



Comprehensive Needs Assessment 2026 - 2027 School Report



Fayette County
Whitewater 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	Krystin Hall
Team Member # 2	Assistant Principal	Jason Barnes
Team Member # 3	Assistant Principal/Parent	Kelly Hoofnagle
Team Member # 4	Assistant Principal/Parent	Christina Rufenacht
Team Member # 5	Assistant Principal	Jay Manning
Team Member # 6	Lead School Counselor	Kelly Hubbard
Team Member # 7	ECS Lead Teacher	Sean Estep

Additional Leadership Team

	Position/Role	Name
Team Member # 1	CTE Department Head	Angel Ligon
Team Member # 2	Fine Arts Department Head	Chad Reynolds
Team Member # 3	English Department Head/Parent	Christine Brand
Team Member # 4	Math Teacher	Christina Soler
Team Member # 5	Science Teacher/Parent	Kimberly Lightsey
Team Member # 6	Social Studies Department Head	Arren Swift
Team Member # 7	PE/Health Department Head/Parent	Rashad Muhyee
Team Member # 8		
Team Member # 9		
Team Member # 10		

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	WHS Faculty and Staff	Teachers, paraprofessionals, certified staff participated in the CNA
Stakeholder # 2		
Stakeholder # 3		
Stakeholder # 4		
Stakeholder # 5		
Stakeholder # 6		
Stakeholder # 7		
Stakeholder # 8		

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?	To develop the School Improvement Plan, School Action Teams, classified staff, the PTSO, and the School Council analyzed the Comprehensive Needs Assessment (CNA) to identify trends and critical needs. Administration also conducted department-level reviews. The leadership team then used this comprehensive feedback and data to finalize the school's strategic goals.
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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]	Perception data used to inform the School Improvement Plan included the Parent and Employee School Climate Surveys, staff end-of-year survey results, senior end-of-year survey responses, discipline data to identify school climate trends, and feedback gathered through the school counselors' counseling program, including individual student registration and academic planning meetings. These data sources provided insight into stakeholder perceptions of school climate, the effectiveness of school programs and supports, and students' academic planning and postsecondary readiness.
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?")	Perception data revealed that stakeholders believe greater consistency in implementing schoolwide academic and behavioral expectations is necessary to improve student learning and school climate. Staff identified maintaining high expectations for both achievement and behavior as a key priority for continued school improvement.
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)	PTSO Meetings, Student Club Information, School Counseling Department Schedule, School Calendar with student activities
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?")	Whitewater offers a variety of activities to promote student involvement. Participating in these activities can help students feel connected to the Whitewater community.

What achievement data did you use?	Milestone data, District Interim Assessment Scores, School Data Profile, Course Grade Distribution, AP Scores, 9th Grade promotion rate, Graduation Rates, and SAT/ACT scores
What does your achievement data tell you?	Achievement data indicate mixed academic performance across content areas. The percentage of students scoring Proficient or Distinguished increased on the U.S. History and Biology End-of-Course (EOC) assessments, while Algebra experienced a slight decline. Student participation in Advanced Placement (AP) courses also increased, reflecting expanded access to rigorous coursework. Approximately half of AP courses showed gains in the percentage of students earning a score of 3 or higher on the AP exam, while other courses experienced declines or remained relatively unchanged. These results suggest the need to strengthen Tier 1 instruction and ensure consistent, high-quality instructional practices across all content areas and course levels to improve student achievement.
What demographic data did you use?	Four year school demographic trend, four year sub-group demographics, three year teacher demographics
What does the demographic data tell you?	As one of the most diverse student populations in the district, it is essential that we identify and respond to the diverse academic, behavioral, and social-emotional needs of all students. We must also ensure that every student has equitable access to rigorous, high-quality instruction and learning opportunities.

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?	The team identified that Professional Learning Communities (PLCs) are effectively identifying priority standards and developing common formative and summative assessments. However, there is a need to strengthen the analysis of student achievement data following assessments to ensure data is used to adjust instruction and identify students needing remediation and/or interventions. The team also recognized that teachers are utilizing strong instructional strategies aligned with the Fayette 5, but continued growth and consistency in implementing high-impact instructional practices across all classrooms is needed. Additionally, inconsistencies exist in the implementation of schoolwide expectations related to remediation, late work, and makeup work. These trends indicate a need for continued support in data-driven instruction, instructional practices, and consistent implementation of schoolwide expectations.
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?	The team identified that Action Teams have provided increased opportunities for teacher voice, collaboration, and shared leadership. Teacher feedback indicated that while the teams were a positive addition, they would benefit from clearer direction and a more defined purpose. In response, the school refined the number and focus of Action Teams to increase effectiveness. The team also identified a need to continue developing distributed instructional leadership by supporting department leads in taking on greater instructional leadership roles and ensuring leadership meetings maintain a targeted focus on teaching and learning. Additional training for PLC leads was identified as a need to strengthen their ability to facilitate effective PLCs and support consistent implementation of instructional practices.
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?	The team identified that returning to monthly professional learning opportunities has been effective in supporting teacher growth and collaboration. Peer observations provided teachers with opportunities to learn from colleagues' best practices while reflecting on and strengthening their own instructional practices. The team also identified the value of incorporating faculty spotlights during faculty meetings to share effective strategies and build collective capacity. A continued need was identified for professional learning focused on effective PLC

Strengths and Challenges Based on Trends and Patterns

	structures and practices to ensure teams are maximizing collaboration and using data to improve student outcomes.
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?	We continue to strengthen family engagement through a weekly newsletter and regular social media communication to keep families informed and connected. At the beginning of second semester, we host "Unleashed," an event that provides current students and rising 8th graders the opportunity to explore AP and elective course options, learn about academic pathways, and make informed decisions about their course selections.
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?	Based on perception data, the team discussed the need for consistent behavior expectations and classroom procedures schoolwide. Students need explicit instruction on these expectations and procedures, and teachers must consistently implement them. We discussed the need to continue to improve our MTSS process so teachers are
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?	Each year, our student population remains consistently diverse both demographically and financially. We need to ensure that the needs of all students are identified and addressed.
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?	Achievement data indicate mixed academic performance across content areas. The percentage of students scoring Proficient or Distinguished increased on the U.S. History and Biology End-of-Course (EOC) assessments, while Algebra experienced a slight decline. Student participation in Advanced Placement (AP) courses also increased, reflecting expanded access to rigorous coursework. Approximately half of AP courses showed gains in the percentage of students earning a score of 3 or higher on the AP exam, while other courses experienced declines or remained relatively unchanged. These results suggest the need to strengthen Tier 1 instruction and ensure consistent, high-quality instructional practices across all content areas and course levels to improve student achievement.

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	Collaborative classroom structures provide ECS students with consistent routines, clear expectations, and access to remediation opportunities that support student success. The ECS department has also engaged in professional learning focused on specialized instructional strategies to increase teacher capacity and improve support for students receiving services in the general education setting. These efforts have strengthened collaboration between special education and general education teachers and provided additional support for meeting diverse student needs.
Challenges	The school identified a need to continue strengthening instructional practices to ensure ECS students have equitable access to rigorous, standards-aligned instruction. In collaborative classrooms, additional focus is needed on differentiating instruction based on individual student needs and using formative and benchmark assessment data to identify learning gaps, provide targeted remediation, and monitor student progress. Continued professional learning and collaboration are needed to increase teacher confidence and consistency in implementing differentiated instructional strategies.

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	The school identified a need to increase consistency in Tier 1 instruction and strengthen data-driven systems that support continuous improvement, early identification of student needs, and targeted interventions to ensure all students make meaningful academic progress.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	
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Overarching Need # 2

Overarching Need	The need to strengthen a consistent and proactive support system that promotes positive student behavior, addresses the diverse needs of all learners, and ensures students receive timely academic and behavioral interventions.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	
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Overarching Need # 3

Overarching Need	The school identified a need to strengthen instructional practices by ensuring consistent implementation of rigorous, standards-aligned instruction, effective PLC processes, and data-driven decision-making to improve student learning outcomes.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	There is a need to equip teachers with cross-curricular literacy strategies and ensure that PLCs consistently implement the Plan-Do-Check-Act (PDCA) framework to improve instructional effectiveness and student learning outcomes.
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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 - The school identified a need to increase consistency in Tier 1 instruction and strengthen data-driven systems that support continuous improvement, early identification of student needs, and targeted interventions to ensure all students make meaningful academic progress.

Root Cause # 1

Root Causes to be Addressed	High-quality Tier 1 instructional practices are not implemented consistently across classrooms, resulting in variability in student learning experiences and achievement.
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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Root Cause # 2

Root Causes to be Addressed	PLCs do not consistently use common assessment data to monitor student learning, evaluate the effectiveness of Tier 1 instruction, and implement timely instructional responses for students who have not demonstrated mastery.
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

Root Cause # 2

Additional Responses	
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Overarching Need - The need to strengthen a consistent and proactive support system that promotes positive student behavior, addresses the diverse needs of all learners, and ensures students receive timely academic and behavioral interventions.

Root Cause # 1

Root Causes to be Addressed	Teachers and students are unclear about behavioral expectations and procedures or the expectations are not consistently upheld.
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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Root Cause # 2

Root Causes to be Addressed	In PLCs, student achievement data is not consistently used to identify learning needs or to guide the implementation of content-specific interventions.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
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Overarching Need - The school identified a need to strengthen instructional practices by ensuring consistent implementation of rigorous, standards-aligned instruction, effective PLC processes, and data-driven decision-making to improve student learning outcomes.

Root Cause # 1

Root Causes to be Addressed	Professional learning communities focus heavily on planning and implementing strategies but do not consistently review student data to inform and adjust instruction.
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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Root Cause # 2

Root Causes to be Addressed	There is inconsistency in the implementation of the instructional framework and high-leverage Tier 1 strategies across classrooms, highlighting the need for additional support and alignment.
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
Whitewater High School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Fayette County
School Name	Whitewater High School
Team Lead	Krystin Hall
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	The school identified a need to increase consistency in Tier 1 instruction and strengthen data-driven systems that support continuous improvement, early identification of student needs, and targeted interventions to ensure all students make meaningful academic progress.
Root Cause # 1	PLCs do not consistently use common assessment data to monitor student learning, evaluate the effectiveness of Tier 1 instruction, and implement timely instructional responses for students who have not demonstrated mastery.
Root Cause # 2	High-quality Tier 1 instructional practices are not implemented consistently across classrooms, resulting in variability in student learning experiences and achievement.
Goal	Increase student achievement and readiness by increasing Milestones Levels 3 and 4 scores by 2%, expanding AP access while maintaining an AP exam pass rate at least 10 percentage points above the national average, and sustaining a 98% graduation rate and 98% ninth-grade promotion rate.

Action Step # 1

Action Step	Teachers will implement the Fayette 5/TLAC instructional strategies across all Tier 1 content instruction.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Administrative classroom walkthroughs and observations
Method for Monitoring Effectiveness	Course pass rate and EOC, EOPA, AP, District Benchmark data
Position/Role Responsible	Administration
Timeline for Implementation	Monthly

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	PLCs will engage in a high-impact continuous improvement process, using student achievement data to monitor progress, align instructional practices, and improve student outcomes.
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	PLCs will use student data to check to progress monitor
Method for Monitoring Effectiveness	Course pass rate and EOC, EOPA, AP, District Benchmark data
Position/Role Responsible	Teachers, PLC Leads
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 # 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	School counselors and the MTSS team will identify and monitor the progress of 9th-grade students needing improvement in academics, attendance, and behavior and provide targeted interventions.
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 Supportive Learning Environment
Method for Monitoring Implementation	Monthly MTSS action team agenda and meeting minutes. School Counselor and Administrator meetings. Intervention sign-ins and tracking, progress monitoring of interventions
Method for Monitoring Effectiveness	Student grades, Interim Assessment data, Universal Screener Data, Behavior and Attendance Data
Position/Role Responsible	School Counselors, MTSS Administrator and MTSS action team members
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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Action Step # 4

Action Step	The master schedule will include a daily, structured session for all students to engage in intervention and remediation activities
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	Implementation through the master schedule and study session guidelines. Monitoring through observations and walkthrough.
Method for Monitoring Effectiveness	Course pass rate and EOC, EOPA, AP, District Benchmark data
Position/Role Responsible	Administration
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 # 5

Action Step	45-day, 90-day, and 135-day impact checks will use the Plan-Do-Check-Act Cycle to monitor progress toward PLC and School Improvement goals.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Impact check presentations from PLCs and Departments
Method for Monitoring Effectiveness	Course pass rate and EOC, EOPA, AP, District Benchmark data
Position/Role Responsible	Teachers, PLC Leads, Administrators
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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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	The need to strengthen a consistent and proactive support system that promotes positive student behavior, addresses the diverse needs of all learners, and ensures students receive timely academic and behavioral interventions.
Root Cause # 1	In PLCs, student achievement data is not consistently used to identify learning needs or to guide the implementation of content-specific interventions.
Root Cause # 2	Teachers and students are unclear about behavioral expectations and procedures or the expectations are not consistently upheld.
Goal	Strengthen the supportive learning environment by increasing positive student survey responses by 2%, reducing ISS and OSS days by 2%, and enhancing academic and behavioral support systems to ensure students receive timely interventions.

Action Step # 1

Action Step	Faculty will communicate behavior expectations to students at the beginning of the school year and reinforce connected discipline throughout the year.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	The faculty team will create a plan to teach expectations to students throughout the year. Discipline data will be monitored.
Method for Monitoring Effectiveness	School Climate survey data, discipline data
Position/Role Responsible	Administration, PBIS team
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 # 2

Action Step	The MTSS team will identify at-risk students and provide research-based interventions and progress monitoring.
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	Scheduled meeting times and dates with clear expectations of process
Method for Monitoring Effectiveness	Course data, Interim assessment data, universal screener data, intervention progress monitoring
Position/Role Responsible	Teachers, administrators, school counselors, media specialist
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	Faculty and staff will engage in professional learning to foster a supportive learning environment and better support students from diverse cultural backgrounds.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless

Action Step # 3

Subgroups	English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	School Professional Learning Calendar Professional Learning Session Sign-in sheets and surveys
Method for Monitoring Effectiveness	Administration Walkthroughs/Observations Discipline Referrals
Position/Role Responsible	Administration
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 # 4

Action Step	PLCs will identify struggling students and provide content-specific interventions.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Supportive Learning Environment
Method for Monitoring Implementation	PLC Data meeting minutes

Action Step # 4

Method for Monitoring Effectiveness	Course Grades, District Interim Assessments
Position/Role Responsible	Teachers, PLC Leads, Department Heads, Administration
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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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	The school identified a need to strengthen instructional practices by ensuring consistent implementation of rigorous, standards-aligned instruction, effective PLC processes, and data-driven decision-making to improve student learning outcomes.
Root Cause # 1	Professional learning communities focus heavily on planning and implementing strategies but do not consistently review student data to inform and adjust instruction.
Root Cause # 2	There is inconsistency in the implementation of the instructional framework and high-leverage Tier 1 strategies across classrooms, highlighting the need for additional support and alignment.
Goal	Deliver high-quality, rigorous instruction to increase student investment and improve learning outcomes, as measured by increased proficiency on PLC, district, state, and global assessments.

Action Step # 1

Action Step	PLC will adhere to established norms and expectations to support effective collaboration.
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
Method for Monitoring Implementation	Progress monitored through PLC documentation, meeting and lesson observations
Method for Monitoring Effectiveness	Course pass rate and EOC, EOPA, AP, District Benchmark data
Position/Role Responsible	PLC Lead, Leadership team
Timeline for Implementation	Weekly

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	PLCs will embed disciplinary literacy practices into unit plans to strengthen reading, writing, listening, and speaking skills within each content area.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PLC unit plans, observations, focus walks
Method for Monitoring Effectiveness	Course pass rate and EOC, EOPA, AP, District Benchmark data
Position/Role Responsible	teachers, and administration
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 identify priority standards and develop or revise common formative and summative assessments for each unit.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Curriculum maps, classroom observations, common assessment data
Method for Monitoring Effectiveness	Course pass rate and EOC, EOPA, AP, District Benchmark data
Position/Role Responsible	Teachers, PLC Lead, Administration
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 # 4

Action Step	Teachers will implement a consistent instructional framework to maximize instructional time and improve student learning.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 4

Subgroups	Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Observations
Method for Monitoring Effectiveness	student achievement data
Position/Role Responsible	teachers, administrators
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 # 5

Action Step	Teachers will participate in school- and district-level professional development focused on effective, data-driven instruction and student engagement.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PL sign-in sheets, focus walks, peer observations
Method for Monitoring Effectiveness	Student achievement data
Position/Role Responsible	Teachers and administrators

Action Step # 5

Timeline for Implementation	Monthly
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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 # 6

Action Step	PLCs will analyze common assessment data to identify student learning needs, adjust instruction, and implement targeted instructional practices to ensure mastery of priority standards.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction
Method for Monitoring Implementation	PLC Data meeting minutes
Method for Monitoring Effectiveness	course grade data, district interim assessment data
Position/Role Responsible	Teachers, administration
Timeline for Implementation	Weekly

Action Step # 6

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 # 7

Action Step	Teachers will collaborate in PLCs to ensure high-quality, rigorous instruction and improve learning outcomes.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction
Method for Monitoring Implementation	PLC unit plans, teacher agendas, walkthroughs
Method for Monitoring Effectiveness	Walkthroughs, course grades, district interim data
Position/Role Responsible	teachers, administrators
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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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).	A team of stakeholders worked to answer questions in the CNA and develop the SIP. Members of the teams included administration, teachers, a school counselor, and parents.
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.	N/A
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).	N/A
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.	N/A

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.	N/A
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.	Middle School to High School Transition In the spring semester, we collaborate with middle schools to offer 8th graders an opportunity to tour the high school and preview Fine Arts and CTE electives. We host a registration event and invite 8th Grade students and parents to discuss the transition from middle school to high school. School counselors visit the middle schools to assist students with registering for 9th-grade classes. School counselors meet individually with students once a year to complete academic planners and discuss post-secondary options. Counselors also complete grade-level BRIDGE Bill activities with students. Registration Night, which includes information about electives, dual enrollment, and AP courses, is held in the spring to share available opportunities with students and families. College admission counselors and military representatives schedule meetings through the School Counseling Department to meet with interested students. School counselors publish a monthly newsletter highlighting these opportunities along with other college and career information. CTE classes invite industry partners as guest speakers to discuss future employment opportunities in their respective fields. Students also have the opportunity to apply for internships and work-based learning experiences.
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.	Whitewater follows the MTSS/PBIS framework. Discipline data, including subgroup data, will be examined monthly to identify problem behaviors and possible solutions. Behavior expectations will be taught and retaught to students as needed. Faculty and staff will participate in professional learning throughout the year to discuss topics such as social-emotional learning, and positive behavior interventions,

ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.	
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School Parent and Family Engagement 2025-2026

Orientation/Meet the Teacher - Thursday, July 31st

WHS PTSO Meeting

Monthly meetings at 8:45 am. Meeting location: WHS Media Center

WHS Curriculum Night - Unleashed, January 22, 2026

School Newsletter - Cat Chat sent out every Sunday during the school year

[Student | Parent Edition](#)

Social Media and School Website

www.fcboe.org/whs

https://www.instagram.com/whitewater_high/

<https://www.facebook.com/Whitewater.High/>



School Data Profile

		2022	2023	2024	2025	2026
Whitewater						
Enrollment		1285	1298	1277	1239	1282
Race/Ethnicity	Percent of 1: Hispanic/Latino	9.34%	10.35%	10.80%	11.18%	12.21%
	Percent of 2: American Indian or Alaska Native	TFS	TFS	TFS	TFS	TFS
	Percent of 3: Asian	3.81%	3.45%	3.37%	3.26%	2.77%
	Percent of 4: Black or African American	23.58%	24.57%	25.56%	25.23%	24.42%
	Percent of 5: Native Hawaiian or Other Pacific Islander	TFS	0.00%	0.00%	0.00%	TFS
	Percent of 6: White	57.43%	55.96%	54.72%	54.27%	53.63%
	Percent of 7: Two or more races	5.37%	5.39%	5.32%	5.75%	6.44%
Attendance	Average student attendance rate (Days attended/Days enrolled)	94.61%	94.59%	95.38%	95.73%	96.08%
	Percentage of students at attendance risk (10% or more)	17.04%	15.20%	13.54%	11.26%	10.17%
Mobility/Transient Rate		7.30%	8.80%	5.70%		
Economically Disadvantaged	Percent of Economically Disadvantaged Students	13.21%	19.18%	27.36%	24.85%	24.35%
EL	Percent of ESOL Students	TFS	TFS		TFS	TFS
Exceptional Children	Percent of Exceptional Children	11.04%	10.35%	10.20%	11.41%	12.58%
Gifted	Percent of Gifted Students	20.95%	18.82%	20.99%	20.96%	23.75%
Response to Intervention	Percent of Tier 2 Interventions students	TFS	TFS	0.90%	1.79%	TFS
	Percent of Tier 3 Interventions students	TFS	TFS	TFS	TFS	TFS
Section 504	Percent of Section 504 Students	9.08%	9.77%	10.95%	9.71%	9.81%
Graduation Rate	Cohort Off Track Students		19	13	13	14
	Percent Grad Rate - 4 year cohort	95.30%	91.70%	95.48%	95.90%	
	Percent Grad Rate - 5 year cohort	97.20%				
Clearinghouse - College Data						
AP/IB/DE	AP: Percent of test scores of 3 or better	76.57%	79.64%	79.92%	88.71%	
	AP: Number of Courses	21	22	21	24	22
	AP: Percent of Black or African American students	19.94%	21.87%	21.91%	21.82%	20.79%
	AP: Percent of Hispanic/Latino students	6.74%	7.73%	10.00%	10.07%	10.30%
	AP: Percent of Students taking 1 or more courses	28.23%	28.91%	32.89%	33.66%	39.39%
	AP: Percent of Students taking 2 courses	7.69%	7.09%	8.38%	7.67%	9.13%



School Data Profile

		2022	2023	2024	2025	2026
API/IB/DE	AP: Percent of Students taking 3 courses	5.39%	4.47%	4.62%	4.28%	4.60%
	AP: Percent of Students taking 4 or more courses	3.01%	5.09%	4.46%	7.43%	9.13%
	IB: Number of Courses					
	IB: Percent of Black or African American students					
	IB: Percent of Hispanic/Latino students					
	IB: Percent of Students taking 1 or more courses					
	IB: Percent of Students taking 2 courses					
	IB: Percent of Students taking 3 courses					
	IB: Percent of Students taking 4 or more courses					
	Dual Enroll: Percent of Students taking 1 or more courses	8.64%	12.80%	15.74%	18.08%	23.01%
	Dual Enroll: Percent of Black or African American students	22.94%	22.89%	25.87%	26.79%	25.09%
	Dual Enroll: Percent of Hispanic/Latino students	TFS	9.04%	9.95%	10.71%	11.19%
	Dual Enroll: Percent of Students taking 2 courses	3.41%	1.23%	2.82%	2.99%	4.99%
	Dual Enroll: Percent of Students taking 3 courses	2.14%	2.85%	1.41%	2.34%	2.89%
	Dual Enroll: Percent of Students taking 4 or more courses	2.62%	4.70%	6.74%	7.51%	10.14%
Failure Rate	Term S1: Percent of Students Failing 1 course(s)	6.32%	7.30%	6.19%	6.73%	7.84%
	Term S1: Percent of Students Failing 2 course(s)	2.21%	3.24%	2.11%	2.56%	2.25%
	Term S1: Percent of Students Failing 3 or more course(s)	2.53%	3.76%	2.04%	2.80%	2.41%
	Term S2: Percent of Students Failing 1 course(s)	4.83%	6.52%	5.80%	5.49%	
	Term S2: Percent of Students Failing 2 course(s)	1.37%	2.48%	1.91%	2.02%	
	Term S2: Percent of Students Failing 3 or more course(s)	2.74%	2.72%	1.43%	2.02%	
Schedule	Percent of Students with a Career Technical Course	71.98%	70.72%	71.65%	68.44%	67.47%
	Percent of students with a pathway completion					
	Percent of Graduates Taking Calculus	19.42%	16.92%	13.00%	18.21%	
	Percent of Graduates Taking Chemistry	67.64%	62.77%	64.40%	68.54%	
	Percent of Graduates Taking Physics	52.43%	45.85%	40.87%	43.38%	



School Data Profile

		2022	2023	2024	2025	2026
SAT	Math and critical reading total average scale score	1109	1117	1127	1145	
	Math average scale score	542	543	554	566	
	Critical reading average scale score	566	574	572	578	
	Black or African American: Math and critical reading total average scale score	1043	1036	1054	1070	1108
	Hispanic/Latino: Math and critical reading total average scale score	1125	1074	1094	1137	1147
ACT	Composite average scale score	23	22	23	23	22
Milestones	Percent of American Lit students reading on grade level	90.16%	87.03%	86.38%	87.39%	TFS
	Percent of Black American Lit students reading on grade level	81.69%	83.12%	81.18%	79.01%	
	Percent of Hispanic American Lit students reading on grade level	76.92%	83.33%	84.85%	87.18%	
	Percent of Except Children American Lit students reading on grade level	50.00%	32.26%	TFS	43.24%	TFS
	Percent of Black Grade 08 reading on grade level					
	Percent of Hisp Grade 08 reading on grade level					
	Percent of Excep Children Grade 08 reading on grade level					
	Percent of Grade 08 ELA tests scored Proficient/Distinguished					
	Percent of Grade 08 Math tests scored Proficient/Distinguished					
	Percent of Grade 08 reading on grade level					
	Percent of Grade 08 Science tests scored Proficient/Distinguished					
	Percent of American Lit test scored Proficient/Distinguished	72.45%	63.61%	67.77%	63.61%	
	Percent of US History test scored Proficient/Distinguished	67.06%	72.54%	73.43%	58.05%	
	Percent of Algebra I test scored Proficient/Distinguished	56.09%	50.54%	63.09%	64.49%	
	Percent of Geometry test scored Proficient/Distinguished					
	Percent of Biology test scored Proficient/Distinguished	64.54%	71.86%	76.34%	65.89%	



School Data Profile

		2022	2023	2024	2025	2026
Milestones	Percent of Physical Science test scored Proficient/Distinguished					
Discipline	Number of referrals	558	642	723	871	875
	Percent of students with In-school Suspension	8.25%	11.09%	10.26%	10.98%	10.92%
	Percent of students with Out-of-school Suspension	3.74%	3.62%	3.29%	2.74%	3.35%
	Percent of In-school Suspension: 1: Hispanic/Latino	9.43%	11.11%	12.98%	11.77%	10.00%
	Percent of In-school Suspension: 2: American Indian or Alaska Native	0.00%	TFS	0.00%	0.00%	0.00%
	Percent of In-school Suspension: 3: Asian	TFS	TFS	TFS	TFS	TFS
	Percent of In-school Suspension: 4: Black or African American	35.85%	37.50%	37.41%	38.97%	39.29%
	Percent of In-school Suspension: 5: Native Hawaiian or Other Pacific Islander	0.00%	0.00%	0.00%	0.00%	0.00%
	Percent of In-school Suspension: 6: White	43.40%	40.28%	40.46%	40.44%	41.43%
	Percent of In-school Suspension: 7: Two or more races	9.43%	8.33%	TFS	TFS	7.14%
	Percent of Out-of-school Suspension: 1: Hispanic/Latino	TFS	TFS	TFS	TFS	TFS
	Percent of Out-of-school Suspension: 2: American Indian or Alaska Native	0.00%	0.00%	0.00%	0.00%	0.00%
	Percent of Out-of-school Suspension: 3: Asian	TFS	TFS	0.00%	0.00%	TFS
	Percent of Out-of-school Suspension: 4: Black or African American	75.00%	36.17%	47.62%	38.24%	39.54%
	Percent of Out-of-school Suspension: 5: Native Hawaiian or Other Pacific Islander	0.00%	0.00%	0.00%	0.00%	0.00%
	Percent of Out-of-school Suspension: 6: White	83.33%	42.55%	33.33%	44.12%	37.21%
	Percent of Out-of-school Suspension: 7: Two or more races	TFS	TFS	TFS	TFS	TFS
Climate Survey	Family Overall Score	3.41	3.45	3.4	3.47	3.51
	Family Participation Rate	13.92%	12.97%	12.08%	22.01%	15.02%
	Staff Overall Score	3.58	3.56	3.56	3.44	3.51
	Cert Participation Rate			66.67%	90.63%	100.00%
Staff Retention	Percentage of certified staff in FCPS < 1 year	9.52%	TFS	13.13%		
	Percentage of certified staff in FCPS 1-2 years	10.48%	12.75%	14.14%		
	Percentage of certified staff in FCPS 3-4 years	9.52%	TFS	10.10%		
	Percentage of certified staff in FCPS 5-9 years	27.62%	30.39%	29.29%		



School Data Profile

		2022	2023	2024	2025	2026
Staff Retention	Percentage of certified staff in FCPS 10-24 years	38.10%	36.28%	28.28%		
	Percentage of certified staff in FCPS 25+ years	TFS	TFS	TFS		
Staff Attendance	Average certified staff attendance rate	95.92%	95.29%	96.10%	96.40%	
Staff Race/Ethnicity	Percent of 1: Hispanic/Latino	TFS	TFS	TFS		TFS
	Percent of 2: American Indian or Alaska Native	0.00%	0.00%	0.00%		0.00%
	Percent of 3: Asian	TFS	TFS	TFS		0.00%
	Percent of 4: Black or African American	TFS	TFS	10.10%		10.64%
	Percent of 5: Native Hawaiian or Other Pacific Islander	0.00%	0.00%	0.00%		0.00%
	Percent of 6: White	88.46%	87.26%	83.84%		86.17%
	Percent of 7: Two or more races	TFS	TFS	TFS		TFS
Substitutes	Percent Sub Fill Rate	86.45%	88.72%	90.98%		