

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

Official School Name Bess Streeter Aldrich Elementary School
(As it should appear in the official records)

School Mailing Address 506 North 162nd Avenue
(If address is P.O. Box, also include street address.)

City Omaha State NE Zip Code+4 (9 digits total) 68118-2527

County Douglas County

Telephone (402) 715-2020 Fax (402) 715-2035

Web site/URL <https://aldrich.mpsomaha.org> E-mail hrpenke@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 Mrs. 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
 - 4 High schools
 - 0 K-12 schools
- 35 TOTAL

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

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

☒ Urban (city or town)
☐ Suburban
☐ Rural

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

Grade	# of Students
PreK	0
K	66
1	68
2	70
3	68
4	89
5	76
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	437

*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):
- 0.5 % American Indian or Alaska Native
 - 23.6 % Asian
 - 2.3 % Black or African American
 - 4.6 % Hispanic or Latino
 - 0.2 % Native Hawaiian or Other Pacific Islander
 - 64.2 % White
 - 4.6 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 3%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	6
(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)]	14
(4) Total number of students in the school as of October 1, 2021	443
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

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

Hindi, Telugu, Yoruba, Tamil, Bulgarian, Kannada, Chinese, Arabic, Bengali, Urdu, Nepali, Malayalam, Vietnamese, Nuer, Marathi, Spanish

English Language Learners (ELL) in the school: 4 %
19 Total number ELL

7. Students eligible for free/reduced-priced meals: 9 %

Total number students who qualify: 39

8. Students receiving special education services with an IEP: 10 %
Total number of students served 43

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>2</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>2</u> Other Health Impaired
<u>1</u> Developmental Delay	<u>10</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>26</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 1 %
Total number of students served: 6

10. Number of years the principal has been in the position at this school: 7

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

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	19
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.	7
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 23:1

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	94%	97%	97%	96%	97%
High school graduation rate	0%	0%	0%	0%	0%

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

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

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

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

Yes X No

If yes, select the year in which your school received the award. 2001

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

Guarantee academic excellence and the development of principled young people who become active, inquiring and compassionate life-long learners and global citizens. We provide innovative opportunities and challenging programs of international understanding through guided inquiry.

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

<https://www.mpsomaha.org/board/policies/4001-non-discrimination-and-harassment>

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

Bess Streeter Aldrich Elementary (Aldrich) is a unique and diverse school. We are one of 25 elementary schools in the Millard Public School District. We are one of two elementary schools in the state of Nebraska that have the International Baccalaureate Primary Years Programme (IB-PYP). We are one of the highest performing schools in our District and our state year after year. Our students come ready to learn and have vast life experiences that assist in their learning.

We have a diverse population at Aldrich Elementary School. Students come from many different ethnic backgrounds and many different areas of our city. 55% of our students are neighborhood students who live in our school attendance boundaries, 30% of our students transfer to our school from within the district boundaries, and 15% of our students come to our school from outside the district boundaries. As the data shows, many families intentionally choose our school, primarily for our welcoming climate, high achievement, and the IB Programme.

The IB-PYP program allows us to infuse Millard and Nebraska state standards into the IB framework. The IB-PYP framework is centered around international-mindedness and teaching students to think and act globally. Another strong aspect of the IB-PYP framework is the inquiry model. The six transdisciplinary themes in the framework are taught through inquiry which is student centered and student driven.

The mission of Bess Streeter Aldrich Elementary, an IB PYP world school, is to guarantee academic excellence and the development of principled young people who become active, inquiring, and compassionate life-long learners and global citizens. We provide innovative opportunities and challenging programs of international understanding through guided inquiry. We strive to live out the loftiest aspiration of our mission every day. We encourage and recognize students who are engaged in their own learning, researching beyond the core curriculum, bringing in artifacts to share as examples of their learning, etc. When students take their learning a step further by taking action around it, we acknowledge this by reading what we call “action cards” on the morning announcements.

The IB Mission aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments, and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate, lifelong learners who understand that other people, with their differences, can also be right.

Millard is proud to be the only district in Nebraska offering a kindergarten through 12th grade International Baccalaureate experience. The International Baccalaureate Organization is an international educational foundation founded in 1968 in Geneva, Switzerland. It was originally established to provide a common curricular framework for students of diplomats and military personnel. The program is designed to challenge students and to encourage growth in both personal and academic achievement. Students are encouraged to think independently and drive their own learning. Students take part in programs of education that can lead them to some of the highest-ranking universities around the world. Students become more culturally aware through the development of a second language. Students will be able to engage with people in an increasingly globalized, rapidly changing world.

Our school was awarded the National Blue Ribbon School Award in 2001. We also became an official authorized IB-PYP school in 2008. Our Blue Ribbon School Award and our implementation of the IB-PYP framework have helped us grow our student population over the last ten years.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

English Language Arts focuses on the scientifically research-based components of phonemic awareness, phonics, vocabulary, fluency, and text comprehension as a part of each day's instructional format. Writing, grammar, spelling, handwriting, speaking, and listening are also integrated daily. The McGraw Hill Reading Wonders program combines the five essential components of a scientifically research-based reading program. Children are provided a variety of experiences to promote reading success, critical thinking, empowerment, and choice. Teachers work with students in small groups and individually, in addition to whole class and work station experiences. Students engage in close reading, discourse, deeper thinking, writing about reading, and digital technology opportunities. A literacy-rich environment provides students with meaningful reading, writing, speaking, listening, and multiple other literacy activities. Our students are assessed through common formative assessments several times a month, text leveled several times a year, and given the NWEA MAP assessment for Reading three times a year.

Millard-developed Units for Writing are based on a Writer's Workshop model. These units include a variety of modes of writing that embed the writing process, 6-Traits, and student choice to help students communicate information and ideas to multiple audiences for a variety of purposes. Our students create several writing pieces each year in which they are assessed and provided feedback.

In addition, students receive direct instruction in spelling, grammar, and handwriting. The Zaner-Bloser Handwriting Program is used for manuscript and cursive writing. Cursive handwriting is formally introduced in third grade. Students also receive instruction in the areas of speaking and listening.

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

Mathematics focuses on building a deep understanding of concepts within four comprehensive strands: Number Sense, Algebra, Geometry, and Data. Students learn to communicate, represent, and make connections with all math concepts through critical thinking, problem solving, mathematical reasoning, and perseverance. A collaborative learning environment provides students with a variety of opportunities to develop mathematical understanding, fluency, and problem-solving skills.

Mathematics is taught using the Math Expressions curriculum. This research-based program is designed to focus on core concepts within each grade level to develop a more in-depth understanding of critical mathematical ideas within number, algebra, geometry and data. This approach allows students to spend more time on developing these important concepts and building a deeper understanding. Best instructional practices are utilized within its design that lead students towards critical thinking, communication, and mathematical reasoning when problem solving. Teachers work with students in small groups and individually, in addition to whole class and work station experiences. Children are encouraged to use their own knowledge to solve problems and then are introduced to research-based accessible methods through daily routines and instructional practices. Student leadership and collaboration is also encouraged and embedded within daily instruction. Our students are assessed through quick quizzes weekly, common formative assessments monthly and the NWEA MAP assessment for Mathematics three times a year.

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

Science instruction prepares our students with the science knowledge, skills, and habits of mind to be scientifically literate and civically minded. Learning experiences intentionally intertwine science content knowledge with critical thinking tools and practices that are used by scientists and engineers. This is often referred to as three-dimensional (3D) teaching and learning. 3D instruction is grounded in research from cognitive science and developmental psychology. This approach to teaching and learning helps students move from surface level knowledge where children learn about discrete facts to deep understanding of

science content that gives students the knowledge, skills, and behaviors necessary for figuring out their world. Science provides students with opportunities to explore science, engineering, and technology topics through hands-on, minds-on learning experiences. Students gather, analyze, and communicate their understanding of the natural and human-made world through scientific inquiry while using practices and skills that develop critical thinking and problem-solving abilities. Engineering (STEM) is embedded within the main topics of life science, physical science, and earth and space science.

We utilize instructional resources from Amplify Science to achieve our science standards. Every elementary grade explores topics from the domains of Life, Physical, Earth & Space, and Engineering Sciences. Students apply their literacy and mathematics skills in relevant and authentic ways as they construct scientific literacy. Coherent learning progressions from kindergarten through twelfth grades allow students to continually build on and revise their knowledge and abilities.

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

Social studies prepares students to become engaged citizens in local, national and global societies. Social Studies provides students with basic learning in the areas of history, economics, geography, civics, and citizenship. The Teacher's Curriculum Institute Social Studies Alive! is the primary curriculum resource for Kindergarten, First, Second, Third, and Fifth Grade classrooms. The Nebraska Adventure, published by Gibb-Smith Education, is the primary curriculum source for Fourth Grade. Students learn through our inquiry model. The units are student driven and allow the learners to be curious, critical thinkers, and problem solvers.

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

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

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Art provides students with experiences in aesthetic perception, creative expression, history, and criticism. Art allows for each student's individuality and creative expression to develop. The child is taught a sequential order of skills in each area and given several opportunities to apply, elaborate, and extend their newly acquired skills.

We use the Art program by Pearson Publishing. The six areas of art education include: Understanding and applying media, techniques, and processes; Use knowledge of structures and functions; Evaluate a range of subject matter, symbols, and ideas; Visual arts in relation to history and culture; Assessing characteristics and merits of art works; Connections between visual arts and other disciplines.

Music includes experiences in singing, movement, basic theory, and playing rhythmic and melodic instruments and is taught by a music specialist. General Music education utilizes GAMEPlan K by Kriske/DeLelles as the primary resource. The General Music classes include experiences in singing, movement, basic theory, and playing rhythmic and melodic instruments. The program is designed to help students develop sensitivity toward music, understand a variety of cultures and express themselves musically. Music meets two to three times a week. Lessons and activities are based on the Nebraska standards for Music Education which include experiences in the areas of creating, responding, and performing music within the classroom setting.

Students have the option to join the Orchestra program in 4th grade. Students can choose to play violin,
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viola, cello, or double bass. Fundamental instrument playing skills, music theory, and expression are taught using the Orchestra Expressions instructional resource. Students have the option to join the band program in 5th grade. Students can choose from flute, oboe, clarinet, saxophone, trumpet, horn, trombone, baritone, tuba, or percussion. Fundamental instrument playing skills, music theory, and expression are taught using the Essential Elements instructional resource.

2b. Physical education/health/nutrition

Physical Education is taught by a physical education teacher and addresses skills and knowledge related to spatial orientation and body image as well as fitness and sportsmanship. Physical Education meets two or three times each week. The five areas consist of skills, knowledge, active lifestyle and fitness, responsible behavior, and awareness. Students will demonstrate competency in a variety of motor skills and movement patterns. Students will apply knowledge of concepts, principles, strategies and tactics related to movement and performance. Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of exercise and fitness. Students will exhibit personal and social behavior that respects self and others. Students will recognize the value of exercise for health, enjoyment, challenge, self-expression and/or social interaction. Physical Education allows for each student's individuality and creative expression to develop. The child is taught a sequential order of skills in each area and given several opportunities to apply, elaborate, and extend their newly acquired skills.

Health education emphasizes physical, emotional, and social well-being. Students are given learning opportunities to develop, apply and sustain healthy attitudes and behaviors throughout their lives. Themes include Health Promotion, Personal Health, and Interpersonal Communication Skills. Curriculum materials include Sanford Harmony and McGraw-Hill Health and Wellness.

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

Foreign Language is taught to all students in kindergarten through fifth grade. At Aldrich Elementary, we offer Spanish, the language that our community voted to have at our school when we began offering a foreign language. Spanish class meets two times each week. Students are taught basic Spanish vocabulary, Spanish cultures and customs, as well as reading, writing, and speaking in Spanish. The students are taught a sequential order of skills and given several opportunities to apply, elaborate and extend their newly acquired skill through songs, dances, games and many other activities.

2d. Technology/library/media

Communication and Information Systems (Digital Learning) focuses on digital citizenship and computer science skills that are taught by the classroom teacher and our teacher librarian. Communication and Information Systems provides students with opportunities to develop, utilize, and evaluate appropriate digital citizenship, essential technology, and computational skills by the use of emerging technologies to thrive in a diverse, digital world. During the elementary years, students will engage with technology and digital resources across content areas through various learning activities, experiences, and tools.

The Communication and Information Systems standards are written in grade bands so students in grades K-2 and 3-5 will acquire these skills throughout their K-5 experience. These standards include technology awareness, digital footprint & identity, relationships & communication, computer systems, networks & the internet, data & analysis, algorithms & computer programming, impacts of computing, and input technology (keyboarding).

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

Counseling ensures that all students acquire the knowledge, attitudes, and skills necessary for academic success, college and career readiness, and social/emotional development. Our Counseling curriculum promotes positive well-being and personal success by focusing on social and pre-academic skills to support their transition to kindergarten and by teaching important knowledge and skills for successful learning in school and throughout life. In addition, students will practice interpersonal skills to help them understand

and respect themselves and others, and will begin their investigation of the world of careers and job opportunities.

College and Career Readiness Skills are integrated on a daily basis as students learn to work and interact with other students and adults in positive and productive ways. Preparing students for college and career begins in our Preschool programs and continues throughout all elementary and secondary programs. The Millard Public Schools College and Career Readiness Standards align with the eleven standards identified in Nebraska Standards for Career Ready Practice. The Millard PK-12 College and Career Readiness standards include four comprehensive standards with indicators identified for each standard. These standards are Critical Thinking and Problem Solving Skills, Creativity and Innovation, Collaboration and Teamwork, and Citizenship and Personal Responsibility. These standards are written in grade bands so students in PK-5, Grades 6-8 and Grades 9-12 will acquire these skills throughout their PK-12 experience. Teachers share information about students' development of these skills at parent teacher conferences and on the report card through the section entitled College and Career Readiness.

3. Academic Supports

3a. Students performing below grade level:

The purpose of our intervention program is to guarantee continuous, differentiated experiences that meet the needs of the learners at their current learning level. This program maximizes the development of students through consistent and research-based practices, responsive instruction, and quality interventions.

We analyze our academic data and behavior data from many different sources to plan and program for struggling learners. We use our NWEA MAP data for Reading and Math. We utilize our text level and fluency data. We also have data team meetings with teachers to discuss classroom data and performance. We have many literacy and math interventions available to use with our struggling learners.

3b. Students performing above grade level:

Millard's High Ability Learner program, also known as HAL, is designed to meet the needs of students who are identified as high ability learners. High ability learners differ markedly from their peers in abilities, interests, and psychological maturity. They give evidence of high-performance capabilities in areas of intellectual capacity and/or specific academic disciplines.

The purpose of the Millard Public Schools High Ability Learner Program is to guarantee continuous, differentiated experiences that challenge and engage learners. This program maximizes the development of students through consistent and research-based practices, responsive instruction, and innovative programming.

The K-2 HAL Kaleidoscope Program is designed for students in Kindergarten through Second Grade to offer enrichment and/or extension lessons based on student strength in Math, Reading, or Visual-Spatial. Students are identified based on classroom teachers using the Kingore Observation Inventory (KOI). Students are reassigned annually. The 3-5 HAL Compass Program is designed for formally identified students in Third through Eighth Grade to offer enrichment and/or extension lessons based on student strength in Math, Reading, or Visual-Spatial. Students are identified dependent on criteria for initial screening. Students may be tested using the CogAT as early as the spring of Second Grade.

HAL Services in the arts has two major components; Honors Choir and Orff Schulwerk Honors Ensemble (OSHE). Millard Elementary Honors Choir is a performance group for High Ability Learners in the area of Vocal Music. The choir consists of 50-75 4th and 5th grade students from across the district. Students will sing from unison, two and three part vocal music scores. Musical selections are of the highest caliber selected from the repertoire of children's choruses across the country. Orff-Schulwerk Honors Ensemble (OSHE) is an experiential and performance group for High Ability Learners in the area of music and movement. An ensemble generally has between 25 and 30 students from across the District. At the present time, this program is serving only 5th grade students from across the district. As part of the program,

students sing, speak, move, and play percussion instruments. They are also involved in composition and improvisation. OSHE meets for a minimum of six combined hours plus performance opportunities.

3c. Students with disabilities:

Special Education and related services are provided to eligible students with disabilities from birth to age 21. These services are present within our schools and designed to meet each student's unique educational needs as identified in their Individual Education Program (IEP). Special Education is specially designed instruction enabling our students to make educational growth as engaged learners. Students with disabilities who are assigned to a general education classroom and spend most of their day in that setting can be provided services through the Resource Program. Supports and services are provided in identified areas on students' IEPs and can be implemented by the special education teacher, the general education teacher, or a paraprofessional in either the general education classroom or a small group setting. Related services are support services identified to assist students with disabilities in order to benefit from their special education program. In Millard Public Schools, these services can include speech/language services, physical and occupational therapy, adaptive physical education, vision services, audiological services, and assistive technology. IEP teams determine eligibility for related services based on individual student needs.

Millard Public Schools provides autism consultation to staff and families of identified students with Autism Spectrum Disorder. This service supports students in various settings throughout the District. The consultation includes assistance with development and implementation of the IEP for students with Autism Spectrum Disorder based on Evidence Based Practices in the field.

3d. English Language Learners:

The purpose of the English Language Learner Program is to provide English language development instruction to limited and non-English speaking students. It is the goal of the program to assist students in becoming full participants in the general education program.

There are many program models for students who are acquiring English as an additional language. Because we serve a population that represents great diversity in language and culture, the EL program in Millard is a content-based English Language Development (ELD) program in which students are grouped by language ability level. Students spend the majority of the school day mainstreamed in the general education program, receiving relevant, meaningful support services from highly trained EL teachers in EL classes.

The MPS K-12 English Language Development curriculum has been written by Millard teachers and is aligned to the Nebraska English Language Proficiency Standards (January, 2014). These standards draw on current theory, sound classroom practice, and educational standards from an array of national organizations and states. There is an emphasis on the critical language, knowledge about language, and skills using language that are found in college-and-career-ready standards and that are necessary for English learners to be successful in schools.

Lessons in the EL classroom are centered on language functions (what students do with language to accomplish content-specific tasks) and language forms (vocabulary, grammar, and discourse specific to particular content areas or disciplines) which are needed by English learners as they develop competence in the practices associated with English language arts and literacy, mathematics, and science. EL teachers place an emphasis on building background and developing vocabulary to support students in the core content program. Instructional strategies based on research and practical experiences are used to maximize student involvement in classroom activities.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Our learner profile attributes encourage students to become internationally minded. The attributes include: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective. The learner profile attributes are embedded in all that we do, and our students reflect on the attributes daily. We use a school wide recognition system where we hand out “Aldrich All-Star tickets” to students who we catch embodying the learner profile attributes. We share the students' names on the announcements several times a week. The students receive recognition certificates and little prizes for their hard work with the learner profile attributes.

Each classroom also has a recognition system to motivate and engage students in their learning. Some classrooms have a marble jar where the class earns marbles for compliments and good behavior. The class earns a celebration when the jar is full. Other classrooms have star cards. The students earn or lose stars based on behavior throughout the week. At the end of the week, the stars equal minutes of free time to play games or engage in other fun activities in the classroom. All of our classes recognize positive behavior which encourages and motivates our learners to do their best.

2. Engaging Families and Community:

Our Aldrich PTO and the West Omaha Optimist Club are two great community partnerships that we have at Aldrich. Our Aldrich PTO supports our staff, students, and community through their involvement in our school. Our PTO hosts many fun, social events for our community such as our Carnival, International Festival Night, Color Run, Walking Club, Creative Arts Night and more. Some of these events are fundraisers to assist our teachers in any classroom needs, field trips, guest speakers, and visiting authors. Our PTO also helps us fundraise for different building projects such as playground equipment, basketball hoops, and soccer goals.

The West Omaha Optimist Club has a mission to help children in our community. They provide our school with a yearly grant to help students with basic needs. Some of our students benefit with new school supplies, new shoes, coats, gloves and hats. Our partnership allows us to meet the basic needs of our students so that our students are ready to learn.

3. Creating Professional Culture:

Every year our school and district develop a professional learning plan for the school year. Our focus comes from our District and school strategic plan. We provide many opportunities for all staff to learn about best instructional strategies and about the IB framework and philosophy. We send many teachers to IB training every year in order to support our staff in their learning and teaching of IB. Through our many professional learning opportunities, we have developed a culture of vulnerability. It is acceptable to not know how to do everything, and it is acceptable to ask for help. We spend a great amount of time sharing ideas and strategies within our professional learning communities. We also developed a peer observation structure so that our teachers can learn from each other. Every four to six weeks each teacher gets to go observe in another classroom to gain new strategies and ideas. Our staff collaborate and discuss the observations to further each other's learning.

4. School Leadership:

Our administrator utilizes the building site planning process to develop the five year focus for our school. The building site plan is developed with a team of approximately 20 staff and parents. The team analyzes the achievement data, behavioral data, and engagement data to determine strengths and opportunities for our school. The whole staff then helps write action plans around the main themes or specific results. Throughout the process, each decision that is made centers around students and what is best for the students.

Our administrator utilizes a team approach for accountability. The School Improvement Team meets at least four times a year to review the progress made toward the building site plan and to discuss other big topics that need to be addressed for our school. The School Improvement Team consists of teachers, support staff, and parents.

We also have a Leadership Team that our administrator established to help make building decisions and provide valuable input. The Leadership Team helps write and implement IB policies and procedures for our school. The team also helps bring important topics to the table to have open discussion about systems and procedures that need to be established. For instance, we are reviewing and discussing our bullying reporting procedures and our bullying curriculum to ensure that we are being proactive in our approach.

5. Culturally Responsive Teaching and Learning:

Aldrich has a unique and diverse population of learners. We utilize our IB Programme to foster many opportunities to recognize and celebrate different cultures and backgrounds of our students, families, and staff.

The school fosters international mindedness through the learner profile attributes on a daily basis. The students participate in International Mother Tongue Day, Zoom with students in other countries, and celebrate our different cultures in each classroom to foster international mindedness. Each classroom has a country of study that they spend the whole school year learning about and comparing and contrasting with our country. Moreover, parents began holding an annual community event called the International Festival in 2019 which is a wonderful example of international mindedness and celebrating diversity of backgrounds. At the International Festival the heritage and culture of each member of our school community is celebrated through traditional clothing, dance, and food.

The school community has many opportunities to become familiar with the learner profile attributes. The school newsletter features a monthly informational article that focuses on different aspects of the IB PYP (including learner profile attributes), many teachers also highlight students' demonstration of the learner profile attributes in their weekly newsletter to parents, social media posts by staff to help inform the local/international community about all aspects of the IB PYP at Aldrich Elementary, the attributes are highlighted at the Aldrich IB Parent Meeting each year, and at the annual Open House/Curriculum Night when parents learn about what their child will be learning during the school year.

PART VI - STRATEGY FOR EXCELLENCE

The one practice that has been the most instrumental to our school's success is our inquiry strategy. We utilize the inquiry model with our IB transdisciplinary themes to integrate all of the subjects together. Each classroom has the inquiry cycle on the wall, and the classrooms utilize the cycle to provide student evidence of learning.

Throughout the school year, grade level teachers each focus on the different levels of inquiry: structured, controlled, guided, and free. This focus on inquiry has been significant for the staff. The students are now understanding the importance of good questions, deepening their knowledge and taking ownership of their learning.

Our focus on inquiry has helped make learning visible and helps staff reflect on our inquiry-based teaching strategies. Our staff has grown in their knowledge of inquiry which has impacted our students in positive ways: asking higher level questions, displaying more ownership of their learning, being open-minded to different possibilities, developing more curiosity, more self-directed learning, and going further with and taking action.

Our staff has a strong understanding of the inquiry process and making it more authentic. We shared pictures of our inquiry boards while also talking about how the inquiry process was strengthened. Some revelations that occurred are the increase in learner agency and action. The students are more reflective, asking more questions, taking action, expressing understanding in different ways, and going further by applying knowledge.