Comprehensive Needs Assessment
2025 - 2026 School Report

Fayette County
McIntosh High School

1. PLANNING AND PREPARATION

1.1 Identification of Team

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member's name may be duplicated when multiple roles are performed by the same person. Documentation of team member involvement must be maintained by the LEA. Watch the Planning and Preparation webinar for additional information and guidance.

Leadership Team

	Position/Role	Name
Team Member # 1	Principal	Amy Hammock
Team Member # 2	Assistant Principal	Nicole Guest
Team Member # 3	Assistant Principal	Daniel S. Lakly
Team Member # 4	Assistant Principal	Chris Salas
Team Member # 5	Assistant Principal	Jason Carrera
Team Member # 6	Assistant Principal	Bob Rice
Team Member # 7	Student Advocacy Specialist	Sharlene Patterson

Additional Leadership Team

	Position/Role	Name
Team Member # 1	English Department Chair	Sara Knight
Team Member # 2	Mathematics Department Chair	Kelley Flournoy
Team Member # 3	Science Department Chair	Grace Cannon
Team Member # 4	Social Studies Department Chair	Jason Eisele
Team Member # 5	Fine Arts Department Chair	Richard Prouty
Team Member # 6	Career Tech Department Chair	Lauren Bozone
Team Member # 7	Physical Education/Health Department Chair	Carlie Anderson
Team Member # 8	Special Education Department Chair	Melissa Holt
Team Member # 9	World Languages Department Chair	Elena Ramsey
Team Member # 10	Counseling Department Chair	Lisa Love

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA. Watch the Planning and Preparation webinar for additional information and guidance.

Stakeholders

	Position/Role	Name
Stakeholder # 1	PTSO President	Jean White
Stakeholder # 2	PTSO President	Danielle Xie
Stakeholder # 3	PTSO Vice-President	Linzi Adkins
Stakeholder # 4	School Council/ARC Chairperson	Kristen Petras
Stakeholder # 5	ARC Chairperson	Manisha Chikhliker
Stakeholder # 6	Student Advisory Member - Senior	Student Advisory Member - Senior
Stakeholder # 7	Student Advisory Member - Junior	Student Advisory Member - Junior
Stakeholder # 8	Teacher Representative	Allen Beall

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	Representative governance through School Council quarterly meetings, Leadership Team weekly meetings, PTSO monthly meetings, Principal's Advisory meetings, PBIS meetings, Data Talks throughout the year, and surveys

2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of instructional needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the Coherent Instructional System webinar for additional information and guidance.

Coherent Instruction Data

Curriculum Standard 1 -Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction		
1. Exemplary	A systematic, collaborative process is used proactively for curriculum planning. Nearly all teachers or groups of teachers, support staff, and leaders within the school have common expectations for standards, curriculum, assessment, and instruction.	
2. Operational	A systematic, collaborative process is used regularly for curriculum planning. Most teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	✓
3. Emerging	A collaborative process is used occasionally for curriculum planning. Some teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	
4. Not Evident	A collaborative process is rarely, if ever, used for curriculum planning. Few, if any, teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	

Coherent Instruction Data

Curriculum Standard 2 -Designs curriculum documents and aligns resources with the intended rigor of the required standards		
1. Exemplary	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope, and sequence documents, guides) that are aligned with the intended rigor of the required standards are the products of a systematic, collaborative process. These curriculum documents and resources are used and continuously revised by teachers and support staff to ensure an alignment with the intended, taught, and tested standards.	✓
2. Operational	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope and sequence documents, guides) have been designed, and resources are aligned with the intended rigor of the required standards. These curriculum documents and resources guide the work of teachers and instructional support staff.	
3. Emerging	Curriculum documents and resources exist, but they are not complete in all content areas or grade levels or lack the intended rigor of the required standards.	
4. Not Evident	Few, if any, curriculum documents and resources exist to support the implementation of the intended rigor of the required standards.	

Instruction Standard 1 -Provides a supportive and well -managed environment conducive to learning		
1. Exemplary	A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions.	✓
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Coherent Instruction Data

Instruction Standard 2	-Creates an academically challenging learning environment	
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	✓
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	
3. Emerging	Some teachers create an academically challenging learning environment.	
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Instruction Standard 3	-Establishes and communicates clear learning targets and success criteria aligned to curriculum standards	
1. Exemplary	Nearly all teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work. Articulation of the learning targets is consistent and pervasive among like content areas and grade levels.	
2. Operational	Most teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work.	✓
3. Emerging	Some teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.	
4. Not Evident	Few, if any teachers establish clear learning targets and success criteria aligned to the required curriculum standards.	

Coherent Instruction Data

Instruction Standard 4	-Uses research based instructional practices that positively impact student learning	
1. Exemplary	Nearly all teachers pervasively demonstrate a repertoire of highly effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	
2. Operational	Most teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	✓
3. Emerging	Some teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Instruction Standard 5	-Differentiates instruction to meet specific learning needs of students	
1. Exemplary	Nearly all teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students. Nearly all teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL). Remediation, enrichment, and acceleration are pervasive practices.	
2. Operational	Most teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students. Most teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).	✓
3. Emerging	Some teachers differentiate instruction to meet the specific learning needs of students.	
4. Not Evident	Few, if any, teachers differentiate instruction to meet the specific learning needs of students.	

Coherent Instruction Data

Instruction Standard 6	-Uses appropriate, current technology to enhance learning	
1. Exemplary	The use by staff members and students of appropriate, current technology to enhance learning is an institutional practice (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	✓
2. Operational	Most staff members and students use appropriate, current technology to enhance learning (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	
3. Emerging	Some staff members, students, or both use appropriate, current technology to enhance learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Instruction Standard 7	-Provides feedback to students on their performance on the standards or learning targets	
1. Exemplary	Nearly all teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance. Nearly all teachers systematically elicit diagnostic information from individual students regarding their understanding of the standards or learning targets.	
2. Operational	Most teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance.	✓
3. Emerging	Some teachers use the language of the standards or learning targets to provide students with specific, descriptive feedback on their performance.	
4. Not Evident	Few, if any, teachers use the language of the standards or learning targets to provide students with feedback on their performance, or the feedback that is provided is not specific, timely, or understandable.	

Instruction Standard 8	-Establishes a learning environment that empowers students to actively monitor their own progress	
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	✓
3. Emerging	Some students use tools to actively monitor their own progress.	
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

Coherent Instruction Data

Instruction Standard 9 -Provides timely, systematic, data -driven interventions		
1. Exemplary	Nearly all students are provided timely, systematic, data-driven interventions to support their learning needs. Interventions are designed to meet the needs of each student. The effectiveness of those interventions is consistently monitored and adjustments are made.	✓
2. Operational	Most students are provided timely, systematic, data-driven interventions to support their learning needs.	
3. Emerging	Some students are provided extra assistance or needed support in a timely manner.	
4. Not Evident	Few, if any, students are provided extra assistance or effective support in a timely manner.	

Assessment Standard 1 -Aligns assessments with the required curriculum standards		
1. Exemplary	Nearly all assessments are aligned with the required curriculum standards. Assessments are reviewed during the school year to ensure alignment.	✓
2. Operational	Most assessments are aligned with the required curriculum standards.	
3. Emerging	Some assessments are aligned with the required curriculum standards.	
4. Not Evident	Few, if any, assessments are aligned with the required curriculum standards.	

Assessment Standard 3 -Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices		
1. Exemplary	Teachers consistently use common assessments aligned with the required standards in nearly all content areas, grade levels, or both for diagnostic, summative, and formative purposes. The data from the common assessments are analyzed down to the item level, and the results are used to inform instruction and improve teacher practices.	
2. Operational	Teachers use common assessments aligned with the required standards in most content areas to monitor student progress, inform instruction, and improve teacher practices.	✓
3. Emerging	Teachers use some common assessments aligned with the required standards in a few content areas with a limited amount of data analysis to monitor student progress, inform instruction, or improve teacher practices.	
4. Not Evident	Teachers use few, if any, common assessments to monitor student progress, inform instruction, or improve teacher practices.	

Coherent Instruction Data

Assessment Standard 4 -Implements a process to collaboratively analyze assessment results to adjust instruction		
1. Exemplary	Teachers extensively use a systematic, collaborative process to analyze assessment results. Instruction is consistently adjusted based on the analysis of assessment results across all content areas, grade levels, or both.	
2. Operational	Teachers regularly use a collaborative process to analyze assessment results. Instruction is routinely adjusted based on the analysis of assessment results.	✓
3. Emerging	Teachers occasionally use a collaborative process to analyze assessment results. Instruction is sometimes adjusted based on the analysis of assessment results.	
4. Not Evident	A collaborative process to analyze assessment results does not exist. Instruction is rarely, if ever, adjusted based on the analysis of assessment results.	

Assessment Standard 5 -Implements grading practices that provide an accurate indication of student progress on the required standards		
1. Exemplary	The grading practices used by teachers across nearly all content areas, grade levels, or both, consistently provide an accurate indication of student progress on the required standards.	
2. Operational	The grading practices used by teachers in most content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	✓
3. Emerging	The grading practices used by teachers in some content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	
4. Not Evident	The grading practices used by teachers rarely, if ever, provide an accurate indication of student progress on the required standards.	

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of leadership needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the Effective Leadership webinar for additional information and guidance.

Effective Leadership Data

Leadership Standard 1 -Builds and sustains relationships to foster the success of students and staff		
1. Exemplary	Administrators consistently build and sustain relationships to foster the success of students and staff. The school staff is fully engaged in relationship building through collaboration, internal and external communication, and building trust with staff, students, families, and community stakeholders.	✓
2. Operational	Administrators regularly build and sustain relationships to foster the success of students and staff.	
3. Emerging	Administrators sometimes build relationships to foster the success of students and staff.	
4. Not Evident	Administrators seldom, if ever, build relationships to foster the success of students and staff.	

Leadership Standard 2 -Initiates and manages change to improve staff performance and student learning		
1. Exemplary	Administrators, the school leadership team, and other teacher leaders initiate and sustain change to improve staff performance and student learning. Administrators, the school leadership team, and other teacher leaders create a sense of urgency for change and effectively communicate a common vision.	✓
2. Operational	Administrators and the school leadership team initiate and sustain change to improve staff performance and student learning. The principal provides an appropriate balance of pressure and support to manage the change process for desired results.	
3. Emerging	Administrators initiate change to improve staff performance and student learning but do not sustain the change, remove barriers, or both.	
4. Not Evident	Administrators initiate few, if any, changes that impact staff performance and student learning.	

Effective Leadership Data

Leadership Standard 3 -Uses systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices		
1. Exemplary	The principal and other school leaders continually use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices. The principal and other school leaders have a comprehensive knowledge and understanding of the best practices for curriculum, assessment, instruction, and professional learning.	✓
2. Operational	The principal and other school leaders often use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	
3. Emerging	The principal and other school leaders occasionally use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	
4. Not Evident	The principal and other school leaders rarely, if ever, use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	

Leadership Standard 4 -Uses processes to systematically analyze data to improve student achievement		
1. Exemplary	Extensive, comprehensive processes, including root cause analysis, are used consistently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	✓
2. Operational	Numerous processes are used frequently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	
3. Emerging	Some processes are in place and used occasionally to analyze data to improve student achievement.	
4. Not Evident	Few, if any, processes are in place to analyze data to improve student achievement.	

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. Administrators collaborate consistently with staff members to gather input.	✓
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Effective Leadership Data

Leadership Standard 6 - Establishes and supports a data-driven school leadership team that is focused on student learning		
1. Exemplary	A highly effective, proactive, and data-driven school leadership team is focused on student learning. The leadership team addresses nearly all areas of student and staff learning and school leadership, including the development, implementation, and regular monitoring of the school improvement plan.	✓
2. Operational	A data-driven school leadership team is established with stakeholder representation (e.g., core and non-core teachers, certified support staff) and is focused on student learning. The school leadership team meets regularly and uses norms and protocols to work effectively and efficiently.	
3. Emerging	The school leadership team is established and has some stakeholder representation but is focused chiefly on school operations rather than student learning.	
4. Not Evident	A school leadership team does not exist or does not have adequate stakeholder representation.	

Effective Leadership Data

Leadership Standard 7 -Monitors and evaluates the performance of teachers and other staff using multiple data sources		
1. Exemplary	Monitoring the performance of teachers and other staff through observations, surveys, data, and documentation is consistent and comprehensive, resulting in highly accurate performance evaluations. A comprehensive system is in place to provide teachers and staff with ongoing, accurate, timely, detailed, descriptive feedback related to their performance. Administrators use the evaluation process to identify role models, teacher leaders, or both.	✓
2. Operational	Monitoring the performance of teachers and other staff regularly occurs using data or documentation, generally resulting in accurate performance evaluations. Teachers and staff receive accurate, timely, descriptive feedback related to their performance.	
3. Emerging	Monitoring the performance of teachers and other staff is inconsistent, incomplete, or lacks data or documentation, sometimes resulting in inaccurate performance evaluations. Teachers and staff receive some descriptive feedback related to their performance.	
4. Not Evident	Monitoring the performance of teachers and other staff rarely occurs or often results in inaccurate performance evaluations. Teachers and staff receive little or no descriptive feedback related to their performance.	

Leadership Standard 8 -Provides ongoing support to teachers and other staff		
1. Exemplary	A comprehensive support system that is timely and targeted to individual needs is provided to teachers and other staff.	
2. Operational	Most support provided to teachers and other staff is targeted to individual needs.	✓
3. Emerging	Some support provided to teachers and staff is targeted to individual needs.	
4. Not Evident	Support to teachers and staff does not exist or is not targeted to individual needs.	

Effective Leadership Data

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders. The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed. The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.	✓
2. Operational	A common vision and mission have been developed through a collaborative process and communicated to most stakeholders. The vision and mission define the culture of the school and guide the continuous improvement process.	
3. Emerging	A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.	
4. Not Evident	A common vision and mission have not been developed or updated or have been developed by a few staff members.	

Planning and Organization Standard 2 -Uses a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance		
1. Exemplary	A school improvement plan has been developed using a data-driven and consensus-oriented process with input from nearly all stakeholders. The plan includes appropriate goals and strategies with a strong focus on increasing student performance. This process and plan consistently guide the work of the school staff.	
2. Operational	A school improvement plan has been developed using a data-driven and consensus-oriented process with input from most plan stakeholders. The plan includes appropriate goals and strategies with a focus on increasing student performance.	✓
3. Emerging	A school improvement plan has been developed with input from some stakeholders. The school improvement plan is based on incomplete data analysis with limited focus on student performance.	
4. Not Evident	An up-to-date, data-driven school improvement plan focused on student performance is not in place.	

Effective Leadership Data

Planning and Organization Standard 3 -Monitors implementation of the school improvement plan and makes adjustments as needed		
1. Exemplary	The goals and strategies of the school improvement plan are continually monitored by administrators, the school leadership team, and teacher leaders to evaluate the impact on student performance. Ongoing adjustments are made based on various performance, process, and perception data.	✓
2. Operational	he goals and strategies of the school improvement plan are regularly monitored by administrators and the school leadership team to evaluate the impact on student performance. Adjustments are made to the plan, as needed, based on the analysis of data.	
3. Emerging	The goals and strategies of the school improvement plan are occasionally monitored by administrators.	
4. Not Evident	The goals and strategies of the school improvement plan are rarely, if ever, monitored.	

Planning and Organization Standard 4 -Monitors the use of available resources to support continuous improvement		
1. Exemplary	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is consistently monitored. School schedules and processes are designed to make effective use of personnel, time, materials, and equipment.	✓
2. Operational	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is frequently monitored.	
3. Emerging	The use of available resources to support continuous improvement is inconsistently monitored.	
4. Not Evident	The use of available resources to support continuous improvement is rarely, if ever, monitored.	

Effective Leadership Data

Planning and Organization Standard 5 -Develops, communicates, and implements rules, policies, schedules, and procedures to maximize student learning and staff effectiveness		
1. Exemplary	Rules, policies, schedules, and procedures are developed with stakeholder input, effectively communicated, and consistently implemented throughout the school to maximize student learning and staff effectiveness. These rules, policies, schedules, and procedures are consistently reviewed and revised as needed.	
2. Operational	Rules, policies, schedules, and procedures are developed, communicated, and implemented throughout the school to maximize student learning and staff effectiveness. These rules, policies, schedules, and procedures are periodically reviewed and systematically revised as needed.	✓
3. Emerging	Rules, policies, schedules, and procedures are developed but are not effectively communicated or are implemented inconsistently across the school.	
4. Not Evident	Rules, policies, or procedures are not developed, are poorly communicated, or are ineffectively implemented. In some cases, rules, policies, schedules, or procedures are out of date or have become barriers to student learning or staff effectiveness.	

Effective Leadership Data

Planning and Organization Standard 6 -Uses protocols to maintain the school campus and equipment providing a safe, clean, and inviting learning environment		
1. Exemplary	Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used extensively to maintain the school campus and equipment providing a safe, clean, and inviting learning environment. A proactive maintenance process is in place, and repairs are completed in a satisfactory and timely manner, when needed.	
2. Operational	Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used to maintain the school campus and equipment providing a safe, clean, and inviting learning environment. The school and campus are clean, well-maintained, inviting, and safe.	✓
3. Emerging	Protocols are sometimes used to maintain the school campus and equipment. The school and campus are partially clean, maintained, and inviting, but some safety issues exist.	
4. Not Evident	Protocols do not exist or are rarely, if ever, used to maintain the school campus and equipment. The school and campus are not clean, maintained, or inviting, and safety issues exist.	

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of professional capacity needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the Professional Capacity webinar for additional information and guidance.

Professional Capacity Data

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. Administrators collaborate consistently with staff members to gather input.	
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	✓
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Professional Learning Standard 1 -Aligns professional learning with needs identified through analysis of a variety of data		
1. Exemplary	Professional learning needs are identified and differentiated through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families). Ongoing support is provided through differentiated professional learning.	
2. Operational	Professional learning needs are identified through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families).	✓
3. Emerging	Professional learning needs are identified using limited sources of data.	
4. Not Evident	Professional learning needs are identified using little or no data.	

Professional Capacity Data

Professional Learning Standard 2 -Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance		
1. Exemplary	Administrators and staff, as a foundational practice, consistently collaborate to support leadership and personal accountability and to enhance individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback). Teachers conduct action research and assume ownership of professional learning processes.	
2. Operational	Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).	✓
3. Emerging	Administrators and staff sometimes collaborate to improve individual and collective performance.	
4. Not Evident	Administrators and staff rarely collaborate to improve individual and collective performance.	

Professional Learning Standard 3 -Defines expectations for implementing professional learning		
1. Exemplary	Administrators, teacher leaders, or both consistently define expectations for the implementation of professional learning, including details regarding the stages of implementation and how monitoring will occur as implementation progresses.	
2. Operational	Administrators, teacher leaders, or both regularly define expectations for the implementation of professional learning.	✓
3. Emerging	Administrators, teacher leaders, or both occasionally define expectations for the implementation of professional learning.	
4. Not Evident	Administrators, teacher leaders, or both rarely, if ever, define expectations for the implementation of professional learning.	

Professional Capacity Data

Professional Learning Standard 4 -Uses multiple professional learning designs to support the various learning needs of the staff		
1. Exemplary	Staff members actively participate in job-embedded professional learning that engages collaborative teams in a variety of appropriate learning designs (e.g., collaborative lesson study, analysis of student work, problem solving sessions, curriculum development, coursework, action research, classroom observations, online networks). Professional learning includes extensive follow-up with descriptive feedback and coaching.	
2. Operational	Staff members actively participate in professional learning, most of which is job-embedded, which includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom observations, online networks) to support their various learning needs. Professional learning includes follow-up with feedback and coaching.	✓
3. Emerging	Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.	
4. Not Evident	Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs.	

Professional Learning Standard 5 -Allocates resources and establishes systems to support and sustain effective professional learning		
1. Exemplary	Extensive resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are allocated to support and sustain effective professional learning. Opportunities to practice skills, receive follow-up, feedback, and coaching are provided to support the effectiveness of professional learning.	
2. Operational	Adequate resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are in place to support and sustain professional learning.	✓
3. Emerging	Some resources and systems are allocated to support and sustain professional learning.	
4. Not Evident	Few, if any, resources and systems are provided to support and sustain professional learning.	

Professional Capacity Data

Professional Learning Standard 6 -Monitors and evaluates the impact of professional learning on staff practices and student learning		
1. Exemplary	Monitoring and evaluating the impact of professional learning on staff practices and increases in student learning occurs extensively. Evaluation results are used to identify and implement processes to extend student learning.	
2. Operational	Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.	✓
3. Emerging	Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically.	
4. Not Evident	Monitoring and evaluating the impact of professional learning on staff practices occurs rarely, if ever.	

Professional Capacity Data

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the Family and Community Engagement webinar for additional information and guidance. Visit Georgia's Family Connection Partnership's KIDS COUNT for additional data.

Family and Community Engagement Data

Family and Community Engagement Standard 1 -Creates an environment that welcomes, encourages, and connects family and community members to the school		
1. Exemplary	The school has a well-established, inviting learning environment that welcomes, encourages, and connects family and community members to the school. Numerous opportunities are given to family members to become actively engaged in school-related events and improvement efforts as participants, event managers, and workers.	
2. Operational	The school has created an environment that welcomes, encourages, and connects family and community members to the school.	✓
3. Emerging	The school has made some progress toward creating an environment that welcomes, encourages, and connects family and community members to the school.	
4. Not Evident	The school has not created an environment that welcomes, encourages, or connects family and community members to the school.	

Family and Community Engagement Standard 2 -Establishes structures that promote clear and open communication between the school and stakeholders		
1. Exemplary	Extensive structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented. Structures are continuously monitored for reliable and interactive communication.	✓
2. Operational	Most structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented.	
3. Emerging	Some structures that promote clear and open communication between the school and stakeholders exist.	
4. Not Evident	Few, if any, structures that promote clear and open communication between the school and stakeholders exist.	

Family and Community Engagement Data

Family and Community Engagement Standard 3 -Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students		
1. Exemplary	A wide variety of relationships and collaborative decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services, post-secondary partnerships) are pervasive in promoting student success and well being. Expectations for family and community engagement are embedded in the culture and result in stakeholders being actively involved in decision-making.	
2. Operational	Numerous relationships and decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services) effectively build capacity for family and community engagement in the success of students.	✓
3. Emerging	Limited relationships and decision-making processes have been initiated by the school to build capacity for family and community engagement.	
4. Not Evident	Relationships and decision-making processes for families and the community are non-existent, or those that do exist contribute minimally to student success.	

Family and Community Engagement Data

Family and Community Engagement Standard 4 -Communicates academic expectations and current student achievement status to families		
1. Exemplary	The school staff provides families with ongoing, detailed academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols). Extensive communication related to the current achievement level of individual students is provided (e.g., progress reports, student-led parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).	✓
2. Operational	The school staff communicates academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols) throughout the year. Regular communication related to the current achievement level of individual students is provided (e.g., progress reports, parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).	
3. Emerging	The school staff communicates some academic expectations at the start of the year. Some communication related to the current achievement level of individual students is provided.	
4. Not Evident	The school staff does little to inform families of academic expectations. Little, if any, communication related to the current achievement level of individual students is provided.	

Family and Community Engagement Standard 5 -Develops the capacity of families to use support strategies at home that will enhance academic achievement		
1. Exemplary	The school continually develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	
2. Operational	The school frequently develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	
3. Emerging	The school occasionally develops the capacity of families to use support strategies at home that will enhance academic achievement.	✓
4. Not Evident	The school seldom, if ever, develops the capacity of families to use support strategies at home that will enhance academic achievement.	

Family and Community Engagement Data

Family and Community Engagement Standard 6 -Connects families with agencies and resources in the community to meet the needs of students		
1. Exemplary	The school has a systematic process in place to connect families with an array of agencies and resources (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	
2. Operational	The school regularly connects families to agencies and resources in the community (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	✓
3. Emerging	The school sometimes connects families to agencies and resources in the community to meet the needs of students.	
4. Not Evident	The school does little to connect families with agencies and resources in the community to meet the needs of students.	

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to a supportive learning environment. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). Student subgroups with a count of less than 15 are denoted by "TFS" (too few students). See the Supportive Learning Environment webinar for additional information and guidance.

Supportive Learning Environment Data

Instruction Standard 1	-Provides a supportive and well-managed environment conducive to learning	
1. Exemplary	A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions.	
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Instruction Standard 2	-Creates an academically challenging learning environment	
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
3. Emerging	Some teachers create an academically challenging learning environment.	
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Supportive Learning Environment Data

Instruction Standard 8 -Establishes a learning environment that empowers students to actively monitor their own progress		
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	✓
3. Emerging	Some students use tools to actively monitor their own progress.	
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

School Culture Standard 1 -Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment		
1. Exemplary	Rules, practices, and procedures that maintain a safe, orderly learning environment are proactively developed, communicated, and consistently implemented across the school. These rules, practices, and procedures are continually monitored and revised as needed.	
2. Operational	Rules, practices, and procedures that maintain a safe, orderly learning environment are developed, communicated, and implemented.	✓
3. Emerging	Rules, practices, and procedures are developed and communicated but are ineffective or inconsistently implemented across the school.	
4. Not Evident	Rules, practices, and procedures that maintain a safe, orderly, learning environment are not developed nor updated or are poorly communicated.	

Supportive Learning Environment Data

School Culture Standard 2 -Establishes a culture of trust and respect that promotes positive interactions and a sense of community		
1. Exemplary	Extensive evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established. A pervasive commitment to promoting positive interactions and a sense of community is evident.	
2. Operational	Evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established. A sustained commitment to promoting positive interactions and a sense of community is evident.	✓
3. Emerging	Some evidence exists that a culture of trust and respect has been established. A limited commitment to promoting positive interactions and a sense of community is evident.	
4. Not Evident	Little or no evidence exists that a culture of trust and respect has been established. Unresolved conflicts interfere with a sense of community.	

School Culture Standard 3 -Establishes a culture that supports the college and career readiness of students		
1. Exemplary	Extensive evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students. The school culture supports addressing individual achievement needs and strengths to prepare students for success.	
2. Operational	Evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.	✓
3. Emerging	Some evidence exists that the school supports the college and career readiness of students.	
4. Not Evident	Little or no evidence exists that the school supports the college and career readiness of students.	

Supportive Learning Environment Data

School Culture Standard 4 -Supports the personal growth and development of students		
1. Exemplary	The school staff consistently provides a comprehensive system of support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to maximize the personal growth and development of nearly all students.	✓
2. Operational	The school staff regularly provides support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to enhance the personal growth and development of students.	
3. Emerging	The school staff sporadically supports the personal growth and development of students.	
4. Not Evident	The school staff does little to support the personal growth and development of students.	

School Culture Standard 5 -Recognizes and celebrates achievements and accomplishments of students and staff		
1. Exemplary	The school community consistently recognizes and celebrates the achievements and accomplishments of students and staff. The celebrations are publicized within the school and to the community and support the culture of the school.	✓
2. Operational	The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff.	
3. Emerging	The school community periodically recognizes or celebrates the achievements or accomplishments of students and/or staff.	
4. Not Evident	The school community rarely, if ever, recognizes or celebrates the achievements or accomplishments of students or staff.	

Supportive Learning Environment Data

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders. The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed. The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.	✓
2. Operational	A common vision and mission have been developed through a collaborative process and communicated to most stakeholders. The vision and mission define the culture of the school and guide the continuous improvement process.	
3. Emerging	A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.	
4. Not Evident	A common vision and mission have not been developed or updated or have been developed by a few staff members.	

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

Analyze the LEA's data and answer the guiding questions to determine existing trends and patterns that support the identification of demographic and financial needs. Student subgroups with a count of less than 15 are denoted by "TFS" (too few students).

What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]	● Georgia Student Health Survey ● Georgia Personnel Survey ● Georgia Parent Survey ● Athletic Survey Data ● Principal Survey sent to employees, parents, and students ● Anecdotal conversations from School Council, PTSO, Instructional Leadership Team, Principal's Student Advisory Council, and Administrative Team meetings

What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")	The perception data shows that students, families, and teachers generally believe McIntosh High School is a safe, welcoming, and communicative environment, with strong leadership, collaboration, and positive classroom climates. Students feel supported in learning but less so in emotional wellbeing, with stress, sadness, and limited comfort seeking help from adults emerging as concerns. Families trust teachers and feel informed, yet fewer are confident in raising concerns with school leaders or perceive ample opportunities for involvement. Teachers view leadership and peer collaboration very positively but perceive high stress, heavy workloads, and low family engagement in supporting student learning. Across groups, there is alignment on safety and communication as strengths, and a shared need to strengthen mental health supports, adult-student connections, and family-school partnerships.

What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)	● Student participation in athletics ● Student participation in clubs ● Student participation in Fine Arts ● Registration processes ● Parent participation in counseling nights ● Parent engagement in PTSO and booster organizations ● Attendance data ● Behavior data ● Social Media participation

What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question "What did you do for whom?")	Participation levels are mixed from parents and students. Some parents and students are well-engaged in the school whereas others are not. The 20-80 rule (20% of the people do 80% of the work) definitely seems to be in effect here. For the most part, parents are engaged and want the best for their students. Students are well engaged in clubs and appreciate that they have the autonomy to create clubs of interest. Students in the Principals Advisory Council state that they like the varied programs, clubs, teams, and activities that are available here. There seems to be something for every student at MHS. In addition, the counseling staff is offering more small groups to targeted students and has increased its mentoring program. Our largest discipline offense continues to be unexcused tardies to school, followed by non-compliant/disruptive classroom behaviors and skipping.

What achievement data did you use?	● Milestones Achievement Data from 2025 ● Advanced Placement Achievement Data from 2025 ● 2024-2025 Semester Grade data

What does your achievement data tell you?	Our achievement data shows that McIntosh High School consistently outperforms district averages across key academic indicators. AP participation is strong and successful, with nearly 9 out of 10 AP students earning scores of 3 or higher and relatively balanced performance across demographic groups, though there is room to further close score gaps. Milestones data reveal fewer students at the lowest performance levels and a higher percentage reaching Proficient and Distinguished levels compared to the district, especially in Biology and U.S. History where McIntosh students demonstrate notably higher mastery. American Literature also shows solid achievement with more students reaching the highest level than the district average. Overall, the data reflect effective instruction and student readiness, while highlighting opportunities to elevate more students from proficient to distinguished performance and to support equitable outcomes across all groups.

What demographic data did you use?	● College and Career Ready Performance Index Score ● State Longitudinal Data System historical demographic breakdown ● Graduation Rates

What does the demographic data tell you?	Our school is transitioning to becoming more and more diverse. The transition is slower than some surrounding schools, but it is slowly evolving. Each year, our minority population rises and our white population decreases. Our economically disadvantaged population is beginning to rise, as is our gifted and special education populations. Our gifted population remains much larger than the average (with over 30% of the population gifted). The fastest growing subgroup is our

	Hispanic population.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

Read the trends and patterns summaries from each section of the data analysis process. Use the information in these summaries to complete 3.2 and 3.3. Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.2. Watch the Identifying Need webinar for additional information and guidance.

Strengths and Challenges Based on Trends and Patterns

Coherent Instructional:Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Coherent Instructional System Trends and Patterns ● Most departments collaborate effectively to align curriculum, assessments, and instruction with standards, though some inconsistencies remain in grading and remediation practices. ● Data is regularly analyzed to guide instruction and interventions, but cross-grade collaboration and timely feedback vary. ● Differentiated instruction and technology use support student engagement, yet math shows a need for stronger remediation and self-monitoring practices. ● Students increasingly take ownership of learning, but broader growth is needed, especially in math support classes. Needs: ●Students:More support in self-monitoring and tailored interventions. ●Teachers:Consistent grading, improved data analysis, and formative feedback strategies. ●Leaders:Foster cross-grade collaboration and data-driven continuous improvement.

Effective Leadership:Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Effective Leadership Trends and Patterns ● Leadership uses data-driven, collaborative processes to guide decision-making and school improvement, fostering shared leadership through teams like SIP and Impact. ● Strong communication and relationship-building with staff, students, families, and community support a culture of continuous improvement aligned with the school's vision.

Strengths and Challenges Based on Trends and Patterns

	● Targeted support, mentorship, and comprehensive feedback promote professional growth and identify teacher leaders. ● Resources, schedules, and safety protocols are managed systematically to optimize learning environments. Needs: ●Students:Clear learning goals and consistent, data-informed interventions. ●Teachers:More leadership opportunities, consistent feedback, and collaboration support. ●Leaders:Enhanced data use, communication, and shared leadership structures.

Professional Capacity:Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Professional Capacity Trends and Patterns ● Staff actively engage in job-embedded, collaborative professional learning aligned to school improvement goals, though ongoing coaching and follow-up could be strengthened. ● Leadership and teacher leaders regularly define clear expectations for professional learning implementation, with some variability across departments. ● Adequate resources and schedules support sustained professional learning, including substitutes, stipends, and collaborative time. ● Monitoring and evaluation of professional learning impact occur routinely, using TKES feedback, surveys, and student performance data, but clearer tracking of training attendance is needed. Implications for Needs: ●Students:Benefit from improved instructional practices through targeted professional learning and ongoing support. ●Teachers:Need more consistent coaching, clearer communication of PL expectations, and enhanced data transparency on PL effectiveness. ●Leaders:Require strengthened systems for monitoring PL attendance and impact to guide continuous improvement.

Strengths and Challenges Based on Trends and Patterns

Family and Community Engagement:Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Family and Community Engagement Trends and Patterns Staff actively foster family and community involvement through multiple channels such as booster clubs, school councils, and communication platforms, though some relationships and partnerships lack clarity or systematic coordination. Communication with families about academic expectations and student progress is consistent and detailed, supported by various digital tools. Efforts to build family capacity to support learning at home are limited, partly due to a focus on student independence and declining parent engagement. While connections to community resources exist, particularly through counseling, the processes are not always clearly defined or widely known. Implications for Needs: ●Students:Benefit when families and community partners are actively engaged and connected to support services. ●Teachers:Need clearer frameworks and support to strengthen family engagement and partnership coordination. ●Leaders:Should prioritize making family and community engagement processes more systematic, transparent, and accessible.

Supportive Learning Environment:Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Supportive Learning Environment Trends and Patterns The school provides a mostly safe, orderly, and respectful learning environment with clear routines and expectations. Teachers promote critical thinking and collaboration, though student self-monitoring and policy enforcement need improvement. A strong culture of trust and inclusion exists, supported by counseling and programs like PATH. College and career readiness and student support services are well integrated. Achievements are regularly celebrated, boosting school culture. Implications: ●Students:Need stronger self-monitoring and consistent policy enforcement. ●Teachers:Need more support for engagement and consistent routines. ●Leaders:Should focus on reinforcing expectations and expanding student support systems.

Strengths and Challenges Based on Trends and Patterns

Demographic and Financial:Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	● We are becoming increasingly diverse. ● Our economically disadvantaged population is increasing. ● Our students with 504 plans is increasing exponentially each year. ● Our ESOL population is growing.

Student Achievement:Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	● We continue to maintain a level of excellence above the state and local average. ● We are regularly lauded for our academic achievement. ● Some pockets of our population outperform others. ● Our graduation rate has increased for our SWD, but has not improved for our ESOL students.

IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the Identifying Need webinar for additional information and guidance.

Strengths	● We have a strong staff supporting our special populations of students. ● Although there have been significant improvements with our SWD population, our ESOL students and our Hispanic students are struggling to be successful according to our graduation rate and our discipline data.

Challenges	● Our 504 population is increasing exponentially, so we struggle with supporting those students effectively. ● We are in the process of tracking MTSS data and using our limited staff to provide targeted interventions.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.1. Watch the Identifying Need webinar for additional information and guidance.

Overarching Need # 1

Overarching Need	We need to continue to achieve at high levels, while also supporting the evolving needs of the various subgroups within our population so that all students are able to learn and "get smarter" at MHS.
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	

Overarching Need # 2

Overarching Need	We need to critically examine how and when we communicate with various stakeholder groups so that we are seen as welcoming and helpful when it comes to working with members of our community.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	No
Priority Order	4

Additional Considerations	

Overarching Need # 3

Overarching Need	We need to critically examine our PLC practices and school processes to ensure that all students have equitable access to a strong and viable curriculum.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	No
Priority Order	2

Additional Considerations	

Overarching Need # 4

Overarching Need	Increase enrollment and success of minority students in Advanced Placement (AP) and dual enrollment (DE) course offerings.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	No
Priority Order	3

Additional Considerations	

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.2. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the Identifying Need webinar. After describing the RCA process, complete a table for each selected overarching need.

> Overarching Need - We need to continue to achieve at high levels, while also supporting the evolving needs of the various subgroups within our population so that all students are able to learn and "get smarter" at MHS.

Root Cause # 1

Root Causes to be Addressed	*Lack of consistent instructional format/assessments among teachers of the same content. *Lack of consistent understanding of the power of formative assessment to drive instruction day to day. *Lack of consistently high expectations with strong instructional supports and strategies to support learning.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	

> Overarching Need - We need to critically examine how and when we communicate with various stakeholder groups so that we are seen as welcoming and helpful when it comes to working with members of our community.

Root Cause # 1

Root Causes to be Addressed	*People have a preferred method of communication (email, phone, social media, newsletters) and keeping up with the various methods is a challenge and ensuring that the message is the same in all can be a challenge. *Social media is an important tool for communicating culture and school information.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness

Additional Responses	

Overarching Need - We need to critically examine our PLC practices and school processes to ensure that all students have equitable access to a strong and viable curriculum.

Root Cause # 1

Root Causes to be Addressed	*Lack of instructional consistency form one teacher to the next. *A one size fits all approach is still used in some classrooms. *Collaborative classrooms tend to look the same as every other classroom. *Common assessments and data talks must become routine in order to move all of our students and improve learning outcomes. *Interim assessments are not used and data is not discussed with fidelity to improve learning outcomes for all students.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Root Cause # 1

Additional Responses	

Overarching Need - Increase enrollment and success of minority students in Advanced Placement (AP) and dual enrollment (DE) course offerings.

Root Cause # 1

Root Causes to be Addressed	*Students and parents may have difficulty navigating deadlines and information related to DE. *Students may not take the ACT or SAT early enough to qualify for DE. *Students may not see themselves or their peers in AP and DE coursework and may believe that they do not fit in or have the opportunity to be successful. *Students may not be familiar with AP or DE offerings.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness

Additional Responses	

School Improvement Plan
2025 - 2026

Fayette County
McIntosh High School

<div align="center">SCHOOL IMPROVEMENT PLAN</div>

1 General Improvement Plan Information

General Improvement Plan Information

District	Fayette County
School Name	McIntosh High School
Team Lead	Amy Hammock, Principal
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
✓	Free/Reduced meal application
	Community Eligibility Program (CEP) - Direct Certification ONLY
	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	We need to continue to achieve at high levels, while also supporting the evolving needs of the various subgroups within our population so that all students are able to learn and "get smarter" at MHS.
Root Cause # 1	*Lack of consistent instructional format/assessments among teachers of the same content. *Lack of consistent understanding of the power of formative assessment to drive instruction day to day. *Lack of consistently high expectations with strong instructional supports and strategies to support learning.
Goal	Increase achievement for all students as measured by: the percentage of students for each EOC Milestones exams who earns a proficient (3) or distinguished (4) rating, a 3 or higher on an AP exam, and in each interim/summative assessment as compared to the previous yearly PLC data.

Action Step # 1

Action Step	Continue to strengthen Tier 1 instruction by increasing and refining the use of effective common formative assessments and promoting shared, clearly defined expectations for high-quality teaching and learning across all classrooms.
Funding Sources	N/A
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	EOC Milestones Data AP Data PLC Data Interim Assessment Data PSAT Data Semester Grade Data PD Survey Data Math/Writing Lab sign-ins
Method for Monitoring Effectiveness	All PLCs will increase by 3% in the number of students who are Proficient or Distinguished on the EOC Milestones. 93% of students taking 1 or more AP Exams scoring a 3 or higher. All PLCs will increase by 5% in the number of students on or above reading status.

Action Step # 1

Position/Role Responsible	Administration, faculty
Timeline for Implementation	Others : Ongoing

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 2

Action Step	Supported by 2025–2026 MHS Professional Learning Plan and weekly PLCs, teachers will develop common assessments, analyze student data, and implement targeted remediation and acceleration—ensuring rigorous, standards-aligned instruction that actively engages all learners.
Funding Sources	N/A
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	EOC Milestones Data AP Data PLC Data Interim Assessment Data PSAT Data Semester Grade Data PD Survey Data Math/Writing Lab sign-ins
Method for Monitoring Effectiveness	All PLCs will increase by 3% in the number of students who are Proficient or Distinguished on the EOC Milestones. 93% of students taking 1 or more AP Exams scoring a 3 or higher. All PLCs will increase by 5% in the number of students on or above reading status.

Action Step # 2

Position/Role Responsible	Administration, faculty
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 3

Action Step	Establish a school-wide literacy culture that strengthens instruction, supports data-driven interventions for struggling learners, and accelerates growth for advanced students.
Funding Sources	N/A
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	EOC Milestones Data AP Data PLC Data Interim Assessment Data PSAT Data Semester Grade Data PD Survey Data Math/Writing Lab sign-ins
Method for Monitoring Effectiveness	All PLCs will increase by 3% in the number of students who are Proficient or Distinguished on the EOC Milestones. 93% of students taking 1 or more AP Exams scoring a 3 or higher. All PLCs will increase by 5% in the number of students on or above reading status.

Action Step # 3

Position/Role Responsible	Administration, faculty
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 4

Action Step	Continue to embed a daily 30-minute structured study session in the master schedule and optimize 4th period tutoring and writing lab access to support content mastery across disciplines.
Funding Sources	N/A
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	EOC Milestones Data AP Data PLC Data Interim Assessment Data PSAT Data Semester Grade Data PD Survey Data Math/Writing Lab sign-ins
Method for Monitoring Effectiveness	All PLCs will increase by 3% in the number of students who are Proficient or Distinguished on the EOC Milestones. 93% of students taking 1 or more AP Exams scoring a 3 or higher. All PLCs will increase by 5% in the number of students on or above reading status.

Action Step # 4

Position/Role Responsible	Administration, faculty
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	We need to critically examine how and when we communicate with various stakeholder groups so that we are seen as welcoming and helpful when it comes to working with members of our community.
Root Cause # 1	*People have a preferred method of communication (email, phone, social media, newsletters) and keeping up with the various methods is a challenge and ensuring that the message is the same in all can be a challenge. *Social media is an important tool for communicating culture and school information.
Goal	Increase collaboration and communication among teachers, parents, and the community to build a supportive network for student success in academics, attendance, and behavior using the aligned success criteria.

Action Step # 1

Action Step	Refine the PBIS framework and increase staff and student participation to improve understanding and involvement with systems of support (small group offerings, advisory boards, Sources of Strength, Student Advocacy Specialist, etc.)
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	PBIS Data (TKI) Discipline Data Attendance Data PD Team Agenda Counseling Data Talks Small Group Data UNX Absence Report Attendance Protocol Social Media Analytics School Climate Survey Parent Square Resources

Action Step # 1

Method for Monitoring Effectiveness	10% increase in PBIS participation/recognitions 5% decrease in disruptive classroom behaviors 15% decrease in chronic student absences 10% increase in social media views & followers Maintain feeder pattern meeting calendar 10% participation increase in climate survey data 90% school communication via Parent Square
Position/Role Responsible	Administration, faculty, SAS, club sponsors
Timeline for Implementation	Others : Daily

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 2

Action Step	Reduce disruptive classroom behaviors and chronic student attendance issues by improving communication practices with stakeholders (including beginning of year, in-person meetings with all classes)
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	PBIS Data (TKI) Discipline Data Attendance Data PD Team Agenda Counseling Data Talks

Action Step # 2

Method for Monitoring Implementation	Small Group Data UNX Absence Report Attendance Protocol Social Media Analytics School Climate Survey Parent Square Resources
Method for Monitoring Effectiveness	10% increase in PBIS participation/recognitions 5% decrease in disruptive classroom behaviors 15% decrease in chronic student absences 10% increase in social media views & followers Maintain feeder pattern meeting calendar 10% participation increase in climate survey data 90% school communication via Parent Square
Position/Role Responsible	Administration, faculty
Timeline for Implementation	Others : Ongoing

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 3

Action Step	Increase social media presence (school wide and individual classes)
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment

Action Step # 3

Method for Monitoring Implementation	PBIS Data (TKI) Discipline Data Attendance Data PD Team Agenda Counseling Data Talks Small Group Data UNX Absence Report Attendance Protocol Social Media Analytics School Climate Survey Parent Square Resources
Method for Monitoring Effectiveness	10% increase in PBIS participation/recognitions 5% decrease in disruptive classroom behaviors 15% decrease in chronic student absences 10% increase in social media views & followers Maintain feeder pattern meeting calendar 10% participation increase in climate survey data 90% school communication via Parent Square
Position/Role Responsible	Assistant principal, faculty
Timeline for Implementation	Others : Ongoing

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 4

Action Step	Improve effective collaboration and communication with feeder pattern middle school
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 4

Subgroups	Student with Disabilities Immigrant
Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	PBIS Data (TKI) Discipline Data Attendance Data PD Team Agenda Counseling Data Talks Small Group Data UNX Absence Report Attendance Protocol Social Media Analytics School Climate Survey Parent Square Resources
Method for Monitoring Effectiveness	10% increase in PBIS participation/recognitions 5% decrease in disruptive classroom behaviors 15% decrease in chronic student absences 10% increase in social media views & followers Maintain feeder pattern meeting calendar 10% participation increase in climate survey data 90% school communication via Parent Square
Position/Role Responsible	Administration, faculty
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 5

Action Step # 5

Action Step	Increase stakeholder participation in communication and feedback (School Council meetings, Parent Square, climate survey, etc.)
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	PBIS Data (TKI) Discipline Data Attendance Data PD Team Agenda Counseling Data Talks Small Group Data UNX Absence Report Attendance Protocol Social Media Analytics School Climate Survey Parent Square Resources
Method for Monitoring Effectiveness	10% increase in PBIS participation/recognitions 5% decrease in disruptive classroom behaviors 15% decrease in chronic student absences 10% increase in social media views & followers Maintain feeder pattern meeting calendar 10% participation increase in climate survey data 90% school communication via Parent Square
Position/Role Responsible	Administration, faculty
Timeline for Implementation	Others : Ongoing

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	We need to critically examine our PLC practices and school processes to ensure that all students have equitable access to a strong and viable curriculum.
Root Cause # 1	*Lack of instructional consistency form one teacher to the next. *A one size fits all approach is still used in some classrooms. *Collaborative classrooms tend to look the same as every other classroom. *Common assessments and data talks must become routine in order to move all of our students and improve learning outcomes. *Interim assessments are not used and data is not discussed with fidelity to improve learning outcomes for all students.
Goal	Increase PLC collaboration to ensure a guaranteed and viable curriculum by focusing on priority standards, common assessments, and the use of student data to improve instruction and support all learners.

Action Step # 1

Action Step	Implement a PLC curriculum that guides and supports PLC leaders and teachers in improving the delivery of a guaranteed and viable curriculum.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PL Attendance and Feedback Logs Common Formative and Summative Assessment Data Grade Distribution Reports by Course/Teacher PLC Meeting Agendas, Minutes, and Artifacts PLC Team Self-Assessment Rubric
Method for Monitoring Effectiveness	95% of students will show developing, proficient, or distinguished levels of content mastery in each of their courses as measured by end of semester assessment data. 100% of PLC teams will use common assessments and complete at least one full data cycle (analyze, plan, reteach/enrich, reassess) per semester. Reduction in instructional and grade variability across classrooms within departments, as measured by grade distribution reports and assessment data at 9

Action Step # 1

Method for Monitoring Effectiveness	week intervals. 90% of PLC teams will demonstrate growth on the Collaborative Learning Team Self-Assessment Rubric from BOY to EOY.
Position/Role Responsible	Adminstration, faculty, content coordinators
Timeline for Implementation	Others : Ongoing

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 2

Action Step	PLC teams will unpack and document content standards and skills to collaboratively design common formative and summative assessments, and to develop instructional plans that promote consistency, effective teaching, and improved student learning.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PL Attendance and Feedback Logs Common Formative and Summative Assessment Data Grade Distribution Reports by Course/Teacher PLC Meeting Agendas, Minutes, and Artifacts PLC Team Self-Assessment Rubric
Method for Monitoring Effectiveness	95% of students will show developing, proficient, or distinguished levels of content mastery in each of their courses as measured by end of semester assessment

Action Step # 2

Method for Monitoring Effectiveness	data. 100% of PLC teams will use common assessments and complete at least one full data cycle (analyze, plan, reteach/enrich, reassess) per semester. Reduction in instructional and grade variability across classrooms within departments, as measured by grade distribution reports and assessment data at 9 week intervals. 90% of PLC teams will demonstrate growth on the Collaborative Learning Team Self-Assessment Rubric from BOY to EOY.
Position/Role Responsible	Adminstration, faculty, content coordinators
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 3

Action Step	PLCs will use common assessments and student data to monitor and improve student learning, plan remediation and acceleration, and inform professional learning. This will include collaborating with the Multi-Tiered System of Support (MTSS) team, Math interventionist, writing lab, and school/district support staff to address diverse student needs.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PL Attendance and Feedback Logs Common Formative and Summative Assessment Data

Action Step # 3

Method for Monitoring Implementation	Grade Distribution Reports by Course/Teacher PLC Meeting Agendas, Minutes, and Artifacts PLC Team Self-Assessment Rubric
Method for Monitoring Effectiveness	95% of students will show developing, proficient, or distinguished levels of content mastery in each of their courses as measured by end of semester assessment data. 100% of PLC teams will use common assessments and complete at least one full data cycle (analyze, plan, reteach/enrich, reassess) per semester. Reduction in instructional and grade variability across classrooms within departments, as measured by grade distribution reports and assessment data at 9 week intervals. 90% of PLC teams will demonstrate growth on the Collaborative Learning Team Self-Assessment Rubric from BOY to EOY.
Position/Role Responsible	Administration, faculty
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 4

Action Step	Facilitate regular, structured collaboration sessions among teachers, PLC leaders, department chairs, and instructional stakeholders to share best practices and strategies, including common teaching and learning expectations (The Fayette Five/TRIBE) and the use of PLC calendars.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership

Action Step # 4

Systems	Supportive Learning Environment
Method for Monitoring Implementation	PL Attendance and Feedback Logs Common Formative and Summative Assessment Data Grade Distribution Reports by Course/Teacher PLC Meeting Agendas, Minutes, and Artifacts PLC Team Self-Assessment Rubric
Method for Monitoring Effectiveness	95% of students will show developing, proficient, or distinguished levels of content mastery in each of their courses as measured by end of semester assessment data. 100% of PLC teams will use common assessments and complete at least one full data cycle (analyze, plan, reteach/enrich, reassess) per semester. Reduction in instructional and grade variability across classrooms within departments, as measured by grade distribution reports and assessment data at 9 week intervals. 90% of PLC teams will demonstrate growth on the Collaborative Learning Team Self-Assessment Rubric from BOY to EOY.
Position/Role Responsible	Administration, faculty
Timeline for Implementation	Others : Ongoing

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

2. SCHOOL IMPROVEMENT GOALS

2.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase enrollment and success of minority students in Advanced Placement (AP) and dual enrollment (DE) course offerings.
Root Cause # 1	*Students and parents may have difficulty navigating deadlines and information related to DE. *Students may not take the ACT or SAT early enough to qualify for DE. *Students may not see themselves or their peers in AP and DE coursework and may believe that they do not fit in or have the opportunity to be successful. *Students may not be familiar with AP or DE offerings.
Goal	Increase equitable access, enrollment, and academic success of students in post-secondary options, including Advanced Placement (AP) courses.

Action Step # 1

Action Step	By the end of January 2026, implement at least two targeted outreach initiatives (e.g., parent night, summer workshop, student interest surveys, peer mentoring programs) focused on informing and encouraging underrepresented students to participate in AP, Dual Achievement Program (DAP), and/or DE courses.
Funding Sources	N/A
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Student course requests AP enrollment and achievement Data AP Potential Small Group Data Academic Intervention Committee Notes
Method for Monitoring Effectiveness	Increase overall student enrollment in Advanced Placement (AP) courses by 10% compared to the 2024–2025 school year baseline. By May 2026, increase the percentage of minority students scoring a 3 or higher on AP exams by at least 5 percentage points over the 2024–2025 baseline
Position/Role Responsible	Administration, faculty
Timeline for Implementation	Yearly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 2

Action Step	Support students new to AP courses through a summer workshop, counseling small groups, and a formalized academic intervention process.
Funding Sources	N/A
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Student course requests AP enrollment and achievement Data AP Potential Small Group Data Academic Intervention Committee Notes
Method for Monitoring Effectiveness	Increase overall student enrollment in Advanced Placement (AP) courses by 10% compared to the 2024–2025 school year baseline. By May 2026, increase the percentage of minority students scoring a 3 or higher on AP exams by at least 5 percentage points over the 2024–2025 baseline
Position/Role Responsible	Administration, faculty
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 3

Action Step	Enhance vertical alignment to grow AP enrollment and ensure student readiness.
Funding Sources	N/A
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Student course requests AP enrollment and achievement Data AP Potential Small Group Data Academic Intervention Committee Notes
Method for Monitoring Effectiveness	Increase overall student enrollment in Advanced Placement (AP) courses by 10% compared to the 2024–2025 school year baseline. By May 2026, increase the percentage of minority students scoring a 3 or higher on AP exams by at least 5 percentage points over the 2024–2025 baseline
Position/Role Responsible	Administration, faculty
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

3. REQUIRED QUESTIONS

3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).	Teacher groups completed the needs assessment and rated our school on each of the standards. Faculty and staff also completed end-of-the-year KISS survey feedback. Stakeholder groups (PTSO, School Council, Principal's Student Advisory, SIP Team, Leadership Team, and Administrative Team) were consulted in the creation of the plans and goals.

2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.	All faculty members are highly qualified in their subject areas and are evaluated using the Teacher Keys Effectiveness System to ensure that all students receive high quality instruction.

3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).	This is not a Title I School.

4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.	This is not a Title I School.

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.	Not applicable.

6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:Coordination with institutions of higher education, employers, and local partners; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	Our school principal meets regularly with the principals of the feeder elementary and middle schools to plan and implement vertical alignment within the feeder pattern. Eighth grade students meet with counselors to discuss their academic plans and register for courses. We also host parent nights to answer questions. School counselors prepare students for the transition to college with workshops, meetings with recruiters, and the like. PBIS teams collaborated at the end of the year to establish students who would be candidates for a mentor. In addition, we have a High School Transition course to help support 9th grade students.

7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.	The school is a PBIS school and a Sources of Strength School. Faculty members have been trained in strategies to mitigate behavioral and social/emotional issues that arise in the school with a goal of handling the issue on the lowest level possible. Many faculty are trained in Mindset de-escalation techniques to mitigate behavioral issues. We also have trained administrators and counselors in dialectical behavior therapy strategies.

ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.	