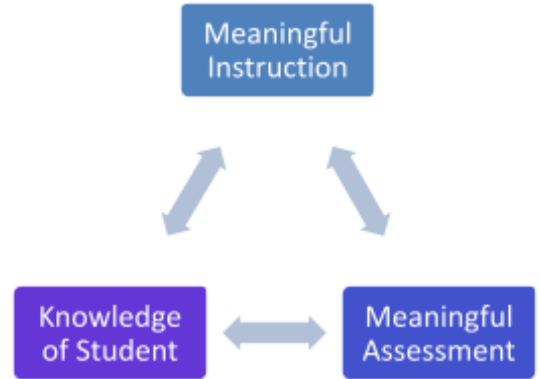


Madison County Public Schools
2021-2022 TEACHING · LEARNING · CARING
Madison Strong Instructional Success

Madison County Public Schools (MCPS), a student-centered and community-supported school division, ensures a superior education in a changing world. Our vision is to build on excellence to exceed community expectations ... to be the best. In Madison, we are proud of excellent schools which focus on traditional methods and progressive programs in our never-ending cycle of improvement.



We are committed to helping students acquire the strong values to deal effectively with important intellectual, ethical, and social problems. Responding to community, parent, and workforce expectations, MCPS aims to educate children to be prepared for good citizenry and life-long learning. Employable skills require that tomorrow’s workforce be adept at technology, excellent communicators, responsible employees, and physically fit and active.

Instructional Umbrella

Our schools have worked diligently to adjust curricula, develop common K-5 and 6-12 resources, and establish clear, consistent measurement of student academic expectations. During the 2021-2022 school year, we will embrace previous success and pursue areas of growth with an emphasis on the Virginia Tiered Systems of Support.

Specifically, all schools are expected to:

1. Acquire **knowledge of every child**.
2. Manage resources and lead teams of professionals around clearly defined, meaningful **instructional expectations**.
3. Expand a culture of high quality, meaningful formative and summative **assessment**.

2021-2022
Division Expectations

<i>Classroom</i>	<i>School</i>
1. Exceptional lesson planning evident utilizing Hattie’s researched-based model	1. Regular, meaningful grade-level and team meetings to discuss student achievement
2. Swift & accurate identification of students for targeted instruction using tiered supports	2. PBIS/RTI models throughout the school
3. Evident use of time for remediation and enrichment	3. School schedule has specific time for remediation & enrichment
4. All teacher questioning includes at least 3 levels of Higher Order Thinking Skills	4. Evaluation includes Higher Order Thinking Skills
5. Incorporation of project based learning	5. Continuing project based learning professional development

VISION

Building on excellence to be the best

MISSION

Madison County Public Schools, a student-centered and community-supported school division, ensures a superior education through innovative practice in a changing world.

BELIEFS

Students

Access: All students must have access to a quality education.

Opportunities: Students benefit from educational opportunities outside the traditional school day.

Future: Students must be prepared to succeed in a global society.

Differentiation: Small class sizes facilitate teacher-student relationships and promote student academic achievement.

Teachers

Excellence: There must be excellence in teaching and learning.

Create Success: Staff development is critical.

Safe & Positive: We must foster an environment that is safe, caring, healthy, and positive.

Support: All individuals will reach his or her highest potential through equal opportunity and appropriate support.

Stakeholders

Partnerships: Community support is central to our success.

Schools as Home: Adequate and appropriate facilities are necessary.

Trust and Respect: We believe in the exchange of ideas and we are committed to honest communication in an open environment.

Stewardship: It is our responsibility to work closely with governing bodies and advocate for the needs of the division.

2021-2022 Major Focus

Madison Primary School

1. Provide additional Tier 1 instructional options in the area of phonemic awareness in all classrooms.
2. Increase the frequency of 1:1 instructional support for all teachers.
3. Increase social and emotional support for students at all Tier levels.

2021-2022 Major Focus

Waverly Yowell Elementary School

1. Emphasis on Social Emotional Learning (SEL)
2. Addressing the diverse needs of all learners
3. Incorporate the Science of Reading with a focus on phonics instruction

2021-2022 Major Focus
Wetsel Middle School

1. We will continue to refine and enhance our academic, behavioral, and social-emotional VTSS by using data-driven decision making to support student learner outcomes and build a collaborative teaching and learning environment for all.
2. Students will engage in a variety of reading, writing, and mathematical enrichment opportunities to help build literacy skills.
3. Create hands-on activities and projects that clearly define how lessons connect to the real world so that students can define problems, generate ideas, develop solutions, and evaluate the effectiveness.

2021-2022 Major Focus
Madison County High School

1. Social and emotional learning experiences that foster positive peer relationships and create a unified school community where everyone feels included.
2. Relevant and rigorous learning activities that enable students to find a clear purpose in their academic courses with the hopes to ignite a passion within them.
3. Increasing the value and importance of a MCHS high school diploma BY involving all students and parents with creating academic career plans for all students.
4. Increasing awareness of post-secondary education, employment and enlistment opportunities that are available to MCHS graduates and incorporating these avenues within all courses, not just CTE courses.

Madison Primary School

At Madison Primary School, we are proud of the academic and social growth that our students have achieved, and are excited to build on that growth as we move into the 2021-2022 academic year. This year we plan to enhance our Language Arts program by adding an additional phonemic awareness component to our Tier 1 Reading curriculum. We will also increase the frequency of 1:1 classroom instructional support and professional development, providing additional opportunities to engage in coaching cycles with our instructional coach. Another area of focus for MPS will be to grow our capacity to serve the social and emotional needs of our students, and to provide additional interventions for students that are appropriate for their specific needs.

As in previous years, MPS students will receive language arts instruction that is targeted at their specific needs, and that engages them in a language rich environment. Reading instruction will continue to be differentiated to a minimum of three instructional levels, using appropriately leveled text for each student. In addition, MPS will implement a Tier 1 phonemic awareness intervention in all classrooms, allowing multi-sensory options for students who have not demonstrated appropriate growth within our standard Tier 1 curriculum. Multi-sensory instructional approaches will also be added throughout the standard, Tier 1 curriculum in Kindergarten. We will implement the Recipe for Reading curriculum at that grade level, and

monitor its effectiveness as we work to identify a school-wide Language Arts curriculum that aligns with the Virginia Department of Education’s “Science of Reading” initiatives.

As a result of adding a math interventionist to our faculty, our instructional coach will be freed to engage in more frequent 1:1 coaching cycles with teachers. A coaching cycle consists of an initial meeting with the teacher to determine an area for growth, a modeled lesson implemented by the instructional coach as the teacher observes, a teacher implemented lesson that is observed by the coach, and a summary/feedback session between the teacher and coach. Upon the completion of each coaching cycle, the coach will assist in locating resources for the teacher, and will follow up on progress over the passage of time. We expect to increase the frequency of these cycles from one to three times per year for each teacher. In addition to the increase in coaching cycles, the instructional coach will support our preschool teachers as they implement new early childhood educational standards associated with universal preschool initiatives, including collaboration with Head Start, local childcare providers, the United Way, and the Virginia Preschool Initiative.

Lastly, we have had great success at MPS in implementing our school-wide expectations associated with the Virginia Tiered Systems of Support (VTSS), including the implementation of the Second Step social emotional learning curriculum, the integration of the ‘Bucket Filler’ program as a Tier 1 support, and the Check-in/Check-out support at the Tier 2 level. This year, it is our goal to enhance our offerings at the Tier 3 level. With the addition of a half-time behavior specialist and a half-time school counselor, we will exponentially increase our capacity to serve students who require these focused and intensive interventions. The behavior specialist will have the ability, not only to provide direct services for students, but also to observe classrooms, collect data, and provide teachers with research-based strategies for use at the Tier 1 level. As we continue to experience an increased need for student emotional support following recent school closures, the half-time school counselor will increase by 50% our ability to provide direct emotional support for our students. This support might be small group support such as friendship groups, or 1:1 support for students who have suffered emotional trauma.

Area	Action	Responsible
Math	<ul style="list-style-type: none"> ● Mathematical discourse will be a part of every mathematics lesson. ● High cognitive levels will be reached during mathematics instruction, and Number Talks and 3-Act Tasks will be used in classrooms on a regular basis. ● We will provide professional development opportunities, and classroom coaching support, for all teachers. ● We will add the Bridges math program as an additional option for Tier 2 intervention. ● The math interventionist will provide higher order learning activities for advanced learners to be used during “Mountaineer Time”. 	Principal Assistant Principal Instructional Coach Math Interventionist Classroom Teachers
English	<ul style="list-style-type: none"> ● We will provide in-depth professional development to support teachers in implementing high yield, research-based instruction in phonics. 	Principal Assistant Principal

	<ul style="list-style-type: none"> ● We will assess and monitor the progress of students in relation to student mastery of grade level appropriate sight words, using the Dolch word lists. ● We will differentiate Tier 1 instruction to a minimum of three ability levels. ● We will increase opportunities for writing at all grade levels, and assess progress in writing three times annually through the use of writing prompts and rubrics. ● We will increase our capacity to serve students by 50% at the Tier 3 level, and by 25% at the Tier 2 level. ● We will provide focused, multi-sensory, phonemic awareness intervention opportunities in all classrooms at the Tier 1 level. 	Reading Specialist Media Specialist Classroom Teachers
History	<ul style="list-style-type: none"> ● We will increase opportunities for writing. ● Each classroom will engage in two Project Based Learning lessons during the year. ● We will plan lessons that incorporate student movement, considering Brain Gym, Ron Nash, and S'cool Moves techniques. 	Principal Assistant Principal Instructional Coach Reading Specialist Classroom Teachers
Science	<ul style="list-style-type: none"> ● We will increase opportunities for writing. ● We will maintain a focus on scientific reasoning and investigation. ● We will plan lessons that incorporate student movement, considering Brain Gym, Ron Nash, and S'cool Moves techniques. ● We will provide all teachers with sets of leveled readers that are aligned with Virginia SOL expectations. ● We will provide teachers with access to Mystery Science, a large collection of digital instructional resources. ● We will increase our use of performance assessments, without increasing our overall number of assessments. 	Principal Assistant Principal Instructional Coach Reading Specialist Classroom Teachers
Specials	<ul style="list-style-type: none"> ● Specialists will collaborate with core content teachers to design instruction that supports the academic standards taught in the classroom. ● We will support the school-wide social emotional learning program by incorporating those expectations and values into daily lessons. ● We will provide opportunities for students to engage in STEAM and Art activities using a virtual platform. 	Principal Specials Teachers Classroom Teachers

Special Education	<ul style="list-style-type: none"> ● We will establish best practices and 100% compliance with all related mandates. ● We will ensure the documentation of all interventions, and the inclusion of supporting data throughout the child study process. ● Special Education teachers will collect data regularly on student progress towards IEP goals, and use that data to inform and drive their instruction. ● We will provide additional support for our students with disabilities through the use of the Lexia Reading Program. ● Special Education teachers will use a multi-sensory approach to instruction to better align their instruction with the learning styles of their students. 	Principal Assistant Principal SPED Teachers
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Waverly Yowell Elementary School

In the 2020-2021 school year, Waverly Yowell operated two different instructional offerings, due to the continuing COVID-19 pandemic. Teachers continued to work diligently to provide quality instruction despite multiple challenges. This past year, we had a mixed instructional design where 45% of our student population was 100% virtual and 55% was either in person four days a week or were involved in hybrid instruction where students attend in person two days a week. Our school motto this year is, “Moving Mountains Together”. As we return and reconnect to the school environment, teachers and families are all working together for the common goal of student achievement and growth. This continued growth will be facilitated by incorporating opportunities for social-emotional learning, increasing global awareness, and incorporating The Science of Reading with a focus on phonics instruction.

Social-emotional learning (SEL) continues to be an important focus this year. All teachers will continue to implement our SEL program, Second Step. This program offers daily lessons in order to foster the safety, well-being, and emotional health of our students. Teachers will also incorporate daily morning meetings, as well as daily SEL check-ins for students using the Zones of Regulation. This year, Waverly Yowell has new staff positions which aim to support the social-emotional well-being of students. In addition to our school-based counselor, we also have a K-5 counselor, which is a shared position between Madison Primary School. Furthermore, a Positive Behavior Interventionist joins our Waverly Yowell staff to support students and staff with behavioral supports and strategies in the classroom.

Meeting the diverse needs of learners has always been a focus of staff at Waverly Yowell Elementary, this year, it will become an even larger focus as school leaders and teachers plan and implement strategies to recover learning loss as a result of the COVID-19 pandemic. This past summer, teachers from all grade levels at Waverly Yowell met to redesign and reinvent curriculum which addressed gaps in learning and strategies to creatively meet the diverse academic needs of returning students. In addition, Waverly Yowell welcomed new staff members to support the academic needs of students. Those positions provide targeted

instruction to diverse needs of students in the area of mathematics, language, and general student academic support.

Reading instruction, in the coming school year, will focus on incorporating the Science of Reading. The Science of Reading, a research-based approach, focuses on the science of how students learn to read. The five components consist of phonemic awareness, phonics, fluency, vocabulary, and comprehension. This year, all literacy classrooms will focus on implementing the phonics component of the Science of Reading. Teachers have attended professional development workshops and will continue to add to their knowledge base throughout the school year. This initiative will be long-term as we continue to add components of the program over the coming years. We look forward to building a successful reading program based on a solid foundation of research based strategies.

Fostering positive community relationships has always been a goal for all staff members at Waverly Yowell Elementary. Teacher and family communication is imperative. Being available to provide feedback and guidance to students and their families is at the heart of student success. We continue to work closely with the Madison County Boys and Girls Club, through the newly formed, “MadExplorers” program. “Everybody Wins” provides connections between community volunteers and third grade students. Students and volunteers participate in a pen pal program, reinforcing reading and writing skills. Community events, such as our drive-thrus continue during this time to provide a fun way to connect staff with our school families. This year, we will reconnect as we “Move Mountains Together”, to meet the needs of staff, students, and families in our Waverly community.

Area	Action	Stakeholders
Math	<ul style="list-style-type: none"> ● Built-in remediation/enrichment during classroom instruction (small group, one on one, researched based computer program) ● Tier 3 focused intervention using Bridges in Mathematics ● Analyze data to identify and respond to specific skills to be assessed, remediated, and enriched ● Monthly department meetings to discuss data, common language, and strategies amongst all three grade levels ● Enhance Tier 1 instruction to improve student engagement through 	All grade level Teachers, Math Specialist, Instructional Coach, and Administration

	<p>discussion, higher order questioning, and using a multisensory approach</p> <ul style="list-style-type: none"> ● Increase critical thinking through authentic learning and assessment 	
English	<ul style="list-style-type: none"> ● Built-in remediation/ enrichment during classroom instruction (small group, one on one, computer program) ● Tier 3 focused intervention using Equipped with Reading Success and Recipe for Reading ● Analyze data to identify and respond to specific skills to be assessed, remediated, and enriched ● Monthly department meetings to discuss data, common language, and strategies amongst all three grade levels ● Enhance Tier 1 instruction to improve student engagement through discussion, higher order questioning, and using a multisensory approach ● Increase critical thinking through authentic learning and assessment 	All grade level Teachers, Reading Specialist, Instructional Coach, and Administration
History	<ul style="list-style-type: none"> ● Enhance Tier 1 instruction to improve student engagement through discussion, higher order questioning, and using a multisensory approach ● Increase critical thinking through authentic learning and assessment 	All grade level Teachers, Instructional Coach, and Administration

Science	<ul style="list-style-type: none"> • Spiral review of previous grade level and identified areas of weakness with emphasis on higher Bloom's levels • Enhance Tier 1 instruction to improve student engagement through discussion, higher order questioning, and using a multisensory approach • Increase critical thinking through authentic learning and assessment 	All grade level Teachers, Instructional Coach, and Administration
Specials	<ul style="list-style-type: none"> • Supporting Tier I and Tier II instruction • Collaborate with core subjects to support standards • Increase critical thinking through authentic learning and assessment 	Exploratory Teachers
Special Education	<ul style="list-style-type: none"> • Utilize research based instructional strategies • Collaboratively plan with general education teachers and specialists 	Special Education Teachers

Wetsel Middle School

With great pride and joy, we are looking forward to welcoming learning back into our building this year. We are all excited to have students back in our classrooms and hallways filling them with energy and enthusiasm for learning. It is exciting to be a part of a community of excellent students, parents/guardians, and staff at William H. Wetsel Middle School!

Our school theme for the 2021-2022 school year is, "It's Grow Time." We aim to help support student growth academically, behaviorally, and social-emotionally. We will continue to refine and enhance our academic, behavioral, and social-emotional tiered systems of support by using data-driven decision making to support student learner outcomes and build a collaborative teaching and learning environment for all. Secondly, students will engage in a variety of reading, writing, and mathematical enrichment opportunities throughout the school year to help build literacy skills. Lastly, an emphasis will be placed on problem-solving skills.

In order to reflect our learning priorities, we have adjusted our daily schedule to include seven learning periods to allow for a greater variety of classes to be offered, smaller class sizes, and create instructional time for every student in the building to receive an extra math and writing class for intervention and enrichment opportunities. Each student will receive writing instruction every other day for an entire instructional period in addition to their core English class. The evidence-based writing program we will use, Step Up to Writing, is a multisensory, explicit, and systematic approach to teaching writing that is designed to provide clear strategies, methods, and supports for increased student success. The mathematics intervention and enrichment class provided to all students allows for the implementation of the research-based math program, Dreambox and individualized small group instruction based upon universal screener and progress monitoring results using evidence-based strategies. Teachers will continue to receive on-going professional development around all programs to continually meet the needs of all students.

Lastly, problem-solving skills instruction is necessary to prepare students to face increasingly complex academic and interpersonal challenges as they mature. Teachers will create hands-on activities and projects that clearly define how lessons connect to the real world so that students can define problems, generate ideas, develop solutions, and evaluate their effectiveness. We will continue to foster each of the tenants and overarching MadConnects Objectives into instruction.

Again, we look forward to growing together as a community of learners and providing support for all!

Area	Action	Stakeholders
Math	<ul style="list-style-type: none"> ● Provide professional development for all teachers for tier 2 intervention, DreamBox ● Cross-grade collaboration to address student learning loss ● Ground learning in a real-world context ● Integrate hands-on activities ● Additional remediation/enrichment course for all students for individualized math instructional support. 	All grade level Teachers, Instructional Coach, and Administration
English	<ul style="list-style-type: none"> ● Cross-grade collaboration to address student learning loss ● Ground learning in a real-world context ● Integrate hands-on activities ● Provide professional development for writing course: Step Up to Writing ● Provide professional development for reading intervention program: Reading Plus ● Additional remediation/enrichment course for all students for reading and writing. 	All grade level Teachers, Reading Success Coach, Instructional Coach, and Administration
History	<ul style="list-style-type: none"> ● Cross-grade collaboration to address student learning loss ● Ground learning in a real-world context ● Integrate hands-on activities 	All grade level Teachers, Instructional Coach, and Administration

Science	<ul style="list-style-type: none"> ● Cross-grade collaboration to address student learning loss ● Ground learning in a real-world context ● Integrate hands-on activities 	All grade level Teachers, Instructional Coach, and Administration
Exploratory	<ul style="list-style-type: none"> ● Cross-grade collaboration to address student learning loss ● Ground learning in a real-world context ● Integrate hands-on activities 	Exploratory Teachers, Principal, Assistant Principal
Special Education	<ul style="list-style-type: none"> ● Ensure students have access to specialized instructional materials, alternative formats of textbooks and other instructional materials to ensure proper access to the curriculum. ● Implement the 6 co teaching models for instruction. ● Collaborating with parents and school staff to track student progress ● Continually seek out assistive technology to support learning ● Ensure 100% compliance with State and Federal timelines ● Cross-grade collaboration to address student learning loss 	Principal, Assistant Principal, Special Education Teachers, General Education Co-Teachers

Madison County High School

Our learning community at Madison County High School is embracing the theme of “inspire” this year throughout our building, and we are intentionally focusing our efforts to support the needs of all students through individualized attention during the COVID19 pandemic. Students are all equipped with a teacher advisor who serves as their Homeroom Teacher and leads weekly social emotional learning lessons through the program, Character Strong. In order to help foster inspiration and encourage students to delve into their own interests for post-secondary outcome areas a unique schedule was created for students called “Inspire Time.” Each 9 weeks, students are assigned different Inspire Blocks based on their own individual interests, desired career pathways and affiliated clubs and organizations; this time has also served as an avenue for enrichment and remediation..

We continue to focus on our strong belief that students should engage in deeper thinking through meaningful and relevant learning experiences within the classroom where students are

active experimenters with knowledge, and not passive recipients. We will continue to implement the following:

- **C.A.R.E Team Meetings** - Prereferral Intervention Meetings for students struggling in a variety of academic settings. Implementing interventions prior to failing a course and not having opportunities to demonstrate learning.
- **Writing in All Content Areas** - Writing to demonstrate learning and writing to learn are two instructional initiatives that will be embraced by the MCHS community. Students will each create a Writing Portfolio through Google Drive by February 20, 2022 and will utilize this as a tool for screening, self-assessment, and for storing their best work as they progress through high school. This portfolio is shared with all teachers so that they can use this tool as progress monitoring as well.
- **Student Data Intervention Team** - Quarterly Review of student academic progress through a team approach and designing support systems for those students prior to a C.A.R.E team meeting.
- **Students as Active Experimenters with Knowledge** - Students will be the focus of instructional change at Madison County High School as we encourage all learners to actively explore, analyze and create new ideas for the future. Teachers will work daily to include real world connections, problem solving and classroom community connectors within every lesson. Resources used to support this initiative will include:
 - **Instructional Technology Coaching**
 - **Instructional Peer Coaching**
 - **Professional Learning on Inquiry-Based Learning**
 - **Professional learning for all teachers on questioning strategies and feedback**

Area	Action	Stakeholders
Math	<ul style="list-style-type: none"> ● Differentiation to address learning gaps through targeted remediation and intervention. ● Incorporation of at least one performance task per quarter into each math course 	<ul style="list-style-type: none"> ● Math Teachers ● Principal

English	<ul style="list-style-type: none"> ● Revising the English curriculum and focusing on direct alignment with the Virginia Standards of Learning. ● Increasing writing and creating school-wide writing portfolios for students to highlight evidence of writing in other content areas. ● Beginning the steps to a new textbook adoption 	<ul style="list-style-type: none"> ● English Teachers ● Principal
History	<ul style="list-style-type: none"> ● Productive civil discourse and engaging students with the Standards of Learning in ways that are meaningful and relevant. ● Engaging students with inquiry based learning strategies and planning for learning opportunities that promote engagement with the curriculum so students are not passive recipients of knowledge. ● Government students will find ways to contribute to their community focusing on becoming responsible citizens. 	<ul style="list-style-type: none"> ● SS Teachers ● Assistant Principal

<p>Science</p>	<ul style="list-style-type: none"> ● Increasing laboratory experiences in all levels of courses. ● Inquiry-based learning that requires students to engage with research and writing in science classes. ● Data analysis & evaluation of student interests, performance on benchmarks and assessments to help create the most successful outcomes for learning. 	<ul style="list-style-type: none"> ● Science Teachers ● Assistant Principal
<p>CTE</p>	<ul style="list-style-type: none"> ● Increasing Certification offerings and ensuring that each CTE course is paired with a certification that a student can attain. ● Industry & Business On-Site Visits representing all career clusters. ● Additional Dual Enrollment course in Business ● Expanding Work-Based Learning opportunities, internships, and other industry partnerships ● Coordinating production of the 2022 MAHI 	<ul style="list-style-type: none"> ● CTE Teachers ● CTE Advisory Board ● Principal ● CTE Advisory Board
<p>Health & PE Fine Arts</p>	<ul style="list-style-type: none"> ● Real-world integration ● Strength training and inclusion of the Athletic Trainer to assist with injury prevention. 	<ul style="list-style-type: none"> ● Health & PE Teachers ● Art Teacher ● Band Director ● Activities Director ● Band Boosters

	<ul style="list-style-type: none"> • Cooperative Learning through physical activity and connecting social emotional learning throughout the process. • Displaying and Showcasing Student Work • Portfolio - Based Learning in Art and Increasing Exposure to a variety of art forms in both upper and lower level art courses. • Continue building a Competitive Marching Band Program 	
World Languages	<ul style="list-style-type: none"> • Phasing in Comprehensible Input curriculum • Alignment of Spanish and French curricula 	<ul style="list-style-type: none"> • World Language Teachers
School Counseling	<ul style="list-style-type: none"> • Academic Career Plans • Character Strong • Suicide Prevention/Safety Screeners 	<ul style="list-style-type: none"> • School Counselors • Teachers • Admin • Students
Special Education	<ul style="list-style-type: none"> • Specialized Instruction • Small Group Push-In and Pull Out Instruction • Post-Secondary Planning specially designed for students with disabilities and connecting families with agencies and supports to assist them in maximizing potential. 	<ul style="list-style-type: none"> • SPED TEACHERS • Director of Special Education

	<ul style="list-style-type: none">• Simulated work experiences embedded in specific program areas	
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