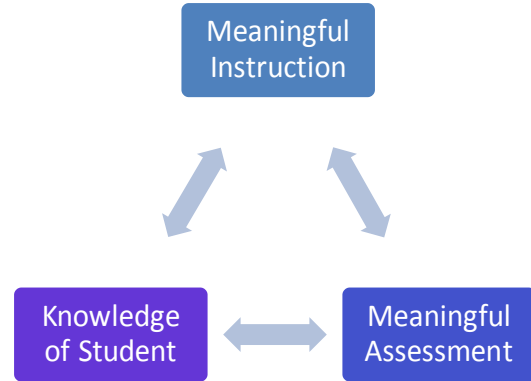


Madison County Public Schools
2018-2019 TEACHING · LEARNING · CARING
Madison Strong Instructional Success

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

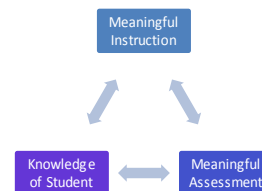
Our schools have worked diligently to adjust curricula, develop common K-5 and 6-12 resources, and establish clear, consistent measurement of student academic expectations. During the 2018-2019 school year, we will embrace previous success and pursue areas of growth with an emphasis on the Virginia Tiered 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**.

2018-2019
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.

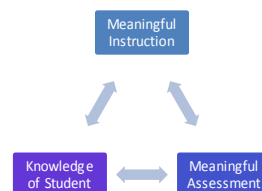
Stakeholders

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.



2018-2019 Major Focus

Madison Primary School

1. Improve student performance on targeted areas of the PALS assessment.
2. Increase the rigor of mathematics instruction school-wide, and provide daily critical thinking opportunities for every child.
3. Ensure that the performance of our students with disabilities equals or exceeds the State average in all areas.

2018-2019 Major Focus

Waverly Yowell Elementary School

1. Incorporate multisensory strategies to ensure all learning styles are met.
2. Provide interventions and remediation based on individual student needs
3. Increase community involvement through various events and literacy

2018-2019 Major Focus

Madison County High School

1. Maintain full accreditation while improving SOL scores in all subject areas
2. Implement the ALICE and OLWEUS programs
3. Continue to implement the Simulated Workplace initiative in our CTE classes
4. Improve scores among the special education population
5. Increase direct counseling time between students and counselors

2018-2019 Major Focus

William Wetsel Middle School

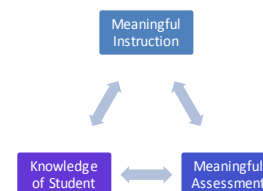
1. Implement a comprehensive writing curriculum
2. Continue implementation of VTSS
3. Continue to provide preparation for PSAT/SAT
4. Data analysis of academic, behavioral, and attendance trends

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 2018-2019 academic year. This year, we will enhance our language arts program with an additional focus on targeted skill areas such as; concept of word, fluency, and writing. We will maintain a focus on critical thinking, problem-solving, and collaboration during mathematics instruction, and provide increased support for our students with disabilities to ensure their academic success.

MPS students will receive language arts instruction that is targeted at their specific needs, and that engages them in a language rich environment. All classrooms will display grade-level appropriate sight words in their classroom, as well as letter/sound cards that include non-linguistic representations. These instructional aids will be used regularly to enhance student learning, and reinforce their understanding of concepts. Reading instruction will be differentiated to a minimum of three instructional levels, using appropriately leveled text for each student, and engaging them in a developmental approach to word study instruction. Teachers will use the PALS reading diet to guide their planning process, and to ensure that instructional time is appropriately allocated to specific areas of need. For example, Kindergarten and early First Grade would allocate more time to concept of word, but as students grow and learn, that instructional focus would shift to other skills such as fluency, comprehension, and writing. Student

2018-2019 TEACHING · LEARNING · CARING Instructional Success

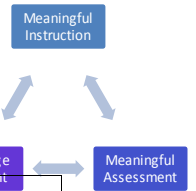


progress toward these goals will be measured three times annually using Dolch sight word lists, PALS assessments, and direct writing prompts.

MPS will increase the rigor of mathematics instruction, and engage students at high cognitive levels. We will ensure a deep understanding of mathematical concepts by providing students with ample opportunity for mathematical discourse, and engaging them in collaborative problem-solving activities. Teachers will use Number Talks and 3-Act Tasks on a regular basis, as well as partner work and self-assessment strategies, to create a culture of productive struggle and collaboration in their classrooms. Teachers will be supported through classroom coaching and professional development opportunities to assist them in implementing these strategies. Students' progress will be monitored three times annually using the Measures of Academic Progress (MAP).

MPS will provide instruction that meets the individual needs of our students with disabilities, and that promotes their success with grade-level Standards of Learning. Teachers will use a variety of strategies to address the diverse needs of their students, and will closely monitor student progress towards learning objectives. Our special education teachers will use a multisensory approach to instruction to better align their lessons with the learning styles of their students, and also provide them with highly engaging reinforcement of concepts using the Lexia Reading Program. Our special education teachers will collaborate regularly with classroom teachers to ensure that instruction is aligned with grade-level Standards of Learning, and student progress will be measured annually using the MAP and PALS assessments.

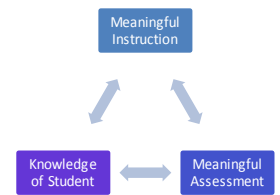
Area	Action	Responsible
Math	<ul style="list-style-type: none"> We will maintain a focus on “productive struggle” during mathematics instruction. Mathematical discourse will be a part of every mathematics lesson. High cognitive levels will be reached during mathematics instruction, and Number Talks and 3-Act Tasks will be used in classrooms on a regular basis. We will provide collaborative problem-solving opportunities for students. We will provide professional development opportunities, and classroom coaching support, for all teachers. 	Principal Assistant Principal Instructional Coach Classroom Teachers
English	<ul style="list-style-type: none"> Every classroom will display an appropriate word wall, and conduct word wall activities on a regular basis. 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 at the end of each quarter through the use of writing prompts and rubrics. We will integrate literature into all content areas. 	Principal Assistant Principal Reading Specialist Media Specialist Classroom Teachers



History	<ul style="list-style-type: none"> We will increase opportunities for writing. We will use a school-wide lesson-planning template at all grade levels. We will plan lessons that incorporate student movement, considering Brain Gym, Ron Nash, and S'cool Moves techniques. We will ensure the inclusion of two Project-Based Learning lessons at each grade level. 	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 use a school-wide lesson-planning template at all grade levels. We will plan lessons that incorporate student movement, considering Brain Gym, Ron Nash, and S'cool Moves techniques. We will ensure the inclusion of two Project-Based Learning lessons. 	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 refine the co-teaching practice of STEAM instruction through collaboration and curricular alignment. 	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 review all IEP's to ensure appropriate goals and accommodations. 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 daily 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. <p>Special Education teachers will use a multi-sensory approach to instruction to better align their instruction with the learning styles of their students.</p>	Principal Assistant Principal 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.

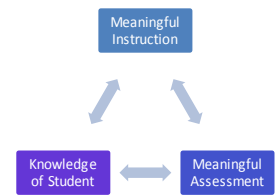
The reading specialist and instructional coach will assist teachers in analyzing data in order to create lesson plans that respond to student data and align with the SOL strands and essential knowledge. They will model lessons, share feedback on lesson observations, and provide a variety of resources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

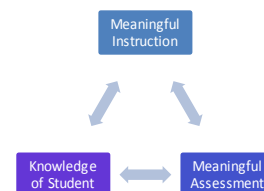
Along with all of these components that will occur during the school day, we will also continue to foster community relations by continuing our monthly family nights. These family nights invite community members and school families to come join us in fun activities that highlight skills being taught. 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 ● Realignment of unit plans, lesson delivery, and assessments with new 2016 SOL Standards ● Monthly department meetings to discuss data, common language, and strategies amongst all three grade levels ● Enhance Tier 1 instruction to improve student 	All grade level Teachers, Reading Specialist, Instructional Coach, and Administration



	<p>engagement through discussion, higher order questioning, and using a multisensory approach</p> <ul style="list-style-type: none"> • Monthly planning day to ensure alignment and pacing 	
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 • Realignment of unit plans, lesson delivery, and assessments to expose students with proposed 2017 English SOL standards • Monthly department meetings where teachers are participating in a book study using the book “The Reading Strategies” in order for teachers to use common language and techniques at all three grade levels • Enhance Tier 1 instruction to improve student engagement through discussion, higher order questioning, and using a multisensory approach • Language Arts classes were increased by thirty minutes to allow more time for literacy instruction • Monthly planning day to ensure alignment and pacing 	All grade level Teachers, Reading Specialist, Instructional Coach, and Administration
History	<ul style="list-style-type: none"> • Alignment of unit plans, lesson delivery, and assessments with 2015 History SOL Standards. • Enhance Tier 1 instruction to improve student engagement through discussion, higher order questioning, and using a multisensory approach • Incorporate authentic assessments to demonstrate understanding of SOL strands 	All grade level Teachers, Reading Specialist, Instructional Coach, and Administration
Science	<ul style="list-style-type: none"> • Realignment 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, higher order questioning, and using a multisensory approach • Incorporate authentic assessments to demonstrate 	All grade level Teachers, Reading Specialist, Instructional Coach, and Administration



	understanding of SOL strands	
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, Karen Rice, and Jessica Henshaw

William Wetsel Middle School

Our focus for the 2018-19 school year will be to expand our remediation program for our struggling students and enrichment for our advanced students. The Master Schedule was redesigned to provide a period of time each day to remediate and/or enrich students outside of the normal class period. Students identified as Tier II and Tier III in Math or English will receive intensive, research based remediation to strengthen weaknesses identified on the Measure of Academic Progress test delivered twice each year.

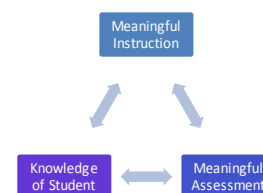
Students identified as Tier II in English will receive small group instruction and participate in the online program Reading Plus. Tier III English students will receive individual instruction, Reading Plus, and the SIPPS reading program. We will also be piloting a new Math program to help our Tier II and Tier III students. Dream Box is a research based Math program, designed to decrease achievement gaps and strengthen identified weaknesses from pre and post assessment data.

Our extension program, MadMinds, has been expanded to all grade levels to include both English and Mathematics. The Measure of Academic Progress test was used to identify fifteen students in each grade level to participate in an extension program to challenge our advanced students, promote 21st century skills, encourage high order thinking, and develop academic skills for future challenges.

The remediation program is significant to our goal to improve our Achievement Gap students' pass rates in English. Professional development was provided during pre-service week to both core instruction and special education teachers to encourage co-teaching and collaboration. Our teachers will be provided with further professional development to help differentiate instruction and implement movement/hands on activities into their lessons as the school year progresses.

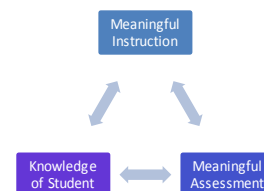
The 2018-19 school year promises to be an exciting year for William Wetsel Middle School. We are breaking ground on our new 6th grade playground and teaming with Lowe's to build an outdoor classroom/instructional area. We have identified several new areas of emphasis for this year but our

2018-2019 TEACHING · LEARNING · CARING Instructional Success



commitment of providing every child with a rigorous and challenging educational experience that prepares them for high school remains our top priority and driving force each day.

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) • Use IXL Math to remediate/enrich all math students • Development of enrichment program and use of Kahn Academy for advanced students • Built in Remediation time 30 minutes 4 times a week • Implement Dream Box into Tier III Math remediation • MadMinds Extension Program 	Department Chair Marissa Spurlock Administration Instructional Coach Jared Morris Gifted Cord. Claire Keith
English	<ul style="list-style-type: none"> • Develop a comprehensive writing program • Built in Remediation time 30 minutes 4 times a week • 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 • MadMinds Extension Program 	Department Chair Pattie Rees Administration Instructional Coach Jared Morris and Media Specialists Liz Ford
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 Jacob Houser 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
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Madison County High School

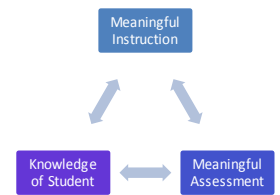
The focus at MCHS is to continue the positive trajectory of SOL scores and full state accreditation. Last year with a focus in Math, we had a 7% increase overall in math scores. We want to continue with this improvement not only in math, but in all core area classes. MCHS will continue to use Mountain Time for remediation, enrichment and student supports. In addition, through the VTSS model, we will focus on academics and behavior.

Tiered support is utilized at MCHS via the VTSS program. The VTSS team has two sub committees. First is the academic team. Their focus this year will be on implementing a peer tutoring program. Teachers will recommend student leaders as peer tutors who will be paired with students in need. During Mountain time, peer tutors will work one on one with struggling students. Their immediate focus will be with special education students. The behavior team is the second subcommittee of the VTSS team. This group has designed a behavior review form for teachers. This form is intended to identify the motivating behavior behind minor behavior issues for students. Teachers will complete these forms and submit them to the school counselors. The counselors will use this information to move students through the tiered system for support where needed.

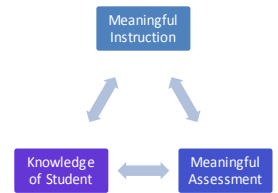
As a staff, we will continue with our Professional Learning Communities to address our needs to improve school climate, continue with community outreach, improve instruction, identify school safety concerns, and improve teacher morale. A new initiative this year is the implementation of the ALICE program. The safety PLC will focus on this program and address needs for teachers and their classrooms to make the building a safer place. We will continue with our drills to test the response of the staff and students to ensure their knowledge of the program and its procedures.

In addition, the OLWEUS program is new to MCHS. This is an anti-bullying program that has been adopted division wide. At the high school, we will kick off the program during the month of October with a weeks' worth of advisory meetings. During this time small groups of students talk about current issues for teens with their faculty advisor. These meetings are coordinated through the counseling office. Advisors will meet throughout the year with their students to continue to discuss current issues and help them find positive ways to interact with their peers.

Area	Action	Responsible
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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 • Use of benchmark assessments to identify student weakness and to instructional decisions 	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 • Continue adapting remedial classes to address weaknesses identified after analyzing SOL data • Provide a rich and diverse reading experience for students by providing appropriate 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 	Guidance Administration Teachers VTSS Team
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 	Guidance Administration Teachers VTSS
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 	Guidance Administration Teachers



	<p>division wide goals</p> <ul style="list-style-type: none"> • 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 	VTSS Team
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 • Provide professional development based on teacher need and division wide goals • Use of Mountain Time for remediation • Pursuing the CTE Innovation Grant Programs • The CTE Advisory Committee meets tri-annually to evaluate, advise, and recommend enhancements to the CTE program which includes the Federal Perkins plan. 	Guidance Administration 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 • Analyze current use of resources and determine additional (personnel) needs 	Guidance Administration Teachers VTSS Team