





Madison is a historic city located in Jefferson County, Indiana, just north of the Ohio River. The City of Madison offers visitors and residents excellent educational opportunities, numerous recreational activities, and an unmatched quality of life. Rich with abundant festivals, a flourishing community of local businesses, and a unique landscape, Madison, Indiana is the best place to live, work, raise a family, and visit.

Madison, Indiana was founded in 1809 along the beautiful Ohio River. The city was bursting with commerce, had a very active steamboat port, and was home to Indiana's first railroad! It is because of this unique location and transportation infrastructure that Madison was primed to be a link on the Underground Railroad. The neighborhood area known as "Georgetown" (which includes the African Methodist Episcopal Church was designated in 2004 as the only Network to Freedom district. Four of the eleven sites listed for the Indiana Network to Freedom are in the Madison, Indiana area.

Madison Indianapolis & Lafayette Railroad was chartered in 1832, and construction began in late 1836. The name changed to the Madison & Indianapolis Railroad in 1843 when it changed ownership. It became part of the Pennsylvania Railroad system in 1921. River traffic dwindled and new railroads were built between Louisville, Indianapolis, and Cincinnati. The economic growth of Madison slowed.

In 1924, the Commercial Club of Madison changed its name and established the Chamber of Commerce of the City of Madison to aid business retention and expansion efforts. The organization changed its name to the Madison Area Chamber of Commerce in 1976 with a mission to provide the vision, support, and resources to develop business.

Madison now has the largest contiguous National Historic Landmark District in the country, and features major architectural styles from the nineteenth and early twentieth centuries. Madison's entire downtown (over 1,500 buildings on approximately 133 blocks) is listed on the National Register of Historic Places.

For more historical information about the Madison, Indiana area, we recommend visiting the Jefferson County Historical Society, Historic Madison, Inc., and the Lanier Mansion Foundation.

Source(s): www.madisonindiana.com / www.madison-in.gov





| Madison Consolidated Schools | | |
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| MCS Telephone: | 812.274.8001 | |
| MCS Title I Program Administrator: | Shaun D. Pennington | |
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| Revision Date: | July 1, 2023 | |

| Madison Consolidated Schools | | |
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| School Improvement Schoolwide Plan 2023-24 District Administration | | |
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| School Improvement Plan Planning Committee Members Madison Junior High School | |
|--|-------------------------------|
| Principal: | Mr. Jordan Warner |
| MJHS Mailing Address: | 701 8th St, Madison, IN 47250 |
| MJHS Telephone: | 812.265.6756 |
| Grants Administrator | Shaun D. Pennington |
| Name | Position/Role |
| Jordan Warner | Principal |
| David Horvath | Assistant Principal |
| Jackie Thurston | Assistant Principal |
| Tiffany Clark | Counseling Team |
| Kelly Massie | Counseling Team |
| Natasha Leahigh | Counseling Team |
| Jeff Day | School Resource Office |
| Courtney Scott | Teacher |
| Dariel Courtney | Teacher |
| Scott Holcroft | Teacher |
| Ruthi McGarry | Teacher |
| Yvonna Scott | Teacher |
| Janelle O'Brien | Teacher |
| Sarah Hale | Teacher |
| Julie Kiefer | Teacher |
| Heather Vaughn | Teacher |
| Tim Chandler | Parent |
| Sarah Hollihan | Parent |
| Cara Fox | Community Member |



School Improvement Schoolwide Plan Components

Component I – Comprehensive Needs Assessment

MCS Vision, Mission, & Values:

Madison Consolidated Schools Vision Statement:

Student Centered; Achievement Focused; Everyone Valued

Madison Consolidated Mission Statement:

Making all decisions based on what is best for students by providing students with high-quality teaching and learning opportunities while cultivating environments where every individual is valued and empowered to thrive

At Madison Consolidated Schools we believe in the following three pillars:

- Academic Achievement & Growth
- Safety & Wellbeing
- Recruiting and Retention



School Profile

Madison Junior High School Vision Statement:

Student Centered; Achievement Focused; Everyone Valued

Madison Junior High School Mission Statement:

Making all decisions based on what is best for students by providing students with high-quality teaching and learning opportunities while cultivating environments where every individual is valued and empowered to thrive

At Madison Junior High School we believe in the following three pillars of excellence:



- Academic Achievement & Growth
- Safety & Wellbeing
- Recruiting and Retention

Comprehensive Needs Assessment

Provide a comprehensive needs assessment of the entire school considering information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

Response:

Madison Junior High School provides a comprehensive and educational program for grades five through eight. Our educational programs are aligned to Indiana State Standards and are characterized by a concern for individualized instruction, a quest for excellence, and the development of self-directed learners while providing a variety of learning opportunities for all students. MJHS also provides comprehensive programs for exceptional needs students, advanced classes, remedial instruction, and a variety of leadership and extracurricular activities.

5th Grade - Course Description

Math, Reading, and Writing make up the academic core block of the 5th-grade year. Science and Social studies standards will be embedded within the core focus when possible. The rotation block will consist of 8 locally focused elective courses that will rotate throughout the year. There is a math and ELA double-block that allows for enrichment or remediation for every single student at MJHS to make sure that all academic and social needs are met. An enrichment block is built into the end of the day for 5th graders and provides students the opportunity to fine tune needed skills, complete in-depth student choice projects, and service learning. A team teaching concept for Special Education students has been developed to further emphasize a focus on math, reading, and writing.

6th Grade - Course Description

Math, Reading, and Writing make up the academic core block of the 6th-grade year. Science and Social studies standards will be embedded within the core focus when possible. The rotation block will consist of 8 locally focused elective courses that will rotate throughout the year. There is a math and ELA double-block that allows for enrichment or remediation for every single student at MJHS to make sure that all academic and social needs are met. An enrichment block is built into the end of the day for 6th graders and provides students the opportunity to fine tune needed skills, complete in-depth student choice projects, and service learning. A team teaching concept for Special Education students has been developed to further emphasize a focus on math, reading, and writing.



7th and 8th Grade - Course Description

Students will have a 7-period day schedule. All students will have Language Arts, Math, Science, Social Studies, as well as at least one period for an elective course, and possibly a double block. Students will start their day with 20 minutes of a “Bear Necessities” time with their 1st-period teacher focusing on social-emotional competencies and TBRI. Honors and high school credit courses are available for 7th and 8th grade students.

7th and 8th Grade Additional Math and ELA Courses

Beginning the 2024-25 academic year

- 7th and 8th graders will be enrolled in double blocks to provide enrichment or remediation as needed and will also utilize team-teaching to improve the instruction received by Special Education students.
- This allows for an increase in instructional time during core classes as well as teaching students how to efficiently use academic resources. As the quarters of the academic year progresses students can flow freely between enrichment or remediation based on student needs to grant the opportunity to fine-tune needed skills for some students as well as an enrichment time for other students.
- For the 8th grade the double blocks will be used to help students fine-tune or build needed skills.
- **Madison Language Arts Semester Course** - every 7th grade and 8th grade student will receive instruction on specifically identified language arts topics derived from assessment data. Topics of study will be built around standards in essential need of support and reading comprehension with a focus on key ideas and textual support and vocabulary.
- **Madison Math Semester Course** - every 7th grade and 8th grade student will receive instruction on specifically identified mathematical topics derived from assessment data. Topics of study will be built around standards in essential need of support through number sense and computation, geometry and measurement, data analysis, statistics, and probability.

In addition to honor classes in Language Arts, Mathematics, for grades seven and eight, we also have high school credit courses of Algebra 1, Geometry, Integrated Chemistry and Physics, Intro Agriculture, Spanish I, College and Careers, and Health.

Special education courses and classrooms are equipped with resources and technology to support a variety of learners and utilize the co-teaching model with general education teachers. Flexible seating, multiple rooms, open spaces, and sensory items allow for all students to reach their full potential. All students at MJHS have access to all online curriculum and resources



and some of our students have access to an online program that allows students to progress at their level in an interactive way that serves a variety of students.

Curriculum maps and common formative assessments for each content area have been or are currently being developed. Lesson plans are aligned with grade-level indicators from Indiana State Standards. Bear Necessities, the first 20 minutes of 1st period grades 5-8, is in place to provide unity, support, and foster positive relationship building for the students and to encourage high expectations throughout the building. Additionally, 10-15 minutes in the afternoon after lunch or right before lunch students get additional SEL/TBRI support in their classroom.

Artwork displays throughout the building and a spring art show highlight the many talents of our students. Our halls and shared spaces at MJHS are decorated with student-made murals and artwork. Creative Dramatics is offered, which is a course that enables students to use movement, voice, and language effectively to create characterizations in a wide variety of historical and cultural contexts. Improvisation enables the students to demonstrate an understanding of the concepts of space, time, and mannerisms in character portrayals.

Makers Night has become an event that also encourages creativity. Our band and choir present musical selections. Our art department displays all forms of 2D and 3D art either in person or digitally in our annual art show.

The MJHS Learning Commons is designed to serve all members of the MJHS community and provides flexible seating, spaces for classes to be held. Spaces have been created that foster student engagement, allow students to think critically and problem solve. The library has always been the place to go for great resources, but now it is officially a center for learning and creating. Activities will change with the intention of igniting curiosity, creativity, and innovation while using both high and low-tech materials and sometimes no tech at all.

Students have the opportunity to explore other interests outside of the curriculum through yearbook, band, marching band, choir, cheerleading, winter guard, cross country, volleyball, football, soccer, swimming, basketball, wrestling, archery, track, robotics, golf, and tennis. Academic teams and clubs such as Spell Bowl, Math Bowl, Science Bowl, Academic Super Bowl, Science Olympiad, and Bear Repair Tech Team provide students with both academic and creative learning opportunities in an active learning environment that is creative and fun.

STEM focused course electives provide opportunities for our students to experience engineering, biomedical, and computer science pathways for middle school students. These pathways give students an idea of courses that can be built upon at the high school level. PLTW and other STEM electives allow students to get rigorous and relevant experiences through activities, projects, and problem-based learning. Students use technology to solve problems while gaining skills in communication, collaboration, critical-thinking, and creativity. We have taught PLTW at MJHS since the 2009-2010 school year, and our instructor continues to attend professional development opportunities in an effort to provide instruction in computer science.



Student leadership is valued and encouraged at Madison Junior High School. A student advisory council allows students to be actively involved with the staff and teachers regarding decisions that impact the school and student body. The advisory board conducts community service activities and allows the students the opportunity to serve as student ambassadors. Our PBIS committee consists of students, teachers, and administrators all working together to continually improve the climate and culture of our school. The Peer Counseling provides students with opportunities to participate in Drug Prevention/Education Programs, Peer Mediation, and positive behavior programs that are taught by students for students regarding current issues that impact the student body.

The teachers and staff at MJHS participate in TBRI, Trust-Based Relational Intervention, training in an effort to improve educational practice and student achievement. Through TBRI training, we gain knowledge about best practices and instructional strategies that can improve teacher effectiveness and improve student achievement. Professional development during team meetings and PLC's encourages a cohesive plan with both teachers and students setting high goals and expectations, and life skill banners placed throughout the school serve as a reminder of our school pride and unity. With our character education program, we hope to instill personal knowledge, beliefs, and abilities that help our students become more productive citizens, lifelong learners, and contributing members of our society.

Recognizing student success is an important part of our school improvement program. Madison Junior High School has implemented PBIS or Positive Behavior Interventions and Supports System for our school-wide discipline program with the understanding that a positive school climate is necessary for academic success.

The counselors at Madison Junior High School meet with every student in our school in a regularly scheduled developmental guidance program. The counselors provide a variety of student services such as: personal and academic counseling, small group facilitation, developmental classroom guidance based on state standards, consultation, career exploration, and student advocacy. The core curriculum for classroom lessons is the TBRI program to provide students with the tools to make progress in emotion management, situational awareness, and academic achievement.

Our counselors take part in Redesigning School Counseling, which is a data driven process that helps our school counseling program impact academic achievement by helping students make sound choices that impact student success. They also implement the Learn More survey that is administered to all students every year. This survey provides the data needed to drive our program in areas of achievement, student choices, guidance, and counseling. Since 2007, the School Counseling program at MJHS has received the Indiana Gold Star Counseling Award as well as the American School Counseling Association's RAMP award for creating and delivering an evidence based program that supports academic, career, and social emotional success of all students.

Other resources, supports, and interventions MJHS provides for students in the follow:



- Consultation with staff
- Social Worker
- Bully & Cyberbullying awareness and prevention
 - Classroom lessons delivered primarily by school counselors
 - Assemblies
- Suicide prevention
 - Lifelines Suicide Prevention via staff training, parent night, and student prevention program
- LifeSmart Youth
 - Human Growth & Development: Puberty for Boys/Girls for grade 5
 - Human Growth & Development: Abstinence, Pregnancy, STDs, and Peer Pressure for grade 6
 - Making a Difference: Abstinence to Prevent Teen Pregnancy & STDs for grade 7
 - CARE: Communicating with and Respecting Each Other for grade 8
- Individual and small group counseling
- 21st Century Scholars
 - Provide information and support for eligible students and families to enroll during the 7th or 8th grade
- Restorative Practices
- Neuroscience Education Strategies are being explored via workshop attendance and subsequent professional development with staff in the context of determining how the framework of applied educational neuroscience and a trauma informed approach can inform our practices
- Partnership with community stakeholders to provide mental health support
 - Bloomington Meadows Tele Assessment and Direct Admit Referrals
 - Centerstone, Lifespring, and Independent Counselors

(5-8) Student performance data derived from ongoing student progress monitoring is part of our MTSS process and is used by teachers to continually evaluate the effectiveness of their teaching and make more informed instructional decisions for their students. ILEARN is analyzed annually while NWEA and other formative assessment options are utilized at the beginning, middle, and end of year to assess student growth and provide instructional guidance throughout the year. Data from our state funded assessments also help guide instructional decisions made at all levels of instruction.

As part of the MTSS framework, data indicating behavioral and social emotional outcomes are regularly monitored. Discipline data (office referral) is analyzed to identify areas of focus for intervention in terms of school wide, grade level, classroom and individual student needs. Attendance data and course failure are also areas that are reviewed as indicators of school disengagement and potential need for support. Systems are in place for teachers to make referrals to in school support services (counseling, special education/504) and to local



community agency partners. This is also data that is reviewed to indicate additional supports and strategies that may be needed within the school.

2024 ILEARN results demonstrated 50.23% proficiency in ELA for students in grades 5-8. Standards in essential need of support revealed performance gaps in literature topics specific to theme, main idea, point of view, and story elements. MCS will strive for a 20% reduction in ILEARN failures which would promote MJHS to a proficiency rate of approximately 70% or greater. 2024 ILEARN results demonstrated 39.1% proficiency in mathematics for students in grades 5-8. Standards in essential need of support revealed performance gaps in non-fiction topics specific to: computation, written expressions of algorithms, and the understanding and interpreting of real-world problems. MCS will strive for a 20% reduction in ILEARN failures which would promote MCS to a proficiency rate of approximately 60% or greater.

Madison Consolidated Schools have a balanced literacy program that addresses the essential components of reading for all students in grades K-12. Teachers work together with others in their building as well as the district on instruction that supports the learning needs of students. In the elementary buildings Literacy Cadre Coaches have implemented Science of Reading research-based best practice. ILEARN checkpoints and benchmark assessments are the initial assessments utilized to identify gaps in student learning. Supplemental small group instruction is provided to students falling into the bottom 20th percentile and below in grades 5-8. Additional classroom assessments and observations are taken into account when forming these intervention groups that are instructed by a reading interventionist. The combination of monthly data meetings, inclusion practices with co-teaching, instructional coaching, and parent involvement support activities help to strengthen the well-rounded academic program and student learning at home.

Analysis of Data

Assessments:

ILEARN:

- ELA 5: 41.2%
- Math 5: 43.1%
- ELA 6: 51.4%
- Math 6: 41.5%
- ELA 7: 47.3%
- Math 7: 29.3%
- ELA 8: 61.4%
- Math 8: 42.3%

Secondary Indicators:

SENS (Standards in Need of Essential Support):



- ELA 5: 5.RL.2.2, 5.RN.2.1, 5.RN.2.2, 5.RV.2.1, 5.RL.3.2, 5.RL.4.2, 5.RN.4.1
- Math 5: 5.AT.2, 5.C.1, 5.C.2, 5.C.4, 5.G.1, 5.G.2, 5.M.3, 5.M.4, 5.NS.1, 5.NS.6
- ELA 6: 6.RL.2.1, 6.RL.2.2, 6.RN.2.1, 6.W.6.1e
- Math 6: 6.AF.1, 6.AF.3, 6.AF.5, 6.AF.10, 6.C.1, 6.C.2, 6.C.3, 6.C.6, 6.NS.1, 6.NS.2, 6.NS.5
- ELA 7: 7.RL.2.1, 7.RN.2.1, 7.RN.2.2
- Math 7: 7.AF.2, 7.AF.4, 7.AF.5, 7.AF.7, 7.C.1, 7.C.2, 7.C.6, 7.C.8, 7.NS.3
- ELA 8: 8.RN.2.1, 8.RV.3.1, 8.RV.3.2
- Math 8: 8.AF.1, 8.AF.2, 8.AF.3, 8.AF.4, 8.AF.5, 8.AF.6, 8.AF.8, 8.DSP.1, 8.DSP.2, 8.DSP.3, 8.DSP.5, 8.DSP.6, 8.GM.2, 8.GM.3, 8.GM.4, 8.GM.5, 8.GM.6, 8.GM.7, 8.GM.8, 8.GM.9, 8.NS.2

Free and Reduced:

- ELA: 35.8%
- Math: 25.8%

SPED Population Performance:

- ELA: 15.3%
- Math: 13.7 %

ELL Population Performance:

- ELA: 10.5%
- Math: 47.7%

Goal Action Plan (1)

Title I School Improvement (Y/N): No (SIP)

Subgroup(s) Identified for Improvements: By Spring of 2025, 70% of students in grades 5-8 who identify in at least one of the following subgroup: (Free/Reduced Lunch/SPED) will demonstrate reading comprehension skills at or above grade level as measured by the ELA ILEARN Assessment.

Goal: improve student proficiency by 20% in ILEARN ELA

Baseline Data: NWEA and ILEARN 2024

Support Data (Proficiency Delta): Free and Reduced: ELA: 35.8%, SPED Population Performance: 15.3% ELA: 15.3 ELA 5: 5.RL.2.2, 5.RN.2.1, 5.RN.2.2, 5.RV.2.1, 5.RL.3.2,



5.RL.4.2, 5.RN.4.1, ELA 6: 6.RL.2.1, 6.RL.2.2, 6.RN.2.1, 6.W.6.1e, ELA 7: 7.RL.2.1, 7.RN.2.1, 7.RN.2.2, ELA 8: 8.RN.2.1, 8.RV.3.1, 8.RV.3.2

Standardized Assessments: ILEARN checkpoints and ILEARN 2025

Interventions: Benchmark, Reading Plus

Research-Based Best Practices: 5-pillars of Science of Reading as guided by the Madison Consolidated Schools Academics Department in following expectations set forth by the Indiana Department of Education.

Strategies for Implementation: building level administrators are expected to complete routine classroom walkthroughs and staff evaluations to promote the fidelity of implementation of all expected Madison Consolidated Schools instructional practices.

Person(s) Responsible: Director of Curriculum and Instruction, building level administrators, general education teachers, special education teachers, interventionists, instructional support personnel, and other staff

Start Date: August 8th, 2024

End Date: June 1st, 2025

Resources: Benchmark Advance, Smekens 6+1 Writing Traits, Reading Plus

Staff Professional Development: Smekens 6+1 Writing Traits

Goal Evaluation: Student proficiency data will be reviewed monthly at grade level data meetings, quarterly during ILEARN checkpoint monitoring periods, and annually during the ILEARN testing window.

Goal Action Plan (2)

Title I School Improvement (Y/N): Yes (SWP)

Subgroup(s) Identified for Improvements: By Spring of 2025, 70% of students in grades 5-8 who identify in at least one of the following subgroup: (Free/Reduced Lunch/SPED) will demonstrate reading comprehension skills at or above grade level as measured by the Math ILEARN Assessment.

Goal: improve student proficiency by 20% in ILEARN Math

Baseline Data: NWEA ELA8th, PSAT, ILEARN Checkpoints 5-8, Benchmark Assessments 5-7, and ILEARN 2024



Support Data (Proficiency Delta): Free and Reduced: Math: 25.8%, SPED Population Performance: 13.7% Math 5: 5.AT.2, 5.C.1, 5.C.2, 5.C.4, 5.G.1, 5.G.2, 5.M.3, 5.M.4, 5.NS.1, 5.NS.6, Math 6: 6.AF.1, 6.AF.3, 6.AF.5, 6.AF.10, 6.C.1, 6.C.2, 6.C.3, 6.C.6, 6.NS.1, 6.NS.2, 6.NS.5, Math 7: 7.AF.2, 7.AF.4, 7.AF.5, 7.AF.7, 7.C.1, 7.C.2, 7.C.6, 7.C.8, 7.NS.3, Math 8: 8.AF.1, 8.AF.2, 8.AF.3, 8.AF.4, 8.AF.5, 8.AF.6, 8.AF.8, 8.DSP.1, 8.DSP.2, 8.DSP.3, 8.DSP.5, 8.DSP.6, 8.GM.2, 8.GM.3, 8.GM.4, 8.GM.5, 8.GM.6, 8.GM.7, 8.GM.8, 8.GM.9, 8.NS.2

Standardized Assessments: ILEARN

Interventions: Do the Math skill specific interventions, Reveal math interventions, ALEKS online McGraw-Hill programming

Research-Based Best Practices: Madison Consolidated Schools is presently piloting to math curricula that are research-based and the most up-to-date regarding mathematics instructional best-practices

Strategies for Implementation: building level administrators are expected to complete routine classroom walkthroughs and staff evaluations to promote the fidelity of implementation of all expected Madison Consolidated Schools instructional practices.

Person(s) Responsible: Director of Curriculum and Instruction, building level administrators, general education teachers, special education teachers, interventionists, instructional support personnel, and other staff

Start Date: August 8th, 2024

End Date: June 1st, 2025

Resources: Reveal math, ALEKS, Do the Math interventions,

Staff Professional Development: Reveal math summer 2024 PD

Goal Evaluation: Student proficiency data will be reviewed monthly at grade level data meetings, during NWEA monitoring periods, and annually during the ILEARN testing window.

Professional Development Program

Goal (1):

Implement and apply the principles of the science of reading framework beginning in early learning to increase student literacy achievement and develop graduates prepared to succeed.

Strategy (1):



Madison Consolidated Schools will provide strategic professional development and districtwide support related to the implementation of evidence-based writing instruction related to 6+1 traits of writing. This will help educators better understand writing instruction and will both identify and implement effective instructional practices that can prevent literacy difficulties and support literacy progress.

Action Plan:

Madison Consolidated Schools will provide ongoing K-12 6+1 Writing Traits professional development at strategic points throughout the academic year to assess students.

- Engage in regular, robust professional development throughout the year
- Follow the identified curriculum, instructional practices, and implemented writing
- Administer Indiana-approved writing assessments
- Share data and participate in monitoring activities

Person(s) Responsible:

- Janet McCreary, Director of Curriculum, Instruction, and Assessment
- Jordan Warner, Principal, MJHS
- Jackie Thurston, Assistant Principal, MJHS
- David Horvath, Assistant Principal, MJHS

Timeline for Completion:

One year: 2024-25 academic year

Strategy (2):

Implement and apply the principles of the science of reading instructional best-practices

Action Plan:

All instructional staff will receive development to ensure a baseline of understanding amongst all instructional staff members.

Person(s) Responsible:

- Janet McCreary, Director of Curriculum, Instruction, and Assessment
- Jordan Warner, Principal, MJHS
- Jackie Thurston, Assistant Principal, MJHS
- David Horvath, Assistant Principal, MJHS

Timeline for Completion:



Beginning at the start of the school year 2023, and ongoing as needed depending on staff need.

Goal (2):

Implement and apply trauma-informed framework to improve behavioral outcomes amongst all students

Strategy (1):

All MCS staff will receive Trust-Based Relational Intervention practitioner training to improve their professional capacity.

Action Plan:

HopeAlight LLC will conduct baseline and then ongoing elementary, secondary, and support staff professional development sessions regarding TBRI for all Madison Consolidated Schools employees.

Person(s) Responsible:

- Janet McCreary, Director of Curriculum, Instruction, and Assessment
- All MCS administrators, instructional staff, and support staff.

Timeline for Completion:

- Beginning June 2024 and concluding May 2025

Strategy (2):

Redesign the MCS RTI/MTSS process to address districtwide behavioral disparities and suspension rates.

Action Plan:

In coordination with instructional, behavioral, Special Education, and support staff, Madison Consolidated Schools will redesign and implement a new RTI/MTSS model to improve student behavioral and social outcomes.

Person(s) Responsible:

- Janet McCreary, Director of Curriculum, Instruction, and Assessment
- Shaun Pennington, Grants and Compliance Specialist
- Building administrators



- Grade level teachers
- Interventionists
- Special Education staff

Timeline for Completion:

Beginning during the fall of 2023 and ongoing with yearly development sessions regarding the RTI/MTSS process for Madison Consolidated Schools.

Schoolwide Reform Strategies

Describe schoolwide reform strategies that the school will be implementing to address school needs, including a description of how such strategies will do the following:

- provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards; and
- use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
- address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include:

counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;

preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);

implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);

Response:

Tier 1:



Madison Consolidated Schools provides equitable access for all students to receive viable and evidence-based, standards-aligned core instruction. This accessibility lies at the very heart of effective and sustainable tiered systems practiced by Madison Consolidated Schools. Tier 1 is primary instruction that most students receive. Tier 1 instruction is typically monitored relative to the needs and growth of students using a continuum of reliable and valid data sources such as universal screening, progress-monitoring, benchmark and formative assessments to include practitioner clinical judgment. Teams of general education teachers often work collaboratively to design and deliver Tier 1 classroom instruction and integrate evidence-based academic, behavioral, and social-emotional practices as needed based on the student population. Generally 80 percent of Madison Consolidated Schools resources are allocated to Tier 1, and any additional resources are allocated to Tier 2, and Tier 3 supports.

Tier 2 and Tier 3:

Tier 2 and Tier 3 interventions are offered to students identified through our RTI/MTSS process using progress monitoring and assessments. The intervention is in addition to core classroom literacy instruction during the 90 minute uninterrupted reading block. While reading and language arts is the focus, if time permits and data indicates necessity, math intervention is provided. Teachers also utilize differentiation and scaffolding of instruction to meet the various needs in the classroom setting. At the secondary level, tier 2 and tier 3 students receive an additional block of English/language arts and/or math according to their needs. These classes support the core instruction in a smaller setting. Interventionists will also work with students in small groups and individually when additional support is necessary. Special education teachers are also paired with some classroom teachers to co-teach in the areas of English/language arts and mathematics. MCS schools have worked with American Institutes of Research to implement evidence-based practices with fidelity. The goal of the MCS RTI/MTSS process is to identify students who are demonstrating indicators of school early and intervene with appropriate evidence based practices. These practices are then monitored for effectiveness to ensure student success

Provide Instruction by Effective, Properly-Licensed Teachers

Madison Consolidated Schools devote time and resources to intentional recruitment of prospective teachers by partnering with local colleges to enhance their teacher preparations program through real life experiences with students in local schools at all levels. We offer competitive salaries for our demographic area and have the ability to negotiate in areas of high demand. New teachers to our district participate in our new teacher induction program which begins with a three day immersion process and includes monthly meetings during the school year with the secondary or elementary curriculum directors. Newly hired teachers work collaboratively with existing teachers in their prospective grade levels which provides them with opportunities to build their skills. In addition, instructional mentors or grade level leaders assist teachers when needed on content delivery. Professional development opportunities and implementation of professional learning systems support teachers' continuous growth and are



designed to align with the district's strategic framework. Each of these elements assists us in ascertaining and retaining effective staff in each of our buildings. There are many leadership opportunities for retention of effective staff. Staff may apply for ECA leadership and coaching positions. There are also opportunities for staff with experience and credentials to become high ability leaders, guided reading mentors, math mentors, content area/program leader and eLeaders. These leaders are an integral part of professional development sessions for other staff members and a resource to each of their respective buildings.

Principals will frequently monitor instruction and arrange and or provide professional development and instructional coaching in areas of concern to support this teacher. Data meetings are conducted monthly to determine progress or the lack thereof in each grade level. Interventionists and/or teacher driven instruction is provided in differentiated small group targeted instruction to help close the learning gap for these students. In addition, Guided Reading Mentors and Math Mentors will be available to assist teachers in the elementary buildings whereas teacher leaders assist in the junior high and high school with the implementation of best practice instruction when necessary. Instructional guidance from instructional leaders in the district is also available.

The common practice at Madison Consolidated Schools is to place the most disadvantaged student with an experienced teacher when possible. We strive to look at teachers with experience when trying to fill positions in areas where experience is needed. The staff also works together collaboratively to ensure that all students have the means to reach their grade level expectations. Experienced SPED and EL staff is utilized in an inclusion model where push-in services are utilized and serves as a model for best practice instruction for inexperienced teachers. Data Meetings are conducted monthly to determine progress or the lack thereof in each grade level. Interventionists and/or teacher driven instruction is provided in differentiated small group targeted instruction to help close the learning gap for these students. In addition, Guided Reading Mentors and Math Mentors will be available to assist teachers in the elementary buildings whereas teacher leaders assist in the junior high and high school with the implementation of best practice instruction when necessary. Instructional guidance from instructional leaders in the district is also available.

All HR and licensure records associated with all personnel are housed at the Madison Consolidated School Administration building and can be found within the secure file safe kept there. All staff members complete all necessary background checks and safety components prior to working in a facility of Madison Consolidated Schools. It is ensured that all staff members maintain the proper legal licenses required to serve in their prospective positions.

Ongoing Professional Development

Describe plans to provide high-quality, ongoing professional development for teachers, paraprofessionals, and other school personnel.

Response:



Professional development opportunities and implementation of professional learning systems support teachers' continuous growth and are designed to align with the district's strategic framework. Each of these elements assists us in ascertaining and retaining effective staff in each of our buildings. There are many leadership opportunities for retention of effective staff. Staff may apply for ECA leadership and coaching positions. There are also opportunities for staff with experience and credentials to become high ability leaders, guided reading mentors, math mentors, content area/program leader and eLeaders. These leaders are an integral part of professional development sessions for other staff members and a resource to each of their respective buildings serves as a model for best practice instruction for inexperienced teachers. The principal will frequently monitor instruction and arrange and or provide professional development and instructional coaching in areas of concern to support this teacher. Data Meetings are conducted monthly to determine progress or the lack thereof in each grade level. Interventionists and/or teacher driven instruction is provided in differentiated small group targeted instruction to help close the learning gap for these students. In addition, Guided Reading Mentors and Math Mentors will be available to assist teachers in the elementary buildings whereas teacher leaders assist in the junior high and high school with the implementation of best practice instruction when necessary. Instructional guidance from instructional leaders in the district is also available.

Recruitment and Retention

Describe strategies to recruit and retain effective, properly-licensed teachers, particularly in high-need subjects. Examples could include: Mentoring and induction programs; recruitment incentives; high-quality professional development; partnerships with teacher preparation programs; and, career pathways for teacher leaders.

Response:

Madison Consolidated Schools follows district policies regarding the hiring and retention of "highly qualified staff". MCS positions are posted and regularly updated on the District website, and IDOE website. Madison Consolidated Schools provides a competitive salary base for beginning teachers with no years of teaching experience. Full-time certified staff receives benefits and may carry family options with additional contributions. Madison Consolidated Schools recruits certified teachers who are working in the school as substitute teachers or interventionists, or instructional aides who demonstrate career experience with instructional strategies and practices. They must demonstrate exemplary professional standards and expectations in classroom management, student expectations, and exhibit participation in the professional learning community. New teachers in the schools will have support from a teacher mentor, school administration, and literacy coach who is working in the same school. This scaffolded system provides for more continuous support related to the school's specific school improvement plan and goals and strategies. Additionally, grade level teachers and special education teachers participate in grade level collaboration monthly during data meetings. This collaboration focuses on examining formative assessments and other student work samples that monitor errors in reading, writing, math, and the student's level of use of key strategies that teachers focus on. During collaboration time, teachers use performance data to reflect on



current practices, expand, refine, and build new skills that focus on meeting school improvement goals and help address barriers to implementing key reform strategies in the school improvement plan. This infrastructure for job-embedded professional development provides new teachers with support for progress monitoring of students and allows for access to their teaching peers on a regular basis. This collaboration time is facilitated, focused, and outcome based. All Madison Consolidated Schools staff are provided with opportunities to participate in professional development that is focused on the school improvement goal and benchmarks (framework/model for reading, writing and math and key strategies based on the identified errors). The staff receives appropriate professional development resources such as books and publications to support study group discussions. Staff may receive credit renewal points for workshops and stipends that allow them to extend their professional growth time beyond the regular school day.

Parental Involvement Strategies

Response:

MJHS will inform parents of student progress in core academic areas aligned to Indiana Academic Standards and performance on benchmark assessments for reading, writing, and math on a regular basis. All communication (face-to-face or written) is presented in a language that parents can understand. Parents are informed of student assessments in several ways. Report cards are issued at the end of each nine-week grading period, along with a progress report that is sent mid-way through the grading period. The first report is explained in detail at parent-teacher conferences. When the ILEARN test results arrive, a parent letter and student results are mailed to the home address on file via certified mail. NWEA and PSAT reports are sent home throughout the year. A variety of activities and effective strategies are used to promote parental involvement such as family nights, newsletters, conferences, open houses, PTO meetings, and participation in the review of the school wide plan. During Maker’s Night and at parent conferences, families are informed about Indiana Academic Standards, student performance, grade level expectations, and class policies and procedures. Parents are also given student handbooks, which include school policies and procedures.

Preschool and Junior High Transition

Response:

MCS kindergarten teachers, preschool teachers, and the director of curriculum, instruction, and assessment assisted in the development of a preschool curriculum to assist area preschools in preparing students for kindergarten. All Madison Consolidated Schools preschools are rated as Level 3 on the Paths to Quality index. To promote PK-K transition, our corporation hosts a “kindergarten connection” open house and registration opportunity for parents of current Head Start, or other Jefferson County preschool programs at each elementary school in the spring of each year. This is pursuant to the policy manual of Madison Consolidated Schools: code po71010 FACILITIES PLANNING. During registration, parents receive all of the necessary



forms to enroll children. Kindergarten teachers, Title 1 staff, corporation nurses, teachers, and speech-language pathologists assess students to assist in proper placement. Parents who do not attend are given when they choose to visit a specific elementary, or the items are mailed upon request.

In July, prior to the start of school, all MCS offices are open to enroll any kindergarten students that were unable to make it to the spring registration sessions. Before the school year begins, parents of Kindergarten students are invited to attend an orientation meeting to learn about school policies and procedures. Parents are introduced to the kindergarten curriculum, student academic expectations, Indiana Academic Standards for kindergarteners, class expectation both academic/behavior, homework policy for parents, and parent volunteering. Madison Consolidated Schools has developed a systematic procedure for receiving records regarding children, transferred with parental consent from Head Start, or another area preschool program. The district has established channels of communication between school staff and their counterparts (including teachers, social workers, and health staff) at other early childhood development programs to facilitate coordination of program efforts. MCS teachers, social workers, and health staff may conduct visits to preschool programs to meet students and conduct informal observations. These visits allow the staff to gain valuable information about students that may be coming to Madison Consolidated Schools the following school year. Case conferences are scheduled in the spring with current teachers, future teachers, administrators, special education staff and parents of preschool students who have already been identified with special needs in order to help with the transitions of these students.

Transition programs are also addressed at the intermediate level (5th grade). Madison Junior High School administrators and 5th grade students come to talk to the 5th grade students to share stories and expectations. All 5th graders spend a day at the middle school to experience the middle school atmosphere. Case conferences are scheduled in the spring with current teachers, administrators, special education staff, future teachers, and parents of 5th grade students who have already been identified with special needs to assist with the transitions of these students.

Teacher Opportunities and Expectations

Response:

MCS teachers participate in school-wide program plan revisions, and data teams meet grade by grade level to determine the use of academic assessments. These teams use this information to address individual student achievement and improvement efforts, as well as, the school's overall instructional program. Teachers identify key error patterns found on assessment results and use that information to modify instructional strategies and practices. The district administration, school administration, and teaching staff monitor the Schoolwide program plan by collecting and analyzing implementation and impact data. The implementation data focuses on collecting data based on research-based models, strategies and activities described in the action plans for reading, writing and math. Impact data focuses on collecting and analyzing the



performance of students as a result of implementing the strategies and activities. MCS utilizes an administrative leadership team that analyzes data benchmarks and statewide assessments to identify students that need to receive extra instruction and weaknesses in our curriculum. The team's goal is to predict students who will and will not pass ILEARN, and IREAD-3 early enough to ensure that those struggling receive all the instruction they need to pass. The district administration, school administration, and K-5 teachers review ILEARN and IREAD-3 results. All classroom teachers, including special education teachers, participate in the analysis process of the state's large-scale assessment annually.

Intervention Program Description

Response:

Licensed teachers will work extensively with students in a double-block scenario to help them improve specific reading skills such as letter-naming, initial sounds, phoneme segmentation, and comprehension strategies. A certified teacher during the double block addresses the specific needs of a particular child when regular classroom instruction is not sufficient. Classroom teachers work with their teams to design methods of learning that are most appropriate for each child. Interventionists are often former, or retired teachers, or paraprofessionals who have been trained in conducting these intensive learning sessions.

Certified staff have the following roles/responsibilities at Madison Consolidated Schools:

- Classroom Planning, Instruction, and Management:
 - Personalize instruction by planning a program of study that meets the individual needs of students.
 - Secures and prepares instructional materials in advance and shows written evidence of preparation.
 - Plans purposeful assignments.
 - Assists in the evaluation, selection, and requisition of books, equipment, audio-visuals and other supplementary materials.
 - Demonstrates a knowledge of subject matter.
 - Diagnoses and develops plans for the learning problems of students appropriate to the level of achievement.
 - Implements all curriculum programs in a positive and efficient manner.
 - Participates in curriculum development appropriate to assignment.
 - Establishes clear objectives for all learning experiences and communicates these objectives to students.
 - Demonstrates the ability to communicate effectively with students.
 - Makes use of a variety of resources, materials, and methods in an effort to improve the effectiveness of instruction.
 - Speaks clearly using fluent and appropriate language in modulated tones.
 - Student assessment is done regularly, is aligned with instructional objectives, and is clearly communicated to students, parents, and administrators.
 - Exhibits interest in what is being taught and in the needs of the student.



- Effectively communicates with colleagues, students, and parents.
- Takes all necessary precautions to protect and to maintain facilities, equipment, and materials.
- Returns materials to their assigned place or designated personnel promptly after use.
- Emphasizes and enforces safety factors within the classroom, building, and throughout the school.
- As an extension of classroom management responsibilities, supervises students throughout the school as assigned or as circumstances require.
- Maintains a disciplined atmosphere appropriate to the teaching environment.
- Maintains a practice of good housekeeping for self and students to enhance the learning environment.
- Establishes reasonable classroom rules with consistent enforcement occurring in a positive way.
- Starts class on time, gets students on task, and makes maximum use of instructional time.

Madison Consolidated Schools multi-tiered system of support (MTSS) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The MTSS process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. MTSS is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.

For MTSS implementation to work well, the following essential components must be implemented with fidelity and in a rigorous manner:

- **High-quality, scientifically based classroom instruction:** All students receive high-quality, research-based instruction in the general education classroom.
- **Ongoing student assessment:** Universal screening and progress monitoring provide information about a student's learning rate and level of achievement, both individually and in comparison with the peer group. These data are then used when determining which students need closer monitoring or intervention. Throughout the MTSS process, student progress is monitored frequently to examine student achievement and gauge the effectiveness of the curriculum. Decisions made regarding students' instructional needs are based on multiple data points taken in context over time.
- **Tiered instruction:** A multi-tier approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific, research-based interventions matched to student needs.



- **Parent involvement:** Schools implementing MTSS provide parents information about their child’s progress, the instruction and interventions used, the staff who are delivering the instruction, and the academic or behavioral goals for their child.

Though there is no single, thoroughly researched and widely practiced “model” of the MTSS process, it is generally defined as a three-tier (or three-step) model of school support that uses research-based academic and/or behavioral interventions. The Three-Tier Model is described below.

Tier 1: High-Quality Classroom Instruction, Screening, and Group Interventions

Within Tier 1, all students receive high-quality, scientifically based instruction provided by qualified personnel to ensure that their difficulties are not due to inadequate instruction. All students are screened on a periodic basis to establish an academic and behavioral baseline and to identify struggling learners who need additional support. Students identified as being “at risk” through universal screenings and/or results on state- or districtwide tests receive supplemental instruction during the school day in the regular classroom. The length of time for this step can vary, but it generally should not exceed 8 weeks. During that time, student progress is closely monitored using a validated screening system such as curriculum-based measurement. At the end of this period, students showing significant progress are generally returned to the regular classroom program. Students not showing adequate progress are moved to Tier 2.

Tier 2: Targeted Interventions

Students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions are provided in small-group settings in addition to instruction in the general curriculum. In the early grades (kindergarten through 3rd grade), interventions are usually in the areas of reading and math. A longer period of time may be required for this tier, but it should generally not exceed a grading period. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3.

Tier 3: Intensive Interventions and Comprehensive Evaluation

At this level, students receive individualized, intensive interventions that target the students’ skill deficits. Students who do not achieve the desired level of progress in response to these targeted interventions are then referred for a comprehensive evaluation and considered for eligibility for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). The data collected during Tiers 1, 2, and 3 are included and used to make the eligibility decision.

It should be noted that at any point in an MTSS process, IDEA 2004 allows parents to request a formal evaluation to determine eligibility for special education. A MTSS process cannot be used to deny or delay a formal evaluation for special education.



In addition to variations in the tiers used to deliver MTSS services, schools use different approaches in implementation, such as problem-solving, functional assessment, standard protocol, and hybrid approaches. Although there are many formats for how a school might implement MTSS to best serve the needs of its students, in every case MTSS can be a school-wide framework for efficiently allocating resources to improve student outcomes.

Coordination with other Federal, State, and Local Services

Response:

Madison Junior High School benefits from Federal, state and local funding. A director of curriculum, grants and compliance specialist, school administrators, school counselors or social workers, and classroom teachers combine their efforts to support student success. The director of curriculum, grants and compliance specialist, and school administrators provide parents/guardians printed educational information; help coordinate the literacy nights, and provide social/emotional support to students and families. Title II, Part A funds are used to fund the professional development needs of the building that are delivered by the appropriate party depending on the professional development topic. Madison Consolidated Schools is currently participating in the Indiana Department of Education literacy cadre that will support literacy coaches' implementation of science of reading best practices at each Title I school. This will improve reading instruction and promote the implementation of college and career ready academic programs to all students.

Blended Schoolwide Funds

Response:

Madison Consolidated Schools does not currently blend any Federal funding revenue streams.

