



School Improvement Action Plan



School Year:	FY 23
School Name:	Pebblebrook High School
Principal Name:	Dr. Dana C. Giles
Date Submitted:	June 21, 2022
Revision Dates:	8/22/22

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Pebblebrook High School
<i>Team Lead</i>	Dr. Dana C. Giles
<i>Position</i>	Principal
<i>Email</i>	Dana.giles@cobbk12.org
<i>Phone</i>	770.819.2521

**Federal Funding Options to Be Employed (SWP Schools) in This Plan
(Select all that apply)**

X	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Pilot systems ONLY
	"Fund 400" - Consolidation of Federal funds only

**Factor(s) Used by District to Identify Students in Poverty
(Select all that apply)**

	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification ONLY
X	Other (if selected, please describe below)

Direct Certification

In developing this plan, briefly describe how the school sought and included advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).

References: Schoolwide Checklist 3.b.[Sec. 2103(b)(2)]

School Response: On May 26, 2022, the Pebblebrook High School stakeholders reviewed the EOC Trend Data for the purpose of perusing information in preparation for our last Transformational Meeting. EOC data and next steps based on data was presented with 3-years trend data and first and second semester data. Pebblebrook High School is reflective and works on consistency in each department. A follow-up meeting was held on June 20, 2022, with the new parent facilitator. During the Transformational Meeting when each Academic Coach presented the trends from EOC data it determined our goals for FY23. We also received information from the Teaching and Learning division on how the CCSD school district will continue to support our school and how we will use our Title I identified personnel to meet or surpass the goals that were set by each content area. The school improvement committee includes District Leaders, Teachers, Social Worker, Parent Facilitators Academic Coaches, Principals/Assistant Principals, Nurse, and Community in Schools. The school will provide professional development and other activities to all stakeholders. Pebblebrook High School has completed three years with Discovery Education and the Spotlight on Strategies (SOS) that are available to all staff and used with fidelity to increase student engagement. Our monthly staff meetings are an additional opportunity for all stakeholders to celebrate the accomplishments of our students and learn a new teaching strategy.

IDENTIFICATION of STAKEHOLDERS

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Stakeholders must be engaged in the process to meet requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the school.

Position/Role	Name
Title I Supervisor	Delores Thompson
Academic Coach (District)	Wendy Torres, Brittany Matthews
Academic Coach (Local School)	Rachel Rogers, George Washington, and Telicia Leonard
Parent (Non CCSD Employee)	Nicole Plummer
Business Partner	Mooyah Burgers, Mableton Improvement Coalition
Counselor	Goldman
Parent Facilitator	Holder
Health Care Providers	Nurse Andrea Manning
Social Workers	Kimberly Chinn
Faith-based Community Leaders	Pastor Andy
Technology Experts (TIS)	Daniel Hoeh
Media Specialists/Librarians	Packer, Grisby, and Mangum
Police/Public or School Safety Officers	Peck and Schleicher
Universities or Institutes of Higher Education	Chattahoochee Technical College

COMMITTEE MEMBERS SIGNATURE PAGE

The comprehensive needs assessment (CNA) and school improvement team (SIP) team consist of people who are responsible for working collaboratively throughout the needs assessment and plan development process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. Documentation of team member involvement must be maintained by the school.

Meeting Date(s):	May 25, 2022
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Position/Role	Printed Name	Signature
Principal	Dana Giles	
AP	Khristian Cooper	
Academic Coach	Telicia Leonard	
Academic Coach	Georgia Washington	
AP	Matthew Short	
AP	Tonya Polk	
AP	Sheldon Bulluck	
AP	Glenn Richard	
Parent Facilitator	Nakiesha Campbell	
Counselor	Julynn Williams-Chandler	
Media Specialist	Susan Grigsby	

Comprehensive Needs Assessment Evaluation of Goal(s)

(References: Schoolwide Checklist 1.a.)

Collaborate with your team to complete the questions below regarding the progress the school has made toward each goal in the FY21 School Improvement Plan (SIP).

Previous Year's Goal #1	Decrease the number of students scoring below grade level on ELA common assessments and benchmarks assessment by 5% by the end of the 2021-2022 School Year
Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	
What data supports the outcome of the goal?	Trend data of the EOC and using the Reading Inventory that is given multiple times a year.
Reflecting on Outcomes	
If the goal was not met , what actionable strategies could be implemented to address the area of need?	<p>Teachers at Pebblebrook will continue professional learning series to enhance instruction. Professional learning will also address teacher understanding of standard expectations and how to use the knowledge to instruct and assess.</p> <ul style="list-style-type: none"> - Teachers will continue to analyze assessment data to establish and monitor progress of PCC goals, determine effectiveness of teaching, and identify opportunities to remediate/extend learning. ELA teachers will be utilizing the following strategies to enhance learning acquisition: - Small group instruction - Scaffolding to support student acquisition of learning. - Explicit teaching and modeling. - Data analysis and monitoring of student progress to inform instructional practice employed during small group instruction. <p>. Investigate and agree on what proficiency looks like for each standard and integrate unit assessment plan and calendar that encompasses schoolwide assessment and data points to increase accountability across the ELA contents.</p>
If the goal was met or exceeded , what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	

Previous Year's Goal #2	Decrease the number of students scoring below grade level on MATH assessment by 5% by the end of the 2021-2022 School Year
Was the goal met? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
What data supports the outcome of the goal?	Trend data of the EOC, using the Math Inventory that is given multiple times a year, and touchstones from CTLS.
Reflecting on Outcomes	
If the goal was not met , what actionable strategies could be implemented to address the area of need?	
If the goal was met or exceeded , what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	<p>Before the start of the FY22 school year math educators met and had multiple discussions centered around moving students from developing to proficient and proficient to distinguished.</p> <p>More time was spent on the pacing guide for Algebra with a concentration on making connections to statistics and probability, because of this we were able to see improvements. Academic Coach and ESOL teachers met to discuss strategies and support for ESOL students. Math teachers collectively used grading practices that require teachers to grade the same assignments and the continued use of CTLS for all assessments. Pebblebrook Collaborative Community received monthly training from Academic coach, Title I personnel, district personnel, and math peers. These training courses provided teachers with best practices and strategies to improve student achievement.</p>

Previous Year's Goal #3	Increase EOC Scores in Science & Social Studies by 5% overall by the end of the 2021-2022 school year.
Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	
What data supports the outcome of the goal?	Trend data of the EOC, pre/post teacher made formative assessments, and CTLs touchstone assessments.
Reflecting on Outcomes	
If the goal was not met , what actionable strategies could be implemented to address the area of need?	Students will participate in weekly reinforcement of EOC standards using Georgia Coach Biology Workbook & USA Testprep Activities and Assessments. This will give students multiple opportunities to become acquainted with the standards of the course. Focus-Science Literacy (PL) & Rigor 2 PL-Planning with 3D Science in Mind utilizing the district coach Ms. Brittany Matthews. Unpacking standards identifying concepts, necessary facts, skills in SEP & CCC to create meaningful performances of understanding. Teachers begin writing daily learning targets in student friendly language in CCC plan and in classroom for students. PCC will revisit Learning Targets and identify best instructional strategies & activities for content mastery. Investigate and agree on what proficiency looks like for each standard. Continue professional learning to ensure alignment of formative and summative assessments of learning targets. Utilize Cross Content literacy strategies such as Quick Write, learning logs, and marking the text to increase rigorous instructional opportunities and enhance learning acquisition. Emphasis on analyzing data to identify and address students' areas of need and enrichment. Create monthly vertical collaboration conversation sessions to identify skill progression, corresponding content/concepts, and investigate and agree on what proficiency looks like for each standard. Observations to ensure maximizing instructional time and ensure expectations for teachers to deliver instruction reflective of the rigor. Support and monitor teacher planning and lesson execution to ensure teachers understand what standards mean, address the targets/skills that students must be able to learn to master the standards during instruction, and effectively assess student learning.
If the goal was met or exceeded , what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	

<p>Previous Year's Goal #4</p>	
<p>Was the goal met? <input type="checkbox"/> YES <input type="checkbox"/> NO</p>	
<p>What data supports the outcome of the goal?</p>	
<p>Reflecting on Outcomes</p>	
<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	
<p>If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	

Comprehensive Needs Assessment – Summary of Findings (Schoolwide)

Data	Identified Strengths	Identified Challenges	Multiple Data Sources
ELA	AP classes Academic Coach, recursive standards, and the utilization of the RI multiple times a year.	EOC scores are a concern. Students' Lexile levels are below grade level. The number of students in the distinguished category doesn't match the number of students in honors/gifted.	EOC RI Touchstones
Math	Academic Coach, Foundations of Algebra before Algebra 1. Year-long math is embedded into the schedule. Students are given the Math Inventory multiple times a year. Delta Math and Go Formative have both been beneficial for students.	Students' math fluency is not adequate for their grade level. Math vertical alignment is not preparing the 8 th grade students for 9 th Algebra 1.	Delta Math EOC MI Touchstones
Science	Academic Coach, students are taking Environmental Science before Biology to provide a solid foundation of the curriculum.	Low test scores on the EOC. Biology PCC is new, the team has had at least two new members each school year.	EOC Formative & Summative assessments
Social Studies	AP classes, Academic Coach addresses the needs of Social Studies department. Literacy strategies addressed	Weekly collaboration with the PCC. DBQ are challenging for students when coupled with writing coherent sentences.	EOC Formative & Summative assessments
Discipline / School Climate Data	Monthly celebrations for students that don't have discipline issues. Senior discipline is minimal.	We have not received our Climate Data for 2021-2022 school year. Discipline was a challenge this year, due to insufficient staffing. The immaturity of freshman students along with the transition to High School impeded academic success; with many students tardy or skipping class.	Widgets data, grade level discipline reports.
Professional Learning What's been provided? What is the impact?	The Math department has peer PL on a consistent monthly basis by EOC domain. Lunch and Learns for teachers and the opportunity to attend National conferences. The new teacher induction program increases instructional and operational support.	Not all content areas are provided with the same amount of PL. New teachers are impacted the most when the PL is not consistent.	NCTE, NCSS, NCTM, NSTA

Other			
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Comprehensive Needs Assessment – Summary of Findings (Student Groups)

Data	Student Groups	Identified Strengths	Identified Challenges	Multiple Data Sources
ELA	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	ESOL sheltered classes with resources to aid in academic progress, Push-in SPED classes teachers are given additional planning time to collaborate during the school day. These students have the opportunity for after-school tutoring with bus transportation.	Students are coming to PHS with Lexile scores below grade level. Parents participation is limited because they rely on their students and not communication from the school.	
Math	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Yearlong math to help support struggling students that are ELL and SWD along with the support math teacher. These students have the opportunity for after-school tutoring with bus transportation.	ELL and SWD students traditionally have been below with math facts and fluency.	
Science	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Environmental Science is an available class to help scaffold our ELL and SWD students	The Science team is transient, and we need to have consistency to see a change in test scores.	
Social Studies	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Many of our students' groups do well in Social Studies, they are provided with literacy strategies embedded in the content.	DBQ are used frequently in Social Studies and the students struggle when they don't have a strong foundation in writing and other ELA skills.	

Discipline / School Climate Data	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Students respond well to positive interventions. Students also respond well to tangible tokens as a reward.	ELA students and SWD students are tardy to class or miss class to avoid attending class that they are not prepared to succeed.	
Professional Learning	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	PL is needed to learn Co-Teaching strategies to help our ELL and SWD students.	Professional Learning should be specific to Special Education teachers and ELL teachers to help teachers work with their students	
Other	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			

Overarching Challenge #1	Increase rigor and target students and that can move pass proficient in Math
Root Cause #1 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Students are lacking math fluency and math facts. Students are missing prerequisite.
Root Cause #2 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	New teachers need assistance with Professional Learning.
Root Cause #3 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Students need to move from proficient to distinguished.
<p style="text-align: center;">Contributing Factors (Outside of control)</p>	Ensuring students are practicing deficits outside of school consistently.
<p style="text-align: center;">Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	During the 2022-2023 school year the math department will increase Algebra 1 pass rate to 73%, 41% proficient, 20% distinguished, and reduce our beginning percentage to less than 20% when referencing multiple data sources (EOC and formative and summative common assessments on CTLS).

Overarching Challenge #2	Support personnel is needed to improve EOC data in ELA.
Root Cause #1 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	New teachers need assistance with Professional Learning.
Root Cause #2 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	EOC data shows weak domains.
Root Cause #3 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Students have not moved into the distinguished category on the EOC.
Contributing Factors (Outside of control)	Ensuring students are reading and writing outside of school consistently.
Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	During the 2022-2023 school year the ELA department will increase the American Literature pass rate to 78% and increase the number of distinguished to 5% on the EOC.

Overarching Challenge #3	Support personnel is needed in science to reduce class size.
Root Cause #1 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	EOC data shows weak domains.
Root Cause #2 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Students are missing prerequisite skills in science; a foundation course is needed before taking Biology.
Root Cause #3 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Class sizes are large, and students are struggling with content.
Contributing Factors (Outside of control)	Ensuring students are learning science vocabulary outside of school consistently.
Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	During the 2022-2023 school year the Science department will increase Biology pass rate to 70% on the EOC.

Overarching Challenge #4	Discipline numbers increased and impacted student success.
Root Cause #1 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Pebblebrook High School were missing key personnel and needed to hire more staff.
Root Cause #2 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Pebblebrook provided many opportunities for students to receive remediation, enrichment and credit recovery.
Root Cause #3 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Staff members provided SEL, character education, and other lessons during the school day to encourage good citizenship.
Contributing Factors (Outside of control)	Parents did not enforce at home discipline or support the school when parent conferences were requested.
Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	Implementing a School Store to establish a token economy system to Decrease the number of tardiness and elopement referrals by 5% by the end of the 2022-2023 school year.

School Improvement Goals
Include goals on the parent compacts and policy

Goal #1	During the 2022-2023 school year the math department will increase Algebra 1 pass rate to 73%, 41% proficient, 20% distinguished, and reduce our beginning percentage to less than 20% as measured by multiple data sources (EOC and formative and summative common assessments on CTLs).
Goal #2	During the 2022-2023 school year the ELA department will increase the American Literature pass rate to 78% and increase the number of distinguished to 5% as measured by EOC.
Goal #3	During the 2022-2023 school year the Science department will increase Biology pass rate to 70% as measured by the EOC.
Goal #4	Create and Implement a Positive Behavior Process to establish a token economy system to Decrease the number of tardiness and elopement referrals by 5% by the end of the 2022-2023 school year as measured by attendance and discipline data.

Title I Personnel/Positions Hired to Support the School Improvement Goals

SWP Checklist 2.c(iv)

Position	Supports Goal(s)	Supports which system(s)	How will the primary actions of this position support the implementation of the School Improvement Plan?
Academic Coach	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	The Academic Coaches will help teachers that are new to teaching and new to Pebblebrook High School. The Academic Coach will provide PL in specific contents, and they will also manage the formative and summative data to drive instructional conversations in the PCC meetings. The academic coaches will model strategies for teachers, participate in CCC's and provide instruction resources for teachers.
Class Size Reduction	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	The Class Size Reduction teacher will help Biology students with the reduced student to teacher ratio. The students in ELL and SWD classes will also benefit, to ensure they have more specialized instruction and individualized attention to succeed in class.
Grad Point/Edmentum	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	The Edmentum teacher will help students that are credit deficient recoup missing credits without retaking the entire course. The students that have scored at least 60% will have the opportunity to complete the modules that they missed during regular instruction
Parent Facilitator	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4	<input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	The Parent Facilitator will engage parents, bridge the home and school partnership. Parents will be invited to learn how to best get involved in their child's learning.

GOAL #1	During the 2022-2023 school year the math department will increase Algebra 1 pass rate to 73%, 41% proficient, 20% distinguished, and reduce our beginning percentage to less than 20% when referencing multiple data sources (EOC and formative and summative common assessments on CTLS).					
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)</i>	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	How will the action step be implemented? What artifacts will be used to show implementation? <i>SWP Checklist 3.a</i>	What is the desired outcome of the action step? What evidence will be used to evaluate the outcome? <i>SWP Checklist 3.a</i>	Person Responsible
During PCC’s teachers will create common formative and summative assessments to monitor student growth and adjusting lessons based on their findings. Teachers will administer the universal screener three times a year. Teachers will implement Second Chance Saturdays based on scores from common assessments. Super Saturdays will be used to identify students that need immediate grade recovery.	Teachers	CCSD	8/2022	Implementation: Improve instruction Artifacts: attendance sheets, calendar with dates of events, and CTLS ASSESS	Desired Outcome: Improved instruction and collaboration with PCC Evidence: minutes, observation, and attendance sheets	Academic Coach
Use Title I funds to employ Academic Coach to provide schoolwide instructional support and resources for teachers A teacher specifically for Edmentum to address learning interruptions and help students graduate with their cohort and recover lost credit. Hire a Parent Facilitator to support Pebblebrook families.	Coach Parents Teachers	Title I	08/2022	Implementation: Improve instruction Artifacts: PSC Certificates	Desired Outcome: Improve student success Evidence: Graduation rate, Notebooks, presentations to teachers. Documenting form	Principal Administration

<p>Teachers will receive professional learning to focus on student engagement in math Math teachers will occasionally get PL for student engagement from county content coaches. PCC will also provide PL for their colleagues.</p>	Teachers	Title 1 and CCSD	07/2022	<p>Implementation: Academic Coaches and peers will provide monthly training</p> <p>Artifacts: Presentation handouts and attendance sheets</p>	<p>Desired Outcome: Professional Learning for teachers</p> <p>Evidence: presentations, handouts, and attendance sheets</p>	Administration
<p>Teachers will attend National Conferences for new ideas and learning opportunities to help improve student skills. Targeted Support teacher is hired to help Algebra I EOC scores and provide model teaching and small groups for students in need.</p>	Teachers	CCSD	08/2022	<p>Implementation: Three times a year</p> <p>Artifacts: student data reports</p>	<p>Desired Outcome: Monitor student progress</p> <p>Evidence: Data reports, and</p>	Academic Coach

GOAL #2	During the 2022-2023 school year the ELA department will increase the American Literature pass rate to 78% and increase the number of distinguished to 5% on the EOC.					
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	How will the action step be implemented? What artifacts will be used to show implementation? <i>SWP Checklist 3.a</i>	What is the desired outcome of the action step? What evidence will be used to evaluate the outcome? <i>SWP Checklist 3.a</i>	Person Responsible
Pebblebrook teachers will attend appropriate conferences and training to address learning lost in the ELA PCC to learn strategies like think alouds, activating prior knowledge, and front-loading text-specific vocabulary and background/contextual information.	National Conferences	Title I	9/2022	Implementation: FY 23 for each content/department Artifacts: Handouts from conference sessions, conference program, redelivery presentation notes	Desired Outcome: Professional Learning Evidence: conference program, redelivery presentation notes	Principal
Special Education teachers will participate in quarterly planning sessions. This will be implemented to ensure co-teachers and special education support staff are able to monitor student progress with efficacy.	SPED Teachers	Title I	10/2022	Implementation: Fall Semester & Spring Semester Artifacts: planning logs, PCC minutes	Desired Outcome: Additional time provided to complete paperwork Evidence: IEP calendar, planning log and minutes from PCC	SSA
American Literature teachers will introduce strategies based on the PCC minutes, student feedback, and content. Additional support will be provided in class including differentiation, scaffolding, and specialized instruction. The students will be assigned to after school tutoring and Second Chance Saturdays. Administer the universal screening Reading Inventory	PCC	Title I	08/2022	Implementation: PCC collaboration weekly and after-school and on Saturdays for students Artifacts: Calendar of events, attendance sheets, and lesson plans.	Desired Outcome: Opportunities for remediation, enrichment, and credit recovery. Evidence: PCC Minutes, lesson plans, and attendance sheets	Teachers

during the screening window and according to the calendar.						
<p>A teacher specifically for Edmentum instruction employed to help students graduate with their cohort by recouping missed credits. Employ Academic Coaches to facilitate the implementation of instructional strategies:</p> <ul style="list-style-type: none"> - Small group instruction - Scaffolding to support student acquisition of learning. - Data analysis and monitoring of student progress to inform instructional practice employed during small group instruction. 	Teacher	Title I	08/2022	<p>Implementation: FY23 the personnel will work to improve student success</p> <p>Artifacts: Teacher schedules. Student rosters, lesson plans, and Logic Models.</p>	<p>Desired Outcome: Increase in graduation rate and student achievement.</p> <p>Evidence: monitoring documents and PCC minutes</p>	Teacher Academic Coach

GOAL #3	During the 2022-2023 school year the Science department will increase Biology pass rate to 70% on the EOC.					
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)</i>	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	How will the action step be implemented? What artifacts will be used to show implementation? <i>SWP Checklist 3.a</i>	What is the desired outcome of the action step? What evidence will be used to evaluate the outcome? <i>SWP Checklist 3.a</i>	Person Responsible
Additional Biology teacher to support students that fall in the bottom 25% tile Edmentum instructor employed to help students recoup missed credits and increase the graduation rate Use Title 1 funds to employ Science Academic Coach to provide schoolwide instruction support and resources.	Teacher Principal	Title I	7/2022	Implementation: Principal will meet with Academic Coach weekly to assess needs. Artifacts: Notebook, Agendas, sign-in sheets, and presentation handouts	Desired Outcome: measure student success Evidence: Data Monitoring form, CTLS ASSES,	Principal
Science technology resources to address learning interruptions and to promote student engagement During PCC's teachers will create common formative and summative assessments to monitor student growth and adjusting lessons based on their findings	Teachers Administration software	Title I	08/2022	Implementation: PCC meetings will include how technology is used. Administration will monitor the use during observations Artifacts: Logic Model, software review, and student surveys/feedback	Desired Outcome: To increase student engagement. Evidence: Software usage/Monitoring, student surveys,	Administration
Establish data collection process for science student performance Implementation of interactive notebook.	Teachers Composition notebooks, tape/glue	CCSD	8/2022	Implementation: Weekly Notebook checks by teachers Artifacts: Interactive Notebooks	Desired Outcome: To increase organizational and note taking skills. Use as a reference guide for Science. Evidence: Increase in student engagement and improvement in summative assessments.	Teachers

				Implementation: Artifacts:	Desired Outcome: Evidence:	
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GOAL #4	Creating a Positive Behavior Process to establish a token economy system to Decrease the number of tardiness and elopement referrals by 5% by the end of the 2022-2023 school year.					
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	How will the action step be implemented? What artifacts will be used to show implementation? <i>SWP Checklist 3.a</i>	What is the desired outcome of the action step? What evidence will be used to evaluate the outcome? <i>SWP Checklist 3.a</i>	Person Responsible
Meet with families of students failing classes. Also identify students that are in their 5 th year at PHS. Create a token economy system for students whose tardiness has decreased.	Counselors	CCSD	8/2022	Implementation: Administration will monitor data during FY23 Artifacts: CTLS Parent, Data reports, Counselor meeting notes and attendance documentation	Desired Outcome: Improve cohort graduation rate Evidence: Student performance data and school reporting data	Counselors and Administration
Utilize the CTLS Parent to disseminate updates, highlights, and discipline information in multiple languages.	Administration Parent Facilitator	CCSD	08/2022	Implementation: Parent facilitator will send out consistent information in multiple languages. Artifacts: CTLS Reports, Flyers, CTLS postings.	Desired Outcome: Improve communication and build a bridge between home and school Evidence: CTLS Parent	Administration Parent Facilitator
Student Celebrations at Night for families and students. Honors night, Curriculum nights, and Most Improved academic recognition.	Parent Facilitator Administration	Title I	9/2022	Implementation: Parent facilitator will send out consistent information in multiple languages. Artifacts: CTLS Reports, Flyers, CTLS postings.	Desired Outcome: Improved overall discipline Evidence: Parent surveys, parent attendance documentation, and Climate surveys	Parent Facilitator Administration
Teachers will use the data to monitor behavior and students that are showing great character, good citizenship, and attendance. Students will receive Monthly Celebrations for targeted behaviors.	Teachers Administration Falcon Bucks	CCSD	8/2022	Implementation: Teachers will implement token economy and Positive Incentives Artifacts: Honor Roll Celebrations, Certificates, Positive Incentives, Name on Marquee.	Desired Outcome: Lower discipline infractions Evidence: Discipline reports, Climate Survey, and school surveys	Teachers Administration

Actions to Assist Student Groups in Meeting School Improvement Goals

Student Group(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii)</i>	Action steps to improve/support achievement of student groups	Resources	Funding Source
<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Create monthly vertical collaboration conversation sessions to identify skill progression, corresponding content/concepts, and investigate and agree on what proficiency looks like for each standard and student. Utilize PCC as an opportunity to address sequence of instruction and expectations of students throughout the gradual release process. Observations to ensure maximizing instructional time and ensure expectations for students to be reflective of their rigor, embedded in the content, and reflective of the lesson objectives.	PCC	CCSD and Title I
<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	During July Algebra I math teachers are meeting to start to plan for next school. The discussion will be centered around moving students from developing to proficient and proficient to distinguished. • We are planning on allocating more time on the pacing guide for Algebra Connections to statistics and probability. 79% of our students for this domain were in remediate learning. • Academic Coach and ESOL teachers will meet bi-weekly to discuss strategies and support for ESOL students. • The district math office has added another 360 classroom and the math department will be leading some training to support our teachers in these classrooms. • With Title I funds we will be using GA Coach materials to support the domains that our students under perform. • We will continue with our grading practices that require teachers to grade the same assignments and the continued use of CTLs for all assessments. • PCCs will receive monthly training from Academic coach, Title I personnel, district personnel, and math peers. These training courses will provide teachers with best practices and strategies to improve student achievement.	Teachers	CCSD and Title I
<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Using CTLs translate to send communication out in multiple languages. Rosetta Stone, ESOL personnel, ESL Library, Cultural celebration in the spring. Sending out any communication in Spanish.	CTLs Parent	CCSD
<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Tutoring is available after school and transportation is provided. Counselors and Social Workers are available to assist parents to meet any necessities that arise.	Teachers Counselors Social Worker	Title I
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			

Family Engagement Plan to Support School Improvement (*Required Components*)

Family Engagement Activities (<u>Must be listed in the school policy</u>)	Date(s) Scheduled	Date Completed	"Shall" Standard(s) Addressed
<p>1. Required <u>State of the School Meeting – Deadline September 30, 2022</u> Parents will learn about Title I, how our school spends Title funds (budget snapshot), highlights of the schoolwide plan, description of curriculum and assessments used, our school compacts and policies, professional qualifications of our teachers, and opportunities for family engagement including use of the family resource center.</p>	9/8/22		<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
<p>2. Required <u>Fall Input Survey/ Evaluation (secondary method) – Deadline October 30, 2022</u> Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p>	10/13/22		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p>3. Required <u>Spring Input Meeting and Survey (primary method) – Deadline April 28, 2023</u> Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p>	4/20/23		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p>4. Required <u>FOUR Building Staff Capacity Opportunities (Do not need to be listed in the Policy)</u> The teacher will continue to learn about the value and utility of contributions of parents including how to reach, communicate with, and work with parents to implement parent programs and build ties between the parents and school <u>Deadlines:</u> PL#1 9/14/22 PL#2 11/30/22 PL#3 2/8/23 PL#4 4/19/23</p>	9/14/22		
	11/30/22		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6
	2/8/23		<input type="checkbox"/> 3 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6
	4/19/23		
<p>5. Required <u>Transition Activities for students entering or exiting our school (Multiple options, not just visit the school)</u> Parents will have an opportunity to learn about the next grade level in their child’s education. <u>Briefly describe the transition activities here:</u> Freshman U (university) is a four-day induction program for rising 9th grade students to get acclimated with PHS and preview the 9th grade curriculum. Seniors will be able to meet with college recruiters, military recruiters, job fairs/WBL, and College Campus tours. College Financial Aid Event, and FAFSA night. CBI is a program to benefit our special needs students.</p>	7/2022 Freshman U 7/25/22 Falcon Fly By 9/22, 10/22, 2/23, 3/23, and 4/23 5/3/23 rising 9 th 5/10/23 12th		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
<p>6. Required: Provide information related to school and parent/programs meetings in a format and language parents can understand. <i>SWP Checklist 5.d</i></p>	<p><u>List documents translated for parents:</u> Family Information Guide Parent Compact Subtitle PPT at meetings and post copy on school website Shalls</p>		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6

School Developed Family Engagement Activities (Required for “Shall’s” 2 and 6)

School Developed Family Engagement Activities (Must be listed in the school policy)	“Shall” Addressed	Goal(s) Addressed	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Date	How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.	Team Lead
<p>Learning opportunities for parents based on their interest and needs (Parent Vue, exercise and health fair, CTLS Parent, MS Office, English Classes, and Graduation Requirements).</p> <p>Open House, Honors Night, Freshman orientation, FAFSA, Graduation, Curriculum Nights (each content) New this year PE Night, CTAE Night, and CCCEPA show case. Academic Banquet to showcase the most improved students.</p>	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Parent Facilitator, Teachers, Parents, Administration Communities in Schools	Title I	Monthly FY23	<p align="center">Parent Sign-in Sheets Agendas from classes/sessions Parent Facilitator Log Presentation Handouts and Attendance</p>	Parent Facilitator and Academic Coach
<p>Job Shadow on Ground Hogs Day (February 2nd). Parents can shadow their student for .5 days.</p>	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Students, Parents and Business	Title I	2/2/23	Community Service logs	Parent
<p>School-wide tutoring is available for students by core department.</p>	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Teachers and Administration	Title I	05/23	<p align="center">Presentation Handouts and Attendance</p>	Administration

GaDOE required six “Shall’s”. Each shall must be addressed at least once during the school year:

1. Assist parents in understanding state academic standards, state and local assessments, and how to monitor their child’s academic progress.
2. Provide materials and training to help parents work with their child to improve academic achievement. (Ex. Literacy training, technology training)
3. Educate school staff in the value and utility of the contributions of parents, and how to reach, communicate with, and partner with parents to implement parent programs to build ties between parents and the school.

4. Coordinate and integrate parent programs and activities with other Federal, State, and local programs (Preschool to Kindergarten, transitions, parent resource centers, etc.) to support parents in more fully participating in their child’s education.
5. Ensure information related to school and parent programs/meetings are sent in a format and language parents can understand.
6. Provide other reasonable support for parental involvement activities as parents may request. These are school developed activities based upon parent input. (#14 in list of “shalls” and “mays”)

School Improvement Plan Required Questions

Schoolwide Plan Development – Section 1114(2)(B) (i-iv)

1. Pebblebrook’s schoolwide plan is developed during a 1-year period; unless – the school is operating a schoolwide program on the day before the date of the enactment of Every Student Succeeds Act, in which case such school may continue to operate such program but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section. **Evidence to support this statement includes: The dated schoolwide plans, dated budget meeting agendas and signature pages, and dated committee and input meeting signature pages. SWP Checklist 5(a)**
2. Pebblebrook’s schoolwide plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and , if appropriate specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. **Evidence to support this statement includes: The schoolwide plan committee signature page and the Family Engagement fall and spring input meetings. Schoolwide Checklist 5(b)**
3. Pebblebrook High School schoolwide plan remains in effect for the duration of the school’s participation under Sec. 114(b)(1-5) of ESSA, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. **Evidence to support this statement includes: The Title I midyear and end of year monitoring of SWP goals, monitoring and approving all Title I expenditures, and revision dates listed on the SWP cover page. SWP Checklist 5(c)**
4. Pebblebrook High School schoolwide plan is available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. **Evidence to support this statement includes: Every Title I school post the Title I plan, Title I budget, and Family Engagement Components on the school’s website and in multiple languages. SWP Checklist 5(d)**
5. Describe how the schoolwide plan has been developed in coordination and integration with other Federal, State and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable. **SWP Checklist 5(e) Include district initiatives that are supported with Title I Funds (For example: Early Literacy Framework (ELF), Math Fluency Initiative (MFI), LETRS, Read 180, etc.) Discovery Education**
SCHOOL RESPONSE: The school improvement committee includes District Leaders, Teachers, Paraprofessional, Parent Facilitators Academic Coaches, Principal/Assistant Principals, and community members. Pebblebrook High School has completed three years with Discovery Education and the Spotlight on Strategies (SOS) that are available to all staff and used with fidelity to increase student engagement. Our monthly staff meetings are an additional opportunity

for all stakeholders to celebrate the accomplishments of our students and learn a new teaching strategy. Information was compiled from the software materials, Edmentum (formerly GradPoint), Delta Math, RI/MI data and End of Course (EOC) exams. Pebblebrook will work with Title III to provide support for EL and dual-served students. Additionally, we will use 20-day funds to help support our students that are in need. Pebblebrook high school has a thriving Career and technical education program. New pathways are needed to continue exposure for students to real world opportunities. Targeted support is provided from Title I personnel and this support helps to target students that are not performing at grade level. Pebblebrook has used the services of Communities in Schools to bring programs like REALTY U to the students and the many volunteers that make this program a success. Cobb County School district has Professional Development opportunities for certified personnel. They provide support and monitor teacher planning and lesson execution to ensure teachers understand what standards mean, address the targets/skills that students must be able to learn to master the standards during instruction, and effectively assess student learning using CTLS. These federal, state, and local programs will work together to meet the needs of the students and families.

ESSA Requirements to Include in the Schoolwide Plan – Section 1116(B)(1)

6. Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. **Evidence to support this statement includes Posting every Title I school’s parent policy on the school’s website in multiple languages where practicable, Fall and Spring input meeting agendas and sign in sheets providing parents the opportunity to assist in the development of the school’s parent policy, compact and parent engagement budget.**
SWP Checklist 4

Evaluation of the Schoolwide Plan - 34 CFR § 200.26

7. Describe how the school regularly monitors and the implementation of, and results achieved by, the schoolwide program, using data from the State’s annual assessments and other indicators of academic achievement. *SWP Checklist 3(a)*

SCHOOL RESPONSE: Pebblebrook High School regularly monitors schoolwide data (EOC and six-week Course Pass Rates) and the implementation of results achieved. The various schoolwide programs are shared with all stakeholders. Data from the State’s annual assessments and other indicators of academic achievement are posted on the school website. Social Media is an additional stream of information that is used by the principal. CTLS Parent and printed media is shared with parents electronically and by the United States Post Office. A weekly dial out from the principal is made on Sunday evenings.

8. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards. *SWP Checklist 3(b)*

SCHOOL RESPONSE: A Plethora of data points are considered: EOC scores, ACCESS scores, Graduation rate, common assessments and promotion to the next grade level to meet the needs and address the challenges of Pebblebrook HS. During the summer, June and July teachers are meeting to start to plan for the next school year. The discussion is centered around decreasing the number of students that score in the basic category and moving students from developing to proficient and proficient to distinguished on EOC. Pebblebrook High school determines these planning measures a success with emphasis on the schoolwide program and has been effective in increasing the achievement of students in meeting the challenging State academic standards and with the CCCRPI scores which is comprised of the Climate Survey.

9. Describe how the schoolwide plan will be revised, as necessary, based on regular monitoring to ensure continuous improvement of students in the schoolwide program. *SWP Checklist 3(c)*

SCHOOL RESPONSE: The schoolwide plan will be revised as necessary. The document is fluid and continuous reflection is done every six weeks after we have a progress report. The teachers review the data and complete a reflection how they will improve grades and remediate students that missed mastery of the standard. When the data shows gaps. We use this data to revise the SIP. All students are considered when we make decisions. The PCCs Pebblebrook Collaborative Communities monitor student progress, share ideas and strategies and discuss next steps to meet the school wide goals.

Schoolwide Plan Reform Strategies – Section 1114(b)(7)(A)(i-iii)(I-V)

10. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: Provide opportunities for all children, including all subgroups defined in section 1111 (c)(2), to meet the State’s challenging academic standards. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps and the schoolwide plan student groups page specifically identifying supports to assist various student groups in meeting the State’s challenging academic standards, where applicable.** *SWP Checklist 2(a)*

11. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps, where applicable.** *SWP Checklist 2(b)*

12. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards through activities which may include - counseling, school-based mental health programs, specialized instructional support services and other strategies to improve students’ skills outside the academic subject areas. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps, where applicable.** *SWP Checklist 2(c)(i)*

13. Describe the implementation of your schoolwide tiered model to prevent and address problem behavior and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.). *SWP Checklist 2.c(iii)*

SCHOOL RESPONSE: At Pebblebrook High School it is the belief that all children will learn, ALL means all! Pebblebrook provides the following to improve students’ skills outside the academic subject areas a Multitiered System of Support (MTSS), CTLS for instruction and assessment, and Counselors conduct team meetings to revisit the RTI (Response to Intervention) data that was collected in Elementary and Middle school. At Pebblebrook High School postsecondary education and the workforce opportunities are introduced with our Dual Enrollment Program, Advanced Placement, and through Counseling incentives like college visits. For this FY 2021–2022-year student will have the opportunity to enroll in Work Based Learning. Our JROTC program has the ASVAB test annually. This gives also give students an opportunity to join the armed forces if they have an interest.

MTSS uses a data-informed framework that allows educators to ensure that the majority of students are responding to core instruction. Within an MTSS framework, teachers at Pebblebrook can thoughtfully use resources appropriately while analyzing data that impact the effectiveness of their instruction. Using the MTSS model, CCSD can also close the gap on common challenges within our school such as: Limited resources and lack of program effectiveness. There are three levels: 1. Instructions, 2. Targeted Group Intervention, and 3. Intensive Individualized Interventions. When students are classified as a Tier 3 we illicit the help of additional support staff to give the student additional resources.

14. Describe professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. SWP Checklist 2.c(iv)

SCHOOL RESPONSE: Professional learning will address teacher understanding of standard expectations and how to use the knowledge to instruct and assess.

- Teachers will continue to analyze assessment data to establish and monitor progress of students, determine effectiveness of teaching, and identify opportunities to remediate/extend learning. Professional development is for all teachers, new and veteran. Teachers will be utilizing strategies to enhance learning acquisition some strategies may include
- Small group instruction
- Scaffolding to support student acquisition of learning.
- Explicit teaching and modeling.
- Data analysis and monitoring of student progress to inform instructional practice employed during small group instruction.

Investigate and agree on what proficiency looks like for each standard and integrate unit assessment plan and calendar that encompasses schoolwide assessment and data. The following are research-based practices in professional development that support career-long development of teaching and student learning:

- Provide on-going learning opportunities for all
- Improve teaching and learning
- Target student outcomes and goals of schools and districts
- Set time aside to allow teachers to implement new techniques learned and to plan collaboratively
- Establish study groups (e.g., book studies, professional magazine articles, etc.)
- Involve all teachers including Special Education, ESOL, paraprofessionals and specialists (music, art, science, math, and physical education)

15. **ONLY MIDDLE AND ELEMENTARY SCHOOL RESPONSE REQUIRED** Describe the transition activities provided for preschool children to kindergarten, 5th grade students to 6th grade and 8th grade students to 9th grade. *SWP Checklist 2.c(v)*

SCHOOL RESPONSE: N/A

16. **ONLY HIGH SCHOOL RESPONSE REQUIRED** Describe how the school prepares and makes aware of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools. *SWP Checklist 2.c(ii)*

SCHOOL RESPONSE:

At Pebblebrook High School postsecondary education and the workforce opportunities are introduced with our Dual Enrollment Program, Advanced Placement, and through Counseling incentives like college visits. For this FY 2022–2023 school year students will have the opportunity to enroll in Work Based Learning or work inside the school store The Brook Spot. Our JROTC program has the ASVAB test annually. This also gives students an opportunity to join the armed forces if they have an interest. Job fairs and employment shadowing is another opportunity for our students to participate in careers that they may not have a lot of information about. College recruiters come to the school consistently to share with students that are interested in 2year, 4 year, or technical schools.

Comprehensive Needs Assessment – Section 1114(b)(1)(A)

17. Pebblebrook’s schoolwide plans are based on a comprehensive needs assessment of the entire school, that considers information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the State academic standards and any other factors as determined by the local educational agency. **Evidence to support this statement includes: The comprehensive needs assessment section of the schoolwide plan. SWP Checklist 1**