



(Pebblebrook High School) 2017-18 Cobb Strategic Plan

Board Goal 1: *Vary learning experiences to increase success in college and career pathways.*

<p><i>District Focus Priorities 2016-2019</i></p> <p><u>Focus Priorities:</u> (Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, Academic Division-AD, and Leadership Division-LD)</p>	<p>2017-18 Aligned Actions and Measurements (Current School Year Plan and Evaluation of previous year's plan due September 1)</p>					
<p>1. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</p>		<p>Key Actions: (List as many actions as needed in each box.)</p>	<p>Measured by:</p>	<p>Owner(s):</p>	<p>Resources Needed:</p>	<p>Results of Key Actions from last year's plan: (Due September 1)</p> <p>Focus Priority Status: IP = In Progress FO = Fully Operational</p>
		<p>PLC participation in weekly collaborative meetings, monitoring instruction, and CTLS</p>	<p>PLC Collaborative Team Document and CTLS usage</p>	<p>PLCs</p>	<p>Protected PLC Time</p>	<p>Teachers used formative assessments created in CTLS to analyze student data</p> <p>Adjusted key actions due to lack of substitutes. PLC groups met on Saturdays.</p>



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<p>2. Develop and deliver flexible formative assessments in all core content areas for monitoring student progress and adjusting instruction to meet individual student learning needs. (S)</p>	<p>Use of a variety of formative assessment strategies that include rigorous questions using CTLS</p>	<p>CLTS data results from PLC Agenda, Minutes, and Lesson Plans.</p>	<p>PLCs, academic coaches, and Administrators</p>	<p>Protected PLC Time CTLS CCSD Training</p>	<p>Teachers created common formative assessments and used them to monitor student growth. Teachers documented strategies in their PLC minutes and adjusted their lesson plans accordingly.</p>	
<p>3. Implement critical Professional Learning Communities (PLC's) by grade level/content areas to ensure success for students and teachers. (LD)</p>	<p>Created the PLC Guiding Coalition Established PLCS based on core content and provide continuous support from the guiding coalition Provide professional learning on student engagement and monitor implementation</p>	<p>CCSD Implementation Timeline Weekly Collaborative Planning Documents and PD feedback Professional Learning Calendar and PL Survey Results</p>	<p>PLC Guiding Coalition Academic Coaches Administration and Academic Coaches</p>	<p>CCSD Implementation Guide Surveys</p>	<p>Core content teachers attended national conferences and shared information with their department.</p>	



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<p>4. Increase percentage of students reading on grade level. (S) <i>(Based on CCRPI Reading Scores)</i></p>	<p>Use the Reading Inventory for all 9th grade students. Communicate RI results and Identify best practices in reading for high school students and implement across all grades levels.</p> <p>Establish Read 180 classes</p>	<p>Measured by participation results Inclusion of reading practices in teachers' lesson plans</p>	<p>Teachers</p>	<p>RI Read 180 Teachers Title I Funds</p>	<p>Administered the RI three times per year and used the data to identify student reading levels.</p>	
<p>5. Increase percentage of student performance in math/algebra at every grade level. (S) <i>(Based on CCRPI ES-MS Math & HS Algebra Scores)</i></p>	<p>Use the Math Inventory to determine student placement in Foundations of Algebra and Algebra I</p> <p>Continue using "Foundations of Algebra" course to increase percentage of passing students on Algebra I End of Course test.</p> <p>Reduce Class size for Foundations and Algebra I classes</p>	<p>Analyze MI Data and Algebra I EOC results</p>	<p>Teachers</p>	<p>MI Foundations Math Teacher Title I Funds</p>	<p>Administered MI 3 times.</p> <p>Teachers analyzed the data and the following subgroups demonstrated growth on the Algebra I EOC.</p> <p>EII 12.4% Black 1.8% SWD 3.9%</p>	



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6. Increase number of students academically completing every grade.(S)	Establish common grading policies within each PLC to monitor student progress (All content areas)	Grade Distribution and Failure Rate per teacher	Teachers Admin		Students were able to participate in CVA/GAV's/ GradPoint and tutoring during school, after school hours, and summer school.
7. Other: (Priorities specific to school.)					

Board Goal 2: *Differentiate resources for students based on needs.*

District Focus Priorities 2016-2019	2017-18 Aligned Actions and Measurements <u>(Current School Year Plan and Evaluation of previous year's plan due September 1)</u>					
Focus Priorities: (Based on priorities identified by IE ² , AdvancEd-AdvED, Superintendent-S, Academic Division-AD, and Leadership Division-LD)	Key Actions: (List as many actions as needed in each box.)	Measured by:	Owner(s):	Resources Needed :	Results of Key Actions from last year's plan: (Due September 1)	Focus Priority Status: IP = In Progress FO = Fully Operational
Identify, support, and evaluate local school innovations to increase student achievement. Not limited to those that require system waivers. (IE²)	Create embedded courses for new academies at PHS to earn credits at an accelerated rate. (Year 3)	Compare the rate of credits using 3 year trend data and compare the pass rate data of the students enrolled in the embedded courses from 2015 – 2016 year.	Admin	SFSD	The embedded 9 th Lit Course increased from 75.8% to 78.8% for the 2016 – 2017 school year.	



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<p>Provide targeted resources for students:</p> <ol style="list-style-type: none"> 1. Not reading on grade level (Lexile) 2. Unsuccessful in Math/Algebra (Based on CCRPI Math/Algebra scores) 3. Not on-track for graduation (S) 	<ol style="list-style-type: none"> 1. Implementation of Read 180 2. Increase Number of Foundations of Algebra Class offered 3. Gradpoint, CVA, GAV's 	<p>RI and EOC Data MI and EOC Data Graduation Rate</p>	<p>9th Lit and Read 180 PLCs Foundations of Alg PLCs Admin Counselors</p>	<p>Title I Funds</p>	<p>RI was used by teacher's in other content areas to identify the reading level of students in their class. This data was also used during IEP meetings.</p> <p>The Alg. I EOC increased from 40.1 to 42.9 during the 2016 – 2017 school year.</p>	
<p>Identify and provide resources to increase opportunities for advanced, on-level, and remedial students to earn initial credit, embedded credit, dual credit, recovered credit, distance learning, and certifications in areas of student interest. (AD)</p>	<p>Enroll students in CVA, GAVS, and GradPoint, as well as offering Course Extension opportunities</p> <p>Create partnership with colleges and universities offering Dual Enrollment</p> <p>Counselors provide grade level advisements to review transcripts and graduation status reports of students</p>	<p>Analyze students' grades in CVA, GAVS, and GradPoint.</p> <p>Students take online, on-campus, and PHS site based courses</p>	<p>Admin, Academic Coaches, and teachers</p> <p>Admin and counselors</p>	<p>Title I</p>		
<p>Other: (Priorities specific to school.)</p>						

Board Goal 3: *Develop stakeholder involvement to promote student success.*

<p><i>District Focus Priorities 2016-2019</i></p>	<p>2017-18 Aligned Actions and Measurements (Current School Year Plan and Evaluation of previous year's plan due September 1)</p>
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Utilize stakeholder input to improve school processes. (AdvED)	<p>Check AdvED surveys and determine how many parents participated in the survey</p> <p>Review the SSP with all key stakeholders.</p>	<p>AdvED survey results</p> <p>School Leadership Team</p>	School Leadership Team		<p>The survey was promoted through calling posts, email, and our website and parents completed the survey to provide feedback to the school.</p> <p>SSP Team team reviewed AdvED survey data and used it to make adjustments based on parent feedback.</p>	
Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. (S)	See Family and Community Engagement Section in the Title I School Improvement Plan	Agenda and Sign-In Sheet	Principal		<p>An increase in parent participation as a result of providing child care for Core Content Academic Nights, Parent University, and partnership with United Way to establish the Adult Leadership Academy.</p> <p>Quarterly Parent Visitation days were also offered.</p>	
Other: (Priorities specific to school.)						



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Board Goal 4: *Recruit, hire, support and retain employees for the highest level of excellence.*

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<p>Ensure that teachers are well trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)</p>	<p>New Teacher Induction</p> <p>Use of instructional coaches to provide informal observations and feedback</p> <p>Early Release days for professional development</p> <p>PLC Saturday Planning Days</p>	<p>Teacher Survey</p> <p>Acad Coach Feedback Notes</p> <p>Teacher Survey</p> <p>PLC Collaborative Documents</p>	<p>Admin Academic Coaches</p>	<p>Title I Funds</p>		
<p>Determine Professional Learning needs based on results of TKES and LKES evaluations. (IE²)</p>	<p>Focus Walks based on the Inter Rater Reliability</p>	<p>Walkthrough Data</p>	<p>Admin</p>	<p>N/A</p>	<p>Teachers participated in PL that focused on increasing student engagement and the instructional framework.</p>	
<p>Other: (Specific to school.)</p>						