

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13TN2

School Type (Public Schools): Charter Title 1 Magnet Choice

Name of Principal: Dr. Clark Blair Ed.D.

Official School Name: McFadden School of Excellence

School Mailing Address: 221 Bridge Avenue
Murfreesboro, TN 37129-3503

County: Rutherford State School Code Number*: 7500070

Telephone: (615) 893-7251 E-mail: blairc@rcschools.net

Fax: (615) 898-7724 Web site/URL: http://www.mes.rcs.k12.tn.us/index.htm

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Don Odom Superintendent e-mail: Odomd@rcschools.net

District Name: Rutherford County Schools District Phone: (615) 893-5812

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Terry Hodge

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

_____ Date _____
(School Board President's/Chairperson's Signature)

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP 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 and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
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 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. 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

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 24 Elementary schools (includes K-8)
10 Middle/Junior high schools
10 High schools
1 K-12 schools
45 Total schools in district
2. District per-pupil expenditure: 8098

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 8
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	27	32	59
1	24	36	60
2	24	36	60
3	27	33	60
4	41	34	75
5	30	45	75
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	0	0	0
Total in Applying School:			389

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
3 % Asian
4 % Black or African American
2 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
88 % White
2 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 2%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	2
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	4
(3)	Total of all transferred students [sum of rows (1) and (2)].	6
(4)	Total number of students in the school as of October 1, 2011	390
(5)	Total transferred students in row (3) divided by total students in row (4).	0.02
(6)	Amount in row (5) multiplied by 100.	2

8. Percent of English Language Learners in the school: 0%
Total number of ELL students in the school: 0
Number of non-English languages represented: 0
Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 5%
 Total number of students who qualify: 20

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 0%
 Total number of students served: 0

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

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

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>18</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>5</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>9</u>	<u>4</u>
Total number	<u>33</u>	<u>4</u>

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

22:1

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	98%	97%	97%	97%	97%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: _____

Enrolled in a 4-year college or university _____ %

Enrolled in a community college _____ %

Enrolled in vocational training _____ %

Found employment _____ %

Military service _____ %

Other _____ %

Total _____ **0%**

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

No

Yes

If yes, what was the year of the award?

PART III - SUMMARY

With a need to provide an environment that would foster critical thinking by specializing instruction, McFadden School of Excellence came to fruition. Fourteen years ago, this school became the first academic magnet school in Rutherford County. The nostalgic building is located near downtown Murfreesboro.

McFadden was designed to serve a K-8 population of students that traveled from all over Rutherford County to receive the researched based instruction, designed to grow a love for learning and fuel curiosity. Since the doors opened in 1999, this school has continued to be one of the top achieving schools in the state of Tennessee.

In 2008, the Rutherford County School district saw the need to provide a similar learning environment for students throughout the remainder of his or her high school career. At that time, McFadden became a K-5 school that serves 390 students to this day.

Success of McFadden is derived from all stakeholders, but powered mostly by the faculty and staff that maintain high standards to meet the mission of the school. The shared mission is to provide students with a strong foundation for continued achievement. Our vision promotes the intertwining of student learning, relevance, growth mindset, appropriate challenge, and self-selected goals.

Also to ensure accomplishment of our mission, McFadden includes decision making from all stakeholders. Together a safe nurturing environment is created that includes actively engaged students, data driven instruction, and discoveries through technology, creative thinking, and problem solving. Effective communication between home and school, as well as clear expectations and procedures, enhance the safe environment so that learning can be the ultimate focus.

The culture of the school is established from these elements. In addition, familiar practices are seen on a daily basis at McFadden. Tradition repeats each year as fifth graders apply for an opportunity to serve on the daily broadcast team. Their responsibilities include morning announcements and leading the school in the Pledge of Allegiance and our school Pledge of Excellence. In order to produce the broadcast, students are exposed to the roles of broadcasting, such as anchor, sound, video, and credits.

Another aspect of our school that contributes to our pursuit of academic excellence is our daily classes, called Connections, for grades K-2. These classes are designed to extend daily learning and develop academic growth. Students pursue various interest-based classes, create a product for presentation, and present the final product in a school wide "Showcase."

Continuing with this non-traditional approach of learning, grades third through fifth begin to rotate classes through subjects with expert teachers in specific content areas. Third grade has a modified scheduled rotation to prepare students for the full rotation in fourth and fifth grade. The teachers that teach the full rotation loop with the class, enabling learning at deeper levels. Embedded deep into each child, critical thinking emerges through projects and discussions, creating indescribable academic gains.

The Leaves of Learning, an outdoor garden named and maintained by the students, is one example of the fruit from our specialized science department that contributes to the academic gains. Students share responsibilities for chicken duty, feeding and gathering eggs, while some students tend to planting, composting, or taking care of invasive plants. This and other types of learning in the garden are hands on and relevant to the real world, both of which provide one of our many windows into the rich academic environment that McFadden provides. This exposure to nature tends to be a lost hobby for many children whom live in the urban/suburban locales.

Accompanying our garden opportunity of observing bees, birds, and seed to vegetable, students may also elect to participate in some of our after school extra-curricular activities. GLOBE is another earth awareness club that travels to the local creek to take water samples and collect specimens. Other students participate in 4-H, Invention Convention, math camp, chorus, chess, Elementary Honor Society, and the Fun Run Marathon. Each activity enhances the student perception of the world around him or her, building on individual schema that will strengthen independent learning and knowledge as they synthesize the pieces they absorb.

Some schools may have lists of awards and opportunities. Some may think these opportunities complete a school worthy of the National Blue Ribbon. For us, due to our high standards and expectations, there is much more than lists on paper. Once spoken by a student at McFadden, "Sometimes there are things in my life that are hard to write in words because it's what I feel." That is why our school is a strong National Blue Ribbon candidate.

McFadden is a family. Indescribable. The strong academic support is only part of us. At McFadden, education is about the whole child. Each child is loved and gently pushed for his or her benefit with careful observation, making sure the learning is prescribed to fit individual needs. That is exactly what we are called to do, and that is exactly what we do. Not just every once in a while, but every day when we walk in the door, each individual enters knowing it's time to grow in the safe environment that wears the name "McFadden School of Excellence." That... is the cherry on top.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

McFadden administers the Tennessee Comprehensive Assessment Program (TCAP) each spring to students in grades three through five. TCAP is a four part test measuring reading/language arts, mathematics, science, and social studies. Student scores can fall into one of four categories consisting of advanced, proficient, basic, and below basic. Prior to 2010, student scores were divided into only three categories consisting of advanced, proficient, and basic. Cut scores that indicate what percentage or number of questions correct students must achieve to reach basic, proficient or advanced status in each subject area can be located on the Tennessee State Department of Education website (www.tn.gov/education/assessment/ach_prof_level.shtml).

TCAP is also used to calculate not only student achievement, but also the amount of growth a student makes as estimated through the Tennessee Value-Added Assessment System (TVAAS). TVAAS allows schools a longitudinal view of student performance. TVAAS scores are determined based up how much growth students should make as compared to the state growth standard. We use TCAP and TVAAS data to inform teachers and parents, as well as make instructional decisions for our school.

Our school population over the past five years has remained fairly constant. The school has been around 90% white, 5% African-American, 3% Asian, and 2% Hispanic. Our Economically Disadvantage subgroup has been under 5% for the past five years. While McFadden does not have the required number of students in a subgroup for NCLB reporting, our school does drill down into that data each year to seek any deficiencies based on the number of students in each group. Most subgroups have less than ten members and in some cases only one student. Our school feels like most schools that each individual student is important regardless of subgroup and must have all the necessary support to achieve success. Therefore, we will continue individual data analysis and support even though we have not found any significant deficiencies in any area over the previous five year time period. Due to the fact that we have entrance requirements that identify moderate to high achievers, our student body is coming in at a high academic level. Being an academic magnet school, our teachers set high expectations of achievement for each and every student. Our school has consistently met all AYP benchmarks. We have scored A's on Academic Achievement in Mathematics and Reading/Language Arts as well as Science and Social Studies for the past five years.

We believe with our student population that we will continue to maintain A's in all areas of academic achievement as indicated on our data tables in Part VII. Therefore, our school focus concerning state testing is addressing the fluctuation of value-added scores from year to year. Prior to 2009, our school scored A's in value added for Math and Language Arts. However, with the changes in testing and scoring levels, we saw a drop in Math to a B in 2009 and a D in 2010. Language Arts also saw a drop to a B in value added scores that continued from 2009 to 2011. The belief that high achieving students cannot show growth because they are already functioning at the top is a challenge that our staff takes as we seek to maximize student learning.

Starting in the 2010 school year, our school took a unique attempt for elementary schools to meet value-added goals for our students. We decided to begin departmentalizing classes in fourth grade. Our students would have a six period day that included two teachers dividing language arts standards and a lab class devoted to supporting math and science instruction. This process gives our teachers in fourth and fifth grade two years to loop with the same students in the same classes while also giving our teachers a chance to focus on teaching one subject area to the best of their abilities. Through our PLC and departmentalizing approach, we have seen significant improvement in student achievement. All four academic areas have shown improvement, with Language Arts value added returning to a grade of A. Math has rebounded from a D to a C over the past two years. We are not satisfied with the value added score for math and

have incorporated additional math support through our math/science lab class. We have also seen growth in the areas of Science and Social Studies over this two year period.

Starting in 2012, the state of Tennessee has set individual school goals based upon previous academic achievement for accountability. Tennessee notes the following on the state report card. Accountability Data – Tennessee uses accountability data to track growth and improvement year-to-year. Accountability data include gains on student assessments, gap closure between groups of students and graduation rate. These measures meet certain federal requirements and are used to determine a school or district's accountability status under the state's waiver from the Elementary and Secondary Education Act.

For 2012, McFadden met the state goal for our school in math performing at 95.7% which was 1.3% over our set school goal of 94.4%. For Language Arts in grades 3-5, we feel short of our goal of 96% by 0.4. In grade three, we fell short of our goal of 94.8% by 6.8% in language arts and short of our goal of 100% proficient/advanced in math by 6.7%. With our small student population, those percentages can be narrowed down to very few students missing proficiency. With that in mind, our teachers and administration are working through our PLC time to disaggregate data to identify each student and plan accordingly for remediation. Our personal school goal will always be 100% proficient and advanced because we want to ensure growth for every student.

2. Using Assessment Results:

Rutherford County Schools and McFadden Elementary believe in the power of making instructional decisions based on data. Data analysis can provide a view of student, teacher, and school performance. Data is disaggregated as a school by our data team. For the current school year, we began the process of reviewing data as soon as it becomes available starting with TCAP scores from the previous spring. Each teacher receives copies of not only the data from their students but those students that will be coming to them for the next school year. This allows our teachers to look at strengths and weaknesses of their teaching, student learning, and begin analyzing strengths and weaknesses of their incoming students. Teachers focus on any area where their current class or incoming class score below the 80th percentile when examining possible gaps in instruction. In the event that teachers do not have scores below the 80th percentile, then teachers focus on the two lowest scoring areas as areas of improvement. Next, teams look for any concerning patterns in relation to demographic data including race/ethnicity, gender, or socio-economic levels to avoid any possible gap closure issues.

Collection and disaggregation of data continues as the school year begins. Teachers have the opportunity to give a variety of assessments throughout the school year including, but not limited to, benchmark tests, DIEBELS, STAR reading assessments, Accelerated Reader, Study Island, IXL Math, and Data Director exams. Teachers also use different types of classroom assessments including informal assessments, running records, student work, and teacher developed rubrics. Assessment data can then be used in the classroom to identify specific classroom and individual student needs. Data use also helps with identifying reading groups, enrichment offerings, and remediation opportunities for students. Individual data disaggregation is coupled with our school PLCs (Professional Learning Communities) as our school works at sharing teaching strategies to promote effective teaching. Each grade level PLC team meets weekly to plan for upcoming lessons, develop common assessments, and review student/class goals. Common assessments administered become the focus of future PLC meetings and check points for student mastery of skills. Effective use of PLCs has become one of the most valuable uses of time at our school.

Our school consistently works at keeping parents, students, and the school community informed of students' academic achievement. Classroom information is sent home to parents by weekly folders, progress reports, and quarterly report cards. Teachers provide additional information via individual emails, Parent Portal, phone conferences, and classroom website. Our 3rd through 5th grade families can access the Jupiter grades program on-line to see their grades and missing assignments at any time. Parents are also given the option of setting up parameters in the program to receive text or email alerts when

classroom performance is below their expectations. Rutherford County schedules two parent conferences twice a year, and we encourage parents to meet with us anytime they have concerns about their child. Parents are made aware of data that is released by the Tennessee Department of Education. Our principal also sends out links to any on-line data that is released for review and has offered parents opportunities to come in and meet to review test scores.

3. Sharing Lessons Learned:

McFadden has an open door policy for pre-service teachers in a variety of settings. We learn from them as much as they learn from us. We have several teachers that utilize our local college, Middle Tennessee State University, not only for assistance in programs like our garden project but to come into our school and learn effective strategies for classroom instruction and management. We regularly host student teachers from a variety of colleges and interns from Middle Tennessee State University (MTSU). These students are blended into our team and given the flexibility to blend their style with our program and gain great experience that they will use in their own classrooms.

Mrs. Cindy Cliché is a second grade teacher at McFadden that is also an adjunct teacher at MTSU for elementary mathematics instruction. She has started a family math night at our school where our families get to come in with their children and participate in a variety of stations that cover 3-5 grade standards in a fun and hands-on way. Teachers give Mrs. Cliché standards that will be effective for K-2 and 3-5 students to make sure she is deliberate and appropriate for learning not only with her MTSU students but our student body. Her students also offer math tutoring as part of their class requirement that assists our students with problem areas that they might have which in turn helps them in the classroom.

Not only do we host undergraduates for a learning lab type situation, we also collaborate with MTSU to host interns or master's students. These students are a non-traditional student teacher with a variety of backgrounds that have chosen to get an advanced degree in teaching. For approximately six weeks, the interns are placed in assorted grade levels to work with our students as they grow professionally with one of our teachers.

Our school has also hosted many outreach programs to many teachers at the local, state, and regional levels. Our Professional Learning Communities model in Rutherford County allows for other specialty area teachers across the county to meet at our school. At that time, our teachers share with them ways to weave other subject area learning with-in their special areas. Our garden has hosted teachers from the Southeast Region to come and interview students as well as teachers about how our garden is so vital to teaching curriculum to our students. The garden is open for all teachers to utilize for all areas of curriculum with emphasis on science and math for the fourth and fifth grade levels.

Our teacher's expertise is also utilized by our district and state to present at conferences all over the United States, which include National Council for the Teachers of Mathematics, Local Associations for the Gifted Children Conference, The Tennessee Technology Conference, and a variety of others for curriculum and technology. In addition to presenting at conferences, we hold membership in several professional organizations from National Council of Teachers of Mathematics, National Science Teachers Association, to the National Association for the Education of Young Children. Our teachers are always on a quest for the best and most effective way to teach and grow our students as well as connect with other educators as we grow as professionals in our craft.

4. Engaging Families and Communities:

Becoming part of the McFadden family starts with our interest meeting that occurs in November for the upcoming school year. Families are invited for a presentation and a tour to see and learn what McFadden is all about. The application process then begins in January. Each year we receive approximately five hundred applications for seventy-five openings. Our staff tests and screens each applicant based on

criteria set for the magnet programs in our school district. During January and February, our principal leads tours on a weekly basis to interested families. In April, after selections for new students have been made, our PTO hosts a Welcome to McFadden event for all incoming families to begin the process of becoming part of our school.

Once August arrives, our PTO and staff are back at work during our Back to School Event. All families come out for food, fun, and early registration materials. This kickoff event is a great way to start the new school year. Our PTO continues to build community at McFadden each semester with connect events. These connect events give families time in their grade level to build relationship while giving the students time together. As a school, we host three curriculum nights throughout the year called showcases to spotlight student work while bringing in families to participate and view our one of our headline events that ties in with our showcase nights such as our science fair, math night, book fair, or Art showcase.

Community Service is also a great way we like to engage our family and community. Throughout the year in conjunction with our guidance classes our school collects for community organizations including a local clothing closet, a domestic violence shelter, animal shelter, and a homeless shelter to name a few. One of our favorite school events has been our Earth Day activities. Over the past few years we have done a variety of things to make areas more "green" in our community. We send buses of students and parents around our community to clean areas, plant flowers, and assist local agencies. We have worked with Habitat for Humanity, Patterson Community Center, Stones River National Battlefield, Discovery Science Center, Christiana Adult Center, Barfield Park, and others. Our students spend part of Earth Day working out in the community and then come back in the afternoon to work around our school in our playgrounds, outdoor learning garden, and inside the building while learning about recycling. Our school with the help of our students and parents work together to support agencies such as the American Red Cross, the American Heart Association, and Books from Birth foundation. We use all of these events and activities to build community and teach children that it is important to help and be a part of your local community.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Tennessee mandated curriculum is the backbone of our approach at McFadden. The standards in all areas drive our instruction daily. In a unique way we combine standards with hand-on experiences and deep exploration for optimum learning. Collaboration and constant research on understanding data combined with recent teaching strategies keep us moving in the right direction. We use our testing data along with state standards to each student in a way where growth occurs.

With Core Curriculum standards, reading and writing is a huge key component in all subject area instruction, therefore we are making huge strides in how to incorporate non-fiction into all subjects. We collaborate with grade level teachers to weave reading for purpose and writing for retention as often as we can. We offer several outlets for children to be independent learners as they make their own choices with projects and a deep understanding of subject matter is evident in their journaling. Another component that is infused in all aspects of our students' day is the use of technology. We have a variety of technology that supports and exceeds normal expectations in our classrooms. We also have three full functioning computer labs that are always full of great thinking and project based learning.

Math curriculum is evolving from Tennessee state mandated curriculum to a full Common Core Curriculum. Our K-5 teachers have participated in training and are currently teaching Geometry through Math out the Box models developed by Clemson University. These models are making Geometry more real and relevant to our students as we explore and understand how math is present in our everyday lives. We supplement our learning with electronic versions of math programs: IXL and Study Island. All other standards in Common Core are addressed with manipulatives and hand-on approaches to deepen learning as well. We also have a unique opportunity in our fourth and fifth grade rotation model to offer math and science to our students for a class and a half daily which turns into one hour and half daily to give them a rich overall experience.

Our science program is an exceptional one as well. We use a variety of science kits, hands-on learning, and working in a garden on site for deep experiences in all sciences. All grade levels have access and use a fenced in area on our school campus that was developed to enrich our students. Along with the garden we use Science Technology for Children kits for all levels of thinking and branches of science. A key assessment tool as they are progressing is a journal that we use to answer questions and develop thinking.

Our dynamic social studies curriculum is delivered through research, brain based learning, power points and project development. We use experts, museum trips, and projects to explore aspects of social studies to make history come alive for our learners.

Physical education is another outlet we use for creative thinking by playing games, dancing, and strategizing for the best way to accomplish a goal. Students are so much better thinkers when they are active. Our program also embeds healthy living as a life style choice and encourages our students daily to achieve goals to make them the healthiest they can be.

Fine Arts is another outlet that our children get to try their expertise and experiment with specialties or challenges of each individual. Our music and visual arts program is superior to any other. The combination of their expertise in their subject area and the blending when possible with standards in other subjects make for an amazing instructional team and learning experience for our whole school. Our music teacher provides an opportunity for students to be in chorus and honor choir starting in fourth grade to begin developing talents that could be used for their future.

2. Reading/English:

McFadden has developed unique strategies to fit our student body. Students at our school have maintained a very high check out rate of over 4,000 books each month. With that being said, students overall have high reading fluency and need deeper instruction on connecting strategies and synthesis of reading. We have purchased the Rigby PM Ultra Benchmark assessment program that was researched by our faculty as an appropriate tool to assess our students where they are in both comprehension and fluency so that each grade level teacher can create groups and instruction plans around the direct needs of their students.

Teachers collaborate through Professional Learning Communities (PLC) to determine the best strategies to address the needs of student reading growth. When the needs of each student are assessed, a plan of action takes place from the beginning of the year to the end. Intertwining new Common Core Standards and the pedagogy of our teachers in reading instruction, our teachers find deliberate and high level thinking experiences to challenge our students to excel.

Some grade level initiatives have been created to increase comprehension and foster the desire in young readers to become well developed readers. We have a book buddies program that is in its fourteenth year to involve kindergarten students with a third grade or fifth grade class to read and work on fluency as well as comprehension. Several tasks have been developed that extend the love of learning and comprehension through mentor programs that allow our older students to interact with the younger students.

When goals are not met either through formative or summative assessment with a student or group, a team intervention takes place. We will regroup and develop a re-teaching plan for an individual or group so that the deficit will be mended. Each grade level has a ninety minute block to create an environment to give ample time for the students to read silently, study a novel together as a group, and learn deeper connections that a book or author provides.

The language arts program is connected to reading and writing. It goes hand-in-hand with development of comprehension and understanding and use of the English language. Independent practice of a particular skill also plays a role in the overall instruction of reading and language arts. Another effort in reading and language arts is the integration of non-fiction into all other subjects. Our reading teachers feel it is imperative that students are taught how to read text and develop understanding according to the text, author's purpose, or the subject.

3. Mathematics:

Due to the change from Tennessee State Standards to the new Common Core, our math program has morphed into a more hands-on approach with deeper understanding. We take great pride in providing opportunities to learn math in a variety of ways to achieve student success and growth. Pacing guides are created at each grade level within PLC meetings to address appropriate standards. Strategies are developed to address students from high achievement to low achievement as related to our teacher's styles and with TCAP, as well as formative and summative assessments done with their students. Constant communication is done by our faculty to identify the students that are excelling, maintaining, and falling behind in a particular skill area.

While many of our students at McFadden are excelling, some are growing at an average rate and yet still some need remediation as well as extend for those well ahead. Our teachers have to find unique ways to address all students at each and every level. We have adopted some tools to use with all levels of development such as IXL and Study Island. Both programs can address each level of student and will help them grow at their own rate.

Most of our students are already high-level thinkers in this area so it is imperative that we do not let them sit stagnate. So implementation of individual, small group or whole class remediation/enrichment is very

important. We use stations or centers, Math Out of the Box, and outdoor math in our garden lab to address all learners and to give an overall experience that will address each student's mathematical need.

Technology also plays a huge roll in addressing these diverse needs. We often use iPads along with Apple TV to utilize apps that are made specifically for math instruction and others that make the learning entertaining and another approach to strengthen their learning. Khan Academy videos are often used in the upper grades, 4th-5th, to engage the students as well as give another perspective on the strategies in which math can be solved.

McFadden believes that mathematics is a priority not only in the present but also for the future of our students. We are constantly looking for ways to address standards for math in a way that all types of thinkers not only obtain the knowledge of the standard but also learn it in a way that they can use it in life.

4. Additional Curriculum Area:

In a time when schools are teaching less science and social studies, we feel that these two subjects are very valuable for students and integrate well with reading and math. Our school schedule is set up to ensure students are receiving science and social studies instruction on a daily basis. In grades K-2, students use Science and Technology Communication kits that offer hands on learning in a variety of grade specific standards. In grades 3-5, we rotate students in classes with individual teachers focusing on instruction of those classes. To further science instruction, our 4th and 5th graders go to a science/math lab teacher as well as receive instruction from another science teacher. These two teachers work closely together to design lessons around hands-on instruction. Our Leaves for Learning Outdoor Classroom is a garden full of activity. Students can experience science in a unique way while watching pumpkins grow, making compost, or watching the life cycle of chickens.

Students at McFadden are on a three day elective rotation where they receive art, music, and physical education. Elective teachers work with classroom teachers through our PLC time to integrate content area curriculum with elective curriculum. Teachers make it a point for students to see the connections in the elective classes. Students can make those connections while learning math facts during physical education, symmetry in art, or connect fractions while learning about quarter notes in music. Elective teachers also design lessons to incorporate reading/language arts by using a variety of literature during classroom time. Examples include art lessons from Eric Carle's books like *The Hungry Caterpillar*, music lessons from *Cinderella* and *Coat of Many Colors*, and Physical Education lessons from *The PE Teacher from the Black Lagoon* or *Jungle Gym Jitters*.

Students at McFadden go to bi-weekly classes in library and guidance. Our media specialist focuses on library skills that relate to our language arts standards. Meanwhile, our guidance teacher offers a variety of topics ranging from classroom organizational skills to lessons pertaining to our character words of the month.

5. Instructional Methods:

Being an academic magnet school, our school sees the need to challenge and advance our students by not only ensuring a foundation of learning but by enriching the curriculum offerings as well. As a public school in the state of Tennessee, we follow the curriculum as outlined by the department of education. However, as a staff, we strive to offer students unique and differentiated instructional methods to meet those standards.

This process begins with our Professional Learning Communities where teams look at standards and work to find a variety of ways to teach and assess students. Each grade level team has a forty-five minute block of planning time daily to work with others to design and review lessons. Teachers spend a large amount of time designing lessons with the idea that textbooks are just a resource and not a way of teaching. Data

is always a part of the conversation when planning classroom instruction as well as the learning styles of the students and brain based strategies that assist learning. Next, infusing technology into lessons is an integrated part of lesson design. As a school piloting a Bring Your Own Technology program, teachers can design lessons that use IPADs, IPODs, flip cameras, on-line resources, and take advantage of our three school computer labs. Each teacher at McFadden has an IPAD, Apple TV, HDMI Projector, and a document camera. Classrooms are also outfitted with interactive performance systems including Whiteboards, Classroom Performance Systems, or Interwrite boards.

Teachers in Grades K-2 utilize our Educational Assistants to work with small groups of students during reading and math instruction. The Educational Assistants are also very valuable by working with individual or small group needs for remediation while teachers offer enrichment opportunities for other students. Teachers in Grades 3 rotate students through social studies, science, and math classes while keeping their homeroom for Language Arts classes. When students reach 4th grade at McFadden, they change classes six times per day through core classes and a science/math lab. This looping of 4th and 5th grade students has allowed teachers to focus on one subject area and maintain a two year relationship with students. We have seen tremendous academic growth for our students after two years in this program.

6. Professional Development:

Professional Development focuses on improving instruction through individual needs as well as identified grade level needs and school wide objectives. Teachers working with administration set professional development goals from test score data, technology initiatives, and personal growth goals. Teachers keep a running portfolio of professional development activities that are reviewed at the end of each school year as part of their evaluation.

Grade level teams review testing data as it becomes available and looks for gaps or weaknesses in instruction. Following identification of those weaknesses, teachers can then look at professional development offerings from Rutherford County Schools or seek outside opportunities. Rutherford County offers a variety of professional development throughout the school year starting with our annual summer conference. In 2012, our conference in conjunction with School Development for Educators (SDE) offered courses ranging from Common Core to improving instruction for gifted learners. Throughout the year, Rutherford County brings in speakers or does share sessions led by teachers in our county. Our staff has lead or has hosted multiple sessions in math, art, music, social studies, and science for the teachers of Rutherford County.

Our administration has led book talks on book such as *Improving Student Learning One Teacher at a Time* by Jane Pollock and *Pathways to Common Core* by Lucy Calkins. Our staff has taken retreats to set goals, review data, and share instructional strategies with each other. Teachers have also taken advantage of local opportunities including IPAD training, Kindergarten conferences, and online offerings from Middle Tennessee State University.

Our teachers are currently working with Rutherford County Schools to implement the Common Core State Standards. Subsequently, teams of teachers have attended math and language arts sessions with the purpose of bringing back ideas to train other staff members. One of our favorite choices for professional development is finding time to attend other classrooms in the building to observe teachers and students. We find this opportunity very beneficial when combined with our PLC activities.

We talk to our students about constantly improving and being lifelong learners, and we approach professional development with that same mindset.

7. School Leadership:

The principal at McFadden School of Excellence sees leadership as a shared role among all stakeholders in varying roles using a variety of strengths throughout the school. Our principal starts each day outside welcoming students, parents, and teachers for the new day to start off with a community feeling where all members involved are needed to make our school a success. Following morning announcements with our fifth grade students, he visits each classroom to see learning, touch base with staff, and recognize student work gives our administrator a close up view of daily activities. As the day progresses, you may see our principal talking to kids at lunch, meeting with PLC teams, taking part in classroom activities, or team teaching with a staff member. As the day ends, the principal works with teachers outside loading students for dismissal. Our administrator sees his role as a support staff person for all students and staff and leads by example throughout the building that sets the culture for the whole school.

Teachers are encouraged to take on a variety of leadership roles through curriculum and organizational committees, sponsoring clubs, and working with Middle Tennessee State University to allow future teachers to visit classrooms. Vertical teams also meet for needs that we have assessed at our school like school culture, the edge our school has in our community, and how we can provide academic support to both students and teachers. Our principal also feels that a greater investment into our school culture is made by allowing students to take on leadership roles that will impact them for their future success. Students have an assortment of leadership opportunities in a variety of ways including doing classroom jobs, being teacher assistants, and participating in school clubs and activities. Accomplishments of teachers, staff and students are of the utmost importance to give them a sense of pride and ownership in our school. Our connection to our Parent Teacher Organization shows how our school leadership combined with PTO support can contribute to overall school success.

Most importantly, McFadden School of Excellence believes in the power of being a Professional Learning Community (PLC). Teachers and administration work together to focus on the PLC premise that educators should be committed to working collaboratively in the ongoing process of collective inquiry and action research to achieve better student outcomes. PLC teams work in grade level groups and vertical teams on academic and affective needs of our students.

Our belief concerning leadership is one that focuses on working together for the good of all participants at McFadden. All members of our team lead our school to be what it is on a daily basis and make it evident to the community of our pride and belief that this approach is effective.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Test: Tennessee Comprehensive Assessment
3 Program

Edition/Publication Year: Spring Achievement Publisher: McGraw-Hill/Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient & Advanced	93	100	98	100	100
Advanced	30	62	53	90	95
Number of students tested	60	58	40	40	40
Percent of total students tested	100	97	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Advanced	Masked	Masked		Masked	Masked
Advanced	Masked	Masked		Masked	Masked
Number of students tested	2	2		1	2
2. African American Students					
Proficient & Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	3	1	3	1
3. Hispanic or Latino Students					
Proficient & Advanced	Masked		Masked	Masked	
Advanced	Masked		Masked	Masked	
Number of students tested	1		1	1	
4. Special Education Students					
Proficient & Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient & Advanced					
Advanced					
Number of students tested					
6. White					
Proficient & Advanced	95	100	97	100	100
Advanced	30	66	53	91	97
Number of students tested	56	53	36	32	39
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. In 2009-2010, the Tennessee Department of Education made significant changes in TCAP. The TDOE adopted stronger academic standards, and they recalculated the proficiency scales on the achievement test in order to shift the thinking from proficiency to mastery. Due to the strong standards in reading/language arts and math, the proficiency levels dropped.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Tennessee Comprehensive Assessment
3 Program

Edition/Publication Year: Spring
Achievement

Publisher: McGraw-Hill/Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient & Advanced	88	95	93	100	100
Advanced	38	48	53	93	88
Number of students tested	60	58	40	40	40
Percent of total students tested	100	97	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Advanced	Masked	Masked		Masked	Masked
Advanced	Masked	Masked		Masked	Masked
Number of students tested	2	2		1	2
2. African American Students					
Proficient & Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	3	1	3	1
3. Hispanic or Latino Students					
Proficient & Advanced	Masked		Masked	Masked	
Advanced	Masked		Masked	Masked	
Number of students tested	1		1	1	
4. Special Education Students					
Proficient & Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient & Advanced					
Advanced					
Number of students tested					
6. White					
Proficient & Advanced	89	94	92	100	100
Advanced	36	51	56	91	90
Number of students tested	56	53	36	32	39
<p>NOTES: Masked indicates data were not made public because fewer than 10 students were tested. In 2009-2010, the Tennessee Department of Education made significant changes in TCAP. The TDOE adopted stronger academic standards, and they recalculated the proficiency scales on the achievement test in order to shift the thinking from proficiency to mastery. Due to the strong standards in reading/language arts and math, the proficiency levels dropped. See http://www.tn.gov/education/assessment/tools_resources.shtml for additional information.</p>					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: Test: Tennessee Comprehensive Assessment
4 Program

Edition/Publication Year: Spring
Achievement

Publisher: McGraw-Hill/Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient & Advanced	96	88	72	100	100
Advanced	49	46	18	90	92
Number of students tested	74	74	50	50	50
Percent of total students tested	99	99	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	2	1	2	2
2. African American Students					
Proficient & Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	3	4	1	4
3. Hispanic or Latino Students					
Proficient & Advanced		Masked			
Advanced		Masked			
Number of students tested		1			
4. Special Education Students					
Proficient & Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient & Advanced					
Advanced					
Number of students tested					
6. White					
Proficient & Advanced	97	86	69	100	100
Advanced	51	43	17	92	95
Number of students tested	67	65	42	48	44
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. In 2009-2010, the Tennessee Department of Education made significant changes in TCAP. The TDOE adopted stronger academic standards, and they recalculated the proficiency scales on the achievement test in order to shift the thinking from proficiency to mastery. Due to the strong standards in reading/language arts and math, the proficiency levels dropped. See http://www.tn.gov/education/assessment/tools_resources.shtml for additional information.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Tennessee Comprehensive Assessment
4 Program

Edition/Publication Year: Spring
Achievement

Publisher: McGraw-Hill/Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient & Advanced	97	95	92	100	100
Advanced	68	46	58	92	96
Number of students tested	74	74	50	50	50
Percent of total students tested	99	99	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	2	1	2	2
2. African American Students					
Proficient & Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	3	4	1	4
3. Hispanic or Latino Students					
Proficient & Advanced		Masked			
Advanced		Masked			
Number of students tested		1			
4. Special Education Students					
Proficient & Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient & Advanced					
Advanced					
Number of students tested					
6. White					
Proficient & Advanced	97	95	93	100	100
Advanced	69	48	57	94	98
Number of students tested	67	65	42	48	44
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. In 2009-2010, the Tennessee Department of Education made significant changes in TCAP. The TDOE adopted stronger academic standards, and they recalculated the proficiency scales on the achievement test in order to shift the thinking from proficiency to mastery. Due to the strong standards in reading/language arts and math, the proficiency levels dropped. See http://www.tn.gov/education/assessment/tools_resources.shtml for additional information.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: Test: Tennessee Comprehensive Assessment
5 Program

Edition/Publication Year: Spring
Achievement

Publisher: McGraw-Hill/Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient & Advanced	97	96	82	100	100
Advanced	68	51	30	96	98
Number of students tested	74	70	50	50	50
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	5	2	1	3
2. African American Students					
Proficient & Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	4	1	5	4
3. Hispanic or Latino Students					
Proficient & Advanced	Masked	Masked			
Advanced	Masked	Masked			
Number of students tested	2	1			
4. Special Education Students					
Proficient & Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient & Advanced					
Advanced					
Number of students tested					
6. White					
Proficient & Advanced	97	97	83	100	100
Advanced	64	49	31	98	100
Number of students tested	64	59	48	43	43
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. In 2009-2010, the Tennessee Department of Education made significant changes in TCAP. The TDOE adopted stronger academic standards, and they recalculated the proficiency scales on the achievement test in order to shift the thinking from proficiency to mastery. Due to the strong standards in reading/language arts and math, the proficiency levels dropped. See http://www.tn.gov/education/assessment/tools_resources.shtml for additional information.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Tennessee Comprehensive Assessment
5 Program

Edition/Publication Year: Spring
Achievement

Publisher: McGraw-Hill/Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient & Advanced	100	99	90	100	100
Advanced	70	43	38	98	94
Number of students tested	74	70	50	50	50
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	5	2	1	3
2. African American Students					
Proficient & Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	3	1	5	4
3. Hispanic or Latino Students					
Proficient & Advanced	Masked	Masked			
Advanced	Masked	Masked			
Number of students tested	2	1			
4. Special Education Students					
Proficient & Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient & Advanced					
Advanced					
Number of students tested					
6. White					
Proficient & Advanced	100	98	92	100	100
Advanced	70	48	38	100	93
Number of students tested	64	59	48	43	43
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. In 2009-2010, the Tennessee Department of Education made significant changes in TCAP. The TDOE adopted stronger academic standards, and they recalculated the proficiency scales on the achievement test in order to shift the thinking from proficiency to mastery. Due to the strong standards in reading/language arts and math, the proficiency levels dropped. See http://www.tn.gov/education/assessment/tools_resources.shtml for additional information.					