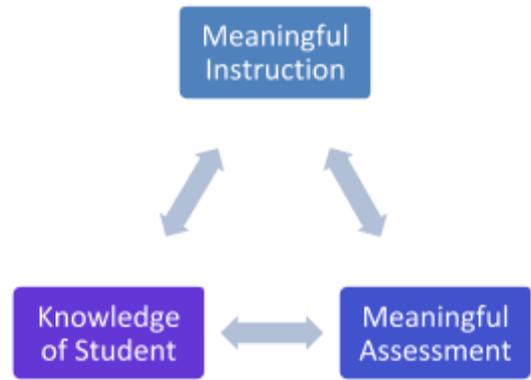


Madison County Public Schools
2020-2021 TEACHING · LEARNING · CARING
Madison Strong Instructional Success

Madison County Public Schools (MCPS), a student-centered and community-supported school division, insures 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 2018-2019 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**.

2020-2021
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, insures 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.

2020-2021 Major Focus

Madison Primary School

1. Ensure research-based phonics instruction in all classrooms.
2. Place added emphasis on Project Based Learning.
3. Increase the time all students engage in social and emotional learning.
4. Create a culturally responsive atmosphere throughout the school.

2020-2021 Major Focus

Waverly Yowell Elementary School

1. Focus on Social Emotional Learning (SEL)
2. Increasing global awareness and promoting global citizenship
3. Incorporating more authentic student assessments

2020-2021 Major Focus
Wetsel Middle School

1. Provide professional development to teachers regarding Canvas Learning Management System
2. Provide data driven remediation for Math and English for both in person and virtual students.
3. Organize and provide learning opportunities for students and parents to ensure a basic understanding on how to navigate and use Canvas

2020-2021 Major Focus
Madison County High School

1. Creating a hybrid learning environment for students to be successful in.
2. Digital Literacy: reading, writing, thinking, listening, speaking and using digital tools in the classroom
3. Meaningful assessment of student learning and quality feedback.

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 2020-2021 academic year. This year we plan to enhance our language arts program by placing an increased focus on phonics instruction, and providing in-depth professional development through the VDOE supported LETRS program, a three credit course on the science of reading. We will also increase critical thinking and collaborative learning opportunities for our students by placing an increased emphasis on Project-Based Learning. 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 supports for students that are appropriate for their specific needs, particularly those exacerbated by the COVID-19 pandemic. Finally, MPS will create a culturally responsive atmosphere to help our students better understand and appreciate the cultural diversity of our nation.

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. Teachers will use the reading diet prescribed by the Fountas and Pinnell framework to guide their planning process, and to ensure that instructional time is appropriately allocated to specific areas of need. In addition, a representative group of teachers, to include the reading specialist, will engage in a three-credit, graduate level course in the science of reading, a course that focuses on the research-based instructional practices associated with phonics. Teachers will share their learning with colleagues through the use of professional learning communities, and its implementation supported and coached by the reading specialist in each classroom.

MPS will place increased emphasis on Project-Based Learning this year. In past years we have implemented two, extensive PBL projects at each grade level, while this year we will implement an abundance of shorter, yet meaningful, opportunities. Our aim is to increase student

opportunities to apply learned content to real world situations, maximize on-site instructional time by moving independent practice requirements to remote settings, integrate core content instruction to minimize the negative impact that reduced face-to-face instructional time has on academic pacing, and to provide parents and caregivers with manageable instructional expectations on virtual/distance learning days.

We have had great success at MPS in implementing our school-wide expectations associated with the Virginia Tiered Systems of Support (VTSS), including the integration of the ‘Bucket Filler’ program as a Tier 1 support, and the Check-in/Check-out support at the Tier 2 level. However, we feel that we need to provide more opportunities for social/emotional learning at the Tier 1 level. As a result, we will begin schoolwide implementation of the Second Step social/emotional curriculum this year. The school counselor will support the delivery of individual classroom lessons, and every classroom teacher will engage students in daily class meetings that are connected to the weekly learning objective.

Lastly, MPS wants to ensure a culturally responsive environment for all of our faculty, staff, and students. We will begin each day this year with a cultural highlight during the morning announcements that recognizes Americans with varied backgrounds and cultures, and that details their contributions to our country, beginning with Hispanic Heritage Month. We will also engage the faculty in a series of read and respond activities using resources such as excerpts from Growing Up Black, and Dr. Luvelle Brown’s Culture of Love: Cultivating a Positive and Transformational Organizational Culture. In addition, all classroom teachers will provide an instructional environment that fairly represents the society in which we live, and one that provides all students with a positive role model with whom they can relate.

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 incorporate mathematics into Project-Based Learning activities on a weekly basis. 	Principal Assistant Principal Instructional Coach 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. ● 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. 	Principal Assistant Principal Media Specialist Classroom Teachers

	<ul style="list-style-type: none"> We will integrate literature into Project-Based Learning activities on a weekly basis. 	
History	<ul style="list-style-type: none"> We will increase opportunities for writing. We will increase use of Project Based Learning strategies, incorporating History standards into weekly PBL opportunities. We will plan lessons that incorporate student movement, considering Brain Gym, Ron Nash, and S'cool Moves techniques. 	Principal Assistant Principal Instructional Coach 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 increase use of Project Based Learning strategies, incorporating Science standards into weekly PBL opportunities. We will implement the new cross-over standards. We will increase our use of performance assessments, without increasing our overall number of assessments. 	Principal Assistant Principal Instructional Coach 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 increase opportunities for student engagement in the arts by providing both on-site and virtual options for all students. We will provide opportunities for students to engage in STEAM activities using a virtual platform. 	Principal Specials Teachers
Special Education	<ul style="list-style-type: none"> We will establish best practices and 100% compliance with all related mandates. We will review all IEP's to ensure appropriate service times in light of our extensive adjustments in scheduling. 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 2019-2020 school year, Waverly Yowell experienced a closure to in-person instruction during the end of the third and entire fourth quarter. Teachers worked diligently to provide quality instruction despite multiple challenges. This year, we have a mixed instructional design. Currently, 45% of our student population is 100% virtual and 55% are either in person four days a week or are involved in hybrid instruction where students attend in person two days a week. Our school motto this year is, "We Are All In This Together". Although our instructional routines may be different, 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 more authentic student assessments.

Social-emotional learning (SEL) is an important focus this year, as presented in the state of Virginia's Return to School Plan: Recover, Resign, Restart 2020. This year, both in-person and virtual teachers will implement our new SEL program, Second Step. This program offers daily lessons in order to foster the safety, well-being, and emotional health of our students. Teachers have also incorporated daily morning meetings, as well as daily SEL check-ins for students. Furthermore, our guidance counselor supports this initiative by teaching classroom lessons which enhance the Second Step program and teaching students how to make positive social and emotional choices.

In light of national conversations regarding the equality of all individuals, Waverly Yowell will incorporate more opportunities to increase global awareness for our students. This includes thinking critically about how individual actions impact others around the world. Students and teachers will participate in collaborations and discussions concerning topics such as global warming, global citizenship, and racial equality. Through analyzing different perspectives, students will be encouraged to keep open minds as they explore the world around them. Students in fifth grade will participate in the new course, "Our World". In this course, students will learn to connect with differing world cultures, societies, and people.

Authentic learning has previously been important in measuring student understanding and providing opportunities for students to explore, discuss, and create. This type of learning and assessing requires students to analyze information and prove their learning in deeper ways. This school year, both virtual and hybrid learning offer increased opportunities for this type of student engagement with content. Teachers will collaborate to create projects that will allow students to demonstrate their gained knowledge in creative ways. Authentic learning and assessments provide a way for students and teachers to redesign and rethink how to exhibit understanding.

Fostering community relationships during this instructional year are more important than ever. Teacher and family communication is imperative as families navigate virtual learning. Being available to provide feedback and guidance to students and their families is at the heart of student success. We have also more closely partnered with the Madison County Boys and Girls Club, as students work remotely from this location. The operation of "Everybody Wins" has

changed in order to provide connections between volunteers and students. Students and volunteers will participate in a pen pal program this coming school year, focusing on both reading and writing. During this time, “We Are All In This Together”, as we work 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 programs) ● 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

<p>English</p>	<ul style="list-style-type: none"> ● Built-in remediation/ enrichment during classroom instruction (small group, one on one, computer programs) ● Tier 3 focused intervention using Fountas and Pinnell and Orton Gillingham ● 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 	<p>All grade level Teachers, Reading Specialist, Instructional Coach, and Administration</p>
<p>History</p>	<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 	<p>All grade level Teachers, Reading Specialist, Instructional Coach, and Administration</p>
<p>Science</p>	<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 	<p>All grade level Teachers, Reading Specialist, Instructional Coach, and Administration</p>

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

This year’s instructional focus is centered around providing the best opportunities possible for our students to thrive during this Covid Crisis. Due to the social distancing requirements and needs of the district, Wetsel Middle School was relocated to Madison County High School and occupies the first floor. Currently, we have an estimated sixty percent of our students attending two days a week, in grades 6th and 7th, while fifty percent of our 8th graders attend one day a week. Our first challenge, to start the year, was to create a master schedule that could accommodate in person, virtual, and distance learning students. We adopted a model based on our available resources that allowed our teachers to concentrate on specific groups during a designated period. This has helped to reduce the workload of teachers while also establishing clear time periods and opportunities for virtual or distance learners to work with their specific teachers.

We have also concentrated on providing professional development opportunities for our teachers regarding Canvas, which is our learning management system. This year our teachers were tasked with transferring their lessons to Canvas, similar to all other schools. Virtual Virginia, was also provided as a new resource for middle school teachers, creating the need to address deficiencies regarding technology and teacher implementation through professional development. We established several new committees including Virtual and Canvas teams. These new sub committees were created to both establish a voice for our virtual teachers and provide guidance in regards to Canvas. Members of the Canvas Team were selected specifically for their knowledge of the learning management system and include a member from each department.

As in years prior, we recognize the need to continue our tier based remediation program and plan to implement this while still adhering to district and state guidelines regarding social distancing and in person learning. We are scheduled for MAP testing during the first week of October and will begin our remediation program in November. We are very aware of the limitations with virtual and distance learners pertaining to our current Leveled Literacy

Intervention program. Our current program, Fountas and Pinnell, has time requirements and also depends upon small group or individual instruction. Obviously, with the current climate, limited resources, and varying schedules for virtual and distance learners, our current program does not align with the needs of our students. We will continue to explore research based remediation programs that may be a better fit in the short term. Our tiered Math intervention will continue as planned using our DreamBox program. The program provides a diagnostic test that identifies individual weaknesses and designs lessons to improve the skills associated with these weaknesses. This is our third year of using the program and have found it to be very beneficial to our students.

In association with our professional development for teachers, we also understand the importance of stakeholders to have advanced knowledge of our learning management system. With this in mind, we have and will continue to provide learning sessions for our caregivers to ensure their comfortability with Canvas and overall knowledge of the program. As a school we adopted a few key themes to this school year including Communication, Cooperation Documentation, and Innovation. We feel these basic but powerful ideas will help guide us through these uncertain times. Wetsel Middle School will strive to provide the best education possible for our young Mountaineers and as always, remember to SHOW YOUR BLUE.

Area	Action	Stakeholders
Math	<ul style="list-style-type: none"> ● Quick checks to identify weaknesses in student understanding from previous school year ● Data gathered from MAP testing and Quick Checks will be used to provide tiered remediation for struggling students ● Provide professional development on the Canvas Learning Management System to enhance teacher understanding and improve student engagement, specifically targeting students that are virtual or distance learners ● Monthly department meetings to ensure vertical and horizontal alignment of curriculum 	All grade level Teachers,, Instructional Coach, and Administration

	<ul style="list-style-type: none"> • Continue our implementation of MadConnects Initiative that aligns with Virginia is for Learners 	
English	<ul style="list-style-type: none"> • Provide professional development on the Canvas Learning Management System to enhance teacher understanding and improve student engagement, specifically targeting students that are virtual or distance learners • Analyze data from MAP testing to provide tiered remediation to struggling students using Fountas and Pinnell • 	All grade level Teachers,, Instructional Coach, and Administration
History	<ul style="list-style-type: none"> • Students develop an awareness of our interconnectedness and a relevant understanding of our local and global world - past and present. (MadConnects) • By engaging in issues and events of the past and present, students develop a critical consciousness, as well as agency, in order to be active participants in our democracy and world. (MadConnects) • Students develop an understanding of "perspective" and cultivate the skills of civil discourse. (MadConnects) 	All grade level Teachers, Instructional Coach, and Administration
Science	<ul style="list-style-type: none"> • Incorporate Ck-12 into our curriculum to help facilitate online labs for our virtual students • Use benchmark and pre assessment data to identify weaknesses in comprehension due to gaps in learning 	All grade level Teachers,, Instructional Coach, and Administration

Specials	<ul style="list-style-type: none"> • Provide alternative electives to replace classes that were not possible during Covid Crisis (Song Writing, Computer Science, French) • Incorporate MadMinds (gifted students) into our elective choices for 8th grade students 	Electives Teachers, Instructional Coach
Special Education	<ul style="list-style-type: none"> • Continue to implement collaborative learning environment allowing teachers to provide data based strategies to improve student comprehension and knowledge • Identify data based strategies to assist special education students navigate virtual and distance learning • Analyze IEP data for each student and ensure their services and accommodations are conducive with their current learning environment 	Special Education Teachers

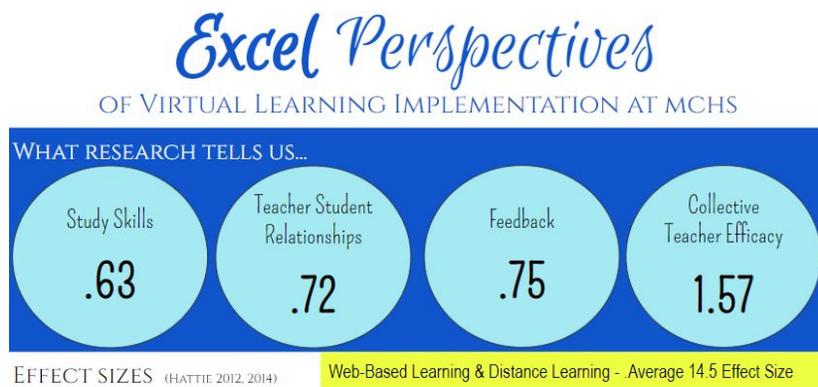
Madison County High School

Our learning community at Madison County High School is embracing the theme of “perspective” 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 to support them as they are progressing through learning at a distance from school and virtually. In addition, as a staff we have taken on the perspective of students and families during this time and are interweaving as many supports as possible to help all students be successful. This includes running a Virtual Learning Hub which is open to all students and staffed daily with teachers from all content areas; this is a safe place for students to come and receive as much assistance or support that they need.

Teachers have focused on refining and improving instructional delivery to students in a virtual format, and have been supported through an in-house coaching model which is based upon Canvas, the learning management system used by Madison County Public Schools. All teachers work on assigned professional learning teams under the guidance of their Canvas instructional coach who is a colleague within the building and is someone they can see and gain

support from regularly. We continue to focus on our strong belief that students should engage in deeper thinking through meaningful and relevant learning experiences within the classroom. Last year, the following initiatives were started to enhance the teaching and learning model at MCHS for students excelling and for students demonstrating difficulty mastering course standards. 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.
- **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.



This year we will focus on the following: study skills, teacher student relationships, feedback and collective teacher efficacy as we work to ensure that web-based and distance learning can help students excel when we layer on the proven above methods that work. The collaboration skills between teachers and students and between teachers and their colleagues is as important as it has ever been, and we see this as an opportunity to educate our students on how to develop interpersonal skills and work collaboratively with adults and peers. We also see a great importance with digital literacy, and this will be a focus for professional learning and is encapsulated within the importance of study skills. Despite learning differently, we are excited to discover new methods that our students prefer and excel with so that when we return to in-person learning we have new tools within our classroom to support all learners.

Area	Action	Stakeholders
Math	<ul style="list-style-type: none"> ● Improving mathematical literacy in all math-specific classes. ● Implementing a math curriculum that is relevant and meaningful to the current lives and future goals of our students. ● Encouraging real-world problem solving within all math classes that require students to apply critical thinking regularly within the math classes. 	All teachers, Instructional Coach and Administration
English	<ul style="list-style-type: none"> ● Focusing on methods of writing that require doing research and communicating the findings of the search. Working as a department to refine the progression of research standards that are focused on at each grade level. ● Encouraging writing in the content area that also requires students to participate in interdisciplinary learning and other personal interests related to post-secondary goals. 	All teachers, Instructional Coach and Administration
Area	Action	Stakeholders

History	<ul style="list-style-type: none"> • Students develop an awareness of our interconnectedness and a relevant understanding of our local and global world - past and present. • By engaging in issues and events of the past and present, students develop a critical consciousness, as well as agency, in order to be active participants in our democracy and world. • Students develop an understanding of "perspective" and cultivate the skills of civil discourse. 	All teachers, Instructional Coach and Administration
Science	<ul style="list-style-type: none"> • Virtual labs and exploratory learning activities that meet the learning requirements and align with the Virginia Department of Education's standards. • Integrating writing to show understanding throughout the courses in a variety of formats. 	All teachers, Instructional Coach and Administration
CTE	<ul style="list-style-type: none"> • Integrating a simulated workplace within more classes and finding ways to maintain its use in virtual learning. • Shifting the MAHI development to the DE Business course. • 	All teachers, Instructional Coach and Administration
Area	Action	Stakeholders

Special Education	<ul style="list-style-type: none">● Specialized instruction for students with disabilities that is maximized as a result of a strong collaboration between the student, general education teacher and special education teacher.● Focusing on the least restrictive environment when planning for service implementation so that students with disabilities are only receiving services that they require and can maximize their interactions with non-disabled peers.● Increase involvement within co-curricular and extra curricular opportunities at MCHS.	Special Education Teachers
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