



2023-2024 Madison Middle School Phase One: Executive Summary

2023-2024 Phase One: Executive Summary for Schools

Madison Middle School
Amie Gallion
101 Summit Street
Richmond, Kentucky, 40475
United States of America

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Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Madison Middle is a public school located in downtown Richmond, Kentucky, in Madison County. We are situated in the city limits adjacent to Eastern Kentucky University (EKU). Our current enrollment is 591 students in grades 6th, 7th and 8th. The student population consists of 78% white/Caucasian and 22% minority broken down in the following categories: 8% two or more races, 6% Hispanic/Latino, 6% Black/African American, and 2% other (Native Hawaiian/Other Pacific Islander, Asian, American Indian/Alaskan Native). Our staff consists of 41 certified and 20 support personnel with 9 minority staff members which is consistent with the community in which we serve.

Our campus is located on and in an historic site/building which previously housed a K-12 school. Our community has a strong connection to Madison Middle as it has been part of this community as an educational site in some capacity since it was built in 1927. We frequently have alumni visit our campus and there is an historic marker on site that speaks to the history of the property and is accessible to tourists.

Due to our proximity to ECU, we frequently host college students who access our campus to complete various requirements related to their degrees of study including students from the College of Education, Justice and Safety, Social Work, Psychology/Psychiatry, Public Health, and more. We have a strong partnership with the Office of Diversity and the Athletics Department which provides mentoring programs, tutoring, cultural demonstrations, and more to support our students academically and socially.

We are currently awaiting a new school building that will replace this aging campus. It is currently under construction and scheduled to open the fall of 2025. While the new facilities are much needed, we do anticipate some challenges with the transition as our community adjusts to a new location and moving from a site that has been so influential in the community for so many years.

ATTACHMENTS

Attachment Name

 Leadership Team calendar/notes

School Stakeholders

Identify and describe the school's stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning process?

MMS has a Site-Based Decision-Making Council (SBDM) that consists of 2 parents and 3 teachers. This stakeholder group meets monthly to discuss student achievement and engage in planning and decision-making around school improvement.

We also have an active parent group (PTO/Booster) that meets monthly to support our students. This stakeholder group organizes events, coordinates field days, supports with volunteering, plans programming such as Veterans' Day and Pep Rallies, serves on our Celebrations Team, supports extra-curricular activities and sports, and much more. This team of stakeholders is responsible for electing parents to serve on our SBDM Council.

Information about school-wide goals and improvement ideas are shared with our stakeholders at these monthly meetings and during our Parent Academy nights (held monthly). Our Parent Academy nights focus on ways parents/guardians can be involved in their student's academic success and often share strategies and resources for parents such as online safety, how to access Parent Portal and Google Classroom, volunteering opportunities, etc.

Completion of an annual survey surrounding our processes and goals helps us gain feedback and information from our parents/guardians so we are better able to serve and engage our parents in the goal-setting process.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

At MMS, our purpose is to equip our students for their next steps which includes high school or vocational school. With such, our mission states, "Panthers, our passion is YOUR future." We emphasize the following core values: PRIDE - P (people) - we value ALL people; R (respect) - we value respect for ourselves, others, and resources; I (integrity) - we value having integrity which is doing the right thing even when no one is looking; D (determination) - we value showing determination in all we do by persevering through difficult things; E (excellence) - we value doing our work with excellence as this is a reflection of ourselves, our school, and our community.

With our MTSS processes, PRIDE expectations are threaded throughout our school-wide expectations from the classroom to our common spaces such as the cafeteria and library and onto our extra-curricular fields of play. We tie these expectations to our code of conduct as well.

Our purpose and school-wide goals/mission/vision/values are reviewed and revised (if needed) annually prior to the start of the school year. We invite ALL staff to meet and be part of this conversation and open this time to community stakeholders as well.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

At MMS our focus is the future of our students. With that in mind, we continually search for ways to increase opportunities for our students and families in all areas. A new opportunity this year is Passion Clubs. From our survey feedback at the end of the school year last year, we learned that many of our students were not able to participate in an after-school or extra-curricular activity due to transportation so we developed Passion Clubs that will meet during the school day a few times each month. Teachers and staff will lead these groups and provide students with the opportunity to learn and experience things outside the typical academic realm - club examples include - pirates, chess, gardening, cooking, and more.

Our bands and choirs consistently earn distinguished ratings as assessed by the Kentucky Music Educators Association. They perform concerts for our school community throughout the school year and perform and compete in music festivals each school year where they have historically shown great success.

Our athletics teams compete in the Commonwealth Middle School Athletic Conference and consistently perform at a high level, earning championships in many areas including football, soccer, volleyball, and track.

Students who qualify academically are inducted into our Beta Club which is an honor society. Our Beta students complete community service projects including visiting elementary schools to read with students and provide mentoring. Last year our Beta students coordinated a drive to support a pet rescue program and collected pet food and supplies and delivered to the organization. Our Beta Club is active in the state convention where they are encouraged to give speeches, take assessments, and run for state office. Last year we had students who placed at the state level in various competitions and one student moved on to compete at the national level.

Each year we consistently send 30+ math students to the high school to take Honors Algebra 1 and we offer Algebra 1 and Pre-Algebra on campus. Independent study opportunities are afforded to students who show great capacity in a particular content area and our Gifted/Talented teacher works closely with staff to ensure individual needs are met and students are challenged academically.

This school year we are continuing to support our students' social-emotional well being by including leadership teams through Sources of Strength. We offer weekly lessons on social and emotional topics during our Enrichment classes and provide students with a daily check-in process where they can let their teachers know how

they are doing each class, every day. Our tier 2 SEL checks include links for students to self-report needs such as food insecurity, self-harm feelings (self or others), bullying/harassment (self or others), and "need to talk" which is a way for us to connect students to trusted adults or other peers. With Sources of Strength, our student leaders will work each month to help their peers feel more connected to the school environment and one another by identifying their sources of strength in their own lives.

Our Celebrations Team provides opportunities for celebration of both staff and student successes from recognizing students who excel academically or show growth to honoring students who exhibit our PRIDE core values, we value celebrating the good things happening at MMS. This is done through positive office referrals, PRIDE certificates, CHAMPS days, pep rallies, rewards days, student/staff of the month recognition, and more.

With our goal for students to leave us on grade level in math and reading, we continue to look at student work samples and assessment data through our PLCs to develop strategies for improving instruction for all students. Teachers across content areas are trained and supported through the Continuous Classroom Improvement (CCI) process to improve instruction and incorporate student voice in the classroom. Our math teachers specifically are trained using the Math Design Collaborative (MDC) system and we support all teachers with a building instructional coach. Our instructional focus this school year is Clarity for Learning and we are currently working with KDE to support staff as we review and refine our curriculum documents to incorporate learning intentions and success criteria for priority standards. Our move to a standards-based grading system last school year has prompted PLCs to reflect on standards and create more rigorous and authentic assessments to ensure students are working toward mastery of standards in each content area. This year we have specifically scheduled RTI in reading, writing, and math into our master schedule and all students will rotate through these additional support classes for at least one nine weeks during the school year. We also have more intense supports included in our master schedule for students who show significant deficits.





Our science scores showed improvement from previous years and we are excited for this growth. While math and reading and writing do show the need for improvement, we are confident that the steps we are taking to support our teachers will show gain moving forward.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

n/a

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Back to School Parent Academy	Powerpoint shared with parents/guardians on back-to-school nights. Includes information on standards-based grading, etc.	<ul style="list-style-type: none"> •
 Instructional Focus	Powerpoint shared with staff regarding instructional focus for the school year.	<ul style="list-style-type: none"> •
 Leadership Team calendar/ notes	Example calendar with events and information for staff.	<ul style="list-style-type: none"> •
 MMS Athletic Newsletter	Sample of Athletics Newsletter	<ul style="list-style-type: none"> •