

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

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

student's assessments and	assessments and	assessments and
performance.	performance for all	performance.
	classes.	
Weekly review of CTLS for	Weekly review of CTLS	Weekly review of CTLS
student data performance.	for student data	for student data
	performance.	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	Second Chance	Reading Teacher (A/B	Reading Teacher (A/B
strategies supporting	Saturday to support	Schedule reading and	Schedule reading and
goal:	reassessment of	9 th Literature for	9 th Literature for
	students in Math and	selected students	selected students
	ELA		
		Open STEAM Academy	Continue to develop
	Use of Delta Math for	for Advanced	STEAM Academy for
	remediation and reassessment	Academics	Advanced Academics
		Second Chance	Second Chance
	"On The Fence"	Saturdays for all	Saturdays for all
	graduation support	subjects	subjects
	system meetings for		
	students who need to	Decrease number of	Decrease number of
	pass all second	students taking Math	students taking Math
	semester classes to	Foundations	Foundations
	graduate on time.		
	(Principal, Admin,	"On The Fence"	"On The Fence"
	Counselor, Student and	graduation support	graduation support
	Parent)	system meetings for	system meetings for
		students who need to	students who need to
		pass all first/ second	pass all first/ second
		semester classes to	semester classes to
		graduate on time.	graduate on time.
		(Principal, Admin,	(Principal, Admin,
		Counselor, Student and	Counselor, Student
		Parent)	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	Creation of PLI	Creation of PLI	Creation of PLI
strategies supporting	(Pebblebrook	(Pebblebrook	(Pebblebrook
goal:	Leadership Interns) to	Leadership Interns) to	Leadership Interns) to
goal.			
	assist with processing	assist with processing	assist with processing
	discipline for student	discipline for student	discipline for student
	tardys to ensure a	tardys to ensure a	tardys to ensure a
	quicker response time.	quicker response time	quicker response time
		and create a positive	and create a positive
	Students who have	reward system for	larger reward system
	excess tardys from LAS will receive immediate	compliant students.	for compliant students.
	OSS consequences.	Tardy students for	Tardy students for
		quicker response time	quicker response time
		Students who have	Students who have
	Grade level	excess tardys from LAS	excess tardys from LAS
	administrator support	will receive immediate	will receive immediate
	to address the	OSS consequences.	OSS consequences.
	developmental needs	Creation of attendance	Creation of attendance
	for each group of	contracts with chronic	contracts with chronic
	students.	skippers with	skippers
		incentives.	
			Increase teacher
		Increase teacher	engagement and
		engagement and	stronger openings to
		stronger openings to	create an environment
		create an environment	that encourages
		that encourages	student timely
		student timely	attendance.
		attendance.	
			Grade level
		Grade level	administrator support
		administrator support	to address the
		to address the	developmental needs
		developmental needs	for each group of
		for each group of	students.
		students.	
L		stadents.	