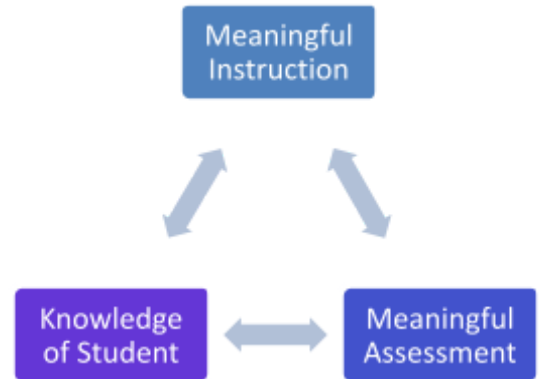


Madison County Public Schools
2022-2023 TEACHING · LEARNING · CARING
Madison Strong Instructional Success

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 2022-2023 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**.

2022-2023
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.

2022-2023 Major Focus

Madison Primary School

1. Implement the Open Court reading curriculum in all classrooms.
2. Ensure rigorous mathematics instruction with a focus on real-world application.
3. Increase opportunities for school-based professional development.

2022-2023 Major Focus

Waverly Yowell Elementary School

1. Emphasis on Character Education
2. Incorporate Open Court textbook into the reading curriculum
3. Implement the 5E model in science

2022-2023 Major Focus
Wetsel Middle School

1. Implementation of Houghton Mifflin Harcourt Into Literature
2. Provide ongoing professional development on evidence-based instructional practices and strategies (Marzano's research/strategies, John Hattie's high yield teaching/learning practices) for teachers to utilize within daily instruction across all content areas.
3. Use data analysis of student assessment performance and track student growth to strategically plan and differentiate instruction
4. Increase opportunities for hands-on labs and intervention support in science.

2022-2023 Major Focus
Madison County High School

1. Increase student achievement in all content areas, but specifically writing, history and science by focusing on lesson planning and curriculum implementation that is aligned with the Standards of Learning and/or course competencies.
2. Reinforcing the importance of attending school regularly and being aware of the school attendance policies. This requires strong family and school partnerships and communication of attendance expectations.
3. 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 2022-2023 academic year. This year we plan to enhance our Language Arts program by implementing the Open Court reading program at the Tier 1 level for all grades. Collaborative problem-solving and higher order thinking will continue to be a focus of our mathematics program, as well as making real-world connections between concepts and applications. Another area of focus for MPS will be to increase the frequency of 1:1 classroom instructional support and professional development, providing additional opportunities to engage in coaching cycles with our instructional coach.

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 the Open Court reading program, which will enhance our focus on phonemic awareness instruction. We will continue to provide two tiers of reading intervention for all students who demonstrate that need, using a push-in support model at the Tier 2 level, and a more individualized, multi-sensory approach for students at the Tier 3 level.

MPS will continue to maintain a focus on mathematical discourse and collaborative problem-solving during mathematics instruction at all grade levels. All classrooms will engage students in high cognitive level activities such as number talks, 3-Act Tasks, and Project-Based Learning, and will routinely connect the content taught to real-world applications. Teachers will encourage students to talk to one another about their learning, and will create an environment where students feel safe to express their conceptual understanding, and to share their ideas with one another. In addition, the math specialist will support this deeper understanding of mathematical concepts in the classroom by demonstrating model lessons, and suggesting/procuring appropriate materials and supplies that compliment higher order thinking. The math specialist will also collaborate regularly with her counterpart at Waverly Yowell Elementary School to ensure a continuous and cohesive focus in this area throughout the elementary years.

Lastly, assuming the re-staffing our reading specialist position, 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 two 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.

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 use Kathy Richardson’s Developing Number Concepts as the base for our Tier 2 intervention, and will supplement the program using Bridges for Learning. ● 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 Reading Specialist

	<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. 	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 Generation Genius, 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
-------------------	--	---

Waverly Yowell Elementary School

In the 2021-2022 school year, Waverly Yowell worked diligently to address the learning loss due to the COVID-19 pandemic. Teachers continued to work to provide quality instruction despite multiple challenges. This past year, we welcomed our students back five days a week; however, COVID-19 Mitigation plans still required students to be quarantined which had a negative impact on student attendance and learning. Our school motto this year is, “No Mountain Too Tall”. 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 emphasizing character education, incorporating the Open Court textbook into the reading curriculum, and implementing The 5 E model in Science.

Character education continues to be an important focus this year. Counselors will continue to teach as part of our specials rotation. This approach offers daily lessons that focus on common attitudes, beliefs, and behaviors that are important to have as responsible citizens. Teachers will also incorporate daily morning meetings, as well as daily check-ins for students using the Zones of Regulation. Waverly Yowell continues to have staff positions which aim to support the 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 supports 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. Reading instruction, in the coming school year, will focus on incorporating Open Court, our newly adopted reading series, which follows 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 read alouds, use of phonics/word study, and small group/workshop instruction. 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.

As a result of last year’s Virginia Standards of Learning Assessment and the new Science Standards, teachers will work to reflect on their instruction and planning in the coming year. Teachers will incorporate daily spiral review in order to address previously taught material. Additionally, classrooms are utilizing the “5E Model” of instruction which focuses on engaging, exploring, explaining, elaborating, and evaluating. Teachers will also reference GoOpenVA, which is a database of Virginia lessons for teachers to use as they plan to incorporate the new Science standards.

Fostering positive school-family 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 strive to communicate with families in a variety of ways. Teachers have websites of resources for families, send weekly emails highlighting objectives and classroom content, as well as engage in positive phone calls home. This year, we work together to achieve the greatest heights as there is, “No Mountain Too Tall”, 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 discussion, higher order questioning, and using a multisensory approach 	All grade level Teachers, Math Specialist, Instructional Coach, and Administration

	<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 Lexia program ● 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 ● Incorporate the Open Court Textbook (Science of Reading) with a focus on read alouds, use of phonics/word study, small group instruction- workshop ● 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 the 5 E model (engage, explore, explain, elaborate, and evaluate) • 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

At William Wetsel Middle School, we embrace a new year where we are committing ourselves to help inspire students to achieve their potential. During the 2022-2023 school year, we have several new priorities as well as continued initiatives to offer our students.

In order to reflect our learning priorities, we have made adjustments to our daily schedule to include a hybrid block schedule. This change allows for less transitions between classes, increased elective opportunities for students, and enrichment and tiered instructional support opportunities for students.

In order to provide consistency and proper alignment to the Virginia Standards of Learning, we will be implementing *Houghton Mifflin Harcourt Into Literature* in all English classes. Assessment data provides teachers with information they need in order to differentiate instruction and monitor students' individual progress. Teachers will encourage critical thinking and real-life application from the text. We will continue to use the evidence-based writing program, *Step Up*

to Writing, which is a multisensory, explicit, and systematic approach to teaching writing that is designed to provide clear strategies, methods, and supports for increased student success.

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. We will use data analysis of student assessment performance and track student growth to strategically plan and differentiate instruction.

Teachers will be provided ongoing professional development about evidence-based instructional practices and strategies (Marzano's research/strategies, John Hattie's high yield teaching/learning practices) so they can build capacity as they incorporate them into daily instruction across all content areas.

Our science focus includes two goals. The first is to increase opportunities for hands-on labs so that students can physically experience scientific concepts and understand them more deeply. The second is to create opportunities for intervention to support learning gaps.

Our faculty and staff at Wetsel Middle School are passionate about creating positive relationships and are committed to helping inspire students to achieve their potential! We provide the opportunity for students to develop good citizenship skills, encourage students to become increasingly self-directed and assist with the development of academic and social skills. We are thankful to be able to work with our remarkable students, parents/guardians, and community members.

Area	Action	Stakeholders
Math	<ul style="list-style-type: none"> • Provide ongoing evidence-based professional development on instructional practices and strategies (Marzano’s research/strategies, John Hattie’s high yield teaching/learning practices) • Cross-grade collaboration to ensure alignment • Ground learning in a real-world context • Integrate hands-on activities • Analysis and Use of the SDBQ Reports and 9 week benchmark assessment data to <ul style="list-style-type: none"> a. Identify learning gaps and then target related skills b. Scaffold instruction based upon student data trends • Provide tiered evidence-based intervention to students (Tier 2 & 3) with progress monitoring 20 mins./4xs weekly during math classes. (DreamBox) 	All grade level Math Teachers, Instructional Coach, and Administration

<p>English</p>	<ul style="list-style-type: none"> ● Cross-grade collaboration to ensure alignment ● Implement <i>Houghton Mifflin Harcourt Into Literature</i> ● Ground learning in a real-world context ● Provide professional development for writing program: Step Up to Writing ● Provide ongoing evidence-based professional development on instructional practices and strategies (Marzano’s research/strategies, John Hattie’s high yield teaching/learning practices) ● Provide Tiered reading intervention/writing enrichment (30 mins. 4x’s weekly) with progress monitoring using evidence-based programs (Reading Plus/Step Up to Writing) during English classes. 	<p>All grade level English Teachers, Instructional Coach, and Administration</p>
<p>History</p>	<ul style="list-style-type: none"> ● Provide ongoing evidence-based professional development on instructional practices and strategies (Marzano’s research/strategies, John Hattie’s high yield teaching/learning practices) ● Complete analysis and use of the SDBQ Reports and 9 week benchmark assessment data to <ul style="list-style-type: none"> c. Identify learning gaps and then target related skills d. Scaffold instruction based upon student data trends 	<p>All Social Studies Teachers, Instructional Coach, and Administration</p>

	<ul style="list-style-type: none"> • Coaching/feedback with instructional coach 	
Science	<ul style="list-style-type: none"> • Increase hands-on experiments and learning opportunities • Create intervention opportunities to address learning gaps • Provide ongoing evidence-based professional development on instructional practices and strategies (Marzano’s research/strategies, John Hattie’s high yield teaching/learning practices) • Complete analysis and use of the SDBQ Reports and 9 week benchmark assessment data to <ul style="list-style-type: none"> e. Identify learning gaps and then target related skills f. Scaffold instruction based upon student data trends • Coaching/feedback with instructional coach 	All Science Teachers, Instructional Coach, and Administration
Exploratory	<ul style="list-style-type: none"> • Implementation of Discovery Education (STEM) • Continue to expand band/choir programs 	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. 	Principal, Assistant Principal, Special Education Teachers, General Education Co-Teachers

	<ul style="list-style-type: none">● Implement the 6 co teaching models for instruction.● Collaborate with co-teachers to plan and track student progress● Continually seek out assistive technology to support learning● Ensure 100% compliance with State and Federal timelines	
--	---	--

Madison County High School

Our learning community at Madison County High School is embracing the theme of “integrity” through various lenses as we focus on doing what’s best and making the best decisions even when no one is watching. 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.
- **The Mountaineer Way** - Revising school-wide behavioral expectations in alignment with the MCHS Core values and creating a matrix with students and staff that can help communicate acceptable and positive behaviors.
- **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. This portfolio is shared with all teachers so that they can use this tool as progress monitoring as well.
- **Instructional Integrity** - Using high impact instructional teaching strategies that are common by department to allow for strong in house professional development and collective efficacy. Instructional team leaders will guide this work and their department through a reflective learning process.
- **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. In using this data the team also places students with intervention supports that can help them improve literacy skills for reading, writing and communicating.
- **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:

Area	Action	Stakeholders
Math	<ul style="list-style-type: none"> ● High Impact Teaching Strategy: Structuring Lessons ● Differentiation to address learning gaps through targeted remediation and intervention. ● Small groups that are implemented through pull out and push-in support from a 	<ul style="list-style-type: none"> ● Math Teachers ● Principal

	<p>certified teacher.</p> <ul style="list-style-type: none"> • Incorporation of at least one performance task per quarter into each math course 	
English	<ul style="list-style-type: none"> • High Impact Teaching Strategy: Explicit Teaching • Revising the English curriculum and focusing on direct alignment with the Virginia Standards of Learning. • <i>Curriculum Development to include common unit and course pacing using the newly adopted textbook curriculum from Houghton Mifflin Harcourt Into Literature</i> 	<ul style="list-style-type: none"> • English Teachers • Principal
History	<ul style="list-style-type: none"> • High Impact Teaching Strategy: Setting Goals w/Students • 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. 	<ul style="list-style-type: none"> • SS Teachers • Assistant Principal

	<ul style="list-style-type: none"> ● Government students will find ways to contribute to their community focusing on becoming responsible citizens. 	
Science	<ul style="list-style-type: none"> ● Creating new course and unit organizers that align the written, taught and assessed curriculum. ● 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
CTE	<ul style="list-style-type: none"> ● High Impact Teaching Strategy: Explicit Teaching ● 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. ● Expanding Work-Based Learning opportunities, internships, and other industry 	<ul style="list-style-type: none"> ● CTE Teachers ● CTE Advisory Board ● Principal ● CTE Advisory Board

	<p>partnerships</p> <ul style="list-style-type: none"> • New Introduction to Sports Medicine course for Spring 2023. • Re-establish NTSOs for all courses that are offered through CTE such as FFA, FCCLA, and SkillsUSA 	
<p>Health & PE Fine Arts</p>	<ul style="list-style-type: none"> • High Impact Teaching Strategy: Collaborative Learning • Real-world integration • Strength training and inclusion of the Athletic Trainer to assist with injury prevention. • 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 	<ul style="list-style-type: none"> • Health & PE Teachers • Art Teacher • Band Director • Activities Director • Band Boosters
<p>World Languages</p>	<ul style="list-style-type: none"> • High Impact Teaching Strategy: Collaborative Learning 	<ul style="list-style-type: none"> • World Language Teachers

	<ul style="list-style-type: none"> ● Enhancing the Comprehensible Input curriculum ● Alignment of Spanish and French curricula ● Showcasing of student work and providing a visual display of student achievement throughout the school. 	
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 through a Resource Classroom staffed with a teaching assistant and a Special Education teacher. ● 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. ● Simulated work experiences embedded in specific program areas 	<ul style="list-style-type: none"> ● SPED TEACHERS ● Director of Special Education