays a month Professional Learning Communities meet at each grade level. The school data specialist and/or principal lead the meeting and topics of each PLC are always students-centered. The data chart is shared, and skill areas discussed. The matrix report from the STAR and the Acuity assessments provide detailed information about individual student skill acquisition and the planning of intervention strategies. Progress monitoring is assigned to students who score below 70% on the Acuity Assessment. Instructional in-class groupings are assigned using this data and skill information. Student progress is monitored and those scoring below the 70th percentile in either Mathematics or Reading are assigned to a tutor and small or individual tutorial groups are formed. The PLC meetings also offer a time to discuss non-academic issues that students may have and plan support for the individual student.

Flexible grouping among classrooms allows for students to attend Mathematics or Reading instruction according to individual skill and academic need. Students have an opportunity to participate in the Accelerated Reader program, literature groups and peer reading. Students are also able to use online Envisions Math to complete challenges, problem solving activities and accelerated Mathematics lessons.

The Curriculum Compacting component motivates students to achieve mastery. It allows students to take ownership and responsibility for their learning; it motivates the students to complete assignments so that they will have time to work on a project, passion or idea; and it allows students to accelerate their learning at an individual pace.

Mallinckrodt is becoming a School of Character and the character committee, chaired by the school counselor, works diligently to instill citizenship, character and positive decision-making in the students. The counselor also works with students who are having difficulty developing a positive character, as well as those students who are experiencing problems with other students, personal problems or classwork. The most successful strategy employed by the school is the individualized instruction and student conferencing that occurs daily. The conversations can be goals, skills, academic, or personal in nature. Mallinckrodt Academy staff listens to their students and individualizes any and every aspect of the child's educational experience to prepare them to become successful well-adjusted members of society.