



(Pebblebrook High School) 2017-18 Cobb Strategic Plan

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

<p style="text-align: center;"><i>District Focus Priorities 2016-2019</i></p> <p style="text-align: center;"><u><i>Focus Priorities:</i></u> <i>(Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, Academic Division-AD, and Leadership Division-LD)</i></p>	<p style="text-align: center;">2017-18 Aligned Actions and Measurements <u>(Current School Year Plan and Evaluation of previous year's plan due September 1)</u></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><u>Focus Prior ity Statu s:</u> IP = In Progr ess FO = Fully Opera tional</p>
<p>1. <i>Organize, examine, and adjust instruction based on student progress monitoring data.</i> (AD)</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>	



(Pebblebrook High School) 2017-18 Cobb Strategic Plan

<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>	



(Pebblebrook High School) 2017-18 Cobb Strategic Plan

<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>	



(Pebblebrook High School) 2017-18 Cobb Strategic Plan

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

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

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<p>Identify, support, and evaluate local school innovations to increase student achievement. Not limited to those that require system waivers. (IE²)</p>	<p>Create embedded courses for new academies at PHS to earn credits at an accelerated rate. (Year 3)</p>	<p>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.</p>	<p>Admin</p>	<p>SFSD</p>	<p>The embedded 9th Lit Course increased from 75.8% to 78.8% for the 2016 – 2017 school year.</p>	



(Pebblebrook High School) 2017-18 Cobb Strategic Plan

<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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(Pebblebrook High School) 2017-18 Cobb Strategic Plan

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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.)						



(Pebblebrook High School) 2017-18 Cobb Strategic Plan

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

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(Pebblebrook High School) 2017-18 Cobb Strategic Plan

<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>						