

2025-2026 Schoolwide Plan
Madison County Public Schools: Waverly Yowell Elementary School
1809 Main Street, Madison, VA 22727
Principal- Pattie Rees

Purpose/ Introduction:

Waverly Yowell Elementary School's Schoolwide Plan is developed in accordance with Title I, Part A of the Every Student Succeeds Act (ESSA) and serves as a comprehensive framework for improving academic achievement for all students, with particular attention to those most at risk of not meeting state academic standards. The plan outlines the school's commitment to continuous improvement through data-driven decision-making, evidence-based practices, and meaningful stakeholder collaboration.

The foundation of this Schoolwide Plan is a comprehensive needs assessment (CNA), as required for Title I schoolwide programs. The CNA is a systematic process used to identify strengths and areas for growth, analyze root causes of identified needs, and prioritize strategies that will have the greatest impact on student learning. Multiple sources of quantitative and qualitative data—including student achievement data, instructional practices, and school climate indicators—were analyzed to ensure a thorough understanding of schoolwide needs.

The needs assessment and resulting plan were developed collaboratively with input from school administrators, teachers, support staff, and parents. Stakeholders reviewed and analyzed data across key domains, utilizing data triangulation to validate findings and ensure conclusions were informed by multiple perspectives. This collaborative process ensures that the Schoolwide Plan reflects shared ownership, transparency, and a collective responsibility for student success.

The Schoolwide Plan identifies measurable goals, aligned strategies, and ongoing monitoring processes designed to address identified needs, strengthen instruction, and increase student achievement. Through the effective use of Title I resources, Waverly Yowell Elementary School is committed to providing equitable access to high-quality instruction, engaging families as partners in learning, and fostering an environment that supports the academic and social-emotional growth of every student.

School Profile

School Type:

Waverly Yowell Elementary School houses grades three through five. Our students come to us from Madison Primary School where they teach students Pre-K through two. Both schools are Title 1 and fully accredited.

Staffing:

Waverly Yowell Elementary School is led by a collaborative leadership team that includes one principal and one assistant principal. Instructional support is provided through a schoolwide model focused on strengthening core instruction and meeting the needs of all learners through targeted use of resources and professional development aligned to identified needs.

The instructional staff consists of 17 classroom teachers who provide instruction in all core subject areas to students within their assigned grade levels. This structure supports consistency

in instructional delivery and strong relationships between teachers and students. In addition, the school employs four special area teachers, providing instruction in STEAM/Art, Physical Education, Library, and Music, ensuring students have access to a well-rounded educational program.

Waverly Yowell Elementary School is also supported by an English as a Second Language (ESL) teacher, who is shared across division schools and provides services to English Learners within the building. The ESL teacher collaborates with classroom teachers and support staff to deliver targeted instructional support, ensure access to grade-level content, and address the language development needs of English Learners. This shared service model supports compliance with federal and state requirements while promoting equitable educational opportunities for all students.

Special education services are provided by three special education teachers, who support students across grade levels in alignment with identified student needs and Individualized Education Programs (IEPs). Collaboration between general education and special education staff is prioritized to promote inclusive practices and ensure appropriate supports for students with disabilities.

Waverly Yowell Elementary School also employs one school counselor who supports students through a comprehensive counseling program. The counselor provides push-in classroom lessons focused on character development and social-emotional learning, facilitates small group and individual counseling, and leads school-wide character-building initiatives that promote positive behavior, student well-being, and a supportive school climate.

The majority of teachers at Waverly Yowell Elementary are early in their careers, with fewer than three years of teaching experience. In response, the school emphasizes professional learning, instructional coaching, and collaborative support structures designed to build teacher capacity and strengthen instructional practices. Title I resources are utilized to support professional development and initiatives aligned to the goals outlined in the Schoolwide Plan.

Staffing Overview:

Grade Level/Content	Number of Teachers	0-3 Years Experience	4-7 Years Experience	8-15 Years Experience	>16 Years Experience	New to School
3rd Grade	5	1	1	2	1	
4th Grade	6	2	1	1	0	2
5th Grade	6	4	1	0	0	1
Specials	4	1	0	0	3	0
Reading Specialist/Instructional Coach/ESL Teacher	2	0	0	1	1	0
Special Education	3	0	1	0	2	0

Student Body:

Waverly Yowell currently has 333 students. We have a 95% daily attendance rate. All of our students receive free breakfast and lunch. Student population percentages break down into the following: White (77%), Black (10%), Hispanic (5%), Asian (0%), Special Education (11%), 504 Plans (4%), English Learners (6%), and Gifted (3%).

Student Overview	3 rd Grade	4 th Grade	5 th Grade	Overall
Number of Students	102	117	114	333

Curriculum Overview:

Waverly Yowell Elementary School provides a comprehensive, standards-aligned curriculum designed to meet the academic, social, and emotional needs of all students. Instructional practices and curricular decisions are guided by the division motto, “Every Student Matters. Every Moment Counts.” Teachers implement a schoolwide approach that emphasizes high-quality core instruction, targeted intervention, and continuous progress monitoring to support student growth and achievement.

Classroom teachers provide instruction in all core subject areas, allowing for consistency in instructional delivery and strong relationships with students. Instruction is supported through a Response to Intervention (RTI) framework that addresses academic, behavioral, and attendance needs. This multi-tiered system ensures that students receive timely, targeted support based on data-informed decisions.

Assessment and Data Use

Teachers use multiple sources of data to guide instructional planning and intervention. Universal screening, diagnostic, and progress-monitoring assessments include Measures of Academic Progress (MAP) for reading and mathematics, Virginia Language and Literacy Screening System (VALLSS) assessments for grades 3–5, and division Curriculum Implementation Plan (CIP) quarterly benchmark assessments. Additional classroom-based formative assessments are used regularly to monitor student progress and inform instructional adjustments.

Grade-level teams meet regularly to analyze assessment data, identify trends, and plan instruction aligned to student needs. These collaborative meetings focus on instructional strategies, tiered supports, and monitoring student progress across academic, behavioral, and attendance indicators.

Reading and Mathematics Instruction

Reading instruction at Waverly Yowell Elementary is grounded in the Science of Reading and aligned with Virginia’s literacy expectations. Teachers implement Open Court, the Virginia-approved core literacy curriculum, with a strong emphasis on phonemic awareness, phonics, fluency, vocabulary, and comprehension. Instructional practices are supported through ongoing

professional development to ensure fidelity of implementation and continuous improvement in literacy instruction.

Mathematics instruction is aligned to the Virginia Standards of Learning and is delivered using Kiddom, the Virginia-approved core mathematics curriculum. Instruction is guided by ongoing assessment data and emphasizes conceptual understanding, procedural fluency, and mathematical reasoning. Teachers differentiate instruction during core math blocks and provide targeted intervention to address identified skill gaps, ensuring students receive the support needed to achieve academic success.

Community and Family Partnerships

Strong family and community partnerships are essential to student success at Waverly Yowell Elementary School. The school actively collaborates with families and community organizations to enhance instructional experiences and extend learning beyond the classroom. These efforts are aligned with the school's Title I Parent and Family Engagement Policy, which outlines the shared responsibility of families and staff in supporting student learning and fostering meaningful, two-way communication.

Partnerships with the Cooperative Extension Office support instruction in grades 3 and 4, providing real-world connections to curriculum content and enriching students' understanding through hands-on, applied learning experiences. Additional learning partnerships with the Madison County Library and the Madison Historical Society support literacy development, historical understanding, and student engagement with local history and resources.

Waverly Yowell Elementary School also partners with the American Legion to promote student civic involvement and community awareness. Through this partnership, students engage in age-appropriate activities that build an understanding of citizenship, service, and civic responsibility, reinforcing classroom instruction and fostering respect for community service and national traditions.

Family engagement is further supported through outreach initiatives such as Reach It Through Reading (RITR), a Title I-funded program that promotes literacy and provides reading materials to students and families. Collectively, these partnerships strengthen the connection between school, home, and community while supporting the academic and social development of all students.

Extended Learning Opportunities:

Waverly Yowell Elementary School offers a variety of extended learning opportunities designed to support both student achievement and family engagement. Teachers commit to providing after-school instructional support for students who need additional assistance. These sessions focus on small-group remedial instruction, allowing teachers to reinforce core academic skills, address learning gaps, and provide targeted support based on student data.

In addition, Waverly Yowell Elementary provides Flexible Instructional Time (FIT) in accordance with the Virginia Attendance expectations, allowing students to earn back lost instructional time due to absences. FIT sessions are held four days per week and are facilitated by a certified teacher, ensuring instruction is meaningful, standards-aligned, and focused on academic growth.

Family engagement is further supported through a variety of family learning nights offered throughout the school year. These events incorporate both academic and informational components and are designed to strengthen the partnership between home and school. Examples include movie nights and Mathematics family nights that engage students and families in hands-on learning experiences. These shared learning opportunities promote continued academic support at home while building strong relationships between the school, families, and the broader community.

Areas of Strength:

Waverly Yowell Elementary School continuously analyzes student achievement data to monitor progress, identify areas of need, and guide instructional decision-making. Multiple measures, including state and local assessments, are used to evaluate student performance trends and inform schoolwide instructional priorities.

Student Achievement Data

Student performance data indicates ongoing areas of strength as well as opportunities for continued growth in reading, mathematics, and science. Data from Virginia Standards of Learning (SOL) assessments and local measures are reviewed annually to assess trends and adjust instructional practices accordingly.

SOL Assessment Results:

SOL Scores	Reading	Math	Science
2022-2023	56%	50%	50%
2023-2024	53%	58%	48%
2024-2025	59%	65%	64%

Teachers and administrators analyze this data collaboratively to identify priority standards, align instructional strategies, and provide targeted interventions to support student achievement across all content areas.

Behavior and School Climate

Waverly Yowell Elementary School utilizes the Virginia Tiered System of Supports (VTSS) to monitor and address student behavior and school climate. Schoolwide expectations are grounded in the motto, “Be a STAR: Show Determination, Take Responsibility, Act Safe, and Respect Everyone,” which provides a consistent framework for positive behavior and character development across all settings.

Tier I behavior supports focus on prevention and are implemented schoolwide for all students. These supports include explicit teaching and reinforcement of the *Be a STAR* expectations, consistent classroom routines, character education through The Positivity Project, and social-emotional learning practices such as the Zones of Regulation. Tier I supports are designed to

promote positive behavior, strengthen relationships, and create a safe and respectful learning environment.

Tier II behavior supports are provided for students who require additional assistance beyond universal supports. These interventions may include targeted small-group instruction, check-in/check-out systems, social skills groups, and increased monitoring of behavior data. Tier II supports are implemented collaboratively by classroom teachers, the school counselor, and support staff to address identified needs and prevent escalation of behaviors.

Tier III behavior supports are individualized and intensive, designed for students with significant or persistent behavioral needs. These supports may include individualized behavior intervention plans, one-on-one counseling, collaboration with families, and coordination with special education services when appropriate. Tier III interventions are data-driven and regularly monitored to ensure effectiveness and alignment with student needs.

Trend data over multiple years reflect a reduction in overall behavior incidents, particularly in disorderly and disruptive behaviors. Technology-related incidents have also decreased, while incidents involving person-to-person behavior have remained relatively stable. These trends inform the school's ongoing emphasis on proactive, tiered behavioral supports and continuous improvement in school climate.

Attendance and Chronic Absenteeism

Student attendance remains a significant strength at Waverly Yowell Elementary School. During the 2024–2025 school year, the school maintained an average daily attendance rate of approximately 95%, with an overall chronic absenteeism rate of 2%. The school prioritizes regular attendance as a critical factor in student success and implements early intervention strategies when attendance concerns arise.

School staff proactively communicate with families through meetings, follow-up contacts, and home visits when attendance patterns indicate concern. Home visits serve as an important connection between school and families, allowing staff to build relationships, identify barriers to attendance, and collaboratively support students in maintaining consistent school participation.

Family and Community Engagement

Strong family and community engagement is a continued focus at Waverly Yowell Elementary School. The school offers regular family learning opportunities, informational sessions, and consistent communication through newsletters and school events. Families are provided with resources and guidance to support learning at home and are encouraged to partner with the school in the educational process.

Through ongoing communication, family outreach efforts, and home visits, Waverly Yowell Elementary reinforces its commitment to shared responsibility for student success and meaningful partnerships with families and the community.

Areas for Improvement:

To strengthen instructional consistency and improve student outcomes, Waverly Yowell Elementary School continues to focus on Tier I instructional alignment across content areas. Core instruction in reading and mathematics is aligned to Open Court (reading) and Kiddom

(mathematics), the Virginia-approved curricula, ensuring that all students receive high-quality, standards-aligned instruction. Members of the Curriculum Implementation Plan (CIP) team support this work by collaboratively reviewing assessment data, monitoring instructional fidelity, and guiding instructional adjustments to address identified needs.

Targeted intervention supports are aligned to the Virginia Tiered System of Supports (VTSS). In reading, Tier III intervention is provided by the Reading Specialist, who delivers intensive, data-driven instruction focused on identified literacy needs. Reading interventions are closely aligned to core instruction to ensure continuity and reinforcement of foundational skills emphasized in Open Court.

In mathematics, Tier III intervention is supported by the Instructional Coach, who provides targeted assistance to students requiring intensive support. This structure ensures math interventions are aligned to Kiddom and grounded in best practices that promote conceptual understanding and skill development.

Special education services have been intentionally restructured to improve collaboration and instructional alignment. Special education teachers are assigned by grade level rather than by subject area, allowing for common planning time with general education teachers and increased collaboration around instructional strategies, accommodations, and interventions. This model supports inclusive practices and ensures instruction is responsive to student needs across all learning environments.

Data analysis continues to identify students with disabilities and economically disadvantaged students as priority subgroups for continued improvement, particularly in reading. Through strengthened Tier I alignment, targeted Tier III interventions, collaborative planning, and careful review of Individualized Education Programs (IEPs), the school is working to ensure instructional supports and accommodations are effectively meeting student needs. Ongoing progress monitoring and data review guide adjustments to instruction and intervention to promote continuous growth for all learners.

Title 1 Budget Implications:

Title I, Part A funds at Waverly Yowell Elementary School are strategically allocated to support the goals outlined in the Schoolwide Plan and to improve academic outcomes for all students. A significant portion of Title I funds is used to support personnel, including the salaries of the Reading Specialist and the Instructional Coach, whose roles directly support Tier III intervention, instructional alignment, and data-driven decision-making in reading and mathematics. The effectiveness of these positions is reviewed annually through analysis of student achievement data, progress monitoring results, and program implementation evidence to ensure Title I funds are having a measurable impact on student outcomes.

In addition to staffing, Title I funds are utilized to support family engagement initiatives, including family learning nights that provide academic resources, instructional activities, and opportunities for families to engage in their children's learning. Funds are also used to purchase educational and instructional supplies for students and families, ensuring access to materials that reinforce learning at school and at home.

Through the intentional use of Title I funds for personnel, instructional supports, and family engagement, Waverly Yowell Elementary School ensures that resources are aligned to identified needs, promote equity, and support continuous improvement in student achievement.

