

**McINTOSH HIGH SCHOOL: SIP 2025-2026**

GOALS	ACTIONS	SUCCESS CRITERIA	DATA SOURCES
<p><b>ONE: Increase achievement for all students as measured by:</b></p> <ol style="list-style-type: none"> <li>1. the percentage of students for each EOC Milestones exam who earn a proficient (3) or distinguished (4) rating,</li> <li>2. a 3 or higher on an AP exam,</li> <li>3. and in each interim/summative assessment as compared to the previous yearly PLC data.</li> </ol>	<ol style="list-style-type: none"> <li>1. 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.</li> <li>2. 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.</li> <li>3. Establish a school-wide literacy culture that strengthens instruction, supports data-driven interventions for struggling learners, and accelerates growth for advanced students.</li> <li>4. 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.</li> </ol>	<p>All PLCs will increase by 3% in the number of students who are Proficient or Distinguished on the EOC Milestones</p> <p>93% of students taking 1 or more AP Exams scoring a 3 or higher</p> <p>All PLCs will increase by 5% in the number of students on or above reading status</p> 	<p>EOC Milestones Data AP Data PLC Data Interim Assessment Data PSAT Data Semester Grade Data PD Survey Data Math/Writing Lab sign-ins</p>
<p><b>TWO: 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.</b></p>	<ol style="list-style-type: none"> <li>1. 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.)</li> <li>2. 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)</li> <li>3. Increase social media presence (school wide and individual classes)</li> <li>4. Improve effective collaboration and communication with feeder pattern middle school</li> <li>5. Increase stakeholder participation in communication and feedback (School Council meetings, Parent Square, climate survey, etc.)</li> </ol>	<p>10% increase in PBIS participation/recognitions</p> <p>5% decrease in disruptive classroom behaviors</p> <p>15% decrease in chronic student absences</p> <p>10% increase in social media views &amp; followers</p> <p>Maintain feeder pattern meeting calendar</p> <p>10% participation increase in climate survey data</p> <p>90% school communication via Parent Square</p>	<p>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</p>
<p><b>THREE: 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.</b></p>	<ol style="list-style-type: none"> <li>1. Implement a PLC curriculum that guides and supports PLC leaders and teachers in improving the delivery of a guaranteed and viable curriculum.</li> <li>2. 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.</li> <li>3. 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.</li> <li>4. 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.</li> </ol>	<p>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.</p> <p>100% of PLC teams will use common assessments and complete at least one full data cycle (analyze, plan, reteach/enrich, reassess) per semester.</p> <p>Reduction in instructional and grade variability across classrooms within departments, as measured by grade distribution reports and assessment data at 9 week intervals.</p> <p>90% of PLC teams will demonstrate growth on the Collaborative Learning Team Self-Assessment Rubric from BOY to EOY.</p>	<p>PL Attendance and Feedback Logs</p> <p>Common Formative and Summative Assessment Data</p> <p>Grade Distribution Reports by Course/Teacher</p> <p>PLC Meeting Agendas, Minutes, and Artifacts</p> <p>PLC Team Self-Assessment Rubric</p>
<p><b>FOUR: Increase equitable access, enrollment, and academic success of students in post-secondary options, including Advanced Placement (AP) courses.</b></p>	<ol style="list-style-type: none"> <li>1. 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.</li> <li>2. Support students new to AP courses through a summer workshop, counseling small groups, and a formalized academic intervention process.</li> <li>3. Enhance vertical alignment to grow AP enrollment and ensure student readiness.</li> </ol>	<p>Increase overall student enrollment in Advanced Placement (AP) courses by 10% compared to the 2024–2025 school year baseline.</p> <p>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</p>	<p>Student course requests AP enrollment and achievement Data AP Potential Small Group Data Academic Intervention Committee Notes</p>

ALIGNMENT TO DISTRICT STRATEGIC PLAN	MONITORING DATES	
<p><b>1.1. Increase student achievement and student growth</b></p> <ul style="list-style-type: none"> <li>● 1.1.1. Use effective instructional practices &amp; Fayette County Instructional Framework in the delivery of instruction</li> <li>● 1.1.3. Implement literacy instruction across disciplines to promote student achievement and engagement</li> <li>● 1.1.5 Lead and facilitate effective, data-driven school improvement planning processes across all schools</li> <li>● <i>Aligned to SIP Goals: 1, 2, 3, 4</i></li> </ul> <p><b>2.1 Improve internal and external communication (i.e., community, family and schools)</b></p> <ul style="list-style-type: none"> <li>● 2.1.1. Engage stakeholders in periodic reviews of the strategic plan throughout the year</li> <li>● 2.1.2. Maintain and expand stakeholder communication</li> <li>● <i>Aligned to SIP Goal: 2</i></li> </ul> <p><b>2.2 Engage internal and external stakeholders (SIP Goals: 2, 4)</b></p> <ul style="list-style-type: none"> <li>● 2.2.2. Provide post-secondary opportunities for all students</li> <li>● 2.2.3. Expand parent and stakeholder engagement</li> <li>● 2.2.4. Improve student engagement</li> <li>● <i>Aligned to SIP Goals: 2, 4</i></li> </ul> <p><b>3.2 Retain highly effective staff</b></p> <ul style="list-style-type: none"> <li>● 3.2.1. Provide job aligned professional learning</li> <li>● 3.2.2. Increase leadership capacity among teachers and administrators</li> <li>● <i>Aligned to SIP Goals: 1, 3</i></li> </ul> <p><b>4.1. Ensure safe supportive learning environments</b></p> <ul style="list-style-type: none"> <li>● 4.1.2. Use evidence-based practices to support student behavior and discipline</li> <li>● <i>Aligned to SIP Goal: 2</i></li> </ul>	<b>Impact Checks</b>	<p>45 Day: October 6-17 (PLC goal data)</p> <p>90 Day: January 5-22 (semester grade data and SIP goal data)</p> <p>135 Day: March 16-27 (PLC goal data)</p> <p>180 Day: Post-planning (Milestone data, semester grades data, PLC goal data and SIP goal data)</p>
	<b>Leadership Meetings</b>	Weekly on Thursdays
	<b>Faculty Meetings</b>	First Wednesday of the month

**LEARNING matters most & COLLABORATION is our priority at McIntosh High School.**