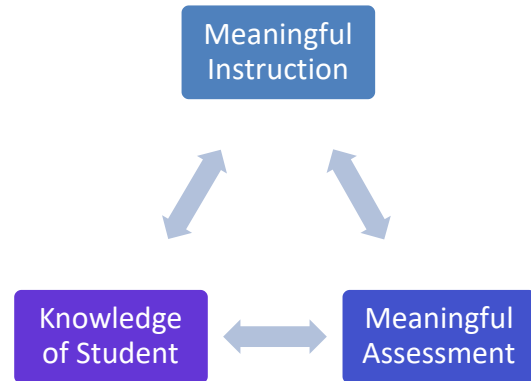


Madison County Public Schools
2017-2018 TEACHING · LEARNING · CARING
Madison Strong Instructional Success

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

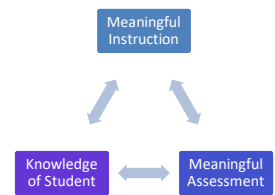
Our schools have worked diligently to adjust curricula, develop common K-5 and 6-12 resources, and establish clear, consistent measurement of student academic expectations. During the 2017-2018 school year, we will embrace previous success and pursue areas of growth with an emphasis on the Virginia Tiered 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**.

2017-2018
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.

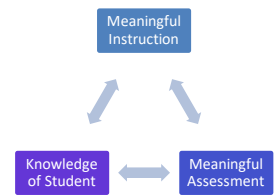
Stakeholders

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.



2017-2018 Major Focus

Madison Primary School

4. Implement Word Study approach to spelling instruction.
5. Increase student time in text, writing, and vocabulary development.
6. Establish a school-wide, universal Tier 2 approach for behavioral support

2017-2018 Major Focus

Waverly Yowell Elementary School

1. Provide reading instruction on students' instructional level
2. Alignment of lesson plans, lesson delivery, and assessment
3. Implement STAR time for remediation/enrichment in math

2017-2018 Major Focus

William Wetsel Middle School

1. Comprehensive Writing Curriculum
2. Continued Implementation of VTSS
3. Preparation for PSAT/SAT
4. Data Analysis of Academic, Behavioral, and Attendance Trends

2017-2018 Major Focus

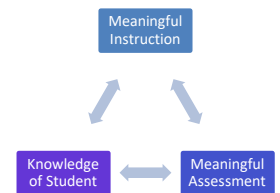
Madison County High School

1. Maintaining full accreditation by providing the necessary and appropriate support to the math department
2. Implementing the VTSS program
3. Pursuing the CTE Innovation Planning Grant (Workplace Simulation and Core Craft Skills program)
4. Transition Woodworking course into Building Trades program

Madison Primary School

We look forward to another exciting year at Madison Primary School. We will continue to enhance our established tiered instructional program, while implementing a school-wide approach to Tier 2 behavioral supports. As we look to improve and refine the language arts curriculum that we offer our students, MPS will begin the full implementation of a word study approach to spelling instruction, work to increase student time in text, engage students in writing across the curriculum, and promote the use of rich vocabulary.

MPS will continue our implementation of the Virginia Tiered System of Supports (VTSS), a program designed to educate all stakeholders on the expectations of the school, and to provide positive, tiered support for student behavior. This year we will add a school-wide, universal Tier 2 support for our students. The program is called 'Check-in/Check-out', and is designed to provide timely and constructive feedback on behavior for those students who need a little extra support in order to be successful with our school-wide expectations. Every grade level will meet monthly to monitor the progress of this new initiative, and to discuss the level of success experienced by individual students. Also associated with this initiative will be the identification and use of an appropriate data collection tool that will help us determine triggers and root causes of undesired behaviors. A new discipline

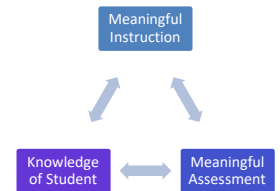


referral form and a behavior flow chart have been designed to facilitate this process, and to better define the expectations of students, faculty, and staff.

Madison Primary School has made great strides over the past few years in providing targeted and differentiated instruction in all areas, but particularly in the area of Language Arts. An additional step will be taken this year with the full implementation of a word study approach to spelling instruction. It is a program designed to meet each child at their developmental level. MPS will partner with the University of Virginia to provide in-depth professional development, and to monitor the progress of the program throughout the year. Also associated with this initiative will be the structural refinement of our targeted instructional groups. We will increase the time allotted to this small-group instruction by ten minutes, and align our lesson plans more closely to those suggested by the State PALS office.

In addition to these changes, MPS will also engage students in activities that enhance their use and understanding of rich vocabulary, provide additional time in text, and promote writing across the curriculum. This will be accomplished by incorporating these skills and opportunities into activities to be completed during independent and collaborative group work time, and increasing the opportunities for writing in Science and Social Studies classes.

Area	Action	Responsible
Math	<ul style="list-style-type: none"> Implement the “Crossover Curriculum” for the new Mathematics Standards of Learning. Adjust pacing guides as necessary throughout the year to meet the expectations of the new curriculum standards. Use the <u>Math in Practice</u> curriculum to supplement the gaps in the <u>EnVisions</u> curriculum that were, in part, a result of changing Standards of Learning. Increase student engagement during independent work time and at small-group learning centers Provide collaborative problem-solving opportunities for students 	Mike Coiner Jackie Ovalle Jessi Almas Classroom Teachers
English	<ul style="list-style-type: none"> Implement the word study approach to spelling instruction Provide ample professional development for the implementation of word study, including changes in the Kindergarten letter progression Differentiate instruction for a minimum of three ability levels Increase opportunities for time in text and vocabulary development during independent and collaborative work stations Ensure 150 minutes of literacy instruction daily 	Mike Coiner Jackie Ovalle Jessi Almas Jennifer Waldera Patty Butterworth Carrie Wintersgill
History	<ul style="list-style-type: none"> Increase opportunities for writing Use the universal lesson-planning template Plan lessons that incorporate student movement, considering Brain Gym and Ron Nash techniques Ensure the inclusion of two Project-Based Learning lessons 	Mike Coiner Jackie Ovalle Jessi Almas Classroom Teachers
Science	<ul style="list-style-type: none"> Increase opportunities for writing Maintain a focus on scientific reasoning and investigation 	Mike Coiner Jackie Ovalle Jessi Almas



	<ul style="list-style-type: none"> • Use the universal lesson-planning template • Plan lessons that incorporate student movement, considering Brain Gym and Ron Nash techniques • Ensure the inclusion of two Project-Based Learning lessons 	Classroom Teachers
Specials	<ul style="list-style-type: none"> • Collaborate with core content teachers to design instruction that supports the academic standards taught in the classroom • Refine the co-teaching practice of STEAM instruction through collaboration and curricular alignment 	Mike Coiner Specials Teachers Classroom Teachers
Special Education	<ul style="list-style-type: none"> • Establish best practices and 100% compliance with all related mandates • Review IEP's to ensure appropriate goals and accommodations • Ensure the documentation of all interventions, and the inclusion of supporting data throughout the child study process 	Mike Coiner Jackie Ovalle Rebecca Lewis SPED Teachers

Waverly Yowell Elementary School

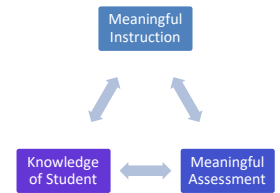
Waverly Yowell is excited to build upon the behavioral and academic successes of last school year. Last year we had substantial increases in student growth. This year, we will continue this positive trend by implementing STAR time, adding a reading specialist position, and creating subcommittees for our VTSS to look at each child's individual needs.

During STAR time, students will receive remediation or enrichment instruction based on analysis of data. STAR time allows all students to receive tier 1 instruction without interruption in their academic blocks. During this daily allotted time, all staff is utilized to provide appropriate instruction. This time also allows our gifted students to participate in a gifted class in order to receive higher level enrichment activities.

The reading specialist and instructional coach will assist teachers in analyzing data in order to create lesson plans that respond to student data and align with the SOL strands and essential knowledge. They will model lessons, share feedback on lesson observations, and provide a variety of resources that assist teachers with incorporating higher level questioning and thinking in lesson delivery.

The VTSS team has established school-wide behavioral expectations. Teachers will incorporate the lessons provided by the VTSS team to ensure all students understand school rules and how to be a STAR at Waverly Yowell. This year, we will implement VTSS sub-committees where staff members will meet more frequently to discuss students and their individual academic and behavioral needs.

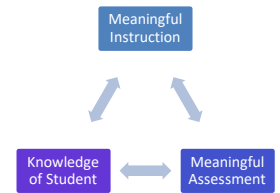
Along with all of these components that will occur during the school day, we will also continue to foster community relations by continuing our monthly family nights. These family nights invite community



members and school families to come join us in fun activities that highlight skills being taught. We will continue our “Everyone Wins” reading program by inviting more volunteers to come into our school and read to our students during lunchtime.

Collaboration is also expanding to include student’s families. We will have Family Information sessions twice a year, by grade level. At these sessions, teachers will provide information pertaining to study strategies and resources to help their child’s achievement. In an effort to increase literacy, our media specialist has planned monthly library nights to encourage parents and children to read together; we want to promote a love of reading and literacy as a lifelong goal.

Area	Action	Responsible
Math	<ul style="list-style-type: none"> • Built-in remediation/enrichment 2 days a week for 40 min (small group, one on one, researched based computer programs) • Analyze data to identify and respond to specific skills to be assessed, remediated, and enriched • Alignment of unit plans, lesson delivery, and assessments with curriculum framework • 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 and higher order questioning • Monthly planning day to ensure alignment and pacing 	All grade level Teachers, Reading Specialist, Instructional Coach, and Administration
English	<ul style="list-style-type: none"> • Built-in remediation/enrichment 3 days a week for 40 min (small group, one on one, researched based computer programs) • Analyze data to identify and respond to specific skills to be assessed, remediated, and enriched • Alignment of unit plans, lesson delivery, and assessments with curriculum framework • Monthly department meetings to discuss data, common language, and strategies amongst all three grade levels 	All grade level Teachers, Reading Specialist, Instructional Coach, and Administration

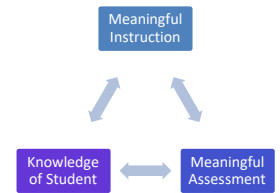


	<ul style="list-style-type: none"> • Enhance Tier 1 instruction to improve student engagement through discussion and higher order questioning • Increase time in text at student reading level • Monthly planning day to ensure alignment and pacing 	
History	<ul style="list-style-type: none"> • Alignment of unit plans, lesson delivery, and assessments with curriculum framework • Adoption of new textbook that is aligned with SOL's • Enhance Tier 1 instruction to improve student engagement through discussion and higher order questioning • Incorporate Project Based Learning to demonstrate understanding of SOL strands 	All grade level Teachers, Reading Specialist, Instructional Coach, and Administration
Science	<ul style="list-style-type: none"> • Alignment of unit plans, lesson delivery, and assessments with curriculum framework • 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 and higher order questioning 	All grade level Teachers, Reading Specialist, 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 • Assist with STAR time (remediation/enrichment) 	Andrew Schmaltz, Melanie Ellyson, Brenda Lyddane, Rebecca Jasman, Katie Gigliotti
Special Education	<ul style="list-style-type: none"> • Utilize research based instructional strategies • Collaboratively plan with general education teachers and specialists 	Abbie Jewett, Kim Knighting and Jessica Henshaw

William Wetsel Middle School

Our focus will be to develop a comprehensive writing program with consistent terminology in grades 6-8. Over the Summer our English department developed a rubric with the necessary components to ensure proper sentence and paragraph structure. This rubric was dispersed to all teachers with the

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expectation that writing would be implemented into their weekly lesson plans. Our goal is to develop more in-depth writing skills for all students with a formalized plan to increase our standardized writing scores while also improving communication skills.

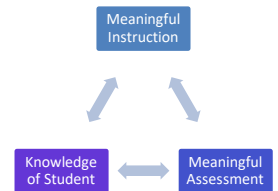
Students in 8th grade Algebra I and higher will be taking the 8/9 PSAT in October. This test is designed to be a precursor to the more extensive tests taken at the secondary level. Information obtained from the 8/9 PSAT will be implemented into classroom enrichment programs via small group and Kahn Academy. Kahn Academy will allow students to access an individual plan to improve identified weaknesses on the 8/9 PSAT. This strategy will enhance students opportunities for success as they take the PSAT/SAT at the high school level.

In order to improve upon our Tiered System of Supports, sub-committees have been created to help in the areas of discipline, academics, attendance, and mental health. These committees are challenged with identifying interventions and analyzing data to increase student achievement. During grade level meetings, teachers will recommend students for extra support in one of the four categories. This will ensure that Wetsel is taking a proactive approach to assisting students while also creating a uniformed system of documentation. We will continue to focus on Response to Intervention (RTI) in all departments using pre and post assessments to determine individual student needs and implement appropriate interventions based upon our tired system.

Finally, we will be analyzing data to find behavioral, academic and attendance trends to help create a positive learning environment. This data will be used to track student achievement and will be presented to staff members during monthly faculty meetings. These trends will be used to decrease gaps in our tiered system and provide data for our School Improvement Team to formulate new initiatives.

We believe that the key to increasing student achievement at Wetsel is the partnering of parents and the school. Teachers send out weekly emails detailing the focus of the week as well as all assignments and assessments that will occur on a daily basis. Each teacher at Wetsel maintains a website that provides access to tutorials, class assignments, syllabi, and various other resources to assist parents in helping his/her child be successful. At the beginning of the school year, teachers contact each parent to build a positive relationship and develop ways we can work together for a successful school year. This proactive communication ensures that parents, staff, and administration are working toward the same goals and helping each child realized their potential.

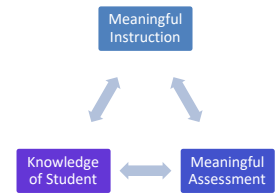
Area	Action	Responsible
Math	<ul style="list-style-type: none"> • Provide remediation/enrichment 2 days a week for 45 minutes • Continue vertically-aligned curriculum to the SOL at all grade levels (Changes to standards in 2017) • Develop video lessons to be placed on the WMS website to reinforce lessons for students and parents at home • Use IXL Math to remediate/enrich all math students 	Department Chair Marissa Basile Administration



	<ul style="list-style-type: none"> Development of enrichment program and use of Kahn Academy for advanced students 	Instructional Coach Jared Morris
English	<ul style="list-style-type: none"> Develop a comprehensive writing program Provide remediation/enrichment 2 days a week for 45 minutes Break down SOL into specific skills to be assessed and remediated & enriched throughout the year Utilize data obtained from the 8/9 PSAT to help enrich students and prepare for PSAT/SAT Use of Kahn Academy for advanced students 	Department Chair Pattie Rees Administration Instructional Coach Jared Morris
History	<ul style="list-style-type: none"> Develop remediation/enrichment plans for individual students Utilize and design authentic assessments that develop 21st centuries skills 	Department Chair Matt Resnick Administration
Science	<ul style="list-style-type: none"> Utilize RTI to develop remediation & enrichment plans for individual students Develop pre- and post-assessments emphasizing Scientific Investigation Implement reading in the content area with emphasis on non-fiction literature Identify enrichment programs outside of school to identify future employment opportunities for students 	Department Chair Devin Milbourne Administration
Electives	<ul style="list-style-type: none"> Require writing in all classes using school-wide writing rubric Implement reading in the content area with emphasis on non-fiction literature 	Elective Teachers Administration
Special Education	<ul style="list-style-type: none"> Utilize cooperating teachers who will be used across grade levels and be responsible for unpacking SOL's and remediating students during instructional time Utilize cooperating teacher/teachers who will be responsible for preparing each student for the SOL's to increase our SPED pass rate Analyze IEP and 504 information to ensure accommodations and services are relevant to student needs 	Special Education Teachers Administration Guidance Counselors

Madison County High School

The focus at MCHS is to work toward the continuation of full accreditation status, specifically with providing the appropriate and necessary support to the Math department. MCHS will continue to implement the Mountain Time program, which is a 35 minute instructional block of time built into every school day for the use of enrichment, remediation, re-teaching, tutoring, make ups and student



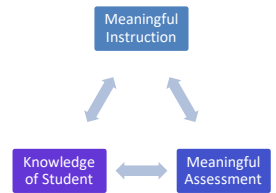
advisory. On Mondays, every student is assigned to a significant adult in the building for advisory, where students receive guidance, advice, and help from their advisor.

Tiered support is utilized at MCHS via the VTSS program. Using the VTSS model, support is being offered in academics, behavior, and attendance. This year, we are continuing to focus on developing, formalizing, and implementing appropriate and necessary student interventions. These interventions will be recorded in the PowerSchool Analytics program. Academic, attendance, and behavior interventions will be addressed and discussed with the VTSS team, administrative team, counseling department, intervention specialist, and the family support worker. Once the needed and appropriate intervention(s) is identified the aforementioned team members will develop and implement plans for student success. Additionally, academic interventions will be tied into the Mountain Time program. Teachers will use Mountain Time to reteach, remediate, and review to provide opportunities for students to be successful in their courses.

As a staff, we will continue with our Professional Learning Communities to address our needs to improve school climate, continue with community outreach, improve instruction, identify school safety concerns, and improve teacher morale. This year, we are implementing a Project Based Learning (PBL) PLC that will provide additional support to teachers implementing projects into their instruction. Teachers serve on a committee of their choice to help the school move forward in a positive way. Collaborative projects across the curriculum will be encouraged.

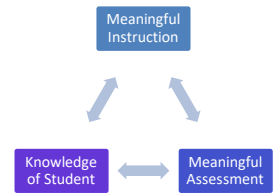
Even though we are a small school, we will continue to strive to match the large high schools in Virginia to provide opportunities for all students and be a comprehensive high school. We have a commitment to students and parents with the continued support of dual enrollment classes with our partnership with Germanna Community College. This year, we will continue to participate in the new VHSL academic competition film festival. We offer students online classes for those not offered in a traditional setting. We will continue with our traditions of success and work to build each and every program. With the addition of the instructional coach at the high school, we will offer an added layer of support to the staff to improve instruction.

Area	Action	Responsible
Math	<ul style="list-style-type: none"> • Data analysis of SOL scores • Data analysis of pass rates by course and section • Comparative analysis to identify instructional needs • Early identification of at risk students with learning gaps • Math help sessions after school for students in need • Regular monthly department meetings to share data, interventions, and best practices • Use of Mountain Time for remediation 	Administration Math team VTSS Team
English	<ul style="list-style-type: none"> • Early identification of students at risk • Develop remediation plan for seniors who need to pass English 11 SOL 	Guidance Administration



	<ul style="list-style-type: none"> Teachers will utilize SAT-based vocabulary lists developed for each grade level Continue adapting remedial classes to address weaknesses identified after analyzing SOL data Increase rigor by adding additional novels at all grade levels Develop a system for the identification of at-risk students and implement instructional strategies specifically designed to target gaps in student learning Attend regular monthly department meetings to share data, interventions, and best practices Use of Mountain Time for remediation 	<p>Teachers</p> <p>VTSS Team</p>
History	<ul style="list-style-type: none"> Early identification of at risk students (grades, attendance, behavior) Review/utilize SPBQ data from formative and summative assessments to target intervention/remediation /re-teaching areas Utilize common assessments, lesson plans and planning time to share best practices and strategies Regular monthly department meetings to share data, interventions, and best practices Align assessments, curriculum, and instruction to correlate with VDOE rigor Provide professional development based on teacher need and division wide goals Use of Mountain Time for remediation 	<p>Guidance</p> <p>Administration</p> <p>Teachers</p> <p>VTSS</p>
Science	<ul style="list-style-type: none"> Early identification of at risk students (grades, attendance, behavior) Regular monthly department meetings to share data, interventions, and best practices Provide professional development based on teacher need/want and division wide goals Use PBL as a vehicle to incorporate teamwork in the classroom Review/utilize SPBQ data from formative and summative assessments to target intervention/remediation /re-teaching areas Use of Mountain Time for remediation 	<p>Guidance</p> <p>Administration</p> <p>Teachers</p> <p>VTSS Team</p>
CTE/Elective Courses	<ul style="list-style-type: none"> Identify at risk students (grades, attendance, behavior) Regular monthly department meetings to share data, interventions and best practices 	<p>Guidance</p> <p>Administration</p>

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	<ul style="list-style-type: none"> • Provide professional development based on teacher need and division wide goals • Use of Mountain Time for remediation • Pursuing the CTE Innovation Grant Programs 	Teachers VTSS Team
Special Education	<ul style="list-style-type: none"> • Improve communication as related to instruction in the cooperative setting by increasing the time spent effectively collaborating • Utilize Google calendar for the purposed of improving communication • Participate in professional development on differentiation for the purpose of improving instruction in the collaborative setting • Use of Mountain Time for remediation 	Guidance Administration Teachers VTSS Team