LEADERSHIP DIVISION
LEAD • COLLABORATE • INSPIRE

Utilizing the district's strategic plan, work with your school leadership team to create your school's strategic plan. You are expected to have at least 2 goals. The first goal must be related to your CCC work. The second goal must be an academic goal. Schools have the flexibility to select a third goal based on your school's needs related to the district's profile of support. For goal 2 (and 3 if needed), outline your school initiatives, programs, or strategies that support the identified goal.

Profile of Support:

- Academics (Required)

- Culture of Care

- Personnel

- Safety

- Community

- Technology

- Finance

- Communication

Strategic Plan
2020-2021 School Year

School Name:	Pebblebrook High School
Mission: Student Success: Every day, every one, every opportunity. Believe you can.	Vision: Create a school community of purpose drive, passionate stakeholders in pursuit of excellence.

CCC Goal:

Utilize your local CCC implementation plan to complete chart below:

	2020-2021	2021-2022	2022-2023
Focus on Learning	Weekly content CCC meetings to focus on the four essential questions: 1.What do we want out students to learn? 2.How will we know they have learned it? 3.How will we respond when they do learn it? 4.How will we respond when they don't learn it? Phase two of Standards Prioritization (alignment of instruction and learning to standards verbs) Continue the use of CTLS TEACH to support student learning goals. Learning interventions: • Tuesday and Thursday after school tutoring for all content areas. • Second Chance Saturdays for students to retake assessments	Weekly content CCC meetings to focus on the four essential questions: 1.What do we want out students to learn? 2.How will we know they have learned it? 3.How will we respond when they do learn it? 4.How will we respond when they don't learn it? Phase two of Standards Prioritization (alignment of instruction and learning to standards verbs) Add a part time Science Academic Coach Eliminate Read 180 for a full time Reading Teacher Continue the use of CTLS TEACH to support student learning goals. Learning interventions:	Weekly content CCC meetings to focus on the four essential questions: 1.What do we want out students to learn? 2.How will we know they have learned it? 3.How will we respond when they do learn it? 4.How will we respond when they don't learn it? Phase two of Standards Prioritization (alignment of instruction and learning to standards verbs) Add a full time Science Academic Coach Learning interventions: • Continued use of previous years interventions.

	• EOC Saturday Enrichment Days	• Continued use of previous years interventions. • Second Chance Saturdays for all classes • EOC Weekly Enrichment days • Start of STEAM Academy.	• Second Chance Saturdays for all classes • EOC Weekly Enrichment days
Collaboration	The development of two teacher leadership teams- PLI Pebblebrook Leadership Interns and Department Chairs and Leaders Leadership Team. Weekly content CCC meetings to focus on the four essential questions: 1.What do we want out students to learn? 2.How will we know they have learned it? 3.How will we respond when they do learn it? 4.How will we respond when they don't learn it? Creating of a planning template to ensure appropriate planning, feedback, and intentional, deliberate and focused conversations.	The development of two teacher leadership teams- PLI Pebblebrook Leadership Interns and Department Chairs and Leaders Leadership Team. Weekly content CCC meetings to focus on the four essential questions: 1.What do we want out students to learn? 2.How will we know they have learned it? 3.How will we respond when they do learn it? 4.How will we respond when they don't learn it? Creating of a planning template to ensure appropriate planning, feedback, and intentional, deliberate and focused conversations.	The development of two teacher leadership teams- PLI Pebblebrook Leadership Interns and Department Chairs and Leaders Leadership Team. Weekly content CCC meetings to focus on the four essential questions: 1.What do we want out students to learn? 2.How will we know they have learned it? 3.How will we respond when they do learn it? 4.How will we respond when they don't learn it? Creating of a planning template to ensure appropriate planning, feedback, and intentional, deliberate and focused conversations.
Results Oriented	The use of 20-day data from EOC classes to drive decisions for instruction and remediation. Common grading practices to ensure consistency of	The use of 20-day data from all classes to drive decisions for instruction and remediation. Common grading practices to ensure consistency of student's	The use of 20-day data from EOC classes to drive decisions for instruction and remediation. Common grading practices to ensure consistency of student's

	student's assessments and performance.	assessments and performance for all classes.	assessments and performance.
	Weekly review of CTLS for student data performance.	Weekly review of CTLS for student data performance.	Weekly review of CTLS for student data performance.

Academic Goal (s):
- Increase the EOC scores for all classes by 10 points over the next 3 years.
- Increase graduation rate by 15% over the next three years.
- To ensure that Advanced Placement/Honors classes are supported appropriately with professional development, identification of students. Increase the number of students enrolled in Honors and AP classes by 20% over the next three years.
- Increase the number of AP classes offered by 5 over the next three years
- Increase the number of students who apply to STEAM Academy for Advanced Academics each year by 10% over the next 3 years

	2020-2021	2021-2022	2022-2023
Initiatives, programs or strategies supporting goal:	Second Chance Saturday to support reassessment of students in Math and ELA Use of Delta Math for remediation and reassessment "On The Fence" graduation support system meetings for students who need to pass all second semester classes to graduate on time. (Principal, Admin, Counselor, Student and Parent)	Reading Teacher (A/B Schedule reading and 9th Literature for selected students Open STEAM Academy for Advanced Academics Second Chance Saturdays for all subjects Decrease number of students taking Math Foundations "On The Fence" graduation support system meetings for students who need to pass all first/ second semester classes to graduate on time. (Principal, Admin, Counselor, Student and Parent)	Reading Teacher (A/B Schedule reading and 9th Literature for selected students Continue to develop STEAM Academy for Advanced Academics Second Chance Saturdays for all subjects Decrease number of students taking Math Foundations "On The Fence" graduation support system meetings for students who need to pass all first/ second semester classes to graduate on time. (Principal, Admin, Counselor, Student and Parent)

Goal 3 (if needed):
- Area of Focus: Safety
- Decrease number of referrals for skipping and out of area by 20% over the next 3 years.
- Decrease the number of overall referrals by 35% over the next 3 years

	2020-2021	2021-2022	2022-2023

Initiatives, programs or strategies supporting goal:	Creation of PLI (Pebblebrook Leadership Interns) to assist with processing discipline for student tardys to ensure a quicker response time. Students who have excess tardys from LAS will receive immediate OSS consequences. Grade level administrator support to address the developmental needs for each group of students.	Creation of PLI (Pebblebrook Leadership Interns) to assist with processing discipline for student tardys to ensure a quicker response time and create a positive reward system for compliant students. Tardy students for quicker response time Students who have excess tardys from LAS will receive immediate OSS consequences. Creation of attendance contracts with chronic skippers with incentives. Increase teacher engagement and stronger openings to create an environment that encourages student timely attendance. Grade level administrator support to address the developmental needs for each group of students.	Creation of PLI (Pebblebrook Leadership Interns) to assist with processing discipline for student tardys to ensure a quicker response time and create a positive larger reward system for compliant students. Tardy students for quicker response time Students who have excess tardys from LAS will receive immediate OSS consequences. Creation of attendance contracts with chronic skippers Increase teacher engagement and stronger openings to create an environment that encourages student timely attendance. Grade level administrator support to address the developmental needs for each group of students.