MMS 2025-2026 Phase One: Executive Summary for Schools

2025-2026 Phase One: Executive Summary for Schools

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

©Cognia, Inc.

Table of Contents

2025-2026 Phase One: Executive Summary for Schools 3

2025-2026 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 Middle School is a public school located in Richmond, Kentucky. With an enrollment of approximately 585 students, we are home to students in grades 6th through 8th grade. This year we moved from our historic location in downtown Richmond to a brand new facility in the heart of our district. This new campus has a state-of-the art building with cutting edge technology available in our instructional spaces as well as athletic facilities.

Our school community has been anxiously awaiting this transition into the new facilities and the excitement for this school year is evident within all our stakeholder groups. We are excited to continue with many of our community partnerships and create new ones with the businesses and organizations that are located close to our new facility.

The demographic makeup of our student body mirrors that of our community with 75% White/Caucasian and 25% Minority in the following categories (9% Hispanic/ Latino; 9% Two or more races; 6% Black/African American; and 1% other (Native Hawaiian/Other Pacific Islander, Asian, American Indian/Alaskan Native). Our staff consists of 40 certified staff and 19 support staff with 9 minority staff members which is similar to the community in which we serve.

School Stakeholders

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

At MMS we have several stakeholder groups that are very active in our school. Our Site-Based Decision-Making (SBDM) Council consists of 3 teachers and 2 parents who are active in our school and community. Our parents invite other parents to attend our meetings and share their voice. Our teachers frequently bring feedback and information from the staff of MMS and encourage their attendance at meetings. SBDM meets monthly to discuss student achievement and engage in planning for school improvement. This group has continued to lead our partnership with KDE through the 2-day review process and our current School Improvement Funds (SIF) grant. An active group, they are consistently looking for ways to support the needs of our school in creative and innovative ways.

Our MMS PTO/Booster group routinely has over 30 parents/guardians and staff who attend their monthly meetings. This group partners with our school community to support students and staff in ways school funding cannot cover. This group of stakeholders will organize community events, coordinate with volunteers, plan programming, serve on ad-hoc committees, and much more. Some examples include teacher classroom support, planning and supporting events like - Fall Festival, Veterans' Day, Teacher Appreciation - and supporting our extra-curricular programs and clubs. This group is responsible for planning and holding elections for our parent representatives for SBDM Council.

We are continually seeking ways to engage our families in their student's education. We provide learning sessions for parents/guardians that cover topics such as Infinite Campus Parent Portal, Google Classroom, Content Sessions over Standards, technology tips, etc. We offer times for our families to come meet with administration to discuss concerns and ask questions (Coffee with the Principal). Other informational events are coordinated through our Youth Service Center and include things like online safety, engaging grandparents, and more.

At the school level, we hold weekly Professional Learning Communities (PLCs) with both certified and classified staff to ensure their voice is heard. These PLCs serve a two-fold process by allowing staff to collaborate and learn together while also providing feedback that drives our improvement forward. Last year and into this year, we have KDE support staff who provide facilitation for our teams as we work through the Key Core Work processes to complete our Needs Assessment. This facilitation helps keep us focused on our improvement priorities and give us an unbiased view of our processes.

We meet monthly with the entire staff to share data and progress toward our goals. Each of these stakeholder meetings offer opportunities for us to share our school-wide goals and communicate our strategies and processes from our 30-60-90 day plan to help keep us accountable for reaching our goals. These times allow for feedback from stakeholders so we can readjust and realign as needed. To extend our reach, we proved an annual survey to all stakeholders = students, parents/guardians, staff, community - that requests feedback surrounding our processes and goals. This information allows us to better serve and engage our community and stakeholders int he goal-setting process.

School's Purpose

Provide the school’s purpose statement and supplementary 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 step - high school. Therefore, our mission states, "Panthers, our passion is YOUR future." We want students and their families to know that our goal as their middle school is to ensure they are prepared to go to high school and be successful. We emphasize our core

values of PRIDE: value People, show Respect, have Integrity, be Determined, strive for Excellence.

With our MTSS processes, PRIDE expectations are threaded throughout our school, from the classroom to the common spaces to our athletic fields, we hold our students to these values and tie all our processes and expectations to these core values.

We meet each summer prior to the start of school and review the feedback from our annual survey, reflect on our mission and values, and determine if changes should be made. We will identify areas where more communication or clarity are needed based on data and celebrate areas where we are strong.

Notable Achievements

Describe the school's notable achievements in the last three years.

Notable achievements from the last 3 years:

- KMEA distinguished ratings for all grade levels for our bands and choirs
- Sports teams that perform at a high level in the Commonwealth Middle School Athletic Conference
- Beta Club Honor Society with about 100 active members who complete community service projects each year and are active in the yearly State Convention
- Accelerated math program that allows students to take Honors Algebra at the high school
- Programming for our EL students to support their learning and integration
- SEL programming to support students - small groups, school-wide Tier 1 instruction, grief groups, etc.
- Sources of Strength - leadership development for our students
- Celebrations Team that creates ways to celebrate our students and staff including: Students/Staff of the Month, Positive Office Referrals, CHAMPS days, rewards for academic achievement and growth in iReady and other areas.
- Programming for students identified as gifted/talented
- Collaboration with Community Partners - Madison Co Library, Richmond Teen Center, NAACP - to provide mentoring programs, after-school programs such as drama, etc.

Areas of Improvement

Describe areas for improvement that the school is striving to achieve in the next three years.

Our areas for improvement continue to be math and reading. With our goal of having all students on grade level by the time they leave us to attend high school, we continue to work to improve the following:

- Improve teacher practice by using HQIRs in reading and math to ensure Tier 1 instruction is rigorous and tied to the KSA standards
- Improve PLC system using processes and protocols that ensure teachers are collaborating and planning together using data to drive their decisions
- Improve Tier 1 instruction with increased rigor using scaffolding and discussion techniques
- Improve co-teaching practices within all co-teach classrooms
- Implement Clarity for Learning to ensure teacher clarity of standards which translates to improved student clarity and understanding in the classroom (prior book study and training in this area)
- Implement Continuous Classroom Improvement (CCI) across the building to build classroom learning communities
- Implement more intentional relationship-building practices within the classrooms using strategies such as Circles, Check and Connect, etc.
- Improve literacy for all students with target support for our students with disabilities
- Use our RTI time to intervene with students who are below grade level while also pushing students who are on or above to continue to grow and move forward.

While we did show some gains on KSA from the prior year, we need to continue to work to reduce our novice, particularly in our subgroups. Our 6th and 7th graders showed growth in reading and we need to continue to build on this success. Our math scores show incremental growth indicating things are moving in the right direction.

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)