



# Madison Central 2024-2025 Phase One: Executive Summary for Schools\_09092024\_08:49

2024-2025 Phase One: Executive Summary for Schools

**Madison Central High School**

**Brandon Fritz**

705 N Second Street  
Richmond, Kentucky, 40475  
United States of America

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## 2024-2025 Phase One: Executive Summary for Schools

### 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 Central High Schools is a progressive comprehensive high school with an enrollment of over 2122 students. Our student body is more diverse than most schools in our district. Our student population is made up of 77% white, 9.1% Hispanic, 5.7% two or more races and 6.4% black or African American and 2% other. Gender is split with 1,068 boys and 1,054 girls. Socioeconomically 944 students or about 44.5% of our students receive free/reduced lunch. 14.1% students receive special education services. 57 students are English Language Learners. Madison Central has 106 certified teachers in our facility, 5 administrators, 1 Dean of students, 1 Athletic Director, 1 Director of Special Education, 5 counselors, 1 Media Specialist, 1 social worker, 1 itinerant ESL teacher, 1 Minority Advisor, 1 Pass Teacher and 5 Gear Up academic specialists to instruct our students. 5.1% of our teachers have earned their National Board Certification. As for degrees, 23.8% of teachers hold a bachelor's degree, 56.3% have a master's degree, and 247% have their rank I. The average student to teacher ratio is 18:1. In addition we have classified staff including 8 office staff, 1 Technology Resource manager, 2 school security aides, 1 Youth Service Center Director, 2 school nurses, 1 school resource officer, 16 instructional assistants, 10 custodians, 1 itinerant school psychologist, 1 itinerant speech pathologist, 10 cafeteria staff to help meet the needs of our students.

Madison Central is also fortunate to have the Madison County Ignite North Technology Center providing career and technical instruction to the students of Madison Central. Madison Central is located in Richmond, Kentucky. Our student population is a mirror image of our city. According to the latest figures Richmond is split gender-wise and ethnically is 80.27% white, 9.4% African American, 4.94% Hispanic, 2.6% Asian, and 2.3% identifying with two or more races. Richmond has been one of the fastest and is currently home to 36,667 people. The median age is 28.73 for a resident. The median average household income is \$50,231. There are 23% more households who rent their home than there are homeowners in Richmond. Richmond's growth has been spurred by the influx of people to the Bluegrass Army Depot, Eastern Kentucky University, and industries located in Madison County. All of whom are major employers in the area. Madison Central and Richmond are located in the heart of Central Kentucky. Richmond is less than 20 minutes away from the second largest populous city of Lexington and 90 minutes away from the most populous city of Louisville. There are several college campuses within an hour drive including Eastern Kentucky University, National College Berea College, Bluegrass Community and Technical College, University of Kentucky, Transylvania University, Kentucky State University, Somerset Community College, Morehead State University, and Midway College. Richmond, Madison County

Schools, and Madison Central continue to grow. While growth is a positive for our community it creates many challenges for servicing the growing number of school children that continue to enroll in our schools. Space, class size and student needs are continuously scrutinized to maximize our potential and serve our students. Another challenge we face is the itinerant nature of some of our students. We continue to see an influx of foster care students many of which move multiple times within the school year. Because we have a sister city and high school to the south we will see several kids who transfer back and forth from year to year or within a year. Poverty is another issue we continue to monitor along with the many counties in the state. The number of students living in poverty continues to grow. Therefore, the educational gap continues to widen. We work very hard to meet the needs of our students with the limited resources we have. Madison Central is working to equalize the gap and create college/career ready students for our community. As a school, community, and nation we also see a rise in the mental health needs of our students and society. Combined with the poverty issue we work very closely with state agencies such as the court and department of cabinets and families/social services to meet these growing needs.

### School Stakeholders

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

Madison Central's stakeholders include students, parents, staff and faculty. Each of these groups has a direct vested interest in Madison Central because we educate their children. Students and parents are included in our decision making process when possible. Our head principal meets with the student leadership councils each year. Parents are always welcome at Madison Central. All faculty and staff make it a priority to meet and speak with parents at every opportunity. The faculty and staff want to work in an environment that has a positive culture and fosters personal growth. Each person at Madison Central has a responsibility to add to the climate of our school. Staff and faculty take on leadership roles throughout their departments, they are involved in clubs and extracurricular activities as well as volunteering their time to work sporting events and dances.

Madison Central also values the community as a whole. We are training and providing the next workforce for our city. It is vital to the success of this community that we instill the values in our students that employers are looking for. We have good relationships with the chamber of commerce, our local youth centers as well as the police and CDWs office. In addition to our local relationships. Great efforts have been made to partner with our community and local businesses and churches to support our performing arts, athletic, and instructional programs at MCHS.

### 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.

The mission of Madison Central High School is to ignite greatness. Our missions, vision, and core values are reflected in the attached strategic plan. We also work with these belief statements for our teachers and students: - Higher expectations yield higher results. - ALL students reach their fullest potential in a caring, productive, and effective learning environment. - Parents who understand and respect the educational process and its value are involved in all aspects of a child's life to improve student success. - Effective schools have open communication and collaboration with involved community members, trained professionals, and active parents. - Leaders must utilize best practice along with genuine respect for others. - Effective leaders build capacity in those around them and are essential for long term success. - Students and staff thrive in an environment with appropriate and effective resources. - Attention to physical and emotional barriers is necessary before students can reach full potential. - All students and staff have the right to be safe and secure at school. Our theme for this year is "We are better together ". At the beginning of the year we went over with our teachers and students the attributes and expectations of making every person at MCHS feel like they are a valuable part of the team. We addressed the meaning of our moto in class meetings by going over attributes of Teamwork, Respect, Integrity, Believe, and Excellence. We are focused on 100% college and career readiness. Madison Central is an ACT driven school. We want our students to meet the benchmarks set forth by ACT. It is our belief that students who meet these benchmarks are considered college AND career ready. We also encourage students to take the ACT multiple times and offer several ACT workshops throughout the year. Students have multiple chances to take the ACT at MCHS at no cost to them. To meet college/career ready status we offer many instructional programs that demand and expect the best effort from our students. MCHS has reached out to obtain additional help from grants and programs to meet our mission. We previously participated in Advanced KY which supported and increased the number of students taking advanced placement courses. We also have a Gear Up Grant that places up to 5 additional academic specialists in our school. They are focusing on math and English. To further support our mission students at MCHS have the opportunity to take any of 18 Advanced Placement courses, several Dual Credit options, and college classes. We offer an honors track to lead students to upper level classes. For students with learning needs we offer resource classes, co teaching classes, Reading Plus program, opportunities to visit Job Corps, the Perkins Center and online teaching and/or credit recovery. We have abundance of electives including Spanish, CTE classes (Agriculture, Family Consumer Science and Technology), ATC classes (welding, auto mechanics, carpentry, electricity, computer applications, drafting, business, accounting, health services, marketing and financial services), art, chorus, musical theater, marching/concert band, wind ensemble, piano, guitar, and many more. For struggling students, we have our PASS (positive approach to student success) program, Focus and Finish and night school. All programs enable students to get back on track with studies whether in the classroom or through online classes. Our guidance counselors provide resources to our students. They meet with every kid each year to talk to them about class/career options. They also provide opportunities for our students to find careers and colleges. They sponsor a career

fair for juniors/seniors. They also help seniors with filling out college applications as well as the FAFSA. Our Youth Service Center and school social worker work to meet the physical and emotional needs of our students. They work in conjunction with our guidance counselors, administration and teachers. They provide a variety of programs to our students all of which are outlined in our student handbook. Needless to say, if a student needs help we will find it for them at Madison Central to help make them a successful student and eventually citizen.

### 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.

#### Notable Achievements

Teachers will work with a program called edulastic to improve KSA State Assessment scores in all areas with our primary focus being reading and math. We hope to see increases with initial detail to standards and assessing those standards like they will be assessed on the KSA.

From the 2021-2022 school year to the 2022-2023 school year we have seen some notable achievements. We were able to maintain our status in Math while also increasing in the Science, Social Studies and Combined Writing Indicator. Career Readiness scores are also rising as a result of our efforts. Our school has created a data collection tool to identify each student's credits and inform counselors as to which career paths they are on and need to be scheduled into to meet preparatory and/or completion status to qualify for industry certifications. This work has been done in conjunction with our local ATC. Work is already underway to expand our career pathway offering in Career/Technical Education and the arts. Our preliminary data shows we have increased by about 9 indicator points in the postsecondary readiness category.

Advanced Placement Classes: Another area in which we are growing is our Advanced Placement classes. Freshman/Sophomore Honors teachers have had Laying the Foundation training so they understand the rigors of the AP courses and utilize the same vocabulary/strategies used in AP classes. Thus, kids are prepared for the rigors of AP. The Advanced KY grant focuses on math, science and English. Those classes have seen a boom in enrollment. We have even added two additional classes and teachers as well as another course. We are very fortunate to have a wide range of offerings in AP. Not only is AP enrollment up, but scores qualifying scores are increasing as well. We are very pleased with this progress and hope to increase numbers next year as well. In addition to pushing AP classes we are trying to get our students excited about dual credit. Over the past year and a half we have expanded our dual credit offerings tremendously. We are partnering with ECU, BCTC, and Campbellsville University to offer additional courses next year. We now offer well over 20 dual credit courses for students to pick from.

Championships & Excellence: The strive for excellence is spilling over from the classroom to other areas in the school that affect our student culture. Again, excellence has been an expectation this year. This past few years the MCHS marching band has been competitive at the State KMEA Class 5A Championship either winning or placing runners up. Our boys golf teams were back to back state champions. Our cross country teams rank high in the state with the state champion being from MCHS. Our football, baseball, and basketball teams continue to win district championships and this year's region. Our students are expecting more in everything they do and are striving for levels of excellence in every area. We expect great things from our students in the rest of the year to come and more championship banners to adorn our school.

#### Areas to Improve:

We need to continue to improve overall in the areas of reading and math for ALL students. While we were able to maintain the school accountability from 21/22 to the 22/23 school year we have really been focused on our math and english scores. Teachers have had specific training about accelerated content vs reteaching practices. Teachers are also using pear deck (formerly edulastic) to make content relatable and in a KSA like format. We have talked with students about barriers to learning and listened to their ideas. We implemented a KSA rewards system for students based on classroom and test effort. The students really liked having input into the teaching/learning/reward structure. While scores are still preliminary we have a good feeling about the growth we made in these areas during the 23/24 school year.

Gap: Another area of improvement is the Proficiency GAP specifically in reading/ math combined within our population of students with disabilities. We are currently doing better than the state average for reading and very inline with the state average for math. We are using all of our data to identify students who are not proficient in these areas and providing RTI to help them reach proficiency this year. Gear UP grants are in place to help in these efforts. We have trained all our Special education teachers as well as their co teacher general ed partners in CCI and co-teaching. Both CCI and Co-Teaching strategies have been proven to increase student achievement. This will be the first year of teachers emphasizing these strategies in their classrooms. We re-emphasized these strategies at our back to school PD training. We have reached out to district coaches and reading intervention teachers to help us provide additional intense support to students who need it. We are looking into programs that will help with basic reading and math skills that will meet the students where they are and then help them grow.

## School Climate and Culture:

Another area for improvement is in the school climate and culture survey. We got a low rating in 22/23 while this was a maintain for our accountability we view it as a definite weakness and maybe the most important area to grow. We know students need to feel safe, valued and respected in order to be successful academically. We want to foster a learning environment where teachers want to work and be a place students want to go. Our district and school are committed to making these changes. We have started the process by training teachers and then looking to make that training actionable through community building practices.

### 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)
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