

***U.S. Department of Education***  
***2020 National Blue Ribbon Schools Program***

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[X] Public or [ ] Non-public

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

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

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

School Mailing Address 459 Reunion Parkway  
(If address is P.O. Box, also include street address.)

City Madison State MS Zip Code+4 (9 digits total) 39110-7191

County Madison County

Telephone (601) 856-6246 Fax \_\_\_\_\_

Web site/URL https://www.madison-schools.com/Domain/966 E-mail mhanna@madison-schools.com

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.

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

Name of Superintendent\* Charlotte Seals E-mail cseals@madison-schools.com  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Madison Co School Dist Tel. (601) 499-0800

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.

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

Name of School Board  
President/Chairperson Philip Huskey  
(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.

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

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

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

## **PART I – ELIGIBILITY CERTIFICATION**

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The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 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 includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
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. 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

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Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 11 Elementary schools (includes K-8)
  - 4 Middle/Junior high schools
  - 6 High schools
  - 1 K-12 schools
- 22 TOTAL

**SCHOOL** (To be completed by all schools)

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 as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	96	81	177
1	94	82	176
2	78	90	168
3	78	78	156
4	92	84	176
5	87	101	188
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
<b>Total Students</b>	525	516	1041

\*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
  - 11 % Asian
  - 15 % Black or African American
  - 3 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 71 % White
  - 0 % Two or more races
  - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 6%

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.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	31
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	31
(3) Total of all transferred students [sum of rows (1) and (2)]	62
(4) Total number of students in the school as of October 1, 2018	1018
(5) Total transferred students in row (3) divided by total students in row (4)	0.06
(6) Amount in row (5) multiplied by 100	6

6. Specify each non-English language represented in the school (separate languages by commas):
- Arabic, Chinese, Dinka, French, German, Gujarati, Hindi, Japanese, Korean, Mandarin, Punjabi, Russian, Spanish, Tamil, Telugu, Turkish, Urdu, Vietnamese

English Language Learners (ELL) in the school: 6 %  
61 Total number ELL

7. Students eligible for free/reduced-priced meals: 18 %
- Total number students who qualify: 187

8. Students receiving special education services: 13 %

140 Total number of students served

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

- |                                  |  |
|----------------------------------|--|
| <u>14</u> Autism                 | <u>8</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>1</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>27</u> Other Health Impaired                |
| <u>14</u> Developmental Delay    | <u>7</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance   | <u>94</u> Speech or Language Impairment        |
| <u>2</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>5</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 3

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	3
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	41
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	22
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	27
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23:1

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

<b>Required Information</b>	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	95%	95%	96%	96%	95%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

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

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

Yes  No

If yes, select the year in which your school received the award. 2010

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

Madison Station Elementary, in partnership with parents and community, will provide all students the opportunity to excel through an arts integrated curriculum providing relevant, diverse, and challenging learning experiences in a safe and positive environment.

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

## **PART III - SUMMARY**

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Madison Station Elementary School (MSE) is located in central Mississippi. The school, one of 23 in Madison County Schools school district, is now the largest elementary school in the county with 1,041 students in kindergarten through fifth grades. The school employees include: one principal, two assistant principals, sixty-five certified teachers, twenty-seven assistant teachers, four office managers, and one maintenance staff member. The school is housed in beautiful building that is only sixteen years old. Madison Station has become known in central Mississippi for its attention and care to ensuring all students are given equal opportunity to grow and flourish.

Our mission states that in partnership with parents and community, we will provide all students the opportunity to excel through an arts integrated curriculum providing relevant, diverse, and challenging learning experiences in a safe and positive environment.

To ensure continued success, specific school goals have been established and serve to drive decision-making within our school environment. Our four school goals, academic excellence, arts integration, fitness and wellness, and character development, support our mission to serve students in a way that helps them flourish academically, physically, socially, and emotionally.

Madison Station ensures students reach high academic goals by supporting their learning through quality instruction enabling students to reach their fullest potential. A differentiated approach to instruction guarantees that students are being instructed at a level appropriate for their specific academic needs.

Integrating the Arts into the school curriculum at Madison Station provides students with opportunities to demonstrate their intelligences in different ways. Madison Station provides students with the opportunity to marry art concepts with traditional academic concepts in an integrated way that makes learning meaningful. Students are able to demonstrate knowledge and understanding of academic standards through an art form offering alternative forms of assessment and evaluation.

Madison Station has a history of excellence in the physical education classroom. Using brain and body research, classroom teachers incorporate movement activities in the classrooms, encouraging students to fuel their bodies with healthy snacks, and stay hydrated throughout the day by drinking water.

Recognizing that educating students includes developing positive character traits that will contribute to their future success, Madison Station works to develop strong character traits, such as integrity, compassion, honesty, and respectfulness. Our goal is to instill these qualities in our students to create good citizens that will positively contribute to our community.

Achieving the four goals outlined for our school community could not happen without a staff who is dedicated to the success of our students. Madison Station teachers demonstrated their dedication by regularly getting to school early, staying late, and spending weekend hours to plan and prepare quality instructional plans for lesson delivery for their students. Madison Station teachers have adopted a growth mindset, enabling them to see themselves as learners who utilize new teaching strategies, self-reflection, and formative feedback to grow in their abilities to be effective practitioners. They regularly go to great lengths to plan and implement creative opportunities to increase student engagement and make school fun.

Our school community is second to none in providing support for Madison Station. The community has high expectations for their children and goes above and beyond what is expected in supporting our efforts towards the same goal. Our Parent-Teacher Organization is involved at MSE on a daily basis. A multitude of parent volunteers come into our school to assist with art lessons, support fundraisers, support school community outreach projects such as The Make-a-Wish Foundation and the American Heart Association, volunteer for the school book fair, volunteer for Science Fun Day, provide funding for arts-related experiences, technology upgrades, playground equipment, etc.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum, Instruction, and Assessment.**

**1a.** Overall approach, which may include overarching philosophy or approaches common across subject areas

At Madison Station Elementary we believe that we must educate the whole child. Adhering closely to the four goals in our school, academic excellence, arts integration, fitness and wellness, and character development, we are able to ensure that our students not only have an in-depth understanding of the Mississippi College and Career Readiness Standards (MCCRS), but are able demonstrate qualities, such as initiative, creativity, integrity, communication skills, and the ability to collaborate with others towards a common goal. To ensure the development of these qualities, we strive to provide engaging activities in every curricular area. Teachers utilize students' learning styles, interests, and academic strengths and weaknesses to differentiate instruction. Careful daily planning is focused on cognitive-intellectual development utilizing the MCCRS standards merely as the basis of our instructional practice meant to engage left brain functioning. Equal attention is given to engagement of right brain functioning through experiences related to the arts to include visual arts, drama, dance, movement, and music. Our teachers share in the common goal of promoting physical fitness and healthy habits by providing opportunities for students learn about the workings of their bodies and the effects of exercise and healthy food choices on our bodies and minds. Additionally, much attention is paid at Madison Station to the intentional planning of brain breaks throughout the day to promote better focus, faster cognitive responses and more successful memory retention in our students. We recognize the importance of physical movement to boost cognitive performance and stimulate brain growth which in turn supports our goal of academic achievement. From the moment a student enters our school, they are involved in conversations about kindness and respect. Teachers plan with intentionality, opportunities to share social scenarios with students and model appropriate responses demonstrating how to address all situations with kindness and respect. This part of our curriculum is vital to helping students have a positive attitude about school therefore approaching academics with an eagerness to learn. The threads of academic achievement, arts integration, physical well-being, and character development permeate curricular decisions at Madison Station and work in tandem to provide our students with the opportunity to demonstrate a high level of academic achievement.

**1b.** Reading/English language arts

Madison Station Elementary (MSE) utilizes a balanced approach to teaching English language arts. Instruction takes place across a variety of instructional contexts including shared reading, interactive reading, guided reading, independent reading, and writer's workshop. Shared reading is a whole-group instructional model during which the teacher and students read a text that is slightly above the expected independent reading level of the students. At MSE, teachers carefully select shared reading texts to utilize as a springboard for teaching the MCCRS. Shared reading texts are not only utilized for teaching ELA standards but are also used to make connections with MCCR Science, Social Studies, and Art standards. Through repeated readings and discussion, teachers support student learning as they model expressive, meaningful, fluent reading while prompting students with questions that promote critical thinking about the text. Teachers work to help students make connections. Another whole-group strategy practiced at MSE is interactive read-aloud. MSE teachers read aloud rich, interesting texts pausing periodically with intentionality for students to deeply discuss what is happening within the text and also beyond the text, allowing students the opportunity to infer, synthesize information, and make connections. Through these discussions, students not only deepen their understanding of texts but also develop speaking and listening skills while expanding their knowledge, language, and vocabulary. Thus, they are supporting the MCCR ELA standards. Recognizing the importance of instructing each student based on their individual needs, MSE uses small group guided reading as a differentiated approach to teaching students to read. Each student is individually assessed using the Benchmark Assessment System to determine their independent reading level. The assessment measures both accuracy and comprehension and provides teachers with a diagnostic tool on which to base instruction. Teachers provide small group instruction one level above the level determined to be the students' independent reading level. This differentiated approach affords all students an opportunity to grow academically and reach reading levels beyond the exit level expected for

promotion to the next grade. Individualized assessment not only serves as the basis for guided reading instruction, but also identifies students who are working below grade level. Students who are in need of additional academic support in reading are provided with Leveled Literacy Intervention. The systematic interventions are provided to small groups of students three times per week in addition to their regular guided reading group. MSE teachers have had great success closing academic gaps in reading utilizing this approach. Knowing that students who receive writing instruction show an increase in both reading fluency and comprehension, MSE utilizes a writer's workshop curriculum that provides explicit writing instruction with ample opportunities for students to practice. Teachers provide writing instruction utilizing mini lessons that progress through the skills necessary for students to author narrative, opinion, and informative pieces. Teachers conference with students weekly to provide specific, individualized feedback to scaffold and support students as they revise and edit. Teachers integrate arts into each instructional context in variety of ways such as having students act out texts; examine artwork to determine mood, setting, conflict, central message; and creating chants or listening to and thinking deeply about song lyrics and the story they tell. Madison Station students continue to excel as a result of the comprehensive, differentiated, arts integrated approach used to teach students to read and write.

### **1c. Mathematics**

At Madison Station, we believe that to support students in their development of mathematical skills, we must utilize an approach that is focused on students developing a mathematical body of knowledge that is organized, logical, and comprehensive. Using the MCCRS for mathematics as a guide, our teachers follow a well-developed curriculum that takes students through proper learning progressions which support math fluency. Utilizing a combination of both whole group and small group instruction, teachers provide opportunities for students to practice a multitude of strategies to solve problems. The focus is less on the fastest way to solve a problem and more on the conceptual understanding of the process. More time is spent on fewer mathematical concepts in each grade level, allowing more opportunities for students to explore, manipulate, and practice strategies for problem solving. Through this process students develop confidence, deepen understanding, and acquire persistence in problem solving.

Madison Station teachers spend approximately ninety minutes on math instruction daily. During this time, teachers deliver a lesson designed to develop a mathematical concept in either a large group or small group setting, depending on the lesson content. Students then move into small groups to complete a variety of mathematical tasks. Utilizing formative assessment results, teachers plan math centers to address the needs of their students. In a typical MSE classroom, a variety of math centers are offered daily. Teachers plan for daily small group differentiated math instruction. Students go to the table with the teacher to receive further instruction related to the concept introduced for the day, for remediation of skills not yet mastered, or for advanced students, to be given opportunity to work on skill development beyond that which is expected in their current grade level. This explicit, systematic instructional practice promotes and supports ongoing practice and feedback which leads to greater academic gains. While one group is working with the teacher, other students are working at math centers. In our elementary classrooms, one student math center offers an opportunity for students to practice a skill they have already learned. Providing multiple opportunities for practice, and builds math fluency. Another math center provides opportunity for students to solve problems, through the use of visual representations, related to the particular concept being introduced. This opportunity is vital to developing student understanding. Students move from concrete to representational, and finally to abstract methods for problem solving as they are given the opportunity to manipulate objects, draw representations, and use mathematical symbols. At a technology center, students further develop understanding using an online, interactive, engaging math program. Teachers are able to assign lessons to students based on the strengths and weaknesses demonstrated through formative assessment and classroom observation. At MSE, this small group, differentiated approach to teaching math has been shown to build students' self-confidence, close achievement gaps, and accelerate learning.

### **1d. Science**

Life, Physical, and Earth & Space Sciences are the focus of inquiry, project, and discovery-based learning at Madison Station. Utilizing the Mississippi College and Career Readiness Standards, teachers provide opportunities for students to discover, observe, question, design, test, and apply their knowledge of science

concepts. Instruction focused on science standards is integrated into English Language Arts (ELA) instruction. Teachers select non-fiction text to support both ELA standards and science concepts. Utilizing our science labs and school garden, carefully planned experiments and projects provide opportunities for students to collaborate as they discover, design, observe, test and often work through an engineering design process to deepen their understanding of standards. For example, our first graders plant seeds and plants in our school garden. The garden serves as their science classroom as they make predictions, look for patterns, observe plant adaptations, record observations, etc. As students move into third, fourth and fifth grades, they are able to move from concrete knowledge to the ability to understand more abstract concepts. Rather than structured investigations, students are able to begin planning their own investigations to answer scientific questions. Utilizing our science lab, students in grades 3-5 research, investigate, and provide evidence to support their arguments on a weekly basis. For example, our fifth graders are presented with the task of designing a ramp at a specified angle, testing the speed at which a small car travels from the top of the inclined surface to the bottom, and finding a way to increase the friction on the motion of the car. After designing and constructing the ramp, they test, evaluate and make improvements on their ramp. Development of problem-solving skills, utilization of math skills, and deepening of understanding of scientific concepts are at the forefront of science instruction at Madison Station.

#### **1e. Social studies/history/civic learning and engagement**

Civil rights, economics, geography, and history are the focus of social studies instruction at Madison Station. These four content strands give students a clear picture of the past and present which will help them develop the critical thinking skills needed to make decisions in the future. Teachers in kindergarten through fifth grade integrate social studies instruction into their instruction in English Language Arts. Carefully selected texts serve as the springboard for introduction of social studies concepts. For example, our second graders read *Ruby Bridges Goes to School* by Jackie Glassman to teach social studies standards related to civil rights. Using this non-fiction text, teachers expose students to a real-life example of the role of unity and diversity within a community. Students are able to deepen their understanding as teachers lead them through conversations detailing how the main character responds to challenges, supporting both social studies and reading standards. After opportunities to conduct research students write informative essays about the life of Ruby Bridges. Utilizing an art print, "The Problem We All Live With" by Norman Rockwell, which is in the book, students compare this style of art to other illustrations in the book and discuss feelings of empathy for Ruby. This is but one example of the model we use at Madison Station to teach Social Studies. This cross curricular approach engages the whole student deepening their understanding of important social studies concepts.

#### **1f. For secondary schools:**

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

### **2. Other Curriculum Areas:**

At Madison Station, all of our students benefit from Physical Education, Art, Computer, Library, and Music classes. Students go to a special activity class each day of the week. In Physical Education, students are taught about how their bodies function and depend on fuel to keep moving. They focus on healthy food choice to fuel muscles, bones, and organs. Students learn how to measure their heart rate to determine if they are getting maximum benefit from exercise. As students visit Art each week, they are instructed on the basic elements of art and focus on various notable artist. As they study artists and different styles of art, they create artwork in a similar style. In computer, students spend time learning keyboarding skills, researching, creating presentations, and coding. In their visit to the library each week, students are given the opportunity to select from a large collection of books. Additionally, the librarian presents a short lesson utilizing a book to teach an ELA standard. In Music each week, our students can be found singing, playing instruments, and moving to music.

### **3. Academic Supports:**

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

The Mississippi Department of education has outlined a Multi-Tiered System of Supports (MTSS) to support students who are performing below grade level. The first tier, tier 1, is focused on high quality classroom instruction based on the Mississippi College and Career Readiness Standards. All students receive Tier 1 instruction. As data identifies students who are performing below grade level, students are added into the second tier of instructional intervention. Tier 2 is focused supplemental instruction provided by the teacher a minimum of three times each week. At Madison Station, we utilize the Fountas & Pinnell Leveled Literacy Intervention as a systematic way to provide daily, intensive, small group instruction for student in need of Tier 2 intervention in the area of reading. Dreambox, an online math program, is utilized to provide Tier 2 intervention in the area of math. Progress is monitored bi-weekly. Meetings are scheduled every five weeks with our Teacher support team, which consist of our school Literacy/Math specialist, school principal, the child's teacher, and at least four additional teachers, to discuss student progress. Changes to the intervention plan are made at this time if progress monitoring does not support improvement. If student's data indicates a student is performing well below grade level and adequate progress is not being made in Tier 2, the level of support is increased to Tier 3 intervention. Students placed in Tier 3 receive intensive intervention four days per week for 45 minutes. Our school literacy specialist uses research-based interventions to provide intervention in the area of reading and our teachers with the support of our math specialist provide intervention in the area of math. At Madison Station, we have found this multi-tiered approach to addressing student weaknesses to be very effective in closing academic gaps.

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

A large percentage of students at Madison Station perform above grade level. Our differentiated approach to providing instruction supports students meeting and maintaining their highest academic potential. All students are instructed slightly above their independent level in reading and math. This approach ensures that our students continue to progress, gain knowledge, and deepen their understanding of vital concepts. Additionally, for students in grades two through five, who qualify as intellectually gifted, Madison Station provides five hours of instruction in a gifted classroom. Gifted instruction focuses on the development of creativity, thinking skills, communication skills, problem solving, etc. With these systems in place, our students have flourished and continue to grow and perform at a level that exceeds their grade expectancy.

### **3c. Special education**

At Madison Station we are pleased to serve one hundred forty-two students with Individualized Education Programs (IEPs). We work hard at our school to foster an environment of inclusivity and consider it a blessing that our non-disabled students have the opportunity to interact daily with other students who have special needs. We have nine special education teachers, two speech pathologists, an occupational therapist, and many other classified staff who work in tandem to support our students. We also have a physical therapist and behavior therapist who come weekly to provide support. Our students who only receive services for a speech and/or language disability are served through a pull-out program. Our students with severe cognitive disabilities (SCD) are placed with a special education teacher. Based on individual need, they spend as much time as possible in the general education setting with their peers. Students with an IEPs who are not SCD are served through an inclusion model. Special education teachers spend time in the general education setting supporting the learning of students. This model ensures that our students with disabilities are given opportunities to learn alongside their non-disabled peers. With accommodations and added support within the general education setting, our students with special needs have thrived. Additionally, students are pulled out of the general education classroom to receive tutorial services from a special education as needed and dictated by their IEPs.

### **3d. ELLs, if a special program or intervention is offered**

We have the privilege of serving many students at Madison Station who speak English as a Second Language. We have two certified staff members and one classified staff member who work to support our teachers and ELL students. Our ELL teachers communicate regularly with general education teachers, helping them better understand how they can accommodate the ELL students in their classrooms. They encourage teachers to utilize visual representations and group work when possible as these techniques support ELL students in both master of standards and language acquisition. Our ELL teachers also gather

information from general education teachers in order to plan opportunities to pre-teach some of the content that will be delivered in the classroom. Our teachers of ELL's also pull children out of the classroom for short periods of time throughout the week to provide academic support and activities that support English language acquisition. As an added layer of support ELL students at Madison Station also have access to IStation, an online resource, that supports ELL students as they are learning to read. This resource is available to them at home and at school. Our ELL students are truly valued as a part of our school. We work very hard to provide a supportive environment that embraces diversity and is culturally sensitive.

**3e.** Other populations (e.g., migrant), if a special program or intervention is offered

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

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

Student engagement, the cornerstone of which all educational programming is built, sets experiences at Madison Station Elementary in a separate league from the norm. Early morning alarms are not worrisome in our school community. Students know, without a shadow of a doubt, that Madison Station Elementary is a place that makes big feel small. With a place and a purpose for every human under our roof, the environment lends to strong parental trust, student buy-in, and faculty support.

Through a culture based on mutual respect, students do not doubt their overall wellbeing is at the forefront of decision making. With resources to address academics, social needs, and emotional growth Madison Station is a safe place to take risks. Multiple layers of support from certified and non-certified staff offer opportunities to meet children where they are to plant seeds for success in their hearts and minds. Time, one of our most valuable resources, is afforded when necessary to build bridges and tap into heartstrings. Each school day begins with the Paws Pledge, our special way to mark the start of something great. The last line of this pledge to one another is the statement, “Today I will treat others with kindness and respect.” This intentional emphasis affirms the cornerstone of social and emotional student engagement.

Engagement in academic tasks is natural when lessons are built with learners in mind. Madison Station Elementary teachers are intentional with planning lessons to meet high expectations, rigorous standards, and the learning interests of students. Each day is a new opportunity for students to start with a fresh slate. Layers of academic support are built-in to daily planning. With whole group, small group, and one on one instruction, Madison Station has a track record of closing academic gaps by concerted efforts regarding regular review of data, closely understanding expectations of instructional standards, and collection of baseline data. Not only do teachers at Madison Station regularly employ best practices within instruction, the creative content of lessons and instruction top any expectation. From regular room transformations to differentiated twists on morning work, students have grown to expect the unexpected.

The family of Madison Station Elementary rarely rests on their laurels, as there is a keen awareness that it takes great work to remain in the realm of excellence. With a dedication to personal and professional growth, the overall climate and culture of the school addresses academics, social needs and emotional growth through all the fibers of our being.

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

Stakeholders in the community of Madison Station Elementary are considered family. We appreciate the layers of support that family, community, and partners in education bring to the atmosphere and experiences of our school. And, in the ever-present continuum, these layers of support increase student engagement. Relationships keep families, community, and partners in education actively present in our days.

Family members are welcome on campus each and every day for all of our school days together. Through regular daily lunches, families are able to build relationships with teachers and classmates. Through auxiliary arts enhancement lessons, families are able to step into instruction and support for teachers and classes. Through building and implementation of special projects and programs, families are able to build relationships with one another. Through students’ lenses, families are seen as vital in our school days because they are actively part of our mission and daily functioning. This respect and understanding yields great student success and motivation for sustained growth over time.

Through yearlong themes and common threads woven throughout the years, students’ focus on kindness and respect is expected to extend well past the walls of our school building. Each grade level self-selects opportunities to serve and build community throughout our community. With partnerships with local nursing homes, food banks, non-violence shelters and our state children’s hospital, students take an active role in building relationships beyond our walls and using their hands and hearts to serve.

Madison Station hosts two large opportunities a year for stakeholders to come together to see the fruits of their labor, celebrate who we are as a school family and engage in time building relationships. The Fall Festival, a free to all event, that welcomes family, community and partners together for an evening of fellowship and friendship together. Children cackle as they explore the campus and local businesses set up booths at the event. Blankets adorn the grassy areas with picnics, and everyone slows to share the time together. Each spring, our Parent Teacher Organization hosts a school community led color run. Teachers partner with parents to cover participants in color as a local disc jockey plays dance music from the pond. This is a time for Madison Station to showcase our beautiful campus as guests from all over town join us to experience the magic that is MSE.

Hand in hand, together we stand. Madison Station Elementary is proud of many years of sustained excellence. This continued growth is largely in part due to the commitment of families, the community we serve, and partners in education. People are proud to be part of what is happening, and that pride is woven throughout.

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

Time together during the school day is the most precious of time. It is the administrative vision to maximize minutes, and to include teacher minutes in professional learning. Whether under our roof, or partnered with various organizations and groups, a dedicated commitment to professional development is a fundamental basis of our planning and programming.

Weekly professional learning opportunities are built into the school schedule at Madison Station. From our physical education teachers to first grade teachers, all staff members are provided time built in the schedule to work together on moving the mission of our school forward. Book studies, online studies and guests frequent this time as everyone links arms to remain on the cutting edge of educational practices. With protected time during the school day, teachers have the burden of scheduling and planning with outside factors removed. The school works to best serve individual needs in professional learning, and this is one way to support teachers and families best.

Opportunities for continued, sustained development are focused on the school goals for the current year. A concrete example of this during this past year, the overriding school goal was to increase student engagement. Selected teachers were afforded an opportunity to attend a national conference on the topic. There are regular opportunities to lead sessions on their learning, all teachers were provided a copy of a book for a yearlong book study. Time during professional learning communities was dedicated each week to further development and understanding in this area. Monies were allocated to partner with the time, to ensure teachers and staff had the resources necessary to fully dedicated themselves and their planning to moving the goal towards fruition.

Overall, dedication to school initiatives and professional learning expectations is met without reservation. Teachers at Madison Station are fully and fundamentally aware that with initiatives and expectations, come time and resources. With this history of dedication, teachers are willing, and eager, to continue to step out and push through professional learning experiences to maintain and sustain the culture of greatness.

Professional learning activities embedded in planning and programming are intentionally built to support staff and support school goals. Through regular reflection and regular research, Madison Station staff members are fully dedicated to the ideal that continuous professional development is key to student success. Together, we link arms to push through glass ceilings in student and staff learning.

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

The leadership role at Madison Station requires a visionary and serves to support, encourage, and eliminate roadblocks. With our primary goal being student achievement, we recognize that a climate that is safe, nurturing, and engaging for students is paramount to achieving our goals. Our school leadership team, comprised of teachers, works together to constantly evaluate and revise the systems and routines we have in place that support and contribute to the learning environment. This includes examining every small detail

that contributes to the feeling students have while on our school campus, the school-wide theme for the year, schoolwide student engagement initiatives, school-wide art projects and displays, etc.

One of the responsibilities of the school leader, is to work to cultivate leadership in others. For each grade level, as well as our arts specialty team, a team leader is designated. Team leaders are charged with scheduling and facilitating weekly team planning meetings, communicating concerns and needs with school administration, and delegating responsibility for planning of grade level events such as field trips, themed curricular celebration days, school programs, etc. with other grade level team members. Additionally, each year a team of teachers is selected to attend a conference that supports our focus for the upcoming school year. This teacher team along with school administrators plans and delivers school-wide professional development throughout the upcoming school year ensuring that our staff has voice and ownership of new initiatives while growing the capacity of our faculty to lead.

As new initiatives are implemented, weekly grade level or service area team meetings are held to discuss outcomes and challenges. During these professional learning community meetings, data is frequently examined to help determine the effectiveness of new curriculum or strategies being implemented. Frequent classroom visits by our administrative team members are the springboard for coaching feedback. By establishing a “coaching” rather than “evaluative” mentality for teacher observation in our school, we have built a rapport with teachers that supports open conversation and feedback to improve teacher effectiveness.

Fostering relationships with our community is another important facet of the leadership approach at MSE. With a Parent Teacher Organization (PTO) board of close to one hundred members, we work to involve our parents in the day to day life of our school. PTO members are in our school daily delivering art lessons, supporting science lab experiments, showing teachers appreciation, recognizing students, planning school-wide community events, etc. They are truly an integral part of the daily life of our school.

Leadership at Madison Station is focused on academic success by leading through example, serving whenever and wherever needed, improving instructional practice, empowering teachers with quality training and a voice, and engaging families in the daily operation of our school.

## **PART VI - STRATEGY FOR ACADEMIC SUCCESS**

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Without a doubt the quality Tier 1 instruction, provided through research-based curriculum and intentional best practices employed by faculty and staff at Madison Station, set the learning experience and program apart from average. School stakeholders are keenly aware of the dedication to excellence and the rigorous and thorough program that has become the culture of Madison Station during our 28 years of existence.

Even throughout seasons of change in the field of education, the ideals on which Madison Station were built have not wavered. With only four principals in our history, there has been little opportunity for beliefs to change, or values to be reshaped. We are built on a dedication to academic excellence, fitness and wellness, arts integration and character development, and those ideals shape decisions made for programming.

Student outcomes are much greater than most, because of the daily focus to reach the child's heart, mind and soul. Through opportunities, such as various fitness experiences, direct art instruction, stringed instrument instruction, intellectually gifted programs, small group tutoring, and one on one literacy development, students develop a trust that we care about the success of each of them as individuals. Through this trust, we are able to implement rigorous standards and aligned instruction with great success. Students and families know that should their child stumble, we have a system in place; should their child have a keen interest in a subject, we will find ways to cultivate that interest. Our school culture has maintained one that many covet. Families move to our area so that their children can experience the magic that is Madison Station. Dedicated efforts to provide the richest Tier 1 experience, provide for wonderful relationships and partnerships with our local community.

School proficiency ratings continue to exceed expectations. At Madison Station, students can and will succeed. Data from the last several years on statewide assessments continue to top the charts in proficiency and student growth with 81% of students being proficient or advanced in reading and 84.7% of students being proficient or advanced in math in the 2018-2019 school year. Additionally, 89.7% of our students met the growth expectation in reading and 96.7% of students met the growth expectation in math. Much of this can be attributed to quality Tier 1 instruction.

With a dedication to academic excellence, fitness and wellness, arts integration, and character development our culture has remained one to covet. Our students perform and grow in understanding of standards and our students grow and perform as individuals with interests that are so uniquely theirs. Tier 1 is where magic happens; the experiences, the fun, the grit, the grins.