BMCMS - 2025-2026 Phase One: Executive Summary for Schools_09022025_11:29

2025-2026 Phase One: Executive Summary for Schools

B. Michael Caudill Middle School
AJ Chandler
1428 Robert R. Martin Bypass
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?

B. Michael Caudill Middle School is located in Madison County, one of Kentucky's fastest-growing areas. Only twenty minutes from Lexington, it blends urban, suburban, and rural surroundings. Two local colleges sit within the county's borders and offer student teachers, student mentors, and various programs and resources for Caudill's students and teachers.

The student population (presently) for the 2025-2026 school year includes 262 Males and 248 Females - 409 White; 27 African American, 31 Hispanic/Latino, 3 Asian, 1 American Indian or Alaskan Native, 2 Pacific Islanders, and 37 Two or More; and 87 Special Education students (with IEPs). Caudill's student demographics reflect that of the Madison County district. The staff population servicing these students comprises 33 females and 20 males. The staff comprises 4 African-Americans, 1 Asian, and 54 white members. Additionally, 4 males and 2 females serve on the SBDM (Site Based Decision Making Council), one of which being a minority.

School Stakeholders

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

Stakeholder groups include community members/leaders, business owners (particularly in our district), parents, and volunteers. We utilize the following mediums/formats to involve stakeholders in the improvement planning process: surveys, PTO meetings (i.e., discussion sessions), and open meetings.

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.

BELIEF STATEMENTS This is what we believe to be true. These statements are the reason we are committed to seeing that our children learn. We Care; We Can; We Will! Vision: Understand Our Talents; Develop Our Strengths, and Reach a Level of Success That Inspires Greatness through Relationships, Relevance and Rigor. Every student, every day! Mission: Every student, every day!

We believe that Staff:

1. Should build positive, respectful relationships with students and each other.

2. Should be positive role models who provide a safe learning environment for total student success.

3. Should consistently put kids first in all aspects of school.

4. We must work together consistently and completely commit to accomplishing the school's vision.

5. Should support the students and each other.

6. Should be all-inclusive to provide and promote an energetic environment.

We believe that Students:

1. Are given the opportunity daily to learn, laugh, and dream without limits.

2. Are capable of succeeding and meeting high expectations while being responsible learners and citizens.

3. Will succeed through mutual respect, diverse teaching, and a positive attitude.

4. Accept Responsibility for their education

5. Deserve relevant and real-life instruction.

6. Should have school pride and motivation in and outside the classroom.

We believe that Parents:

1. Should feel welcomed and well-informed regarding their child's (children's) education.

2. Should be an integral part of helping ensure student success.

3. Should feel supported and valued while being active learning community members.

4. Should be involved in all aspects of their child's (children's) education.

5. Should establish a partnership through involvement and support of their child's educational experience.

6. Should accept responsibility for their children.

7. Should be well informed about all aspects of their child's (children's) school.

We believe that Administrators:

1. Should always lead by example and foster a positive school climate for students, parents and staff.

2. Should be visible, supportive and approachable to promote a positive school environment.

3. Should be focused, supportive leaders for the educational community.

4. Should set the stage for success.

We believe that Instruction:

1. Should meet the needs of all students while incorporating real-world relevance and examples

2. Should be planned and created to reach all students on all levels.

3. Should be Relevant, Innovative, Enthusiastic and Diverse.

4. Should be relevantly designed and modified to meet the needs of every student.

5. Should be focused and engaging.

6. Should be structured yet adaptable to student needs

We believe that the Community:

1. Should be our partners in building future leaders in Madison County.

2. Should feel connected to the school and provide real-world expertise and support when possible.

3. Should provide out-of-school opportunities for extended learning.

4. Should be active partners in educating our students.

5. Should share in the complete educational process. Caudill holds high expectations of all those who are involved with students.

In addition, established programs address the needs of students with diverse interests and varied needs offering a wealth of opportunities. These offerings include athletics, extracurricular events in academics and the arts, and advanced academic courses.

Notable Achievements

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

Data-Driven Intervention Programs, SPARC CTE Lab, STEM Programs, After- School Tutoring, Professional Learning Communities, Established Numerous Athletic and Other Varied Extracurricular Activities Needs Improvement. The major action components for B. Michael Caudill C-SIP are in the following areas: Academic Performance, Learning Environment and Efficiency. Within these action components, the focus is to improve classroom instruction, provide additional resources for teacher professional development, and address our students' instructional needs, specifically those identified in GAP groups. The focus is on improving the culture and learning environment while trying new strategies to reduce the failure rate and increase student achievement, which will be evident throughout the year on formative assessments (common grade-level assessments and i-READY), summative assessments, and state testing (KSA). Closing the achievement GAP for all students is a priority. B. Michael Caudill Middle School is dedicated to seeing that each student meets the educational expectations set forth by Kentucky's Academic Standards through the continuous growth of each child.

Areas of Improvement

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

Within these action components, the focus is to improve classroom instruction, provide additional resources for teacher professional development, and address our students' instructional needs, specifically those identified in GAP groups. The focus is on improving the culture and learning environment while trying new strategies to reduce the failure rate and increase student achievement, which will be evident throughout the year on formative assessments (common grade-level assessments and i-READY), summative assessments, and state testing (KSA). Closing the achievement GAP for all students is a priority. B. Michael Caudill Middle School is dedicated to seeing that each student meets the educational expectations set forth by Kentucky's Academic Standards through the continuous growth of each child.

Our major focus rests upon three items:

- Improved writing across all curricular levels. This will help all students communicate their learning more effectively and clearly.

- Support of our SPARC CTE Lab to help students identify items that they show interest in to help develop a pathway for college/career success at the high school level and beyond.

- New teacher support to help improve retention and growth as a younger professional.

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)