



Comprehensive Needs Assessment 2026 - 2027 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.

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	Jason Arp
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.

Stakeholders

	Position/Role	Name
Stakeholder # 1	PTSO President	Linzi Adkins
Stakeholder # 2	PTSO Vice-President	Danielle Xie
Stakeholder # 3	PTSO Secretary	Jen Braden
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
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2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

Analyze the LEA's data (including sections 2.6 and 2.7) 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).

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 2.7) 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).

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 2.7) 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).

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.	

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

Analyze the LEA's data (including sections 2.6 and 2.7) 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).

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 2.7) 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).

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
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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 indicate that McIntosh High School has a strong, positive school climate built on relationships, high expectations, and trust in leadership. Both personnel and families believe that the school genuinely cares about students, supports their success, and maintains a culture of respect and professionalism. Staff report strong relationships with students and colleagues, feel respected by administrators, and show high confidence in remaining at McIntosh. Families similarly perceive the school as safe, welcoming, academically rigorous, and student-centered. McIntosh has a strong foundation of trust, pride, and positive relationships.
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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
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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
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	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. The data indicate that the school is actively providing support through academic intervention, advanced coursework, counseling, extracurricular opportunities, discipline systems, teacher communication, and professional collaboration. Staff report that students receive extra help when needed and that the school challenges advanced learners, while families recognize programs such as AP, STEM, and Band as meaningful opportunities for students.
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What achievement data did you use?	• Milestones Achievement Data from 2026 • Advanced Placement Achievement Data from 2026 • 2025-2026 Semester Grade data
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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 where McIntosh students demonstrate notably higher mastery. Algebra and US History also showed solid achievement with more students reaching the highest level than the district average. Overall, the data reflects 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.
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What demographic data did you use?	• College and Career Ready Performance Index Score • State Longitudinal Data System historical demographic breakdown • Graduation Rates
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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 African American population.
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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 3.3.

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: Key Trends & Patterns ● Strong PLC collaboration: PLCs meet regularly to plan, develop common assessments, analyze data, and adjust instruction. ● Strong standards alignment: Teachers consistently use state, district, and course standards to guide curriculum, instruction, and assessment. ● Data-informed instruction: Teams regularly analyze formative and summative data to identify learning gaps, plan remediation, and monitor student progress. ● Growing focus on rigor: Teachers are emphasizing critical thinking, literacy, higher-order questioning, discussion, and deeper learning experiences. ● Differentiation remains an area for growth: Teachers provide scaffolds and collaborate with support staff, but there is a continued need to better accelerate struggling learners and provide enrichment for advanced students. ● Inconsistent implementation: Learning targets, grading practices, data analysis, and other instructional practices are not yet implemented consistently across all classrooms and departments. ● Need for continued support during transition: New ELA standards are requiring teachers to redesign curriculum and assessments, creating a need for continued collaboration, professional learning, and leadership support. Needs Identified Student: More consistent differentiation, enrichment, feedback, and opportunities for deeper thinking. Teacher: Continued support with assessment design, differentiation, standards alignment, and deeper use of data. Leader: Ensure consistency across classrooms through shared expectations, professional learning, monitoring, and protected PLC collaboration time.
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Strengths and Challenges Based on Trends and Patterns

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 Key Trends & Patterns ● Strong data-driven leadership: Data talks, SIP monitoring, PLC data analysis, and performance measures are regularly used to identify needs and adjust strategies. ● Culture of continuous improvement: The SIP, PLC goals, TKES goals, and schoolwide priorities are routinely reviewed and adjusted based on data and identified needs. ● Strong professional learning support: Teachers have access to school-, county-, teacher-, and administrator-led professional learning, with opportunities to choose learning aligned to individual needs. ● Teacher leadership is a strength: Staff have multiple opportunities to lead PL, participate in PLCs and SIP teams, serve in leadership roles, and contribute to decision-making. ● Leadership is visible and supportive: Administrators regularly visit PLCs and classrooms, provide support to struggling teachers, and recognize staff and student accomplishments. ● Mission and vision are embedded in the culture: Staff perceive a strong connection between the school's mission, continuous improvement efforts, high expectations, and daily decision-making. ● Systems are generally strong but consistency remains a need: Policies, procedures, and expectations are established, but staff noted that consistency can be challenging in a large school. ● Communication is an area for growth: Staff identified occasions when teachers receive important information after parents or students, creating confusion and allowing rumors or misinformation to develop. ● Resource limitations impact implementation: Staff make effective use of existing resources, but aging facilities, furniture, and equipment—particularly in CTE—create challenges. ● Safety and maintenance systems are viewed positively: Required drills, maintenance, and facility monitoring are in place, although staff identified opportunities to revisit certain safety procedures and spaces. Needs Identified Student: Consistent implementation of schoolwide expectations, clear communication, and continued access to programs and resources that support achievement and well-being. Teacher: Continued professional learning, timely communication, differentiated support, meaningful opportunities for leadership, and access to adequate instructional resources. Leader: Maintain strong data-driven decision-making while improving communication consistency, monitoring implementation across departments, and addressing resource and infrastructure needs.
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Strengths and Challenges Based on Trends and Patterns

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: Key Trends & Patterns ● Strong culture of collaboration: PLCs, departmental meetings, and collaborative teams provide regular opportunities for teachers to learn from one another and solve instructional challenges together. ● Professional learning is increasingly data-driven: Staff needs and professional learning topics are identified through surveys, student performance data, PLC data talks, and teacher feedback. ● Ongoing support for new and existing teachers: New teachers receive continued mentoring, while all staff have opportunities for follow-up feedback and professional learning throughout the year. ● Strong structures for professional learning: Planning time, PLCs, workdays, and available resources provide dedicated opportunities for professional growth and collaboration. ● Professional learning is connected to instructional practice: Training focuses on tools and strategies that teachers can apply directly to instruction, including data-driven practices, Schoology, Progress Learning, and analysis of student work. ● Leadership capacity is developing: Staff have opportunities to participate in leadership and collaborative teams, but there is a perception that the same individuals are often the primary voices. Expanding leadership opportunities and amplifying additional staff voices would strengthen collective capacity. ● Feedback and impact are part of the process: Data and feedback are used to evaluate whether professional learning is improving instruction and student outcomes. Needs Identified Teacher: Continued job-embedded professional learning, meaningful feedback, mentoring, and opportunities to learn from colleagues across departments. Leader: Continue using staff and student data to personalize professional learning while intentionally developing more teacher leaders and broadening participation in decision-making and collaboration.
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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 & Community Engagement: Key Trends & Patterns ● Many opportunities for involvement: McIntosh provides numerous opportunities through PTSO, booster clubs, parent volunteers, clubs, fine arts, counseling events, and school programs. ● Strong communication structures: ParentSquare, email, newsletters, mail, and school events provide multiple ways to keep families informed and connected. ● Opportunities are fragmented: While many resources exist, staff noted that families may have difficulty knowing where to find opportunities. Centralizing information could increase participation. ● Website and communication need improvement: The website is viewed as outdated and not always user-friendly, and frequent policy changes can create confusion when information is not updated consistently across platforms. ● Family involvement does not always equal shared
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Strengths and Challenges Based on Trends and Patterns

	decision-making:Families and community members participate in many activities, but their involvement inschoolwide decision-making is not yet consistent or embeddedacross the school. ●Community partnerships vary by department:Connections with community agencies and resources exist, particularly through counseling and wraparound supports, but some staff perceive these partnerships as morecase-by-case than systematic. ●Existing programs can be leveraged more strategically:Events such as AP/Elective Nights, Senior Night, Lunch & Learns, and counseling outreach provide opportunities to connect families with academic and community resources. Needs IdentifiedFamily:Easier access to information about opportunities, resources, and school expectations; more consistent and user-friendly communication. Community:More systematic and visible partnerships that connect students and families with community resources and supports. School/Leader:Centralize family engagement opportunities, improve the website and consistency of communication, and create more intentional structures for families and community members to have a voice in decision-making.
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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: Key Trends & Patterns●Positive, supportive classroom environments:Staff consistently described classrooms as well-managed, relationship-focused, and conducive to learning, with positive interactions between teachers and students. ●High academic expectations:Teachers maintain rigorous expectations, supported by strong EOC performance, AP opportunities, and challenging coursework. Staff also noted a need to better balance academic rigor with student well-being and differentiation. ●Strong student support systems:Counseling, MTSS, intervention programs, study skills, writing support, small groups, and individualized planning provide comprehensive academic, social, and emotional support for students. ●Positive school culture:Programs such as PATH, Second Mile Awards, Academic Recognition, and teacher/student recognition initiatives foster a culture of respect, belonging, and celebration of success. ●College and career readiness is a strength:Students have access to extensive AP offerings, career pathways, individualized advisement, and transition planning. Staff identified an opportunity to increase visibility and support for students pursuing non-college pathways and ACT/SAT preparation. ●Student ownership of learning is developing:Many teachers use rubrics, feedback, goal setting, and progress-monitoring tools, but implementation is inconsistent and students do not always use these resources effectively. ●Consistency of expectations remains the primary challenge:While expectations for behavior are clearly established, staff consistently
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Strengths and Challenges Based on Trends and Patterns

	identified uneven implementation of policies related to cell phones, earbuds, dress code, and classroom management across teachers and departments. ●Mission and vision guide the work but lack visibility:Staff recognize that the school's mission and vision influence decision-making and improvement efforts, but many feel they are better represented through the annual theme than through a clearly understood mission and vision statement. Needs IdentifiedStudent:Increased ownership of learning through consistent use of progress-monitoring tools, continued social-emotional support, and differentiated pathways that meet students' academic and postsecondary goals. Teacher:Greater consistency in implementing schoolwide expectations, increased use of student self-monitoring and metacognitive strategies, and continued emphasis on balancing rigor with student well-being. Leader:Strengthen schoolwide consistency in behavior expectations and classroom practices, expand recognition efforts so more students and staff are celebrated, and increase visibility and understanding of the school's mission and vision.
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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 and ECS services are decreasing. ● Our ESOL population is growing.
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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.
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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.

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 needs are increasing exponentially. • 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 and 3.2 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 3.2.

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	
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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	
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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?	Better
Can Root Causes be Identified?	No
Priority Order	2

Additional Considerations	
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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	
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.3. 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. Use the letter codes below to identify which programs relate to each root cause (ex: "ABCF").;A. IDEA - Special Education;B. School and District Effectiveness;C. Title I, Part A - Improving the Academic Achievement of the Disadvantaged;D. Title I, Part A - Foster Care Program;E. Title I, Part A - Parent Engagement Program;F. Title I, Part C - Education of Migratory Children;G. Title I, Part D - Programs for Neglected or Delinquent Children;H. Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other;I. School Leaders;J. Title III - Language Instruction for English Learners and Immigrant Students;K. Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

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	
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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	
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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 and grading consistency from 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

Root Cause # 1

Impacted Programs	Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :
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Additional Responses	
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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	
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School Improvement Plan 2026 - 2027



Fayette County
McIntosh High School

SCHOOL IMPROVEMENT PLAN

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: Increased percentages of students earning Proficient (Level 3) or Distinguished (Level 4) on EOC Milestones, including a 2-percentage-point increase for identified student subgroups. Increase the percentage of students earning a 3 or higher on AP exams. Improved performance on PLC-developed interim and summative common assessments compared to the previous school year.

Action Step # 1

Action Step	Strengthen Tier 1 instruction through high-quality, standards-aligned teaching, effective common formative assessments, clearly defined instructional expectations, and ongoing classroom observations and feedback to ensure consistent implementation 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

Action Step # 1

Method for Monitoring Effectiveness	Increase EOC Milestones proficiency (Levels 3 and 4) by 3 percentage points overall and by 2 percentage points for each identified student subgroup.
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)?	
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Action Step # 2

Action Step	Implement professional learning aligned to The Science of Learning and The Fayette Five to improve instructional practices, analyze student data, and provide timely remediation and acceleration.
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	Increase to 93% the percentage of students earning a 3 or higher on one or more AP exams.
Position/Role Responsible	Administration, faculty
Timeline for Implementation	Monthly

Action Step # 2

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)?	
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Action Step # 3

Action Step	Expand acceleration opportunities through enriched learning experiences, increased rigor, AP readiness, and advanced coursework.
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	Increase the percentage of students meeting or exceeding grade-level literacy proficiency to at least 90% as measured by the Grade 10 ELA Milestones assessment.
Position/Role Responsible	Administration, faculty
Timeline for Implementation	Quarterly

Action Step # 3

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)?	
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Action Step # 4

Action Step	Implement a school-wide Language of Literacy framework across all content areas.
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	Increase by 5 percentage points the percentage of students reading on or above grade level, as measured by district literacy assessments.
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)?	
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Action Step # 4

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)?	
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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, families, and the community to strengthen partnerships that support student success in academics, attendance, and behavior.

Action Step # 1

Action Step	Strengthen MTSS and PBIS through data-driven interventions, student recognition, and collaboration among teachers, counselors, and support staff.
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 UNIX Absence Report Attendance Protocol Social Media Analytics School Climate Survey Parent Square Resources
Method for Monitoring Effectiveness	Increase PBIS participation, student recognition, stakeholder participation in communication platforms, and climate surveys by 10%. Decrease disruptive classroom behavior referrals by 5%.

Action Step # 1

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)?	
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Action Step # 2

Action Step	Implement a comprehensive attendance plan that uses timely communication, family partnerships, and targeted interventions to address chronic absenteeism.
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 UNIX Absence Report Attendance Protocol Social Media Analytics School Climate Survey Parent Square Resources
Method for Monitoring Effectiveness	Reduce chronic absenteeism by 18%.

Action Step # 2

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)?	
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Action Step # 3

Action Step	Increase stakeholder engagement through consistent communication, feeder-pattern collaboration, family feedback, shared decision-making, and student leadership opportunities.
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 UNIX Absence Report Attendance Protocol Social Media Analytics School Climate Survey Parent Square Resources

Action Step # 3

Method for Monitoring Effectiveness	Maintain a feeder-pattern collaboration calendar with transition and planning activities. Increase student participation in leadership opportunities.
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)?	
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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 and grading consistency from 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 through a focus 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 and leverages actionable data.
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	Increase the percentage of students demonstrating mastery on end-of-semester common assessments. Maintain a shared data tracker to monitor PLC common assessment results and guide instructional decisions. Increase the percentage of growth on PLC Self-Assessment Rubrics from the beginning to the end of the school year. Improve grading consistency across classrooms, as evidenced by grade

Action Step # 1

Method for Monitoring Effectiveness	distribution reports and common assessment data reviewed every nine weeks
Position/Role Responsible	Administration, 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)?	
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Action Step # 2

Action Step	PLC teams will design common formative and summative assessments, and develop instructional plans and lesson preparations that promote consistency and effective teaching.
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	Increase the percentage of students demonstrating mastery on end-of-semester common assessments. Maintain a shared data tracker to monitor PLC common assessment results and guide instructional decisions.

Action Step # 2

Method for Monitoring Effectiveness	Increase the percentage of growth on PLC Self-Assessment Rubrics from the beginning to the end of the school year. Improve grading consistency across classrooms, as evidenced by grade distribution reports and common assessment data reviewed every nine weeks
Position/Role Responsible	Administration, 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)?	
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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. including collaborating with the Multi-Tiered System of Support (MTSS) team, Math interventionist, writing lab, Science Interventionist, 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 Grade Distribution Reports by Course/Teacher PLC Meeting Agendas, Minutes, and Artifacts PLC Team Self-Assessment Rubric

Action Step # 3

Method for Monitoring Effectiveness	Increase the percentage of students demonstrating mastery on end-of-semester common assessments. Maintain a shared data tracker to monitor PLC common assessment results and guide instructional decisions. Increase the percentage of growth on PLC Self-Assessment Rubrics from the beginning to the end of the school year. Improve grading consistency across classrooms, as evidenced by grade distribution reports and common assessment data reviewed every nine weeks
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)?	
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Action Step # 4

Action Step	Facilitate regular collaboration sessions among teachers, PLC leaders, department chairs, and instructional stakeholders to share best practices, including common teaching and learning expectations, including the Fayette Five, and 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 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

Action Step # 4

Method for Monitoring Implementation	PLC Team Self-Assessment Rubric
Method for Monitoring Effectiveness	Increase the percentage of students demonstrating mastery on end-of-semester common assessments. Maintain a shared data tracker to monitor PLC common assessment results and guide instructional decisions. Increase the percentage of growth on PLC Self-Assessment Rubrics from the beginning to the end of the school year. Improve grading consistency across classrooms, as evidenced by grade distribution reports and common assessment data reviewed every nine weeks
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)?	
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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	Expand access to advanced coursework for underrepresented students through targeted recruitment, family events, and student feedback to eliminate barriers.
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	Grow overall AP enrollment by 10% and increase underrepresented student participation in all advanced coursework compared to the 2025–2026 baseline. Increase the percentage of underrepresented students earning a score of 3 or higher on AP exams by at least 5 percentage points and increase the success and persistence of first-time AP students as measured by course completion and continued enrollment in advanced coursework. Create an individualized college/career plan for 8-10th graders.
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)?	
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Action Step # 2

Action Step	The College and Career Readiness Specialist will implement and track comprehensive academic planning for all 8th-10th graders.
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	Grow overall AP enrollment by 10% and increase underrepresented student participation in all advanced coursework compared to the 2025–2026 baseline. Increase the percentage of underrepresented students earning a score of 3 or higher on AP exams by at least 5 percentage points and increase the success and persistence of first-time AP students as measured by course completion and continued enrollment in advanced coursework. Create an individualized college/career plan for 8-10th graders.
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)?	
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Action Step # 2

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)?	
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Action Step # 3

Action Step	Promote success and persistence for first-time AP students via small-group counseling, progress monitoring, and tailored interventions.
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	Grow overall AP enrollment by 10% and increase underrepresented student participation in all advanced coursework compared to the 2025–2026 baseline. Increase the percentage of underrepresented students earning a score of 3 or higher on AP exams by at least 5 percentage points and increase the success and persistence of first-time AP students as measured by course completion and continued enrollment in advanced coursework. Create an individualized college/career plan for 8-10th graders.
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)?	
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Action Step # 3

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)?	
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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; and Increased 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 our feeder elementary and middle schools to plan and implement vertical alignment across the feeder pattern. Eighth-grade students meet with counselors to discuss their academic plans and register for high school courses, and we host parent nights to answer questions and support families during the transition. School counselors also help prepare students for life after high school through workshops, meetings with college recruiters, and other college and career readiness opportunities. PBIS teams collaborated at the end of the school year to identify students who would benefit from a mentor. In addition, our College and Career Specialist works with all students to explore and prepare for opportunities after high school. We also support the transition from middle school to high school through a designated High School Transition Assistant Principal who works specifically with our ninth-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.
8. Use the space below to provide additional narrative regarding the school's improvement plan.	