

CHECK HERE IF NOT APPLICABLE (HIGH SCHOOLS)

Elementary/Middle School Subjects

3-8 Reading/Language Arts - Data Tables

3-8 Reading/Language Arts – % Proficient / Advanced	2013-14	Improvement	2014-15	Improvement	2015-16
All Students	92.7	1.9	94.6		
- Asian			*		
- Black or African American	100		100		
- Hispanic or Latino			*		
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White	91.7		93.9		
- Black/African American, Hispanic, Native American	100		100		
Economically Disadvantaged	100		*		
Students with Disabilities					
English Learners					

After analyzing data for all students, provide a summary of the progress and challenges, identify underlying causes for each. Cite specific examples and address racial/ethnic subgroups where relevant. (Include all local data analyzed as part of the comprehensive needs assessment.)

The following summary is based primarily on data trends for grades 3-8 for previous years where data is available.

Our school has consistently performed above the 90% percentile for proficient and advanced in the area of RLA in grades 3-5. Our most current/available TCAP data (2015) showed that 94.6% of our students fell in the proficient and advanced area. Data on our limited number of racial/ethnic subgroups does not show any trends where students are under-performing as compared to other student groups. Most recent TVAAS

data (2015) shows that our third grade has had moderate growth. Our fourth and fifth grade students have shown various estimate growth over the past three years. Three year trends in fourth grade show a fluctuation of growth scores ranging from substantially more progress (2013) to slightly less (2014) to similar progress (2015) in the area of RLA. Three year trends in fifth grade also show a similar variety of scores showing a low in 2014 of (-4.7 growth measure) which is substantially less progress in the standard for academic growth to evidence that shows more progress (1.9) in 2015.

Progress in the area of RLA particularly in 2015 can be contributed to continued focus on the standards during our Professional Learning Community (PLC) meetings that take place not only with our RLA teams but also in conjunction with our other subject area teachers and elective teachers. During PLC we look for ways to support all academic areas through cross curricular teaching especially in grades four and five where teachers are specializing by only teaching a particular subject and grade level for RLA.

Challenges include looking for and exposing our students to high level, rigorous questions, sample test items for each domain of RLA, including writing, that will challenge our high achieving population so that our school can work toward showing continued growth in the area of RLA.

Discuss the progress and challenges of students who are economically disadvantaged, students with disabilities, and English Learners. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

Our population for these groups are very limited. Past numbers show less than eight students in these subgroups. Staff works through our PLC and data assessment meetings to identify these students to ensure they are at or above grade level in all academic areas. Based on past history, we have found that the groups perform at or above our school school scores.

3-8 Mathematics - Data Tables

3-8 Mathematics – % Proficient / Advanced	2013-14	Improvement	2014-15	Improvement	2015-16
All Students	90.2		98.5		
- Asian			*		
- Black or African American	63.6		100		
- Hispanic or Latino			*		
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White	91.7		98.4		
- Black/African American, Hispanic, Native American	76.4		100		

Economically Disadvantaged	92.4		*		
Students with Disabilities					
English Learners					

After analyzing data for all students, provide a summary of the progress and challenges, identify underlying causes for each. Cite specific examples and address racial/ethnic subgroups where relevant. (Include all local data analyzed as part of the comprehensive needs assessment.)

The following summary is based primarily on data trends for grades 3-8 for previous years where data is available.

Our school has consistently performed above the 90% percentile for proficient and advanced in the area of Math in grades 3-5. Our most current/available TCAP data (2015) showed that 98.5% of our students fell in the proficient and advanced area. Data on our limited number of racial/ethnic subgroups does not show any trends where students are under-performing as compared to other student groups. Most recent TVAAS data (2015) shows that our third grade has had below average growth as compared to growth standard. Our fourth and fifth grade students have shown various estimate growth over the past three years. Data over the past three years show progress equal to or greater than the standard for academic growth in 2013 and 2014. In 2015, our fourth grade showed significant evidence (7.7) that our students made more progress than the growth standard. Three year trends in fifth grade show growth in 2013, less progress in 2014, but significant progress (7.5) in 2015.

Progress in the area of Math particularly in 2015 can be contributed to continued focus on the standards during our Professional Learning Community (PLC) meetings that take place not only with our math teams but also in conjunction with our other subject area teachers and elective teachers. During PLC we look for ways to support all academic areas through cross curricular teaching especially in grades four and five where teachers are specializing by only teaching a particular subject and grade level for math. Our two teachers in fourth and fifth grade only teach math and do so in 90 minute block classes. Our school feels that specialized teaching allows teachers to move toward experts in the subject area of math. The math team look not only at grade level standards, but vertically to ensure students are exposed to above grade level material.

Challenges in the area of math include moving students at their independent pace level to ensure they are meeting rigorous standards for math. We are excited about the possibilities that our new IReady math program offers our students in the area of individual learning. We will continue to monitor our third grade curriculum, teaching strategies, and rigor as we try to move student to above average growth.

Discuss the progress and challenges of students who are economically disadvantaged, students with disabilities, and English Learners. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

Our population for these groups are very limited. Past numbers show less than eight students in these subgroups. Staff works through our PLC and data assessment meetings to identify these students to ensure they are at or above grade level in all academic areas. Based on past history, we have found that the groups perform at or above our school school scores.

3-8 Science - Data Tables

3-8 Science – % Proficient / Advanced	2013-14	Improvement	2014-15	Improvement	2015-16
All Students	99.1	0.4	99.5		
- Asian			*		
- Black or African American	100		100		
- Hispanic or Latino			*		
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White	98.9		99.4		
- Black/African American, Hispanic, Native American	100		100		
Economically Disadvantaged	100		*		
Students with Disabilities					
English Learners					

After analyzing data for all students, provide a summary of the progress and challenges, identify underlying causes for each. Cite specific examples and address racial/ethnic subgroups where relevant. (Include all local data analyzed as part of the comprehensive needs assessment.)

The following summary is based primarily on data trends for grades 3-8 for previous years where data is available.

Our most recent TCAP data for Science (2015) shows that the majority of our students (99%) fall into either the proficient or advanced category. School Value Added data for third grade shows significant growth from 2013-2015 in Science. However, our school is not showing consistent student academic growth in grades four and five for Science as evidence by our negative growth in fourth (-2.1) and fifth (-10.7) in our most recent available scores in 2015.

Discuss the progress and challenges of students who are economically disadvantaged, students with disabilities, and English Learners. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

Our population for these groups are very limited. Past numbers show less than eight students in these subgroups. Staff works through our PLC and data assessment meetings to identify these students to ensure they are at or above grade level in all academic areas. Based on past history, we have found that the groups perform at or above our school school scores.

Other K-8 Data – (K-2 Assessments, benchmark data, etc.) – Analyze any additional data and provide a summary of progress and challenges,

identifying underlying reasons for each. Cite specific examples where possible. You may insert other data points as needed.

CoGat results from Fall 2016 show that our students are performing well above the average for comparable students in Rutherford County. Our school average of 121.3 places us at the top in our district.

Our school administered the EasyCBM test for the first time at our school in August for Grades K-2. Based on data from the test, we feel that are students as a whole are on target of meeting expectations in the following areas:


Kindergarten: Letter Names, Letter Sounds, Number Recognition, and Oral Counting

1st Grade: CCSS Math, Passage Fluency, and Word Recognition

2nd Grade: Reading Comprehension, Passage Fluency, and CCSS Math.

A challenge based upon the initial screening was in the first grade in the areas of Letter Sounds and Phonemic Awareness. Our data team feels that it was due to a lack of focus in the phonics areas from kindergarten along with this year being the initial year our students have tested for phonics. We have begun a new phonics based program in Kindergarten and First grade this year with the hopes of seeing progress as we test the other two times this school year.

Our PLC teams also reviewed the Easy CBM data and noted individuals that were falling below the 50% for possible remediation in any test area.

 CHECK HERE IF NOT APPLICABLE (ELEMENTARY AND MIDDLE SCHOOLS)

High School Subjects

English I - Data Tables

English I – % Proficient / Advanced	2013-14	Improvement	2014-15	Improvement	2015-16
All Students					
- Asian					
- Black or African American					
- Hispanic or Latino					
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White					
- Black/African American, Hispanic, Native American					
Economically Disadvantaged					
Students with Disabilities					
English Learners					

After analyzing data for all students, provide a summary of the progress and challenges, identify underlying causes for each. Cite specific examples and address racial/ethnic subgroups where relevant. (Include all local data analyzed as part of the comprehensive needs assessment.)

Discuss the progress and challenges of students who are economically disadvantaged, students with disabilities, and English Learners. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

English II - Data Tables

English II – % Proficient / Advanced	2013-14	Improvement	2014-15	Improvement	2015-16
All Students					
- Asian					
- Black or African American					
- Hispanic or Latino					
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White					
- Black/African American, Hispanic, Native American					
Economically Disadvantaged					
Students with Disabilities					
English Learners					

After analyzing data for all students, provide a summary of the progress and challenges, identify underlying causes for each. Cite specific examples and address racial/ethnic subgroups where relevant. (Include all local data analyzed as part of the comprehensive needs assessment.)

Discuss the progress and challenges of students who are economically disadvantaged, students with disabilities, and English Learners. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

English III - Data Tables

English III – % Proficient / Advanced	2013-14	Improvement	2014-15	Improvement	2015-16

All Students					
- Asian					
- Black or African American					
- Hispanic or Latino					
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White					
- Black/African American, Hispanic, Native American					
Economically Disadvantaged					
Students with Disabilities					
English Learners					

After analyzing data for all students, provide a summary of the progress and challenges, identify underlying causes for each. Cite specific examples and address racial/ethnic subgroups where relevant. (Include all local data analyzed as part of the comprehensive needs assessment.)

Discuss the progress and challenges of students who are economically disadvantaged, students with disabilities, and English Learners. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

Algebra I - Data Tables

Algebra I – % Proficient / Advanced	2013-14	Improvement	2014-15	Improvement	2015-16
All Students					
- Asian					
- Black or African American					
- Hispanic or Latino					

- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White					
- Black/African American, Hispanic, Native American					
Economically Disadvantaged					
Students with Disabilities					
English Learners					

After analyzing data for all students, provide a summary of the progress and challenges, identify underlying causes for each. Cite specific examples and address racial/ethnic subgroups where relevant. (Include all local data analyzed as part of the comprehensive needs assessment.)

Discuss the progress and challenges of students who are economically disadvantaged, students with disabilities, and English Learners. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

Algebra II - Data Tables

Algebra II – % Proficient / Advanced	2013-14	Improvement	2014-15	Improvement	2015-16
All Students					
- Asian					
- Black or African American					
- Hispanic or Latino					
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					

- White					
- Black/African American, Hispanic, Native American					
Economically Disadvantaged					
Students with Disabilities					
English Learners					

After analyzing data for all students, provide a summary of the progress and challenges, identify underlying causes for each. Cite specific examples and address racial/ethnic subgroups where relevant. (Include all local data analyzed as part of the comprehensive needs assessment.)

Discuss the progress and challenges of students who are economically disadvantaged, students with disabilities, and English Learners. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

Biology I - Data Tables

Biology I – % Proficient / Advanced	2013-14	Improvement	2014-15	Improvement	2015-16
All Students					
- Asian					
- Black or African American					
- Hispanic or Latino					
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White					
- Black/African American, Hispanic, Native American					

Economically Disadvantaged					
Students with Disabilities					
English Learners					

After analyzing data for all students, provide a summary of the progress and challenges, identify underlying causes for each. Cite specific examples and address racial/ethnic subgroups where relevant. (Include all local data analyzed as part of the comprehensive needs assessment.)

Discuss the progress and challenges of students who are economically disadvantaged, students with disabilities, and English Learners. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

Other HS Data – Analyze any additional data and provide a summary of progress and challenges, identifying underlying reasons for each. Cite specific examples where possible. You may insert other data points as needed.

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 N/A

ACT - Data Tables

ACT Scores	Report as	2013-14	2014-15	2015-16
Composite	(Score)			
English	(Score)			
Math	(Score)			
Reading	(Score)			
Science	(Score)			

Explore/Plan/ACT – Analyze your data and provide a summary of progress and challenges, identifying underlying reasons for each.

Graduation Rate - Data Tables

Graduation Rate	2013-14	Improvement	2014-15	Improvement	2015-16
All Students					
- Asian					
- Black or African American					
- Hispanic or Latino					
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White					
- Black/African American, Hispanic, Native American					

Economically Disadvantaged					
Students with Disabilities					
English Learners					

Graduation Rate – Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

Other College/Career Readiness Data – (AP, dual enrollment, dual credit, etc.). Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

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Student Enrollment - (represents student enrollment on October 1)

	2013-14		2014-15		2015-16	
	#	%	#	%	#	%
All Students	386		388			
- Asian	14	3.6	19	4.9		
- Black or African American	20	5.2	22	5.7		
- Hispanic or Latino	10	2.6	9	2.3		
- Native American / Alaskan Native	1		1	0.3		
- Native Hawaiian / Pacific Islander						
- White	341	88.3	337	86.9		
- Black / African American, Hispanic, Native American						
Economically Disadvantaged	24	6.2	13	3.4		
Students with Disabilities	3	0.8				
English Learners		0.3	1	0.3		

Student Attendance

Student Attendance - Elementary and Middle Grades

	2013-14		2014-15		2015-16	
	#	%	#	%	#	%
All Students				97.4		
- Asian				98.7		
- Black or African American				95.2		

- Hispanic or Latino				98.2		
- Native American / Alaskan Native						
- Native Hawaiian / Pacific Islander				97.5		
- White				97.5		
- Black / African American, Hispanic, Native American						
Economically Disadvantaged				98		
Students with Disabilities				98.5		
English Learners						

Student Attendance - High School

	2013-14		2014-15		2015-16	
	#	%	#	%	#	%
All Students						
- Asian						
- Black or African American						
- Hispanic or Latino						
- Native American / Alaskan Native						
- Native Hawaiian / Pacific Islander						
- White						
- Black / African American, Hispanic, Native American						
Economically Disadvantaged						
Students with Disabilities						
English Learners						

Chronic Absenteeism - Data Tables

Students Who Were Chronically Absent (by subgroup)

	2013-14				2014-15				2015-16			
	10% or More		20% or More		10% or More		20% or More		10% or More		20% or More	
	#	%	#	%	#	%	#	%	#	%	#	%
All Students		1		0		7.9		1.5		0.3		0
- Asians												
- Black or African American												
- Hispanic or Latino												
- Native American / Alaskan Native												
- Native Hawaiian / Pacific Islander												
- White												
- Black / African American, Hispanic, Native American												
Economically Disadvantaged												
Students with Disabilities												
English Learners												

Students Who Were Chronically Absent (by grade level)

	2013-14				2014-15				2015-16			
	10% or More		20% or More		10% or More		20% or More		10% or More		20% or More	
	#	%	#	%	#	%	#	%	#	%	#	%
All Students		1		0		7.9		1.5		0.3		0
Kindergarten		0		0		8.3		0		0		0
Grade 1		1.7		0		5		3.3		0		0
Grade 2		1.7		0		9.7		1.6		0		0

Grade 3		0		0		6.7		1.7		0		0
Grade 4		1.4		0		2.7		1.3		1.3		0
Grade 5		1.3		0		15.1		1.4		0		0
Grade 6												
Grade 7												
Grade 8												
Grade 9												
Grade 10												
Grade 11												
Grade 12												

Student Discipline - Suspensions (by subgroup) - Percentages are calculated using all students enrolled at any point during the school year as the denominator and will differ from the report card percentages.

	2013-14		2014-15		2015-16	
	#	%	#	%	#	%
All Students (students suspended; not incidents)		0		0		
- Asian		0		0		
- Black or African American		0		0		
- Hispanic or Latino		0				
- Native American / Alaskan Native						
- Native Hawaiian / Pacific Islander						
- White		0		0		
- Black / African American, Hispanic, Native American						
Economically Disadvantaged		0		0		
Students with Disabilities						

English Learners

Student Discipline - Suspensions (by grade level) - Percentages are calculated using all students enrolled at any point during the school year as the denominator and will differ from the report card percentages.

	2013-14		2014-15		2015-16	
	#	%	#	%	#	%
All Students						
Kindergarten						
Grade 1						
Grade 2						
Grade 3						
Grade 4						
Grade 5						
Grade 6						
Grade 7						
Grade 8						
Grade 9						
Grade 10						
Grade 11						
Grade 12						

Student Discipline - Expulsions (by subgroup) - Percentages are calculated using all students enrolled at any point during the school year as the denominator and will differ from the report card percentages.

	2013-14		2014-15		2015-16	
	#	%	#	%	#	%

All Students (students expelled; not incidents)		0		0		
- Asian		0		0		
- Black or African American		0		0		
- Hispanic or Latino		0				
- Native American / Alaskan Native						
- Native Hawaiian / Pacific Islander						
- White		0		0		
- Black / African American, Hispanic, Native American						
Economically Disadvantaged		0		0		
Students with Disabilities						
English Learners						

Student Discipline - Expulsions (by grade level) - Percentages are calculated using all students enrolled at any point during the school year as the denominator and will differ from the report card percentages.

	2013-14		2014-15		2015-16	
	#	%	#	%	#	%
All Students						
Kindergarten						
Grade 1						
Grade 2						
Grade 3						
Grade 4						
Grade 5						
Grade 6						
Grade 7						

Grade 8						
Grade 9						
Grade 10						
Grade 11						
Grade 12						

Review student attendance and chronic absenteeism data. If chronic absenteeism rates exceed 10% (overall or by school, grade level, or subgroup), identify strategies that will be implemented.

Student attendance is monitored by our attendance department at the central office level and at school by the attendance clerk along with the teachers and administration. Families with any attendance issues are contacted by letter and by phone as necessary. In the event attendance is reaching the chronic level, parents will be asked to meet with administration and our guidance counselor to work on strategies to improve attendance.

Review discipline data. If suspension and/or expulsion rates – either overall or by subgroup - exceed state average by 25% (i.e., out-of-school suspension rates above 7.75% or expulsion rates above .25 %), describe strategies school will adopt in order to reduce lost instructional time and/or disparate impact. Note: 2014-15 statewide suspension rate was 6.2% and the statewide expulsion rate was 0.2%.

We did not have any rates exceed the 25%.

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STAFF Characteristics - Data Tables - (Please enter data in the fields provided.)

STAFF Characteristics	2013-14		2014-15		2015-16	
	#	%	#	%	#	%
Principal – Years in position	9		10		11	
Teaching Staff (Certified) – Number of Teachers	23		23		23	
1 to 3 years	0	0	0	0	0	0
4 to 10 years	5	22	4	17.5	3	13
11 to 20 years	3	13	4	17.5	8	35
21 + years	15	65	15	65	12	52
Level 1 Teachers	0	0	0	0	0	0
Level 2 Teachers	0	0	0	0	0	0
Level 3 Teachers	0	0	2	9	0	0
Level 4 Teachers	12	52	3	13	0	0
Level 5 Teachers	10	43	18	78	0	0
Teacher attendance rate		98		97		98

School Plan - Additional Areas

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School Data - Data Tables - (Please enter data in the fields provided.)

School	Report as	2013-14	2014-15	2015-16
Length of school year – Instructional days	(#)			
Length of school day – Instructional minutes	(#)			

Additional Areas

RTI2

Describe your progress in implementing RTI across all grades. Identify areas of strength and weakness evidenced and discuss the root causes for each.

For our school population, our primary focus for RTI is Tier One instruction and enrichment. During Tier One instruction, teachers are encouraged to pull struggling students into small groups as needed to reteach and provide further instruction. Students that are mastering skills are given opportunities for enrichment in those academic areas by the teachers. In the event several students are not mastering an essential skill, teaching teams may decide to pull those students into a classroom for more directed instruction. Meanwhile, the other two classes will offer extension activities to those students showing mastery.

The small group setting is a strength because we find that it allows students and teachers to quickly remediate any deficit. When we do find the need to regroup students based on nonmastery, our students are also showing improvement.

In grades 4 & 5, our teachers are the only ones who teach a particular subject which limits the ability to expose a student to a different teacher in the event they are not mastering a particular skill. We try to offset that weakness, by encouraging each teacher including our elective teachers to incorporate math and language arts skills in their subject area based upon need found during PLC meetings.

Technology Access and Use

Discuss the level of access that students have to technology as part of the instructional program and how well staff integrate technology into the instructional program. Identify areas of strength and weakness and discuss the root causes of each.

Based upon parent survey results, almost all of our students have internet access at home to help with school assignments.

At school, students have access to the following technology:

- Three IPAD labs with 20-25 IPADs each
- Three computer labs with 25 computers each
- Four student computers per classroom in grades K-3
- Mini lab of five computers for grades 4-5

Teachers have the following technology in their classrooms:

- Teacher computer station
- Teacher IPAD
- Projector and screen
- Elmo or Ladybug device
- Apple TV

Teachers may also checkout:

- Student Response Clickers

Our school utilizes a variety of programs including:

- IReady Math
- Study Island
- Typing Club

Our school is also a Bring Your Own Device school where students can bring in devices under teacher direction and utilize them for a variety of classroom activities.

Professional Development

1. Describe the prior year professional development activities and how effectively they addressed teacher needs connected to student learning.

Professional Development starts with working with our central office and the great variety of PD that they offer. Our teachers work with administration during the evaluation process specifically during the review of teacher professionalism to discuss individual professional development. PD can be suggested or required based upon a teacher's evaluation. Our administration encourages all teachers to attend the Rutherford County summer professional development conference where teachers can choose PD based upon their interest and desire to improve. For the past couple of years, our entire school has taken part in a book study that relates to improving the culture of our school. This past year's book was The Way of the Shepherd by Dr. Kevin Leman and Bill Pentak. Our administration feels very strongly in the power of positive relationship between staff, students, and families. Our teachers also take part in training related to textbook adoptions and state initiatives as they become

available.

2. Discuss the areas of weakness that can be effectively addressed through high-quality, on-going, sustained professional development moving forward.

TVAAS growth in ELA, math, and science

On-going professional development:

- Visible Learning training with administration and VL team (Data driven decision making to strengthen instruction K-5 and to build assessment capable, visible learners)
- K-5 Vertical Planning to build Collective Teacher Efficacy through PLC's (Essential skills alignment, strengthening CFA's to be more rigorous and better aligned to high stakes testing)
- Ready and i-Ready Math series training with Susan Loveless
- Number Talks workshops with Susan Loveless
- Read to Be Ready training (TN state initiative) with Kathy Daughtery and state training team

Parent Involvement

1. Describe the parent and community involvement activities that have occurred in the prior year and how they have impacted student achievement.

McFadden starts each year with a Back to School event in conjunction with our PTO to start the year off excited about the upcoming year. This past year 95% of our families came to the Back to School event. This event starts our bond with students and families. After the first week of school, each grade level hosts their Parent Orientation. At parent orientation, parents get an overview of the school year, expectations, opportunities to meet the teachers, and find out about volunteer opportunities in each classroom. Parent-Teacher conferences fall usually in October after the first nine weeks of school. All parents have the opportunity to attend a conference to get feedback from their child's teacher. Throughout the rest of the school year, parents are welcome to request meetings with teachers at any point that concerns about academic performance or classroom behavior becomes an issue. Parents stay informed about student progress through email, student agendas, progress reports, report cards, take home folders, and parents can also see grades through an on-line program.

Our PTO also helps our school by organizing two events during the year where families can feel a part of the school. These connect events are by individual grade levels in the fall and as a school in the spring.

School wide events such as career days, international day, Veteran's Day program, showcase nights, book fairs, and family math night also contribute to our belief in connected families produce connected students.

2. Identify ways in which parent and community involvement activities could be strengthened and more closely aligned with student achievement.

Based on our Fall 2016, easyCBM Universal Screener data:

MES could offer K-2 parent training on ways to support early literacy (phonics) instruction at home in the areas of letter naming and letter sound

fluency, phonemic segmentation, and how strengthening these skills will continue to grow our readers.

For Grades 3-5, our school tries to reach out to parents via email to connect them with information that pertains to state testing. Our school technology specialist has developed a testing site where teachers and parents can get information along with practice test items to see and use.

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Summarize your accomplishments and what is working for students. To what do you attribute these accomplishments?

Accomplishments:

- McFadden School of Excellence has over 90% of teachers who are rated as a Level 4 or 5 by the Tennessee Department of Education evaluation model for both the 2013-2014 and 2014-2015 school years.
- McFadden School of Excellence was named a "Reward School" by the Tennessee Department of Education for performance and progress for the 2012-2013 school year, and for performance in both the 2013-2014 and 2014-2015 school years.
- McFadden School of Excellence was acknowledged as a 2013 National Blue Ribbon School for overall academic excellence.


To what do you attribute these accomplishments?

- We attribute these accomplishments to our continued focus on Professional Learning Communities in conjunction with high quality, Tier I instruction.

List, in priority order, your top 3-5 areas of need as identified through the needs assessment. These should be the areas that you can most reasonably address in the coming year. Prioritizing needs will identify the most critical areas where your work will begin with the creation of goals and strategies.

Priority Need	Content/Topic Focus - (such as RLA, math climate, ACT, etc.)	Grade Level Focus - (single grade or range of grades)	Primary Student Focus - (such as all students or subgroup(s))
Early Literacy Instruction	RLA	K-3	All Students
Written Expression	RLA	K-5	All Students
Meet or exceed TVAAS growth	RLA and math	3-5	All Students
Meet or exceed TVAAS growth	Science	3-5	All Students

Plan Items ()

 1) District-Level: Recruit, retain and train Effective Teachers - **School-Level: Recruit, retain, and train Effective Teachers**

Description:

District-Level: Recruit, retain, and train highly effective teachers to meet curricular needs of our growing, diverse, and mobile student population.

School-Level: Recruit, retain, and train highly qualified staff and increase the number of highly effective teachers to meet the curricular and instructional needs of a diverse and high achieving student population.

Performance Measure:

District-Level: Increase the number of teachers scoring at level 3 or better while decreasing the number of teachers scoring at level 1 and 2.

School-Level: Increase the number of teachers scoring at level 3 or better while decreasing the number of teachers scoring at level 1 and 2.

 1.1) District-Level: Developing Staff and Mentoring Teachers - **School-Level: Developing Staff and Mentoring Teachers**

Description:

District-Level: Provide staff development emphasizing building leaders, mentoring new teachers, and supporting at-risk teachers.

School-Level: Provide data driven staff development emphasizing building leaders, mentoring new teachers, and supporting at-risk teachers.

 1.1.1) School Leadership

Description:


MES will have an active leadership team consisting of a teacher representative from each grade level including special areas, school counselor, and administration that will collaborate, reflect, and plan for professional development opportunities, the implementation of best practices, organizing school events and activities to support parent involvement in an effort to create collective teacher efficacy, support highly effective, rigorous instruction for all students, and build community with all stakeholders. Sponsoring academic clubs, and other student interest activities are other opportunities for leadership.

Benchmark Indicator:

In-Service records, PLC agenda and minutes, Leadership Team agenda and minutes, master schedule.

Person Responsible:

Clark Blair and M'lisa Miffleton
Estimated Completion Date:
5/26/2017

 1.1.2) Mentoring and Supporting New Teachers

Description:

MES will provide support for new teachers by scheduling each grade level a common planning time and PLC with a focus on collaborative team-work as a support to instruction. In addition, each grade level team is assigned a team leader who acts as the liaison between the Leadership team and PLC to communicate ideas, goals, and decisions in an effort to create collective teacher efficacy. All new teachers are connected, as needed, with Central Office staff Lisa Kegler, or Kathy Daugherty for assistance in ELA and Susan Loveless for math.

Benchmark Indicator:


Master schedule, PLC agenda and minutes, Leadership Team agenda and minutes

Person Responsible:

Clark Blair

Estimated Completion Date:


5/26/2017

 1.2) District-Level: Ensure highly qualified and trained teachers for all students.

Description:

District-Level: Recruit, retain, and train highly effective teachers to meet identified curricular and instructional needs and to meet ESEA (ESSA) mandate regarding highly effective teachers to ensure students receive a well-rounded education.

School-Level: McFadden School of Excellence will actively recruit the best candidates for teaching positions and train all staff to meet the needs of our student population.

 1.2.1) Recruitment of best teaching candidates for MES

Description:

MES will attend district teacher recruitment fair and interview candidates in a team-interview setting with respective grade-level teachers. In addition, MES will actively seek out minority candidates to reflect the growing diversity of our student population.

Benchmark Indicator:

Teacher interview logs, HR records, school improvement plan data.

Person Responsible:

Clark Blair

Estimated Completion Date:

8/2/2017

 1.2.2) Professional Development

Description:

Provide all teachers training in Visible Learning as it relates to the TEAM Evaluation Rubric, increasing rigorous instruction in the classroom, and creating assessment capable learners. Encourage all teachers to attend ELA, math. and Science planning sessions specific to grade level, as well as, standards training provided locally by RCS and by the state.

Benchmark Indicator:


Professional development logs and agendas

Person Responsible:

Clark Blair

Estimated Completion Date:


5/26/2017

 1.3) District-Level: Training to meet instructional needs

Description:

District-Level: Provide staff development and training to teachers and instructional staff to meet the instructional needs of our growing , diverse, and mobile student population.

School-Level: Provide data driven, staff development and training for teachers to address targeted areas in need of improvement.

 1.3.1) Visible Learning workshops provided by RCS throughout the FY17.

Description:

MES Visible Learning team will work in collaboration with the Leadership Team and all grade level PLC to implement strategies in an effort to create a culture of assessment capable, visible learners with a focus on goal setting and effectively using feedback to improve learning.

Benchmark Indicator:

In-service and staff development sign in sheet and agendas, PLC agendas and minutes, administrative walk-through observations, TNReady results ('16-'17).

Person Responsible:

Clark Blair, M'lisa Miffleton

Estimated Completion Date:

8/2/2017

 1.3.2) Ready and i-Ready math series training and Number Talks workshops

Description:

MES teachers will participate in on-going workshops and training with a focus on implementing best practices and instructional strategies to build a solid foundation in number sense in all K-5 classrooms.

Benchmark Indicator:


In-service and professional development logs, PLC agenda and minutes, and performance data.

Person Responsible:

Susan Loveless

Estimated Completion Date:

8/2/2017

 1.3.3) Early literacy workshops and school level phonics training.

Description:

MES will provide all K-3 teachers on-going training on the Read to Be Ready state initiative with a focus on Interactive Read Alouds and school level training on the Wilson Foundations program to support early literacy instruction.

Benchmark Indicator:

In-Service and professional development agenda and logs, PLC agenda and minutes, administrative walk-through observations, easyCBM winter and spring benchmark data

Person Responsible:

Kathy Daugherty

Estimated Completion Date:

12/16/2016

 1.3.4) Writing training for all K-5 teachers

Description:

MES will provide on-going training for K-5 teachers on the Empowering Writers program.

Benchmark Indicator:


In-Service and professional development logs and agendas, PLC agenda and minutes, administrative walk-through observations, TNReady results

Person Responsible:

Lisa Kegler

Estimated Completion Date:

4/28/2017

 1.3.5) TVAAS Science Scores

Description:

Increase TVAAS scores in the area of Science by providing teachers with professional development to support current standards through the following: STEM training, STEAM training, Science kit training, RCS professional development opportunities. School will continue to provide vertical teaming opportunities and standards analysis.

Benchmark Indicator:


CFA data, professional development logs, PLC agenda and minutes, vertical team planning agendas and minutes

Person Responsible:

Clark Blair

Estimated Completion Date:

3/31/2017

 2) District-Level: Rutherford County will increase ELA and Math achievement

Description:


District-Level: RCS will demonstrate expected or above average growth in ELA and Math.

Performance Measure:

District-Level: RCS will demonstrate a 3 or higher in TVAAS math and ELA for grades 3 - 12 while decreasing the percentage of students in

grades 3 - 8 scoring below the 25th percentile.


School-Level: McFadden School of Excellence will meet or exceed TVAAS expectations in grade 3-5.

 2.1) District-Level: High quality professional development for instructional staff

Description:

District-Level: Teachers will participate in state and local trainings dealing with WIDA standards, poverty workshops and simulations, and trainings that address SWD and at risk populations throughout FY 16.

School-Level: MES will provide training dealing with poverty to support our at risk population.

 2.1.1) MES school counselor will provide training to support our high poverty, at-risk, and 504 population.

Description:

MES school counselor will participate in an annual district wide training supporting our high poverty, at-risk, and 504 population and will conduct school level training for all faculty and staff ensuring all students have access to an instructional environment that best meets their individual needs.

Benchmark Indicator:


In-service agnedas and logs, school counselor documentation, and school newsletters

Person Responsible:

Susan Brian

Estimated Completion Date:


5/26/2017

 2.2) District-Level: RCS will allocate staff to provide and support student instruction and intervention.

Description:

District-Level: Schools will receive staffing for instructional technology, instructional interventions, tier I support, counselor and student support.


School-Level: MES will utilize a technology coach and school counselor for student and teacher support.

 2.2.1) MES school counselor will provide students and families with social, emotional, and academic support.

Description:

MES school counselor will provide group and individual support based on family and students needs in the areas of social, emotional, and academic support.

Benchmark Indicator:
School counselor documentation
Person Responsible:
Susan Brian
Estimated Completion Date:
5/26/2017

 2.2.2) MES Technology Coach will provide instructional technology support and in-class modeling opportunities.

Description:

The Technology Coach will work with teachers on integrating technology into daily lesson plans, as well as with students to integrate technology with their learning. The coach will provide one-on-one and PLC training, after school professional development, model lessons and co-teaching with teachers. The Tech Coach will also provide support through email communication and Skype calls.

Benchmark Indicator:


Technology Coach schedule and documentation, In-Service agendas and logs

Person Responsible:

Lichele Leonard

Estimated Completion Date:


5/12/2017

 2.3) District-Level: Provide resources to enhance literacy and math instruction

Description:

District-Level: Teachers will receive programs, software, and professional development on using resources that are designed to increase literacy and math achievement.

School-Level: MES will provide all K-5 teachers with the most current information on local, district, and state curriculum guides and assessment information in an effort to increase literacy and math achievement.

 2.3.1) MES will provide resources and training for teachers to enhance literacy instruction.

Description:

MES will provide multiple opportunities for teachers to participate in training and workshops to enhance literacy instruction such as the following: Vertical planning sessions for reading instruction through multi-grade level PLC, state and local training for leaders and

staff in ELA, communicate updated information in preparation for TNReady assessments, on-going Read to Be Ready (Interactive Read-Aloud) training for K-3 teachers, school level phonics training on Wilson Foundations for K-1 teachers, Empowering Writers workshops, and on and off campus talent sharing opportunities.

Benchmark Indicator:


In-service agendas, staff development agendas and logs, PLC agenda and minutes, easyCBM winter and spring benchmark data, TNReady results ('16-'17)

Person Responsible:

Dr. Clark Blair, M'lisa Miffleton, Kathy Daugherty, Lisa Kegler

Estimated Completion Date:

4/28/2017

 2.3.2) MES will provide resources and training for teachers to enhance math instruction.

Description:

MES will provide multiple opportunities for teachers to participate in training and workshops to enhance math instruction such as the following : Vertical planning sessions for math instruction through multi-grade level PLC, local and state training for leaders and staff on math best practices, preparation for TNReady assessments, on-going Ready and i-Ready Math training, Number Talks training, and on and off campus talent sharing opportunities.

Benchmark Indicator:


In-service and professional development logs and agendas, PLC minutes and agendas, administrative walk-through observations, i-Ready benchmarks, and TNReady results ('16-'17)

Person Responsible:

Clark Blair, M'lisa Miffleton, Susan Loveless

Estimated Completion Date:


1/27/2017

 2.4) District-Level: Rutherford County will actively seek parents as partners

Description:

District-Level: The County will hold on-going parent meetings to keep parents informed of their child's academic progress and active in their children's education.

School-Level: McFadden School of Excellence will hold on-going parent meetings to keep parents informed of their child's academic progress and active in their children's education.

 2.4.1) Create a partnership with parents to ensure all stakeholders play an active role in the education of our students

Description:

MES will offer multiple opportunities for parents to be involved in the learning process of their students in ways such as the following:
Grade level specific parent training to support instructional strategies at home, parent/teacher conferences, parent teacher organization, parent TSIP review team, musical programs for all grade levels, Showcase Events

Benchmark Indicator:


MES school calendar, weekly/monthly newsletters, parent conference logs, parent emails from administration.

Person Responsible:

Dr. Clark Blair

Estimated Completion Date:

5/26/2017

 3) District-Level: Increase early literacy achievement


Description:

District-Level: RCS will increase the percentage of 1st and 2nd graders reading on grade level.

Performance Measure:

District-Level: Increase 1st and 2nd graders reading on grade level by 3% as measured by the universal screener assessments given in December and May.


School-Level: Increase 1st and 2nd graders reading on grade level or beyond as measured by the universal screener assessments given in December and May.

 3.1) District-Level: High quality professional development for instructional staff

Description:

District-Level: Teachers will participate in state and local literacy trainings focusing on K-3 literacy.

School-Level: Teachers will have opportunities to participate in state and local literacy training focusing on K-3 literacy.

 3.1.1) Provide high quality professional development for instructional staff to increase early literacy achievement.

Description:

MES will provide our K-3 teachers extensive, on-going training on the TN state initiative, Read to Be Ready (Interactive Read Alouds), in addition to, school level phonics training on the Wilson Foundations program for K-1 teachers to strengthen and improve

early literacy skills.

Benchmark Indicator:

In-Service and staff development logs and agendas, PLC agenda and minutes, easyCBM universal screener results for Winter 2016 and Spring 2017, grade level CFA's in ELA, and summative assessments.

Person Responsible:

Kathy Daughtery

Estimated Completion Date:


12/16/2016

 3.2) District-Level: School Level TSIP Reflects Early Literacy

Description:

District-Level: Elementary schools will include early literacy in school-level TSIP.

School-Level: McFadden School of Excellence will include early literacy in school-level TSIP.

 3.2.1) Read to Be Ready workshops and phonics training

Description:

MES will train all K-3 teachers on the TN state initiative, Read to Be Ready, and will implement these best practices into ELA instruction. In addition, K and 1st grade teachers will implement best practices and instructional strategies from the Wilson Foundations Phonics program in to ELA instruction to support and increase early literacy achievement.

Benchmark Indicator:

In-Service and professional development logs, PLC agenda and minutes, administrative walk-through observations, and easyCBM universal screener data for winter and spring benchmarks

Person Responsible:

Kathy Daughtery


Estimated Completion Date:

12/16/2016

 3.3) District-Level: Provide Pre-K programs for high poverty students

Description:

District-Level: RCS will add more pre-K classrooms in Title I schools

 4) District-Level: Increase Academic Performance on ACT Composite. - **School-Level: Master essential skills in ELA and math needed to prepare students for success in high school in an effort to increase performance on the ACT Composite.**


Description:

District-Level: Rutherford County will increase the ACT scores in ELA, Math, and Science.

Performance Measure:


District-Level: Increase ACT Composite score by .3 annually to surpass the state goal of 21 by 2020.

School-Level: MES students will decrease the number of K-2 students scoring at or below the 50th percentile on easyCBM reading and math screener for winter and spring benchmarks, and 85% of students K-5 showing mastery off all essential skills based on CFA data.

 4.1) District-Level: High quality professional development for instructional staff


Description:

District-Level: Teachers will participate in local ACT literacy and numeracy trainings throughout FY17

 4.2) District-Level: RCS will allocate and identify staff to provide and support student instruction and resources; such as, research based interventions

Description:

District-Level: Schools will receive staffing for instructional technology, instructional interventions, tier I support, counselor and student support, and work to help schools access/gain resources; such as, instructional tools to increase overall academic performance

 4.3) District-Level: Provide resources to enhance ACT achievement.

Description:

District-Level: Teachers will receive programs, support, and professional development for ACT instruction.

 5) District-Level: Increase Graduation Rate - **School-Level: Master essential skills in ELA and math needed to prepare students for success in high school in an effort to increase the graduation rate.**

Description:

District-Level: Rutherford County will demonstrate expected or above expected growth on the graduation rate


School-Level: MES students will meet or exceed performance expectations on CFA's, easyCBM assessments for K-2, i-Ready

benchmarks, and TNReady.

Performance Measure:


District-Level: Increase graduation rate by +0.2 to increase RCS status to a 95.34% from our current standing at 95.14%,

School-Level: Decrease the number of K-2 students scoring at or below the 50th percentile on easyCBM reading and math screener for winter and spring benchmarks, and 85% of students K-5 showing mastery off all essential skills based on CFA data.

 5.1) District-Level: High quality professional development for instructional staff, counselors, and graduation coaches

Description:

District-Level: Teachers, counselors, and graduation coaches will participate in local graduation requirement trainings and strategies to meet at-risk students' needs throughout FY17.

 5.2) District-Level: RCS will allocate staff to provide and support on-time graduation attainment; such as, counselors, graduation coaches, and interventionist

Description:

District-Level: Schools will receive staffing for counselors, graduation coaches, and interventionist who will work to help student access/gain resources; such as, strategies to increased coursework attainment and progress on graduating within the four year time frame of the cohort