



Comprehensive School Improvement Plan (CSIP)

Needs Assessment: Priorities

Teacher Clarity PLC process

Needs Assessment: Processes, Practices, or Conditions

KWCP 1: Design and Deploy Standards
KWCP 2: Design and Deliver Instruction
KWCP 3: Design and Deliver Assessment Literacy

Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
State Assessment Results in reading and mathematics	Not available for our school	Not available for our school
State Assessment Results in science, social studies, and writing	Not available for our school	Not available for our school
English Learner Progress	Not available for our school	Not available for our school
Quality of School Climate and Safety	Not available for our school	Not available for our school

1: State Assessment Results in Reading and Mathematics

By October 2028, the percent of students scoring proficient/distinguished will increase from 43% to 52% in math; By October 2028, the percent of students scoring proficient/distinguished will increase from 39% to 48% in reading.						
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	Professional Learning
By May 2026, the percent of students scoring proficient/distinguished in reading will increase from 39% to 42% as measured by MAP. (3 points annually) 2026- 42% (Winter 47.19%) 2027- 45% 2028- 48%	KCWP 1: Design and Deploy Standards	Teachers will receive training on <i>Teacher Clarity</i> protocols and vertical alignment	100% of teachers receive training	Weekly monitoring of the PDSA tool by content administrator	N/A	Teacher Clarity Playbook training
		Teachers will deconstruct standards into learning intentions and success criteria using the <i>Teacher Clarity</i> process	100% of teachers use the document learning intentions and success criteria in the PDSA tool weekly	Weekly monitoring of the PDSA tool by content administrator	N/A	Teacher Clarity Playbook training
		Teachers will administer a weekly formative assessment in order to collect data on student performance.	100% of teachers will document formative assessment results in the PDSA tool weekly	Weekly monitoring of the PDSA tool by content administrator	N/A	Pear Assessment training
	KCWP 2: Design and Deliver Instruction	Teachers will receive training on the MEBMS PDSA process	All teachers receive training	Weekly monitoring of the PDSA tool by content administrator	MBST funding	PDSA tool training
		Teachers will utilize the PDSA tool to document standard alignment and instruction	100% of teachers will submit a completed PDSA weekly	Weekly monitoring of the PDSA tool by content administrator	N/A	PDSA tool training
		Teachers will implement a reteach/credit recovery protocol in each of the four content areas weekly, using formative assessment data to identify students who require additional Tier 1 instruction	100% of core content teachers will log students requiring reteach in the Reteach Spreadsheet on a weekly basis	Weekly formative assessment data	N/A	Pear Assessment training
	KCWP 3: Design and Deliver Assessment Literacy	Teachers will administer a weekly formative assessment in order to collect data on student performance.	80% or higher of students will meet mastery on weekly formative assessments.	Weekly formative assessment data and Plus/Delta data posted in the PDSA	N/A	Pear Assessment training
		Teachers will administer the district Pear assessment assessments to assess student performance on units of study	70% or higher of students will meet mastery on the district Pear assessment assessments per content area	Data analysis of the Pear assessment results	N/A	Pear Assessment training
		Reading and math teachers will administer the MAP assessment three times each year to assess student progress on grade level content and skills	80% of higher of students will meet grade level achievement and growth on MAP	Data analysis of MAP results	N/A	

By October 2028, the percent of students scoring proficient/distinguished will increase from **43%** to **52%** in math; By October 2028, the percent of students scoring proficient/distinguished will increase from **39%** to **48%** in reading.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	Professional Learning
<p>By May 2026, the percent of students scoring proficient/distinguished in math will increase from 43% to 46% as measured by MAP. (3 points annually)</p> <p>2026- 46% (46.82%) 2027- 49% 2028- 52%</p>	KCWP 1: Design and Deploy Standards	Teachers will receive training on <i>Teacher Clarity</i> protocols and vertical alignment	100% of teachers receive training	Weekly monitoring of the PDSA tool by content administrator	N/A	Teacher Clarity Playbook training
		Teachers will deconstruct standards into learning intentions and success criteria using the <i>Teacher Clarity</i> process	100% of teachers use the document learning intentions and success criteria in the PDSA tool weekly	Weekly monitoring of the PDSA tool by content administrator	N/A	Teacher Clarity Playbook training
		Teachers will administer a weekly formative assessment in order to collect data on student performance.	100% of teachers will document formative assessment results in the PDSA tool weekly	Weekly monitoring of the PDSA tool by content administrator	N/A	Pear Assessment training
	KCWP 2: Design and Deliver Instruction	Teachers will receive training on the MEBMS PDSA process	All teachers receive training	Weekly monitoring of the PDSA tool by content administrator	MBST funding	MEBMS staff retreat June 18-19, 2025
		Teachers will utilize the PDSA tool to document standard alignment and instruction	100% of teachers will submit a completed PDSA weekly	Weekly monitoring of the PDSA tool by content administrator	N/A	
		Teachers will implement a reteach/credit recovery protocol in each of the four content areas weekly, using formative assessment data to identify students who require additional Tier 1 instruction	100% of core content teachers will log students requiring reteach in the Reteach Spreadsheet on a weekly basis	Weekly formative assessment data	N/A	Pear Assessment training
	KCWP 3: Design and Deliver Assessment Literacy	Teachers will administer a weekly formative assessment in order to collect data on student performance.	80% or higher of students will meet mastery on weekly formative assessments.	Weekly formative assessment data and Plus/Delta data posted in the PDSA	N/A	Pear Assessment training
		Teachers will administer the district Pear assessment assessments to assess student performance on units of study	70% or higher of students will meet mastery on the district Pear assessment assessments per content area	Data analysis of the Pear assessment results	N/A	Pear Assessment training
		Reading and math teachers will administer the MAP assessment three times each year to assess student progress on grade level content and skills	80% of higher of students will meet grade level achievement and growth on MAP	Data analysis of MAP results	N/A	

2: State Assessment Results in Science, Social Studies, and Combined Writing

By October 2028, _____ will increase from _____ to _____ in science; By October 2028, _____ will increase from _____ to _____ in social studies; By October 2028, _____ will increase from _____ to _____ in writing.						
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	Professional Learning
By May 2026, _____ will increase science from _____ to _____ as measured by KSA Science.	KCWP 1: Design and Deploy Standards	Teachers will receive training on <i>Teacher Clarity</i> protocols and vertical alignment	100% of teachers receive training	Weekly monitoring of the PDSA tool by content administrator	N/A	Teacher Clarity Playbook training
		Teachers will deconstruct standards into learning intentions and success criteria using the <i>Teacher Clarity</i> process	100% of teachers use the document learning intentions and success criteria in the PDSA tool weekly	Weekly monitoring of the PDSA tool by content administrator	N/A	Teacher Clarity Playbook training
		Teachers will administer a weekly formative assessment in order to collect data on student performance.	100% of teachers will document formative assessment results in the PDSA tool weekly	Weekly monitoring of the PDSA tool by content administrator	N/A	Pear Assessment training
	KCWP 2: Design and Deliver Instruction	Teachers will receive training on the MEBMS PDSA process	All teachers receive training	Weekly monitoring of the PDSA tool by content administrator	MBST funding	MEBMS staff retreat June 18-19, 2025
		Teachers will utilize the PDSA tool to document standard alignment and instruction	100% of teachers will submit a completed PDSA weekly	Weekly monitoring of the PDSA tool by content administrator	N/A	
		Teachers will implement a reteach/credit recovery protocol in each of the four content areas weekly, using formative assessment data to identify students who require additional Tier 1 instruction	100% of core content teachers will log students requiring reteach in the Reteach Spreadsheet on a weekly basis	Weekly formative assessment data	N/A	Pear Assessment training
	KCWP 2: Design and Deliver Instruction	Teachers will receive training on the OpenSciEd curriculum and online platform	All teachers receive training	Sign in sheets	MBST funding	OpenSciEd
		Teachers will plan units using the OpenSciEd curriculum	Completed PDSA tools using the OpenSciEd curriculum	Completed PDSA tools aligned to the OpenSciEd curriculum	MBST funding	OpenSciEd PDSA tool training
		Teachers will implement the OpenSciEd curriculum	Completed PDSA tools using the OpenSciEd curriculum	Class feedback forms demonstrate use of the OpenSciEd platform	MBST funding	OpenSciEd PDSA tool training
	KCWP 3: Design and Deliver Assessment Literacy	Teachers will administer a weekly formative assessment in order to collect data on student performance.	80% or higher of students will meet mastery on weekly formative assessments.	Weekly formative assessment data and Plus/Delta data posted in the PDSA	N/A	Pear Assessment training
		Teachers will administer the district Pear assessment assessments to assess student performance on units of study	70% or higher of students will meet mastery on the district Pear assessment assessments per content area	Data analysis of the Pear assessment results	N/A	Pear Assessment training
		Reading and math teachers will administer the MAP assessment three times each year to assess student progress on grade level content and skills	80% of higher of students will meet grade level achievement and growth on MAP	Data analysis of MAP results	N/A	

By October 2028, _____ will increase from _____ to _____ in science; By October 2028, _____ will increase from _____ to _____ in social studies; By October 2028, _____ will increase from _____ to _____ in writing.						
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	Professional Learning
By May 2026, _____ will increase social studies from _____ to _____ as measured by End of Unit Common Assessments.	KCWP 1: Design and Deploy Standards	Teachers will receive training on <i>Teacher Clarity</i> protocols and vertical alignment	100% of teachers receive training	Weekly monitoring of the PDSA tool by content administrator	N/A	Teacher Clarity Playbook training
		Teachers will deconstruct standards into learning intentions and success criteria using the <i>Teacher Clarity</i> process	100% of teachers use the document learning intentions and success criteria in the PDSA tool weekly	Weekly monitoring of the PDSA tool by content administrator	N/A	Teacher Clarity Playbook training
		Teachers will administer a weekly formative assessment in order to collect data on student performance.	100% of teachers will document formative assessment results in the PDSA tool weekly	Weekly monitoring of the PDSA tool by content administrator	N/A	Pear Assessment training
	KCWP 2: Design and Deliver Instruction	Teachers will receive training on the MEBMS PDSA process	All teachers receive training	Weekly monitoring of the PDSA tool by content administrator	MBST funding	MEBMS staff retreat June 18-19, 2025
		Teachers will utilize the PDSA tool to document standard alignment and instruction	100% of teachers will submit a completed PDSA weekly	Weekly monitoring of the PDSA tool by content administrator	N/A	
		Teachers will implement a reteach/credit recovery protocol in each of the four content areas weekly, using formative assessment data to identify students who require additional Tier 1 instruction	100% of core content teachers will log students requiring reteach in the Reteach Spreadsheet on a weekly basis	Weekly formative assessment data	N/A	Pear Assessment training
	KCWP 3: Design and Deliver Assessment Literacy	Teachers will administer a weekly formative assessment in order to collect data on student performance.	80% or higher of students will meet mastery on weekly formative assessments.	Weekly formative assessment data and Plus/Delta data posted in the PDSA	N/A	Pear Assessment training
		Teachers will administer the district Pear assessment assessments to assess student performance on units of study	70% or higher of students will meet mastery on the district Pear assessment assessments per content area	Data analysis of the Pear assessment results	N/A	Pear Assessment training
		Reading and math teachers will administer the MAP assessment three times each year to assess student progress on grade level content and skills	80% of higher of students will meet grade level achievement and growth on MAP	Data analysis of MAP results	N/A	

By October 2028, _____ will increase from _____ to _____ in science; By October 2028, _____ will increase from _____ to _____ in social studies; By October 2028, _____ will increase from _____ to _____ in writing.						
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	Professional Learning
By May 2026, _____ will increase writing from _____ to _____ as measured by ONDW assessments.	KCWP 1: Design and Deploy Standards	Teachers will receive training on <i>Teacher Clarity</i> protocols and vertical alignment	100% of teachers receive training	Weekly monitoring of the PDSA tool by content administrator	N/A	Teacher Clarity Playbook training
		Teachers will deconstruct standards into learning intentions and success criteria using the <i>Teacher Clarity</i> process	100% of teachers use the document learning intentions and success criteria in the PDSA tool weekly	Weekly monitoring of the PDSA tool by content administrator	N/A	Teacher Clarity Playbook training
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	KCWP 2: Design and Deliver Instruction	Teachers will receive training on the MEBMS PDSA process	All teachers receive training	Weekly monitoring of the PDSA tool by content administrator	MBST funding	MEBMS staff retreat June 18-19, 2025
		Teachers will utilize the PDSA tool to document standard alignment and instruction	100% of teachers will submit a completed PDSA weekly	Weekly monitoring of the PDSA tool by content administrator	N/A	
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		Reading and math teachers will administer the MAP assessment three times each year to assess student progress on grade level content and skills	80% of higher of students will meet grade level achievement and growth on MAP	Data analysis of MAP results	N/A	

3: Achievement Gap

By October 2028, the percent of students scoring novice will decrease from 28% to 19% in math; By October 2028, the percent of students scoring novice will decrease from 28% to 19% in reading.						
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	Professional Learning
By May 2026, the percent of students scoring novice in reading will decrease from 28% to 25% as measured by MAP. (2 points annually) 2026- 25% (Winter 22.14) 2027- 22% 2028- 19%	KCWP 1: Design and Deploy Standards	Teachers will receive training on <i>Teacher Clarity</i> protocols and vertical alignment	100% of teachers receive training	Weekly monitoring of the PDSA tool by content administrator	N/A	Teacher Clarity Playbook training
		Teachers will deconstruct standards into learning intentions and success criteria using the <i>Teacher Clarity</i> process	100% of teachers use the document learning intentions and success criteria in the PDSA tool weekly	Weekly monitoring of the PDSA tool by content administrator	N/A	Teacher Clarity Playbook training
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By October 2028, the percent of students scoring novice will decrease from 28% to 19% in math; By October 2028, the percent of students scoring novice will decrease from 28% to 19% in reading.						
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	Professional Learning
By May 2026, the percent of students scoring novice in math will decrease from 28% to 25% as measured by MAP. (2 points annually) 2026- 25% 2027- 22% 2028- 19%	KCWP 1: Design and Deploy Standards	Teachers will receive training on <i>Teacher Clarity</i> protocols and vertical alignment	100% of teachers receive training	Weekly monitoring of the PDSA tool by content administrator	N/A	Teacher Clarity Playbook training
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		Reading and math teachers will administer the MAP assessment three times each year to assess student progress on grade level content and skills	80% of higher of students will meet grade level achievement and growth on MAP	Data analysis of MAP results	N/A	

4: English Learner Progress

By April 2026, 80% of English Learners will grow by 0.5 on ACCESS.						
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	Professional Learning

5: Quality of School Climate and Safety

By October 2026, _____ will increase belonging to _____.						
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	Professional Learning
This data is not available for our school.						
This data is not available for our school.						

6: Family Engagement

By **May 2026**, Mary E. Britton Middle School will increase family participation in school events, feedback opportunities, and two-way communication by **20%**, as measured by event attendance data, survey participation, and ParentSquare analytics.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	Professional Learning
	KCWP 3: Designing and Delivering Student Support Systems	Strengthen home-school partnerships through ongoing teacher-family communication (ParentSquare, phone calls, conferences) and recognition of teachers modeling strong family engagement.	Increased teacher use of ParentSquare and conference attendance rates.	Quarterly review of communication logs and family contact documentation.		
	KCWP 4: Designing and Delivering Learning Opportunities	Host at least four family engagement events annually (e.g., Pathway Night, Family Literacy Night, Britton Bash) that connect families to learning, wellness, and belonging.	Increased attendance at family events by 20% from baseline year.	Event sign-in sheets; post-event feedback forms; reflection at monthly admin meetings.		
	KCWP 5: Using Data to Monitor and Evaluate Processes	Implement quarterly family surveys and listening sessions to gather input on school culture, supports, and communication effectiveness.	20% increase in survey participation and positive response trends.	Quarterly data analysis and reflection during leadership and SBDM meetings.		
	KCWP 6: Establishing Learning Culture and Environment	Maintain consistent family communication through weekly <i>Bear Claw</i> newsletters, social media, and ParentSquare updates that highlight student learning, events, and celebrations.	Increased ParentSquare open and engagement rates; increased family awareness of school events.	Monthly review of communication analytics; family survey feedback.		
	KCWP 6: Establishing Learning Culture and Environment	Recognize and celebrate family contributions and partnerships through the <i>Bear Hugs</i> section of newsletters, social media highlights, and event acknowledgments.	Increased number of family spotlights and recognitions shared publicly.	Ongoing review of <i>Bear Hugs</i> submissions and social media analytics.		

Special Considerations for Targeted Support and Improvement (TSI)

Components of Turnaround Leadership Development and Support:
<p>Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?</p> <p>Response:</p>

Identification of Critical Resources Inequities:

Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.

Response:

Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students

Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.

Response:

Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?

Response:

TSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	☒
		☐
		☐
		☐
		☒



2025-26 Phase One: Executive Summary for Schools

2025-2026 Phase One: Executive Summary for Schools

Mary E. Britton Middle School

David Hoskins

2185 Polo Club Blvd.

Lexington, Kentucky, 40511

United States of America

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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?

Mary E. Britton Middle School (MEBMS) is Fayette County Public Schools' newest middle school, opening in August 2025 to serve approximately 550–600 students in grades six through eight. The school is located in Lexington, Kentucky, and is named in honor of Dr. Mary E. Britton, a pioneering African American physician, educator, and suffragist. The Britton Bears community reflects both the historical significance of its namesake and the district's commitment to equity and innovation.

The student population is projected to be highly diverse, reflecting the demographics of Fayette County: a blend of racial and ethnic groups, multiple languages spoken at home, and a wide range of socioeconomic backgrounds. Currently, more than 50% of the student body qualifies for free or reduced-price lunch. Staff recruitment has emphasized both strong content knowledge and the ability to build relationships, ensuring a diverse and dedicated faculty and support team.

The surrounding community has experienced rapid residential growth in recent years, leading to overcrowding in nearby schools and the need for a new middle school. The community includes both established neighborhoods and new developments, bringing together families with different histories and needs. Unique challenges include ensuring equitable access to academic opportunities, addressing social-emotional needs during the middle school transition, and building a shared school culture and identity from the ground up. At the same time, these challenges present opportunities to innovate, partner with local organizations, and intentionally craft systems that can serve as a model for the district.

School Stakeholders

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

MEBMS serves a broad range of stakeholders, including students, families, faculty, staff, district leaders, and community partners. Key stakeholder groups include:

- Students – at the center of all decisions, with opportunities to provide voice through surveys, student leadership groups, and clubs.
- Families and Guardians – engaged through PTSA, parent advisory councils, regular newsletters, family nights, and student-led conferences.

- Faculty and Staff – represented in the School-Based Decision Making (SBDM) Council, leadership teams, and committees that guide policies, instruction, and culture.
- Community Partners – including Baptist Health, the University of Kentucky, Kentucky State University, local businesses, and faith-based organizations who support health sciences, agriculture, technology, financial literacy, and student enrichment opportunities.

To ensure meaningful involvement in the improvement planning process, the school uses multiple feedback loops: parent and staff surveys, SBDM input, community forums, advisory committees, and student reflection tools. This collaborative approach helps align improvement goals with the lived experiences of stakeholders.

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.

Mission Statement

The mission of Mary E. Britton Middle School is to foster a safe and supportive environment where every student is valued and inspired to reach their fullest potential. Through academic rigor, civic engagement, and strong relationships, we cultivate leaders prepared to thrive today and build a better tomorrow.

Vision Statement — "Britton & Beyond"

Every Britton Bear will:

1. Expose Students to Career Pathways in Health and Medical Sciences

Through hands-on experiences, partnerships with local healthcare professionals, and specialized coursework, students will explore careers in the medical field. Our program will inspire curiosity, develop essential skills, and prepare students for future opportunities in health sciences.

2. Ensure Equitable Access to Courses So Every Student Earns at Least One High School Credit.

We are committed to providing rigorous and engaging coursework that prepares all students for success. By offering a variety of high school credit opportunities, we will ensure every student leaves Mary E. Britton Middle School with a strong academic foundation for the future.

3. Provide Opportunities for Civic Engagement.

Students will engage in meaningful service-learning projects, leadership development, and real-world problem-solving to become active and informed members of their community. These experiences will foster responsibility, empathy, and a lifelong commitment to making a difference.

4. Foster School Pride and a Sense of Belonging.

Our school culture will celebrate diversity, recognize achievements, and create traditions that bring students, staff, and families together. Through positive relationships and shared experiences, every student will feel valued and proud to be part of Mary E. Britton Middle School.

Leadership Commitment Statements

- **Lead by Example:** We inspire trust and respect by modeling the behaviors, attitudes, and actions we expect from others, demonstrating integrity and accountability in all that we do.
- **Ignite a Common Vision:** We foster unity by setting a shared purpose and inspiring others to work toward a brighter future, ensuring every decision aligns with our collective goals.
- **Cultivate Connection and Belonging:** We create an inclusive community where every individual feels valued, supported, and empowered to contribute to the success of our school.
- **Equip Individuals to Achieve:** We provide the tools, resources, and guidance needed to help students, staff, and families reach their full potential in an environment of continuous growth.
- **Embrace Innovation:** We encourage creativity and adaptability, leveraging new ideas and strategies to drive progress and overcome challenges in a rapidly changing world.

Staff Commitment Statements

1. **We Serve with Purpose:** We lead with humility and integrity, modeling compassion and professionalism while placing students at the center of every decision and action.
2. **We Grow Together:** We are committed to continuous learning and reflection—supporting the growth of our students and each other as capable, confident leaders.
3. **We Build Belonging:** We create a safe, inclusive environment where every student and staff member feels known, valued, and connected to our school community.
4. **We Empower for Life:** We equip students with the skills, mindset, and confidence to succeed—academically, socially, and emotionally—while preparing them for future opportunities beyond our walls.

5. We Innovate Boldly: We embrace change, take initiative, and continuously refine our practices to meet the evolving needs of our students, our school, and our world.

ATTACHMENTS

Attachment Name



Commitments, Vision, and Mission

Notable Achievements

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

Notable Achievements

Although new, MEBMS has already established notable achievements in preparation for its opening:

- Community Partnerships – Secured support from Baptist Health for a health sciences program and lab; forged partnerships with universities for STEM and agriculture pathways, including the University of Kentucky and Kentucky State University. In addition, secured partnerships with Benchmark Mortgage, Hucks, Costco, and Raising Cane's Restaurant.
- Staff Recruitment – Built a diverse, highly qualified team of teachers, assistant principals, counselors, and coaches with shared commitments to student success.
- Identity and Branding – Developed a cohesive “Britton Bears” identity, including logos, colors, and traditions, to foster pride and belonging from day one.
- Structures and Systems – Implemented consistent systems for behavior (BEARS expectations, eOS), instruction, scheduling, and communication, reducing instability often associated with turnover.
- Community Engagement – Hosted multiple preview events, orientation nights, and family engagement opportunities, building anticipation and connection to the school.

Areas of Improvement

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

Over the next three years, MEBMS will focus on:

1. Academic Growth and Equity – Closing achievement gaps while ensuring all students earn at least one high school credit before transition.

2. Behavior and Engagement – Strengthening implementation of eOS, restorative practices, and proactive supports to reduce discipline incidents and increase student ownership.
3. Community Building – Developing a strong sense of identity and belonging across diverse student and family groups.
4. Data-Driven Decision Making – Building staff capacity to analyze MAP, KSA, and classroom assessment data to inform instruction and interventions.
5. Sustainability of Systems – Ensuring that new systems and structures remain consistent and effective beyond initial implementation.

Additional Information

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

Mary E. Britton Middle School is uniquely positioned as a brand-new school to set the tone for innovation and equity in Fayette County. Its namesake reminds the community of the importance of resilience, advocacy, and service. The school is committed to becoming a hub of opportunity where students are inspired to pursue health, science, technology, arts, and civic pathways that benefit both themselves and their community.

MEBMS welcomes ongoing feedback and engagement from all stakeholders as it builds a school culture that will serve generations of students to come.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Commitments, Vision, and Mission	Copies of our leadership commitment statements, staff commitment statements, vision statements, and mission statement	<ul style="list-style-type: none">



2025-2026 Phase Two: The Needs Assessment for Schools

2025-2026 Phase Two: The Needs Assessment for Schools

Mary E. Britton Middle School

David Hoskins

2185 Polo Club Blvd.

Lexington, Kentucky, 40511

United States of America

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2025-2026 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that they will address later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

1. Clearly detail the process used to determine the priorities of this year's needs assessment. Include the following information in your response:

- names of school council members, leadership teams and stakeholder groups (i.e., Family Resource Youth Service Centers, community partners such as civic and business organizations, etc.) involved in the process
- a timeline of the process
- the specific data reviewed and analyzed
- how and where the meetings were documented.

Mary E. Britton Middle School opened its doors for the first time in August 2025. As a newly established school, the School-Based Decision Making (SBDM) Council was not elected until October 2025.

In July, prior to the school's opening, administrators met with instructional leads to review baseline reading and math data. This data was derived from the spring MAP assessments of the two middle schools from which the majority of our 7th and 8th grade students originated. The instructional team included:

- Lauren Hyde (Language Arts)

- Ashley Czirr (Math)
- Allen Hensley (Science)
- Gary Sarrett (Social Studies)
- Theresa McDavid (Exceptional Children)
- Jeremy McGuire (Exploratory)

Using a standardized data analysis protocol, the group reviewed and interpreted the data to inform the development of Mary E. Britton's instructional foundation.

Also in July, administrators convened with team leads to analyze baseline discipline data. This team included:

- Chase Smith (6th Grade Kodiaks)
- Blaire Jansen (6th Grade Polars)
- Stacey McKenzie (7th Grade Grizzlies)
- Melissa Peugh (8th Grade Bruins)
- Mike Jones (MTSS Behavior)

Their discussions informed the creation of Positive Behavioral Interventions and Supports (PBIS) structures and systems in preparation for the school's inaugural year.

In September, administration and both language arts and math teachers disaggregated the fall MAP data. The analysis revealed significant achievement gaps in reading and math among African American and Hispanic students when compared to their white peers. Similar gaps were identified among English Learners (ELs) and students with Individualized Education Programs (IEPs). All of these subgroups demonstrated a significantly higher percentage of students performing at the novice level in both reading and math, as indicated by the KSA projected proficiency report.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's comprehensive school improvement plan (CSIP). What was successful? How will your results inform this year's plan?

Mary E. Britton Middle School is currently in its inaugural year, having opened in August 2025. As a newly established school, there is no prior Comprehensive School Improvement Plan (CSIP) to review or summarize. This year represents the foundational phase of the school's development, during which initial systems, structures, and instructional priorities are being established. The school is in the

process of collecting baseline academic, behavioral, and climate data to inform the creation of its first CSIP.

Trends

3. After analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Example of Trends

- Behavior remains an area for improvement, as referrals have increased in the last two years from 204 in 2023-2024 to 288 in 2024-2025.
- Reading for students in our gap groups remains an area for improvement because the district saw an 11% increase in novice scores in reading among students with achievement gaps from 2024-2025.

This is the inaugural year of Mary E Britton Middle School therefore, there is no trend data available. The below data is current MAP, attendance, and behavior data for the 2025-2026 school year.

MAP data:

In Fall 2025, 38.5% of our students were proficient in reading, while 42% were proficient/distinguished in math. Reading is a concern, since the spring 2025 percentage was 52%.

In Fall 2025, 17.7% of our African American students were proficient in reading, while 23.7% were proficient/distinguished in math.

In Fall 2025, 9.1% of our students with disabilities were proficient in reading, while 7.6% were proficient/distinguished in math.

Student Attendance:

Currently, student attendance for the 2025-2026 school year is 95.18%.

Staff Attendance:

Currently, staff attendance for the 2025-2026 school year is 97.01%.

Behavior:

Currently, 540 students have received 0-1 office discipline referrals, while 24 students have received 2 or more.

Current State of Academics and Climate and Culture

4. Describe in narrative form the current academic state of the school using precise numbers and percentages as revealed by multiple sources of your most recent outcome data. Cite the source of data used. Consider the following data sources:

- Kentucky Summative Assessments
- Benchmark assessments
- Formative assessments
- Graduation rate
- Progress in achieving English language proficiency
- Student access to high quality instructional resources, advanced placement courses, dual credit courses, career and technical education courses, before/after school and summer programs, preschool, full day kindergarten

Example of Current Academic Narratives:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading. Local benchmark data indicates that 32% of all students receive Tier II intervention in reading.
- Fifty-four percent (54%) of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

This is the inaugural year of Mary E Britton Middle School therefore, there is no trend data available. The below data is current MAP, attendance, and behavior data for the 2025-2026 school year.

MAP data:

In Fall 2025, 38.5% of our students were proficient in reading, while 42% were proficient/distinguished in math. Reading is a concern, since the spring 2025 percentage was 52%.

In Fall 2025, 17.7% of our African American students were proficient in reading, while 23.7% were proficient/distinguished in math.

In Fall 2025, 9.1% of our students with disabilities were proficient in reading, while 7.6% were proficient/distinguished in math.

Student Attendance:

Currently, student attendance for the 2025-2026 school year is 95.18%.

Staff Attendance:

Currently, staff attendance for the 2025-2026 school year is 97.01%.

Behavior:

Currently, 540 students have received 0-1 office discipline referrals, while 24 students have received 2 or more.

5. Describe in narrative form the current climate and culture conditions of the school using precise numbers and percentages as revealed by multiple sources of your most recent data. Cite the source of data used. Consider the following data sources:

- Educator and school staff retention rates
- High-quality professional learning opportunities
- Chronic absenteeism
- School climate
- Behavior
- Staff and student access to mental healthcare
- Family and community involvement

Example of Current Climate and Culture Narratives:

- Teacher attendance rate was 84% for the 2024-2025 academic year. 2023-2024 Impact survey data shows that 71% of staff feel like they belong at our school.
- Fifty-eight percent (58%) of families participated in a family engagement activity during the 2024-2025 school year.

According to Fall 2025 MAP assessment data, students at our school scored an average 54th percentile in math and the 58th percentile in reading. Forty-two percent (42%) of students scored at or above the 61st percentile in math, and forty-four percent (44%) of students scored at or above the 61st percentile in reading. Based on Fall 2025 MAP results and projected KSA performance, students scoring at or below the 20th percentile (Novice range) or not on track to achieve proficiency were identified for Tier II math interventions during Academic Enhancement. Fourteen percent (14%) of students scored at or below the 20th percentile in math, suggesting that approximately 27.6% of students may score at the Novice level on the Spring KSA. Continued emphasis will be placed on targeted intervention through Tier II supports and ongoing progress monitoring to ensure students are meeting grade-level expectations and improving overall proficiency rates in both reading and math.

Strengths

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths of the school.

Example:

- We have active partnerships with twelve community organizations and businesses.
- Eighty-three percent (83%) of certified staff have participated in high-quality professional learning through the Kentucky Reading Academies.
 - State-of-the-Art Facility with Specialized Learning Labs: As a brand-new school that opened in August
 - Equitable Access to High School Credit Courses: Every student at Britton could earn high school credit
 - Diverse and Experienced Staff with Full Mental Health Team: The faculty at Britton reflects a wide range

-
- Schoolwide SEL and Tiered Academic Interventions: Every student participates in Second Step, a social-emotional learning program.
 - Early Academic Strengths Based on MAP Projections: From our very first year, student performance has been strong.
 - Momentum for Growth and Focused Intervention: Because more than one-third of students across grades 6-8 are in the bottom third of the state.
 - Rich Extracurricular Opportunities and Student Engagement: Students at Britton benefit from a broad range of activities.
 - Strong Athletics Program that Promotes School Pride: In addition to clubs and academic organizations, we have a strong sports program.
 - Vision that Extends Beyond the Classroom: Mary E. Britton Middle School's vision, Britton and Beyond, is to provide a high-quality education for all students.

Leverages/Assets

7. Explain how the district will utilize its strengths and leverages, including community resources and assets (i.e., colleges, community partnerships, businesses, industry, etc.) to improve areas for improvement listed above.

Examples:

- We will coordinate efforts with our community partners to meet the behavior needs of more students.
- We will utilize the knowledge gained from the Kentucky Reading Academies to develop a reading action plan to target students in our achievement gap groups.

1. A Foundational Structure and Supportive Learning Environment

- CCI is a comprehensive, school-wide instructional system that utilizes iterative, data-driven cycles (such as CCI).
- Data-Driven Instruction: A system where teachers regularly collect student feedback (Plus/Delta) and use it to inform instruction.

2. Positive and Safe Environment

- Behavioral Support: Use of the Employability Operating System (eOS) to partner with families and support students.

3. Comprehensive Student Support

- Full Mental Health Team: A support system including grade-level counselors, a school psychologist, part-time social workers, and a crisis intervention team.
- Targeted Mentorship Programs: Collaborating with programs such as Urban Impact.
- After School Support: A program that provides homework time, good habits, and dinner.

4. Academic Performance and Opportunities

- Academy Preparation Program: Provides specialized exploratory courses aligned with high school academy programs.
- Our Career and Technical Education (CTE) program equips students with practical skills and knowledge that prepare them for the workforce.

-
- Our Arts and Humanities program fosters creativity and self-expression through a variety of engaging cou
 - Our advanced course offerings are designed to meet the needs of learners seeking higher-level content a

Evaluate the Teaching and Learning Environment

Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data Results](#)

[KCWP 5: Design, Align and Deliver Support Processes](#)

[KCWP 6: Establish Learning Environment and Culture](#)

8a. KCWP 1: Design and Deploy Standards

Schools continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☐ No

☒ Yes

COMMENTS

We will focus professional learning on the Teacher Clarity/Visible Learning process.

8b. KCWP 2: Design and Deliver Instruction

Instructional programs include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☐ No

☒ Yes

COMMENTS

We will focus professional learning on the Teacher Clarity/Visible Learning process.

8c. KCWP 3: Design and Deliver Assessment Literacy

Schools have a comprehensive, balanced assessment system that provides a variety of

evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☐ No

☒ **Yes**

COMMENTS

We will focus professional learning on the Teacher Clarity/Visible Learning process.

8d. KCWP 4: Review, Analyze and Apply Data Results

Schools communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☐ No

☒ **Yes**

COMMENTS

We will focus professional learning on the Teacher Clarity/Visible Learning process.

8e. KCWP 5: Design, Align and Deliver Support Processes

Schools establish a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☐ No

☒ **Yes**

COMMENTS

We are a first year school, so developing structures and systems is our priority.

8f. KCWP 6: Establish Learning Environment and Culture

Schools intentionally design the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus

and foundation for all actions.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☐ No

☒ **Yes**

COMMENTS

Since we are a brand new school, developing the culture will be our first priority.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2025-2026 Phase Two: School Assurances

2025-2026 Phase Two: School Assurances

Mary E. Britton Middle School

David Hoskins

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United States of America

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2025-2026 Phase Two: School Assurances

Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (Every Student Succeeds Act) (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

☐ Yes

☐ No

☒ N/A

COMMENTS

We were not open in 2024-25 school year.

2. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR (Code of Federal Regulations) 200.403 and 200.405.

☐ Yes

☐ No

☒ N/A

COMMENTS

We were not open in 2024-25 school year.

Title I Programs

3. The school distributes to parents and family members of participating children in a targeted assistance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

☐ Yes

☐ No

☒ N/A

COMMENTS

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children in a targeted assistance program, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

☐ Yes

☐ No

☒ N/A

COMMENTS

5. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2)).

☐ Yes

☐ No

☒ N/A

COMMENTS

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I. This includes the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b). If a school has in place a process for involving parents in the joint planning and design of the school's

programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

☐ Yes

☐ No

☒ N/A

COMMENTS

7. The school provides parents of participating children in a targeted assistance program, or all children in a schoolwide program—

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

☐ Yes

☐ No

☒ N/A

COMMENTS

8. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

☐ Yes

☐ No

☒ N/A

COMMENTS

9. The school provides assistance to parents of children served by the school in

understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

☐ Yes

☐ No

☒ N/A

COMMENTS

10. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

☐ Yes

☐ No

☒ N/A

COMMENTS

11. The school educates teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

☐ Yes

☐ No

☒ N/A

COMMENTS

We were not open in 2024-25 school year.

12. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

☐ Yes

☐ No

☒ N/A

COMMENTS

We were not open in 2024-25 school year.

13. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

☐ Yes

☐ No

☒ N/A

COMMENTS

14. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

☐ Yes

☐ No

☒ N/A

COMMENTS

Title I Schoolwide Programs

15. In a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

☐ Yes

☐ No

☒ N/A

COMMENTS

16. In a schoolwide program, the school developed a comprehensive plan (CSIP) with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

17. In a schoolwide program, the school developed a comprehensive plan (CSIP) that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

18. In a schoolwide program, the school developed a comprehensive plan (CSIP) that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

19. In a schoolwide program, the school developed a comprehensive plan (CSIP) that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

We were not open in 2024-25 school year.

20. In a schoolwide program, the school developed a comprehensive plan (CSIP) that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

☐ Yes

☐ No

☒ N/A

COMMENTS

21. In a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

☐ Yes

☐ No

☒ N/A

COMMENTS

22. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other

indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging state academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

☐ Yes

☐ No

☒ N/A

COMMENTS

Title I Targeted Assistance School Programs

23. In a targeted assistance school program, participating students are identified in accordance with ESSA Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

☐ Yes

☐ No

☒ N/A

COMMENTS

24. In a targeted assistance school program, the school serves participating students using resources under Title I, Part A of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

25. In a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

☐ Yes

☐ No

☒ N/A

COMMENTS

26. In a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

27. In a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

28. In a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

29. In a targeted assistance school program, the school serves participating students, to

the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

We were not open in 2024-25 school year.

30. In a targeted assistance school program, the school provides assurances to the local educational agency (district) that the school will—

(i) help provide an accelerated, high-quality curriculum;

(ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under Title I;

(iii) serve participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement in the previous year, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, “evidence-based” is defined in ESSA Section 8101(21).

☐ Yes

☐ No

☒ N/A

COMMENTS

We were not open in 2024-25 school year.

32. If identified this school year for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school will develop and implement a plan to improve student outcomes that, among other items, is informed by all indicators, including student performance against long-term goals; includes evidence-based interventions; and, is approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

☐ Yes

☐ No

☒ N/A

COMMENTS

We were not open in 2024-25 school year.

33. If identified in the previous year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

☐ Yes

☐ No

☒ N/A

COMMENTS

34. If identified this school year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school will develop and implement a plan to improve student outcomes that also identifies resource inequities to be addressed through implementation of such plan.

☐ Yes

☐ No

☒ N/A

COMMENTS

We were not open in 2024-25 school year.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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