

Madison Consolidated Schools

Indiana School Improvement Plan

For

Madison Consolidated High School
2020-2021

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Part 1 - Schoolwide Planning

Introduction

Every school has its own story to tell. The context in which teaching and learning take place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative, such as identifying stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of Madison Consolidated High School

Madison Consolidated High School, located in Jefferson County, Indiana, is the only high school in the Madison Consolidated School Corporation, which also includes a junior high school and four elementary schools. The corporation has a total enrollment of approximately 2,561 students; of that number, 787 students are enrolled in the high school for the 2020-2021 school year. Five Madison-area high schools consolidated into the present building in 1961.

The city of Madison, Indiana, with over twelve thousand residents, is the county seat of Jefferson County (population 32,000+.) It is the largest city within a 35-mile radius and a regional hub for commerce, industry, healthcare, and tourism, hosting such events as the Madison Regatta, Madison Chautauqua, Ribberfest, and the Ohio River Valley Folk Festival. Madison is home to Clifty Falls State Park, as well as several large manufacturing plants, locally-owned small businesses, a regional power plant, and the southeast campus of Ivy Tech Community College. The historic district of the city (133 blocks designated a National Historic Landmark District) is located on a crescent-shaped terrace along the Ohio River. From its beginning, the river has been an important transportation artery. Today it is a focus of recreational activity as well as a route for barge traffic. The Madison Consolidated School Corporation serves the city of Madison plus several outlying small towns, townships, and unincorporated towns. Outside of Madison, the demographics of the county is decidedly rural, with many families depending on agriculture as their primary or secondary source of income. It is not uncommon for families to have lived in this community for several generations. Madison's ties to her historic past are a source of pride for the residents of this county.

The predominant racial designation for Jefferson County is Caucasian, although recently the Hispanic population has been increasing, necessitating a reevaluation and refocusing of the EL services in our schools. The Underground Railroad had stations throughout the Madison and Jefferson County area; the Georgetown neighborhood became America's first Network to Freedom District in 2004. Consequently, Madison has a small but historically vibrant African- American community whose members are active in local churches and service organizations. Many families in the Madison area have been affected by the overall economic downturn, and we have seen the percentage of students qualifying for free and reduced lunches increase to a current rate of 45 percent. We have the active support of the local law enforcement agencies as well as the courts and the local Chamber of Commerce. We are also fortunate to have an actively involved Educational Foundation, which funds all of the high school's academic competitions through fundraising and donations and also makes grants available to classroom teachers throughout the Madison Consolidated Schools system. Madison Consolidated High School makes every effort to be a vital and

contributing member of the community, dedicated to its role in preparing the youth of Madison and Jefferson County for a positive and productive future.

The faculty and staff consist of 48 teachers, 10 instructional support personnel, 7 custodians, 8 cafeteria personnel, 4 guidance counselors, one at-risk counselor, 4 administrative clerks, a school nurse, an athletic director, an assistant athletic director, a school resource officer, one assistant principal, and a principal. Madison Consolidated High School boasts the oldest continually-certified AVID (Advancement Via Individual Determination) program in the state of Indiana, open to selected 9th through 12th graders by application. Our students can choose to participate in Project Lead the Way classes, which prepare them for college and careers in various engineering fields, teaching advanced design concepts using state-of-the-art 3-D modeling software. We also have a JAG (Jobs for America's Graduates) program, which encourages at-risk students to graduate and assists them in finding jobs and in pursuing postsecondary education.

Special Programs

AVID (Advancement via Individual Determination) - AVID is a fourth through twelfth-grade program to prepare students in the academic middle for four-year college eligibility. MCHS students are selected for the AVID program at the end of their 8th-grade year based on ISTEP scores, grade point average, teacher recommendation, and interview. It has a proven track record in bringing out the best in students, and in closing the achievement gap. AVID targets students in the academic middle --B, C, and D students -- who have the desire to go to college and the willingness to work hard. These are students who are capable of completing rigorous curriculum but are falling short of their potential. Typically, they will be the first in their families to attend college, and many are from low-income or minority families. AVID pulls these students out of their unchallenging courses and puts them on the college track: acceleration instead of remediation.

Not only are students enrolled in their school's toughest classes, such as honors, Advanced Placement, and dual credit offerings at Ivy Tech Community College, but also in the AVID elective course. For one period a day, they learn organizational and study skills, work on critical thinking and asking probing questions, get academic help from peers and college tutors, and participate in enrichment and motivational activities that make college seem attainable. Their self-images improve, and they become academically successful leaders and role models for other students.

The AVID elective class is led by a teacher who's been trained in the program's methodologies. AVID's professional development, however, goes further than that. Teachers and administrators from throughout the school and district attend AVID's Summer Institutes, where they all learn techniques for bringing out the best in average students. In this way, AVID students are supported in content-area classrooms as well as in the AVID elective.

PLTW (Project Lead the Way) - Madison Consolidated High School participates in the Project Lead the Way curriculum for Engineering. PLTW Engineering offers students an array of advantages, from career readiness and hands-on experience to college preparatory-level classes, labs, and creative exercises. PLTW is designed to appeal to all students, from those already interested in STEM-related fields to those whose experience in the sciences and math has been less comprehensive or who find themselves uninterested in traditional STEM curricula.

PLTW classes are hands-on, based on real-world experience, and engaging for students and teachers. We set the highest standards for rigorous, focused, and relevant study, and develop students' innovative, collaborative, cooperative, and problem-solving skills.

JAG (Jobs for America's Graduates) - JAG is a national classroom-based program that prepares students for the transition from high school to post-secondary education, work or the military. The JAG curriculum focuses on many areas including career and college exploration, occupational and employability skills, social and civic

awareness, and leadership development. Students are exposed to a variety of careers through weekly guest speakers and occasional field trips to colleges and local places of employment. Students also participate in the student-led Career Association, which allows them to practice the skills learned in class to positively impact their community.

ITCC (Ivy Tech Community College) / MCHS Partnership - ITCC/MCHS partnership allows qualified to enroll part or full time in college courses for dual high school/college credit. These courses may be taken either at MCHS or on the college campus while the student is still in high school. Depending upon the course selected by the student and/or the college/university, the student may or may not be required to pay the tuition. Several Dual Credit specific programs are available to Madison students. Students are encouraged to use and select courses from the Core Transfer Library at www.TransferIN.net to ensure their college of choice will accept the dual credit. Juniors and seniors also have the opportunity to enroll in one of ITCC/MCHS Pathway Programs: Welding, Certified Nursing Assistant (CNA), Medical Assisting, Industrial Maintenance, and Information Technology (IT). A shuttle bus travels back and forth from the ITCC Campus to MCHS throughout the day to accommodate those students needing transportation.

MCHS is partnering with Ivy Tech Community College (ITCC) to offer students the Transfer General Education Core (TGEC). Senate Enrolled Act 182 (2012) enables a student who satisfactorily completes an approved program of general education in any state educational institution in Indiana to transfer that coursework to any other state educational institution as a block of 30 credit hours towards the general education core requirements, not just elective credit. The TGEC transfers to all IN public colleges and universities as well as many of the private schools.

Cub Manufacturing - Cub Manufacturing, a student-run business enterprise, was implemented at Madison Consolidated High School in August 2015. In this work-based learning course, students are responsible for all aspects of the business, including production, design, marketing, sales, and finance. Students learn welding, fabrication, CNC plasma programming, CAD, maintenance, 5-S, safety, and soft skills. An industry-led advisory committee meets regularly to provide input and advice to the instructor. Local businesses have donated welding and production equipment to the program, and the Madison Redevelopment Commission provided \$130,000 in year one to renovate space, provide training equipment and purchase production equipment. MCHS was also awarded a Skill Up grant from the State of Indiana to support the expansion of the program in 2016-17.

Cub Engineering - Cub Engineering was implemented in August 2017 and follows a similar program model, but with a focus on the design of products. Students learn design skills required to bring a product past the CAD program and are faced with the challenges of how to produce plans that someone else is able to read and build in the shop. Students also develop skills in design using our laser engraver and vinyl cutter. These two machines give the students practice with Photoshop, Corel Draw, and Vinyl Master Software.

Select PLACE - Select PLACE was implemented for the 2016-2017 school year with the primary purpose to provide a personalized educational experience, through student, teacher, and peer collaboration, in order to develop self-directed and internally motivated lifelong learners. 2016-2017: One-three period section including possible courses in Algebra, Geometry, Biology, World History, and English 9. 2017-2018 Goal: Full day academy; two, three-period sessions with 100-130 freshman and sophomore students. Integrate ICP, English 10, PE, Health into Academy Curriculum. 2018-2019 Goal: Continue full-day academy with 150-175 freshmen, sophomores, and juniors. Integrate US History, English 11, Speech, Creative Writing, Chemistry, Earth Space Science, possible AP courses. Math teacher added to the academy staff. Adjunct teachers from outside the academy may be needed. Additional space may be needed. Select Place now includes all four grade levels in high school with 200 plus students. 2020-2021 Goal: Integrate the students that have chosen the virtual option for their education for the 2020-2021 academic year.

Cub Inc. - Established in August 2018 Cub Inc. is an opportunity for MCHS students to earn dual credit through our business department. The high school course students will enroll in is Administrative and Office Management while the Ivy Tech course is Principles of Management. Cub Inc. students will have administrative duties assigned to them throughout the year along with their coursework. Students will work out of Cub Inc. as office aides for guidance and main office, teacher aids upon request and approval, and technology repair.

Cub Culinary - Established in August of 2018 Cub Culinary includes the FACS classes: Nutrition & Wellness, Intro to Culinary Arts & Hospitality, Culinary Arts & Hospitality I, and Culinary Arts & Hospitality II. Students learn kitchen skills, safety and sanitation, nutrition, and hospitality and business appropriate to both home and professional cooking and serving. Cub Culinary will provide students professional skills, emphasizing real-world experience in labs and internships, and provide dishes for events and staff..

Specialized Curriculums - Madison Consolidated High School partners with community groups to offer a Safe Dating & Suicide Prevention curriculum. MCHS also offers a Tobacco Education Course to those students in need of tobacco education using research-based and best practice strategies.

Career and Workforce Ready - From the Classroom to the Workplace - Madison Consolidated High School took what Indiana's workforce and research were saying about the future of graduating students and decided to make a difference in the students' lives. MCHS wanted to play an important role in preparing students for their future, whether it be college or career. In 2014, the Indiana Career Council published statistics and a "call to action" about Indiana's skills gap. The data showed that unless urgent action was taken there would be a gap of 19 percent, which would equate to approximately 675,000 workers, between the education, skills, and knowledge demanded by Indiana's economy and the talent supply in 2025.

In May of 2014, Industrial Group and MCS formed an alliance to close the skills gap in future graduating classes. It was determined that this program needed to be hands-on, engaging, and simulate "real life".

Initiation:

The establishment of an advisory council of industry, school, teachers, and economic development members.

*a five-year strategic plan based on state, regional, and local needs.

*The Cub Advisory Council meets with teachers and students and aids in the design of curriculum based on what employers want and need.

*The council worked with MCHS teachers and Ivy Tech to create dual credits and certifications approved by the state.

*2021 cohort could graduate with dual credits and/or certifications without leaving campus.

Results:

* Cub Manufacturing program had a ripple effect for growth and success thus the startup of other programs to fill the workforce need

*In August of 2016 MCHS had their first welding cohort embedded inside of their close partnership with Ivy Tech Community College. Another limb of the initial Cub program was created in the fall of 2017.

*Cub Manufacturing was the hands-on part of the manufacturing workforce and Cub Engineering became the design and feeder program for engineers.

*Based on demand and the voice of our employers, the Industrial Maintenance program was established in August of 2018.

*MCHS was one of the first schools in Indiana to establish a certified State Earn and Learn Program (SEAL).

*Madison teamed with the Department of Workforce Development (DWD) and created the first two SEAL programs for Indiana in Advanced Manufacturing and Industrial Maintenance and Technician. The Adv. Mfg./Welding SEAL partnered with Koehler Welding, Super ATV, and Vehicle Service Group (VSG). This program has the potential to graduate students with five industry-recognized certifications.

*The second SEAL program set up by DWD was an Industrial Maintenance and Technician pathway for students grades 9-12 with a senior graduating with up to six Industry-Recognized Certifications.

*This model SEAL program for the state was a partnership with MCHS and Koehler, Grote, and Midwest Tube. These two SEAL programs have served as models for the state and other Indiana high schools.

Future 2020-2021:

*Expand the number of businesses partnering with MCHS

*Grow the number of students participating in the partnership programs

2020 to 2021 growth Internships - 6 to 12 students

Cub Industries - maintain minimum of 60 students

*Offer introductory classed in grades 9 & 10

*Offer exploratory classes at MJHS

*Integrate English and Math using “real-life” curriculum

* Move toward year-round production and a more mass-production model in some areas

Objectives of Continuous Improvement

Comprehensive Needs Assessment - MCHS Goals

Goal #1: Graduation Rate - Continuous improvement of graduation rate over the next 4 years. Specific details and goals about graduation and waiver rate in the table below.

	<u>Gard Yr</u>	<u>Madison</u>	<u>Waiver</u>
	2007	68%	2.1%
	2008	68%	2.9%
	2009	77%	1%
	2010	72%	2.9%
	2011	86%	6.6%
	2012	89.7%	10.1%
	2013	92.6%	11.1%
	2014	88.6%	7.5%
	2015	90.2%	8.8%
	2016	89.9%	11.7%
	2017	79.1%	17.2%
	2018	85%	3.7%
	2019	%	%
	2020	95%	2%
Goal	2021	99%	1%
Goal	2022	100%	0%

Goal #2: Attendance - Identify students at-risk of becoming off-track through attendance, academics, and discipline and provide support to those students to improve attendance, academics, and discipline.

- Maintain Early Warning System analyze discipline, academics, and attendance relationship in 2019-2020.
- 96% attendance rate for 2020-2021 school year with a 1% increase over the next two years.
- Decrease “truant” write-ups by 10% for 2020-2021 school year and the next two years.

Attendance Rate							
Grade	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Grade 8			***				
Grade 9	95.6%	93.5%	94.4%	93.9%	94.3%	94.3%	95.5%

Grade 10	95.0%	94.1%	94.5%	94.1%	94.1%	93.9%	95.0%
Grade 11	95.0%	94.4%	95.5%	94.9%	95.1%	93.4%	94.1%
Grade 12	94.2%	93.0%	94.2%	95.1%	93.3%	95.3%	93.5%
Grade 12+/Adult	***		***	***		***	***
All Grades	95.0%	93.8%	94.7%	94.5%	94.2%	94.1%	95.5%
*** suppressed							

Due to COVID-19, all state assessments were canceled for the 2019-2020 academic year. In addition, the Department of Education has suggested that attendance goals and discipline for attendance be suspended for the 2020-2021 academic year.

Goal #3: Academic Performance - ISTEP+ score improvement of 10%+ on initial ISTEP+ assessment and 16%+ improvement on retest, for the next two years.

<u>Data</u>	<u>% Pass</u>		<u>%Pass</u>
<u>Grad. Cohort</u>	<u>ELA</u>	<u>Test</u>	<u>Math</u>
2018 Cohort	52.8%	Spring 2016	31.6%
2019 Cohort	67.5%	Spring 2018 (R)	37.3%
	51.3%	Spring 2017	21.9%
2020 Cohort	61.2%	Spring 2018	31.7%
	77%	Goal Spring 2019 (R)	48%
2021 Cohort	51%	Spring 2019	25%
	87%	Goal Spring 2020 (R)	67%
2022 Cohort	81%	Goal Spring 2020	40%
	85%	Goal Spring 2021 (R)	65%

(R) = Retest

Goal #4: Culture and Climate - Increase celebrations and acknowledgments of students who are doing the right thing and meeting expectations in areas of academics, attendance, and discipline.

1. Academic Goal for 2019-2020 School Year
 - a) Weekly Acknowledgement
 - b) Monthly Acknowledgement
 - c) Quarterly Celebrations
2. Attendance Goal for 2019-2020 School Year
 - a) Weekly Acknowledgement

- b) Monthly Acknowledgement
- c) Quarterly Celebrations
- 3. Discipline for 2019-2020 School Year
 - a) Weekly Acknowledgement
 - b) Monthly Acknowledgement
 - c) Quarterly Celebrations
- 4. Celebrate Students “Going Above and Beyond”
 - a) Reward drawings each quarter for students who have met criteria that includes both academic and behavioral goals
 - b) Positive Cub Cards

Goal #1 Action Plan: Improve Graduation Rate

- 1. Restructure of Student Service Department
 - c) Four grade-specific counselors.
 - (1) One counselor will be the senior counselor/college and career readiness coordinator.
 - (2) Three counselors will rotate 9th, 10th, 11th grade. Counselors begin with the 9th-grade cohort and stay with the cohort group through the 11th-grade year. During the 11th-grade-year, the counselor begins to connect with the 8th-grade group preparing for their next 9th-grade cohort.
 - (a) Training In Graduation Pathway Requirements for Counseling Department
 - (b) Increase in Student Opportunity to Learn and Demonstrate Employability Skills through:
 - (i) Students involved in Project-Based Learning Experience
 - (ii) Students involved in Service-Based Learning Experience
 - (iii) Students involved in Work-Based Learning Experience
 - (iv) Governor’s Work Ethic Certificate
- 2. Increase Success Rate for Postsecondary-Ready Competencies through:
 - d) Honors Diploma Students
 - e) Student Completion of ACT, SAT, and ASVAB Preparation Programs
 - f) State and Industry Recognized Credentials or Certification
 - g) Career Technical Education Concentrator
 - h) AP/Dual Credit
 - i) Locally Created Pathway
- 3. Restructuring and Training for Data Entry in Skyward
- 4. Implementation of Early Warning System “Every Student Every Day” (ESED)
- 5. Student Placement into a newly created Alternative High School
 - a) On-Campus/Flexible Scheduling/Off-Campus/Blended
- 6. Student Placement into Virtual Lab Credit Recovery in HS

Goal #2 Action Plan: Identify At-Risk of Off-Track Students

1. Implementation of Early Warning System “Every Student Every Day” (ESED)
 - a. ESED Data Meetings
 - i. Attendance, Academics, Discipline
 - ii. Weekly Updates
 - iii. Intervention Catalogue
 2. PBIS Attendance, Academics, Discipline Initiative
 - a. Weekly, Monthly, Quarterly Celebrations and Acknowledgements
 3. Implement New Parent Excused Policy**

Parents may excuse a student from school only five (5) times per semester

 - a. Any absences after the fifth parent excused will require medical documentation
 - b. Exemptions for this include
 - i. Funerals
 - ii. serving as a page or honoree of the General Assembly (IC 20-33-2-14);
 - iii. serving on the precinct election board or as a helper to a political candidate or party on the day of a municipal, primary or general election (IC 20-33-2-15);
 - iv. when subpoenaed to testify in court (IC 20-33-2-16);
 - v. serving with the National Guard for no more than 10 days (IC 20-33-2-17); or serving with the Civil Air Patrol for up to 5 days (IC 20-33-2-17.2),
 - vi. the student is approved for an educationally related non-classroom activity (I.C. 20-33-2-17.5);
 - vii. the student or a member of the student’s household exhibits or participates in the Indiana State Fair for educational purposes (IC 20-33-2-17.7)
 4. Restructuring Attendance Letters to Parent/Guardian**
 - a. 7 Unexcused Full-Day* Letter Mailed Home
 - b. 10 Unexcused Full-Day* Letter Hand-Delivered by
 - i. School Resource Officer
 - ii. Assistant Principal
 - iii. At-Risk Counselor
 - c. 15 Unexcused Full-Day* Letter from School
 - i. Sent Certified Mail
 - d. 15 Unexcused Full-Day* Letter from Prosecutors Office
 - i. Delivered by Law Officer

*A full-day absence is defined as the accumulation of seven (7) total missed periods, consecutive or nonconsecutive.

****The Department of Education has suggested that attendance goals and discipline be suspended for the 2020-2021 academic year.**

Goal #3 Action Plan: Improved ISTEP+ Percentage Pass Rates

1. Reading Comprehension
 - a) Tier I: School-Wide Classroom Strategy
 - 10-2-2
 - Frayer Vocabulary
 - 85% Inclusion rate
 - b) Tier II: Reading Comprehension Focus

- Graphic Organizer
 - 1 on 1 w/ English Teacher
 - Double periods 2020-2021
 - c) Tier III - Student in Resource English
 - 1 on 1 w/ English Teacher
 - Small-Group w/ English Teacher
2. Math
- a) Tier I: In-Class Review Math Courses
 - Algebra, Geometry, and Algebra II reviewing basic Algebra skills using common review problems department-wide
 - 85% Inclusion rate
 - b) Tier II: Double Periods
 - Small-Group w/ Math Teacher
 - c) Tier III: Student in Resource Math
 - 1 on 1 w/ Math Teacher
 - Small-Group w/ Math Teacher
3. English
- a) Tier I: In-Class Review English Courses
 - English 9 and English 10
 - 85% Inclusion rate
 - b) Tier II: Double Periods
 - English 9
 - Developmental Reading Program

Goal #4 Action Plan: Culture and Climate

1. Academic Goal for 2020-2021 School Year
 - a) Weekly Acknowledgement
 - 2.0 GPA Raffle (All 2.0+ in a raffle for free MCHS gear)
 - b) Monthly Acknowledgement
 - 2.0 GPA Raffle (All 2.0+ in a raffle for free lunch and free MCHS Gear)
 - c) Quarterly Celebrations
 - 2.0 Cookie (All 2.0+ receive a cookie at lunch)
2. Attendance Goal for 2019-2020 School Year ****suspended for the 2020-2021 school year****
 - a) Weekly Acknowledgement
 - Perfect Attendance Raffle (All perfect attendance students in a raffle for free MCHS gear)
 - b) Monthly Acknowledgement
 - Perfect Attendance Raffle (All perfect attendance students in raffle for free lunch and free MCHS gear)
 - c) Quarterly Celebrations
 - Perfect Attendance Brownie (All perfect attendance students receive a brownie at lunch)
3. Discipline for 2020-2021 School Year
 - a) Weekly Acknowledgement
 - Positive Announcement Made by Students
 - b) Monthly Acknowledgement

- Meet Goals and earn a Hat Day
- c) Quarterly Celebrations
 - Zero referral raffle
- d) Celebrate Students “Going Above and Beyond”
 - Lunch with Administrators
 - Positive Cub Cards

Curriculum Description

Indiana Academic Standards serve as the framework for each of the curriculum guides. Curriculum revision is continuous with major revisions occurring over the summer months to meet the needs of MCHS students. Course descriptions, aligned to state requirements for Honors Diplomas and Core 40 Competencies, are included in each guide as well.

Each department follows the Indiana State Standards and has met to align curriculum to those standards. The program leaders (department chairs) -- as well as the individual teachers -- house, maintain and update their curriculum yearly to meet the needs of the students and requirements of the state.

Link to MCHS Curriculum Guide:

<http://www.madison.k12.in.us/academics/curriculum-guide/file>

Curriculum development occurs in the following areas:

- | | |
|-----------------------------|------------------------------------|
| Language Arts | Business Technology |
| Social Studies | Career Technology Education |
| Fine Arts | Student Services |
| Family and Consumer Science | Alternative Program (MAP) |
| Mathematics | Computer Science |
| World Language | PLTW |
| Agriculture | Cub Inc. |
| Health/Physical Education | Cub Manufacturing |
| Science | Cub Engineering |
| Select PLACE | Cub Transportation |
| Credit Recovery | (Social/Emotional/Substance Abuse) |
| Credit Earning | |

MCHS is striving to meet the needs of all students and provide all students with a safe learning environment where they can be successful. MCHS has a goal of having an 85% inclusion rate by the start of the 2019-2020 school year.

Description of Assessments

The Scholastic Aptitude Test, or **SAT**, is one indicator of student achievement utilized at Madison Consolidated High School. The SAT is designed to give institutions of higher education a standardized measure of student achievement since grades can vary greatly from school to school. Generally, the students who take the SAT are those who are planning to attend post-secondary institutions. The rise in percentages of students tested correlates with the rise in both Indiana and national averages.

SAT DATES AT MADISON:

October 3 (registration deadline: 9/4/20)
November 7 (registration deadline: 10/7/20)
May 8 (registration deadline: 4/8/21)

The American College Test or **ACT** is a standardized test designed to measure high school students' general educational development and their ability to complete college-level work. The questions on the ACT test the core subjects that students typically study through their third year of high school (English, reading, mathematics, and science).

ACT DATES AT MADISON:

September 12 (registration deadline: 8/14/20)
December 112 (registration deadline: 11/6/20)
April 17 (registration deadline: 3/12/21)

Advanced Placement, or **AP**, exams are college-level tests administered by The College Board (makers of the SAT). Students may take tests in one or more subjects; a comprehensive list of all available AP courses and tests is available at collegeboard.com. ... Students take AP exams in May and receive their scores in July.

ADVANCED PLACEMENT EXAMS:

May 3	U.S. Government	8 AM
May 4	Calculus AB & BC	8 AM
May 5	Eng. Lit & Comp	8 AM
May 6	U.S. History	8 AM
May 7	Chemistry	8 AM
May 14	World History; Modern	8 AM
May 11	Seminar	8 AM
May 11	Psychology	12 Noon
May 12	English Language & Comp	8 AM
May 12	Microeconomics	12 Noon
May 12	Music Theory	12 Noon
May 13	Statistics	12 Noon

The Northwest Evaluation Association, or **NWEA**, is a research-based, not-for-profit organization that supports students and educators worldwide by creating assessment solutions that precisely measure growth and proficiency—and provide insights to help tailor instruction. MCHS uses the NWEA student RIT scores to evaluate the student's grade level in reading and mathematics. The data is then used to individually create a plan to improve student reading and mathematics levels.

NWEA:

(ALL English 9-12, Alg I, Geom, Alg II classes), Quarterly, In Class

ACCUPLACER is a computerized placement test used by many colleges and tech schools to assess an incoming student's proficiency in reading, writing, English, and mathematics. The ACCUPLACER test was developed by the College Board which also administers the ACT test. Students who meet benchmark scores on the test qualify for dual credit (high school + college credit).

ACCUPLACER:

Fall - Prior to November 1st

Spring - Prior to May 1st

The Armed Services Vocational Aptitude Battery or **ASVAB** is a timed multi-aptitude test, which is given at over 14,000 schools and Military Entrance Processing Stations (MEPS) nationwide and is developed and maintained by the Department of Defense. MCHS students who meet benchmark scores on the ASVAB meet certain graduation pathway requirements.

ASVAB

Test Dates TBD by CCR Coordinator and JAG Instructor

ISTEP + is an exam that is administered to every student at Madison Consolidated High School in the appropriate grades. The ISTEP + is designed specifically for students in Indiana and represents the Indiana Proficiency Content Standards in language arts and Algebra. The results provide data to determine student skills that require reinforcement.

ISTEP:

ISTEP for RETESTERS 11th / 12th Grades, Small Gymnasium

November 9- December 11

February 7-26

ISTEP for ALL 11th graders, A-Wing Upstairs

Second Semester

Quarterly Assessments are common assessments given at the end of each quarter.

October 9 Term 1 ends

December 18 Term 2 ends

March 19 Term 3 ends

May 27 Term 4 ends

SEMESTER 1 FINALS 9th-12th

December 16 Periods 2,4

December 17 Periods 1,5,7

December 18 Periods 3,6

SEMESTER 2 FINALS 12th ONLY

May 18	Periods 3,5,7
May 19	Periods 1,4,6
May 20	Period 2

SEMESTER 2 FINALS 9th-11th

May 25	Periods 3,6
May 26	Periods 2,5
May 27	Periods 1,4,7

Diploma Options and Requirements**Core 40**

English/Language Arts	8 Credits
Mathematics	6 Credits
Science	6 Credits
Social Studies	6 Credits
Directed Electives	5 Credits
Physical Education	2 Credits
Health & Wellness	1 Credit
Preparing for College & Careers	1 Credit

Academic Honors

- Complete all Requirements for Core 40
- Earn 2 Additional Core 40 Math Credits (8 Credits)
- Earn 6-8 Core 40 World Language Credits (6 Credits in One Language, or 4 Credits in Two Languages)
- Earn 2 Core 40 Fine Arts Credits (Art, Band, Choir, or Theatre)
- Earn a grade of a C or better in courses that will count toward the diploma
- Have a Grade Point Average of a B or better
- Complete One of the Following:
 - Earn 4 or more credits in AP Courses and take corresponding AP Exams
 - Earn 6 verifiable transcribed college credits in dual credit courses from the approved dual credit list
 - Earn 2 of the following:
 - A minimum of 3 verifiable transcribed college credits from the approved dual credit list
 - 2 credits in AP courses and corresponding AP exams
 - 2 credits in IB standard level courses and corresponding IB exams
 - Earn a combined score of 1260 or higher on the SAT critical reading, mathematics, and writing sections and a minimum score of 560 on M and 590 ERW
 - Earn an ACT composite score of 26 or higher and complete written section

Technical Honors

- Complete all Requirements for Core 40
- Earn 6 credits in the college and career preparation courses in a state-approved College & Career and one of the following:
 - Pathway designated industry-based certification or credential
 - Pathway dual credits from the list of priority courses resulting in 6 transcribed college credits
- Earn a grade of a C or better in courses that will count toward graduation
- Have a grade point average of a B or better
- Complete one of the following:
 - Anyone of the options A-E of the Core 40 with Academic Honors
 - Score at or above the following levels on WorkKeys

- Reading for Information: Level 6
- Applied Mathematics: Level 6
- Locating Information: Level 5
- Earn the following minimum scores on the compass:
 - Algebra 66
 - Writing 70
 - Reading 80

Indiana Transfer General Education Core (TGEC)

Currently, MCHS is partnering with Ivy Tech Community College (ITCC) to offer students the Transfer General Education Core (TGEC). Senate Enrolled Act 182 (2012) enables a student who satisfactorily completes an approved program of general education in any state educational institution in Indiana to transfer that coursework to any other state educational institution as a block of 30 credit hours toward the general education core requirements, not just elective credit. The TGEC transfers to all Indiana public colleges and universities as well as many of the private schools. A total of 30 minimum credits needed for TGEC.

Written Communication	3 Credits
Speaking and Listening	3-6 Credits
Quantitative Reasoning	3-9 Credits
Scientific Ways of Knowing	3-10 Credits
Social & Behavioral Ways of Knowing	3-9 Credits
Humanistic & Artistic Ways of Knowing	3-9 Credits

Graduation Pathways:

MCHS students must complete all three pathways.

Graduation Pathway #1

Meet the statutorily defined diploma credit and curricular requirements.

- Indiana General Diploma
- Indiana Diploma with Core 40
- Indiana Diploma with Core 40 Academic Honors
- Indiana Diploma with Core 40 Technical Honors

Graduation Pathway #2

Students must complete at least one of the following.

Learn employability skills standards through locally developed programs. Employability skills are demonstrated by one of the following:

- Project-Based Learning Experience
- Service-Based Learning Experience
- Work-Based Learning Experience

Graduation Pathway #3

Students must complete at least one of the following.

Postsecondary Ready Competencies:

- Honors Diploma-Fulfill all requirements of either the Academic or Technical Honors diploma.
- ACT-College-Ready Benchmarks.
- SAT-College-Ready Benchmarks.
- ASVAB-Earn at least a minimum AFQT score to qualify for placement into one of the branches of the US military.

- State & Industry Recognized Credential or Certification
- State, Federal, or Industry Recognized Apprenticeship
- Career Technical Education Concentrator-Must earn a C average or higher in at least 6 high school credits in a career sequence.
- AP/IB/Dual Credit/Cambridge International Courses or CLEP-Must earn a C average or higher in at least 3 courses.
- Locally Created Pathway-Must meet the framework from and earn the approval of the State Board of Education.

Maximizing Parental Involvement

School Improvement Committee

The Committee will meet each quarter in the high school Learning Commons. Committee members must have a student enrolled at MCHS or work at MCHS.

Parent-Teacher Organization

The PTO will meet each quarter in the high school Learning Commons. Committee members must have a student enrolled at MCHS.

Freshman Orientation

Prior to the start of each school year, parents and students are welcomed to attend the Freshman Orientation which consists of a formal meeting, a guided tour, and an informal cookout.

Class Meetings

During 1st semester each school year parents and students are invited to class meetings which take place in the evening meeting in the auditorium. Important information is discussed with parents and students pertaining to important dates, graduation pathways, and student services information. The senior meeting takes place early in the first semester followed by Juniors and then a combined Sophomore/Freshman meeting taking place late in the first semester.

Teacher Expectation of making Parent Contacts

Teachers are encouraged to contact parents for positive behaviors through a phone conversation or a positive phone call. Teachers are expected to speak with a parent if they have submitted two referrals for an individual student in their class. Teachers are also expected to speak with a parent if an individual student is failing their class.

Maintaining a Safe and Disciplined Learning Environment

2019-2020 School Year Safety Achievements

- Maintain ALICE Certifications through online and hands-on training.
- Increased officer presence during student arrival, lunch, dismissal, and extracurricular activities.
- Continued use of RAPTOR entry system
- Continued use of handheld metal detectors following board policy
- New PA and bell system
- Proposed a plan for keyless entry doors
- Updated emergency flipcharts
- Repair and refocusing of cameras

2020-2021 School Year Safety Goals

- Functioning keyless entry
- Functioning PA and bell system
- Replace/Modify/Fix Exterior Doors
- Secure student entry through one door
- Barricading devices for all classrooms
- Emergency “go buckets” for all classrooms.

Indiana law requires schools to conduct emergency drills for the purpose of preventing or minimizing injury during natural disasters or life-threatening situations. Fire drills are conducted monthly, tornado drills are conducted each semester, and ALICE drills are conducted each semester. A diagram of the building is posted in each room, including both gymnasiums, showing the exit route from that room. Faculty and staff receive training each year during the first faculty meeting before the start of school. Teachers instruct each class on procedures involving both fire and tornado drills on the first day of school. In addition to fire and tornado drills, Madison Consolidated High School has two emergency drills per year. Faculty and staff receive training during the first faculty meeting of the year; the drill is practiced one time each semester when students are not present in the building. This emergency plan encompasses eventualities from bomb threats to intruders. After each drill, a debriefing is held to fine-tune the plan and make changes to increase the safety of students. In addition to drills, a crisis kit housed at Madison includes class rosters, keys, blueprints, classroom photos, emergency contacts, and videos. Each room is also equipped with a Madison Crisis Response Procedure flip chart that discusses possible faculty and staff emergency scenarios.

Madison Consolidated Schools has a district-wide safe school plan that includes systematic procedures in dealing with specific types of crises, as well as ensuring the safety of students and school personnel. A Crisis Management Team led is in place to support all schools. This team helps to train administrators and other school personnel. A workshop to help participants develop management skills for dealing with aggressive behavior was provided. The Madison Consolidated High School’s safety plan has been approved by the Madison Consolidated Schools Crisis Management Team.

Certified ALICE School

Madison Consolidated High School achieved a 100% certification rate for the 2018-2019 school year in A.L.I.C.E initial training. All new staff will be provided the initial training to maintain 100% certification for the 2019-2020 academic year. Continued training and support will come from the School Resource Officer and the ALICE company as MCS has partnered with the company to further assist our staff and students. The ALICE training consists of proactive strategies to increase survival and allows staff to make their own decisions based on the following information. There is no certain order to perform each task. For example, if you have the ability to evacuate safely immediately you would do that.

This procedure will be used in the case of an intruder in the building with the assumption of immediate danger to people in the building. The drill or procedure will begin with the P.A. announcement of LOCKDOWN - INTRUDER. There will NOT be a code word.

ALICE - Acronym to follow:

- The purpose of ALERT is to notify as many people as possible within the danger zone that a potentially life-threatening risk exists.
- The purpose of LOCKDOWN is to secure in place and prepare to EVACUATE or COUNTER, if needed.
- The purpose of INFORM is to continue to communicate the intruder's location in real time.
- The purpose of COUNTER is to interrupt the intruder and make it difficult or impossible to aim. This is a strategy of last resort.
- The purpose of EVACUATE is to remove yourself from the danger zone when it is safe to do so.

Positive Behavior Interventions and Supports (PBIS)

MCHS is focused on creating a safe and respectful learning environment through collaboration among students, parents, staff, administration, and community support. MCHS has begun to implement a School-Wide PBIS program. The initial step began with gathering data and putting together appropriate behavior matrices for students and staff.

2020-2021 PBIS Goals

- Tier 1 + Tier 2 + Tier 3 individual supports in place
- Create PBIS Student Committee
- Achieve weekly, monthly, and quarter celebration/acknowledgment goals

STAFF MATRIX				
BUILDING A CULTURE WITH CUB PRIDE				
BE...	INVOLVED/ENGAGED	PREPARED	RESPECTFUL	SAFE
All Settings	<ul style="list-style-type: none"> Support handbook guidelines Encourage students' extra-curricular involvement Take pride in Madison Voice input 	<ul style="list-style-type: none"> Be accessible to students before 7:45 Wear ID Check mailbox, email and voicemail on a regular basis Respond to messages within 24 hours Be accessible to students for a reasonable amount of time after 3:15 	<ul style="list-style-type: none"> Greet and acknowledge others in a positive manner Listen appropriately to students Use appropriate language Dress professionally Clean-up after yourself Maintain professionalism Exhibit fair practices with ALL students 	<ul style="list-style-type: none"> Respect other's personal space Be courteous Issue passes only after first 10 minutes of class Enforce classroom and school expectations
Classroom	<ul style="list-style-type: none"> Engage students in meaningful classroom activity Acknowledge student accomplishments in extra-curricular activities Be aware of students' personal interests 	<ul style="list-style-type: none"> Arrive to class on time Have an organized room and lesson plan Return work/tests in a timely manner, Update grades weekly Communicate with ALL stakeholders on grading policy and progress Meet student IEP needs 	<ul style="list-style-type: none"> Greet students as they enter the classroom Use electronic devices appropriately Avoid sarcasm Be respectful of others teaching time Address staff in an appropriate manner in front of students 	<ul style="list-style-type: none"> Take accurate attendance Be consistent with discipline in the classroom
Common Areas	<ul style="list-style-type: none"> Use confidentiality around others Take initiative to get involved in school and community activities 	<ul style="list-style-type: none"> Actively supervise and interact with students 	<ul style="list-style-type: none"> Report any problems or concerns immediately 	<ul style="list-style-type: none"> Be in the hall during passing periods Be a problem solver
Staff Activities	<ul style="list-style-type: none"> Participate in staff social events Be willing to lend expertise and join/ lead committees Attend professional development 	<ul style="list-style-type: none"> Attend and participate in ALL calendared meetings (that apply) in their entirety Bring necessary materials 	<ul style="list-style-type: none"> Turn off or silent electronic devices Avoid side conversations during meetings Treat others with respect Keep from spreading Gossip 	<ul style="list-style-type: none"> Lock rooms and offices Continually check exterior doors to make sure they are secure
Extra-Curricular / Convocation	<ul style="list-style-type: none"> Remain professional Support student activity in extra-curricular 	<ul style="list-style-type: none"> Updated grades by the end of your day each Monday 	<ul style="list-style-type: none"> Go to and promote events and school activities Wear school colors Show good sportsmanship 	<ul style="list-style-type: none"> Avoid personal social networking with students Communicate expectations with ALL parents Notify administration of any concerns

STUDENT MATRIX				
BUILDING A CULTURE WITH CUB PRIDE				
BE...	INVOLVED/ENGAGED	PREPARED	RESPECTFUL	SAFE
All Settings	<ul style="list-style-type: none"> Actively participate Positively greet and acknowledge others Give and seek assistance when needed Remain in cafeteria when assigned to cafeteria 	<ul style="list-style-type: none"> Remove hat/hoods Follow school rules Have necessary materials Be on time Have your student ID in your possession 	<ul style="list-style-type: none"> Use polite manners Follow and recognize directives from staff Use appropriate language and volume Clean up after yourself Respect other's possessions 	<ul style="list-style-type: none"> Respect other's personal space Keep personal possessions in your possession at all times Avoid physical/verbal conflict Walk on the right side of the hallway and refrain from blocking areas Have your student ID in your possession Use only 1 earbud
Classroom	<ul style="list-style-type: none"> Listen to others when they are speaking Ask questions Complete homework 	<ul style="list-style-type: none"> Be on time Bring necessary materials Chromebooks charged and ready for use 	<ul style="list-style-type: none"> Follow classroom rules Stay awake Turn off or silent electronic devices Remove earbuds 	<ul style="list-style-type: none"> Follow directions Communicate concerns with your teacher
Offices / Library / Atrium	<ul style="list-style-type: none"> Visit only during non-academic times or with staff Report any inappropriate use 	<ul style="list-style-type: none"> Have necessary information Eat only in designated area and during designated times Obtain a pass 	<ul style="list-style-type: none"> Knock before entering an office Sit quietly and patiently Observe privacy of others 	<ul style="list-style-type: none"> Sign in/out when directed to do so Follow district internet rules
Restroom	<ul style="list-style-type: none"> Use time appropriately and efficiently Get back to class quickly 	<ul style="list-style-type: none"> Have a pass Go during passing periods or lunch. 	<ul style="list-style-type: none"> Use proper hygiene Keep walls, mirrors, stall doors, and entire restroom clean 	<ul style="list-style-type: none"> Tell staff about restroom concerns
Extra-Curricular / Convocation	<ul style="list-style-type: none"> Sit where directed Cheer on your peers appropriately Listen to the speakers, presenters, or performers 	<ul style="list-style-type: none"> Wear appropriate spirit wear Leave backpack in classroom or locker Bring necessary materials 	<ul style="list-style-type: none"> Listen to whomever is talking Turn off electronic devices during presentations Show good sportsmanship 	<ul style="list-style-type: none"> Sit with your class during classroom attended activities Be patient when entering and exiting Keep your feet on the floor

Coordination of Technology Initiatives

Technology Lead: Alex Hobson
 Title: Technology Coordinator
 eMail: ahobson@madison.k12.in.us
 1:1 Status: 1:1 at all grade levels
 Students: 2896
 Teachers: 161
 Technicians: 3
 Coaches: 1
 Total number of student devices: 3000

1:1 Grade Levels: K 1 2 3 4 5 6 7 8 9 10 11 12

Grades K-2: iPad

Grades 3-5: Dell Chromebook

Grades 6-8: Dell Chromebook

Grades 9-12: Dell Chromebook

Current Device Notes: Grades 3, 4, & 5 also use iPads on carts for PLTW

1:1 devices used for testing? Yes - All

Main LMS: Google Classroom

Student Info System: Skyward

Collaboration & Productivity Platforms: Google Apps for Education (GAPE)

Physical Textbooks: 30%

Purchased Digital Content: 40%

Digital Content Curated/Created by Teachers: 30%

Total Internet Access Capacity for the District in Mbps: 500

Average Utilization of this Capacity: 60-69%

Current Wide Area Network: WAN: Fiber, T1 and/or Wireless Combination

District Wi-Fi Access Deployed: All Schools

Wi-Fi Access Allowed for: School devices Student BYOD Guests

Blogger: Teachers Only

Facebook: Teachers Only

Google+: Open

Skype: Teachers Only

Twitter: Teachers Only

Away from School Access Initiatives: Provide Wi-Fi on buses Loan out mobile Wi-Fi hotspots Partner with local businesses

Are Devices Filtered Away from School? Yes - same as school

Vision for Technology Integration: The vision for technology integration at MCS is to connect and engage as lifelong learners in an evolving digital world. Through meaningful integration of technology, teachers will provide more authentic opportunities for collaboration, communication, personalized learning, critical thinking and increase student engagement.

Future Plans for Network Improvement: We will be upgrading their network switch infrastructure platform to a single vendor and we will also be upgrading and adding access points to their current wireless network.

Students have access to online courses? Yes

Nature of online content: Credit Recovery/Remediation

Is the number of credits capped? No

Current access includes content/courses: Courses facilitated by an external online provider

Providers of purchased content: Edmentum

Who pays for online courses? District

What is the main device students use to access virtual coursework? School device - mobile/take-home

Technology Training: Vendor supplied trainings Instructional technology coach(es) Technology focused faculty meetings Peer technology sharing Teachers encouraged to attend Summer of

eLearning

Professional Development Focus: Professional Development (PD) will be a top priority for the success of both students and staff. PD has been integrated within all content areas and grade levels. Our current initiatives will be staff development on Promethean Active Panels V4 that will be replaced in 3 schools this summer and the other two schools in the summer of 2018.

1:1 Funding Streams Textbook Rental

Future Plans for Replacing Current Devices: All students are currently 1:1 so we will not be “adding” any new devices as we replaced grades 3-12 with Chromebooks for the 2016-2017 school year.

Future Plans to Add New Devices: In the 2018-2019 school year we will replace all kindergarten iPads as the iPad Air 2’s will be 4 years old.

Process for Selecting New Technology: We rely on conferences, school visits, publications, and guidance from our technology partner to make informed decisions about where technology is heading. Each new technology initiative is presented to our eLeaders, staff, technology department and/or administration based on the technology being researched.

Professional Development Program

Our school district has built-in five professional development specific eLearning Days. These days, the students are allowed to attend school if needed or complete the classes via technology. The teacher's responsibility on those days is to be active and accessible in the technology teaching realm. In addition to the regular teaching responsibilities, the teachers are required to attend three different sessions throughout the day. The three sessions are named; Cub Cafe, Google Suite, and Emerging Best Practices. Within each of these sessions, the faculty address student learning needs by forming Professional Learning Communities cross-curricular in order to improve student achievement. The Google Suite portion tends to focus more on how to use technology to impact student learning. Our Professional Development team then compiles data from each of the days to improve the student learning opportunities.

Methods to Improve Cultural Competency

MCHS counselors have completed child abuse, sex abuse, and gambling addiction training. Programs will be and have been implemented to educate the student body on mental health awareness. Contact posters are up around the school with information and contact numbers for mental health agencies. The social studies department has an Ethnic Studies course offered.

MCHS programming opportunities regardless if the student is on-track or off-track there is a pathway for all students. MCHS offers a variety of AP, dual credit courses, credit-earning virtual lab, credit recovery virtual lab, and an alternative program (MAP) which is online. The MCHS ITCC partnership allows students with a variety of abilities to enroll in course work at ITCC. MCHS also has students attending the Southeastern Career Center (SCC).