GaDOE
Georgia Department of Education

School Improvement Plan
2018-2019

Pebblebrook High School

Richard Woods, State School Superintendent
"Educating Georgia's Future."

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This report template was designed by the Georgia Department of Education to assist schools in meeting all Federal and State planning requirements. The following programs are included in Georgia's planning process:

- IDEA - Special Education
- School and District Effectiveness
- Title I, Part A - Improving the Academic Achievement of the Disadvantaged
- Title I, Part A - Foster Care Program
- Title I, Part A - Parent Engagement Program
- Title I, Part C - Education of Migratory Children
- Title I, Part D - Programs for Neglected or Delinquent Children
- Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- Title III - Language Instruction for English Learners and Immigrant Students
- Title IV, Part A - Student Support and Academic Enrichment
- Title IV, Part B - 21st Century Community Learning Centers
- Title V, Part B - Rural Education Initiative
- Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

The Georgia Department of Education has created a webinar series to support schools in completing this plan. The series, and accompanying resources, are available at the Office of Federal Programs webpage. Webinar series topics include:

• Georgia's Systems of Continuous Improvement Overview	February 10, 2017
• Planning and Preparation	February 17, 2017
• Coherent Instructional System	February 24, 2017
• Effective Leadership	March 3, 2017
• Professional Capacity	March 10, 2017
• Family and Community Engagement	March 17, 2017
• Supportive Learning Environment	March 24, 2017
• Identifying Need - Root Causes, Drawing Conclusions, and Prioritizing	March 31, 2017
• Problem Solving Process and Selecting Interventions	April 7, 2017
• Improvement Planning - Systems and Processes	April 21, 2017
• Planning - Budgeting	April 28, 2017
• Submitting the Comprehensive LEA Improvement Plan (CLIP)	May 5, 2017

To contact the Department with any questions related to this plan, please email *federalprograms@doe.k12.ga.us* and include "CNA Question" in the subject line. To contact the Department for technical support related to this template, please email Nicholas Handville at *nhandville@doe.k12.ga.us*.

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GEORGIA'S SYSTEMS OF CONTINUOUS IMPROVEMENT

The Georgia Department of Education's strategic plan emphasizes transforming the agency into one that provides meaningful support to schools and districts. The agency has developed a common, continuous improvement framework to ensure that these efforts are aligned across all agency divisions, departments, and programs. Georgia's Systems of Continuous Improvement focuses on the systems and structures (the "what") that must be in place for sustained improvement in student outcomes. It also utilizes a problem-solving model (the "how") to provide a clear process for identifying improvement needs, planning for improvement, and implementing, monitoring, and evaluating the improvement efforts.

Systems to Improve (What to Improve)

Coherent Instructional System: The major system of the complex school organization that articulates and guides the "what" and "how" of instruction. This comprehensive system includes the processes related to:

- *Planning for quality instruction* - The structure of the instructional system in which the district defines what the students should "know" and "do", and determine how their students will show they "know" the content and can "do" a skill or performance task
- *Delivering quality instruction* - The structure of the instructional system that guides teachers in how they introduce content, practice its use along with the students, and then allow students to use the content on their own while providing students regular standards-based feedback to gain mastery of the content
- *Monitoring student progress* - The structure of the instructional system that methodically discovers if the students are getting the content, and what to do about it when they are getting it or are not getting it

- *Refining the instructional system* - The structure of the instructional system that examines how to improve the planning for quality instruction, delivering quality instruction, and monitoring student progress

Georgia's Systems of Continuous Improvement

Effective Leadership: A major system of the complex school organization that sets the direction for the school, ensures that the school staff and the school leaders are capable of meeting that direction, and makes sure the organization functions according to its mission. This system includes the processes related to:
- *Creating and maintaining a climate and culture conducive to learning* - the structure of the leadership system that ensures that the school allows both adults and children to put learning at the center of their daily activities
- *Cultivating and distributing leadership* - the structure of the leadership system that develops others to accomplish the group's purpose and encourages the development of leadership across the organization
- *Ensuring high quality instruction in all classrooms* - the structure of the leadership system that reduces the variability in the quality of instruction across all schools and all classrooms
- *Managing the district and its resources* - the structure of the leadership system that ensures leaders effectively use all the resources at hand so that the district functions according to its mission
- *Driving improvement efforts* - the structure of the leadership systems that methodically, intentionally, and effectively improves the district's major systems, structures, and processes

Professional Capacity: A major system of the complex school organization that develops a quality staff to reduce the variance of quality in instruction throughout the school. This system includes the processes related to:
- *Attracting staff* - the structure of the professional capacity system that is intentional in locating the teachers and leaders that are the best fit for the district and its schools to achieve its mission
- *Developing staff* - the structure of the professional capacity system that ensures the increasing quality of the school staff's knowledge and skills
- *Retaining staff* - the structure of the professional capacity system that ensures the quality staff is working in the context/ position that is most beneficial to student achievement
- *Ensuring staff collaboration* - the structure of the professional capacity system that reinforces the effective practice of constant collaboration to improve instructional quality in all schools and in all classrooms

Family and Community Engagement: A major system of the complex school organization that develops quality links between school professionals and the parents and community the school is intended to serve. This system includes the processes related to:
- *Welcoming all families and the community* - The structure of the family and community engagement system that ensures families and the community are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in the school
- *Communicating effectively with all families and the community* - The structure of the family and community engagement system that ensures families/the community and school staff engage in regular, two-way, meaningful communication about student learning
- *Supporting student success* - the structure of the family and community engagement system that ensures families, communities, and school staff, continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively

- *Empowering families* - the structure of the family and community engagement system that ensures families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success
- *Sharing leadership with families and the community* - the structure of the family and community engagement system that ensures families/the community and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs
- *Collaborating with the community* - the structure of the family and community engagement system that ensures families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation

Georgia's Systems of Continuous Improvement

Supportive Learning Environment: A major system of the complex school organization that ensures students' school participation and willingness to expend major effort on classroom learning. This system includes the processes related to:
- *Maintaining order and safety* - the structure of the supportive learning environment system that ensures that the basic needs of orderliness and safety are met
- *Developing and monitoring a system of supports* - the structure of the supportive learning environment system that provides comprehensive services to students to meet their unique, whole-child needs
- *Ensuring a student learning community* - the structure of the supportive learning environment system that ensures compliance with positive and healthy behavioral and academic norms

Process to Improve (How to Improve)

Step 1: Identify Needs: Consult many sources to determine what in the district needs improvement.
- Plan and prepare for the process
- Collect and analyze data
- Identify needs and conduct a root cause analysis

Step 2: Select Interventions: Research many sources to determine the solutions that have a good chance of meeting the identified district needs.
- Consider all the evidence for needed improvements
- Research possible interventions
- Determine if staff has the capacity to implement possible interventions

Step 3: Plan Implementation: Develop a team and plan to implement the solutions that are most promising and can be carried out at the school.
- Identify roles and responsibilities of those implementing the intervention
- Develop a team that will deeply understand the intervention and of best ways to implement it
- Develop the implementation timeline
- Identify resources and supports needed for the implementation of the intervention
- Develop a set of information to be reviewed to track the implementation

Step 4: Implement Plan: Carry out the plan to implement the promising solutions, making real-time adjustments where/when needed.
- Collect information to monitor the quality of supports being provided for the intervention
- Consider what additional information is needed to determine if intervention is working
- Assess the degree to which the implementation plan is being followed
- Identify ways to break down any barriers
- Build capacity of others to facilitate the improvement process now and in the future

Step 5: Examine Progress: Determine whether the implementation of the promising solutions is meeting the originally identified needs of the school.
- Determine if the staff can formally study the effects of the intervention to share with others in the field
- Monitor implementation and progress against defined goals
- Define reasonable expectations for success
- Identify and track progress and performance
- Develop a plan for how knowledge about the intervention will be shared with others
- Use the evidence to determine whether the intervention should continue as is, be modified, or be discontinued

Georgia's Systems of Continuous Improvement

Georgia Department of Education
School Improvement Plan

1. GENERAL IMPROVEMENT PLAN INFORMATION

District Name	Cobb County School District
School Name	Pebblebrook High School
Team Lead	Robin Dowdy
Position	Assistant Principal
Email	Robin.dowdy@cobbk12.org
Phone	770-819-2521
Federal Funding Options to Be Employed (SWP Schools) in This Plan (Select all that apply)	
	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**
	Other (if selected, please describe below)

1. General Improvement Plan Information

2. SCHOOL IMPROVEMENT GOALS

2.1 CREATING IMPROVEMENT GOALS

Effective goals assist schools in attaining collective agreement about what work needs to occur for improvement to take place. Goals should focus and prioritize the efforts and resources of the district/school to the previously identified needs and create a focus for improvement. Setting goals should be a strategic process which aligns the goals within one of the five systems: Coherent Instruction, Effective Leadership, Professional Capacity, Family and Community Engagement, or Supportive Learning Environment.

There are several categories of goals which may be used in school improvement but the one type which focuses on improving results and not just enhancing processes is a SMART goal. SMART is an acronym for:

Specific	*Measurable*	*Attainable*	*Relevant*	*Time-bound*

An example of a SMART goal is:
By the end of the school year 2017-2018, all teachers will have training and be included in a PLC for their content-specific area.

2.1.1 Completing the Improvement Goals Tables

Enter the school's two to four overarching needs and related root causes, as identified in the Comprehensive Needs Assessment 2017-2018 School Report, into the tables on pages 8, 14, 20, and 26. Determine a goal for each overarching need and include the goal in the last row of each corresponding table. For each overarching need, complete the planning tables covering the five systems from Georgia's Systems of Continuous Improvement. Use the codes below to list the structures addressed through the goal within each system. For each system, identify one to six action steps that will be taken to address the root causes that have created the overarching need. Finally, identify any supplemental action steps necessary to ensure the necessary supports are in place for the listed subgroups.

Coherent Instructional System
CIS-1   Planning for quality instruction
CIS-2   Delivering quality instruction
CIS-3   Monitoring student progress
CIS-4   Refining the instructional system

Effective Leadership
EL-1   Creating and maintaining a climate and culture conducive to learning
EL-2   Cultivating and distributing leadership
EL-3   Ensuring high quality instruction in all classrooms
EL-4   Managing the district and its resources
EL-5   Driving improvement efforts

Professional Capacity
PC-1   Attracting staff
PC-2   Developing staff
PC-3   Retaining staff
PC-4   Ensuring staff collaboration

2. School Improvement Goals

Family and Community Engagement
FCE-1 Welcoming all families and the community FCE-2 Communicating effectively with all families and the community
FCE-3 Supporting student success
FCE-4 Empowering families
FCE-5 Sharing leadership with families and the community
FCE-6 Collaborating with the community

Supportive Learning Environment
SLE-1 Maintaining order and safety
SLE-2 Developing and monitoring a system of supports
SLE-3 Ensuring a student learning community

2.2 OVERARCHING NEED #1

Overarching Need
Create support structures for Algebra I students to address their academic and socio-economical needs.

Root Cause #1	Students are missing key prerequisite skills.

Root Cause #2	Viewing the EOC data it is evident that statistics is the weakest domain.
Root Cause #3	Economically disadvantage student performance has declined by 2.7% in over 3 years.
Root Cause #4	White student performance on the EOC had a decline of 25.6% over the past 3 years.
Root Cause #5	Overall students have decreased 3.3% on the EOC over the past 3 years.
GOAL	Increase Algebra I EOC scores from 31.6 to 38% by the end of the 2018 - 2019 school year.

2. School Improvement Goals

COHERENT INSTRUCTIONAL SYSTEM			
GOAL	Increase Algebra I EOC scores from 31.6 to 38% by the end of the 2018 - 2019 school year		
Structure(s)	CIS - 1, CIS - 2, CIS - 3, CIS - 4		
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	**Possible Funding Source(s)**	**a. Timeline for Implementation** **b. Method for Monitoring**	**Position/Role Responsible**
1. Continue to monitor the schoolwide instructional framework for Algebra I teachers, using District Balanced Algebra I framework	N/A	a. August 2018 b. Lesson plan's; walk-throughs	Admin Team
2. The teacher will use evidence- based instructional strategies relevant to the content to engage students	N/A	a. FY 2018 - 2019 b. Rubrics that include strategies related to the standard	Teachers/Coaches
3. Deliver feedback to student(s) and engage and challenge students through higher level questioning and feedback.	N/A	a. August 2018 b. Teachers	Teachers
4. Teachers will reflect and discuss student performance and adjust, implementation, and monitoring	N/A	a. FY 2018 - 2019 b. PLC Agenda and Minutes	AP Evaluator/Acad Coaches
5. Using Touchstone Data in each Unit students will receive prescriptive instruction based on data using tiered tutoring	N/A	a. August 2018, October 2018, December 2018 b. Student Progress Data	Teachers
6. Providing additional to accelerate student learning using GradPoint	N/A	a. FY 2018 - 2019 b. PLC Agenda and Minutes	Teachers

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	**Foster and Homeless**
Teacher will use the MI Data to adjust instruction to meet the needs of the ED students. Gradpoint teacher will support failing students.	Local agencies (i.e. group home manager, CIS, Title N&D) will provide 9th grade IT with information to support these students.
English Learners	**Migrant**
English Language Learners will continue to receive support in their sheltered math courses.	Currently there are no migrant students at PHS when required migrant students will be given an assessment to identify their instructional readiness level.
Race/Ethnicity/Minority	**Students with Disabilities**
Math PLC team will monitor data and provide effective instructional strategies for this subgroup.	SPED teachers will plan regularly with their co-teachers to ensure that SWD students instructional needs are being addressed

EFFECTIVE LEADERSHIP			
GOAL	Increase Algebra I EOC scores from 31.6 to 38% by the end of the 2018 - 2019 school year.		
Structure(s)	EL - 1; EL - 3; EL - 4		
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	**Possible Funding Source(s)**	**a. Timeline for Implementation** **b. Method for Monitoring**	**Position/Role Responsible**
1.The school fosters the success of all students through a shared vision of teaching and learning	N/A	a. July/August 2018	Admin Team
		b. Mission and Vision Statement, Faculty Meeting Agendas	
		a. July/August 2018	

2. Audit the curriculum and instruction alignment for Algebra establish data collection process for student performance	N/A	b. Work Samples Demonstrating Math Standards	AP Eval/ Acad. Coaches
3. Establish consistency in Foundations and Alg. I teachers to support student interest, engagement, and learning	N/A	a. July/August 2018 b. PLC Agenda and Instructional Framework	AP Eval/ Acad. Coaches
4. Ensure high quality instruction in Foundations of Algebra and Algebra I classrooms by conducting walk-throughs	N/A	a. FY 2018 - 2019 b. TKES, Walk-through data	AP Eval/ Acad. Coaches
5. Academic Coaches will provide support and PL for specific areas of concern based on walk-throughs	N/A	a. FY 2018 - 2019 b. TKES, Walk-through data	AP Eval/ Acad. Coaches
6. Establish an attendance guiding Coalition to monitor and report student and staff attendance	N/A	a. FY 2018 - 2019 b. Attendance Data, Teacher and Student Absentee Report	AP Eval/ Acad. Coaches

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Administrators will research strategies for ensuring high quality instruction for ED students.	Seek input from case managers on how to best serve the needs of identified high-risk 9th graders in this group.
English Learners	**Migrant**
ESOL Admin will ensure the EL students are receiving instruction strategies based on proficiency levels.	When needed provide a protocol to welcome and support these 9th grade students.
Race/Ethnicity/Minority	**Students with Disabilities**
Provide culturally relevant opportunities outside of the classroom.	SPED Administrator and Academic Coach will provide monitoring and feedback cycles to co-teaching pairs.

PROFESSIONAL CAPACITY				
GOAL	Increase Algebra I EOC scores from 31.6 to 38% by the end of the 2018 - 2019 school year.			
Structure(s)	PC - 2; PC - 4			
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.				
Action Steps	**Possible Funding Source(s)**	**a. Timeline for Implementation** **b. Method for Monitoring**		**Position/Role Responsible**
1. Use Title I funds to employ Academic Coaches to provide schoolwide instruction support and sources.	Title I	a. FY 2018 - 2019 b. Academic Coach Annual Evaluations, TKES		Principal
2. Hire two class size reduction math teachers to provide additional support to "at-risk" students	Title I	a. FY 2018 - 2019 b. Annual Evaluation		Principal
3. Teachers will receive professional learning to focus on student engagement in math	Title I	a. FY 2018 - 2019 b. Student and Teacher Artifacts		Acad. Coaches
4. Implementation of PLC meetings focused on standards, data, and students engagement	N/A	a. FY 2018 - 2019 b. PLC Agenda, Minutes, and Data Notebooks		PLC Facilitator Acad. Coaches
5. Teachers will attend appropriate Math conferences and training to learn research-based strategies	Title I	a. FY 2018 - 2019 b. Conference Agenda		Teachers
6. Counselors attend American School Counselors Association Conference to use data to make decisions	Title I	a. FY 2018 - 2019 b. Conference Agenda		Counselors

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	**Foster and Homeless**
Instructional Coaches will develop and implement specific PL on evidenced-based strategies for supporting ED students.	Enlist the help of the social worker, case manager, or CIS to give teachers general information on how to support foster/homeless students in the classroom.
English Learners	**Migrant**
Teachers will receive additional strategies in content PLC's on how to address EL student's proficiency levels.	When needed teachers will receive instructions on how to interpret the math benchmark results in order to provide the most appropriate intervention.
Race/Ethnicity/Minority	**Students with Disabilities**
Teachers will receive professional development on topics such as culturally relevant assessment.	Academic coaches will assist SPED teachers with developing self-monitoring tools appropriate for individual SWDs in relation to their IEP's.

FAMILY and COMMUNITY ENGAGEMENT				
GOAL	Increase Algebra I EOC scores from 31.6 to 38% by the end of the 2018 - 2019 school year.			
Structure(s)	FCE - 1, FCE - 2, FCE - 3, FCE - 4, FCE - 5			
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.				
Action Steps	**Possible Funding Source(s)**	**a. Timeline for Implementation** **b. Method for Monitoring**		**Position/Role Responsible**
1.Freshmen Focus in order to provide freshmen survival guide to students and families	N/A	a. July 2018		9th Grade Admin
		b. Sign-in sheets, surveys, agendas, handouts		
		a. August 2018		

2. Curriculum Night for families and students to discuss overview of course and resources, etc.		b. Sign-in sheets, surveys, agendas, handouts	Teachers/ Admin
3. Continue to provide a Parent Facilitator to support Pebblebrook families.		a. July 2018 b. Parent Facilitator Artifacts	Principal
4. Set-up Remind 101 for Algebra I families to receive updates, weekly highlights, testing information, etc.		a. August 2018 b. Remind 101 Sign-ups, parent surveys	Academic Coach
5. Meet with families of students failing Foundations of Algebra and Alg I.		a. September 2017; November 2017; b. Sign-in sheets, surveys, agendas, handouts	Teachers/ Admin
6. Communities in School Representative to work with high-risk math grade students	Title I	a. August 2018 b. CIS Artifacts	Principal

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
CIS will help the team identify the most common life stressors experienced by high-risk students in subgroups and provide resources to students and families.	The math team will enlist help from the school social worker and case managers to maintain communication with these families.
English Learners	**Migrant**
The parent facilitator will request assistance from the District in translating communication from the Algebra I team to families.	When needed The FACE committee will develop a welcome protocol for math teachers to use.
Race/Ethnicity/Minority	**Students with Disabilities**
We will seek input from families to share and exchange ideas on how to support their students.	Case managers will meet with families yearly to assist in understanding their student's disability and to offer strategies for success.

SUPPORTIVE LEARNING ENVIRONMENT				
GOAL	Increase Algebra I EOC scores from 31.6 to 38% by the end of the 2018 - 2019 school year.			
Structure(s)	SLE - 2			
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.				

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring		Position/Role Responsible
1. Form and train a team of staff who will be responsible for administering universal screening measures in math.	N/A	a. August 2018 b. Sign-in sheets, agenda, hand-outs		Curriculum AP
2. Administer the universal screening measures during the screening window and according to the calendar	N/A	a. FY 2018 - 2019 b. Screening Calendar		Admin
3. Follow the RTI Data Analysis Teaming Process by using the script and recording form, as trained by the district	N/A	a. FY 2018 - 2019 b. Forms and Training Documents		AP Special Ed Admin
4. Apply the "80-20-5" rule to the data as decisions are made regarding tiered supports	N/A	a. FY 2018 - 2019 b. Forms and Meeting Minutes		AP Special Ed Admin
5. Determine which students will receive a Tier II intervention in math, with progress monitoring data collection	N/A	a. FY 2018 - 2019 b. RTI Portal		AP Special Ed Admin
6. Determine which students might need a referral to Tier III, based on universal screening data and past records	N/A	a. FY 2018 - 2019 b. MI Data, classroom performance, Meeting Minutes		AP Special Ed Admin
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?				
Economically Disadvantaged		**Foster and Homeless**		

Students will use strategies Tier 1 and after the MI data strategies will be tiered to meet the needs of the students	Special Ed AP will meet with School Leadership Team to discuss specific topics for the monthly student support sessions for students.
English Learners	**Migrant**
ESOL Department and PLC's will develop a plan to identify and support high risk math ELL's.	When needed teachers will create time to get to know new students' academic and cultural backgrounds as they enter.
Race/Ethnicity/Minority	**Students with Disabilities**
Team will meet monthly to discuss intervention and track student progress	The RTI supervisor and managers will seek input form SWD students on their perceptions of the classroom environment to positively impact instruction.

2.3 OVERARCHING NEED #2

Overarching Need	
Create support structures for 9th Grade students that address their deficiencies in reading and vocabulary.	
Root Cause #1	Students lack basic vocabulary skills for 9th grade students.
Root Cause #2	Students struggle with vocabulary which results in students struggling in reading,
Root Cause #3	Based on the data students struggle in the area writing based on their low vocabulary and reading skills.
Root Cause #4	Teachers lack research-based instructional strategies to engage students.
Root Cause #5	There is a lack of support from parents to provide opportunities to address the areas of deficit.
GOAL	Increase 9th Literature EOC scores from 58.5% to 63% by the end of the 2018 - 2019 school year.

COHERENT INSTRUCTIONAL SYSTEM				
GOAL	9th Literature EOC scores from 58.5% to 63% by the end of the 2018 - 2019 school year.			
Structure(s)	CIS - 1 CIS - 2, CIS 3, CIS - 4			
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.				
Action Steps	**Possible Funding Source(s)**	**a. Timeline for Implementation** **b. Method for Monitoring**		**Position/Role Responsible**
1.Establish a process for the implementation of the ELA Balanced Literacy Framework.	N/A	a. August 2017		Administrative Team
		b. Lesson plans; monthly walk-throughs		
2. All teachers will use research based instructional strategies focusing on the writing standard	N/A	a. FY 2018 - 2019		Teachers/ Acad Coaches
		b. Rubrics that include strategies related to the standard		
3. Deliver feedback to student(s) and collaborate on a process to address individual learning differences	N/A	a. August 2017		Teachers
		b. Teachers		
4. Implement Read 180 for students who performed Basic on the Reading Inventory	Title I	a. FY 2018 - 2019		Admin
		b. RI Data, Lesson Plans, Walk-throughs		
5. Teachers monitor students performance based on the Touchstones used for Formative and Summative Assess	N/A	a. FY 2018 - 2019		Admin
		b. PLC Minutes, Lesson plans, Walk-throughs		
6. Teachers in 9th Lit will identify student deficits and assign additional support in class and in afterschool tutoring	Title I	a. FY 2018 - 2019		Admin
		b. PLC Minutes, Lesson plans; walk-throughs		
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?				

Economically Disadvantaged	Foster and Homeless
Teacher will use the RI Data to adjust instruction to meet the needs of the ED students. Gradpoint teacher will support failing students.	Local agencies (i.e. group home manager, CIS, Title N&D) will provide 9th grade IT with information to support these students.
English Learners	**Migrant**
English Language Learners will continue to receive support in their sheltered 9th Lit classes.	Currently there are no migrant students at PHS when required migrant students will be given an assessment to identify their instructional readiness level.
Race/Ethnicity/Minority	**Students with Disabilities**
9th Lit PLC team will monitor data and provide effective instructional strategies for this subgroup.	SPED teachers will plan regularly with their co-teachers to ensure that SWD students' instructional needs are being addressed.

EFFECTIVE LEADERSHIP			
GOAL	Increase 9th Literature EOC scores from 58.5% to 63% by the end of the 2018 - 2019 school year.		
Structure(s)	EL-1, EL - 3, EL - 4		
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	**Possible Funding Source(s)**	**a. Timeline for Implementation** **b. Method for Monitoring**	**Position/Role Responsible**
1. The school fosters the success of all students through a shared vision of teaching and learning	N/A	a. July/August 2018	Admin/Teachers
		b. Mission and Vision Statement, Faculty Meeting Agenda's.	
2. Audit the curriculum and instruction in 9th grade classes and establish student performance and data collection	N/A	a. July/August 2018	Admin/Acad Coaches/Teachers
		b. Work samples demonstrating 9th Grade Core Standard	

3. Ensure high quality instruction in 9th grade classrooms by conducting walk-throughs	N/A	a. FY 2018 - 2019	Admin/Acad. Coaches
		b. TKES walkthroughs	
4. Academic Coaches will provide support and PL for specific areas of concern based on walk-through's	N/A	a. FY 2018 - 2019	Academic Coaches
		b. TKES, Walk-throughs	
5. Teachers in 9th grade classes will create a literacy plan to increase student literacy	Title I	a. FY 2018 - 2019	Academic Coaches/Teachers
		b. TKES, Walk-throughs, literacy plan	
6. Teachers in 9th grade classes will implement the literacy plan to help increase student literacy	Title I	a. FY 2018 - 2019	Academic Coaches/Teachers
		b. PD Plan, TKES, Walk-throughs	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Administrators will research strategies for ensuring high quality instruction for ED students.	Seek input from case managers on how to best serve the needs of identified high-risk 9th graders in this group
English Learners	**Migrant**
ESOL Admin will ensure the EL students are receiving instructional strategies based on proficiency levels.	When needed provide a protocol to welcome and support the 9th grade students.
Race/Ethnicity/Minority	**Students with Disabilities**
Provide culturally relevant opportunities outside of the classroom.	SPED administrator and Academic Coach will provide monitoring and feedback cycles to co-teaching cycles.

PROFESSIONAL CAPACITY

GOAL	Increase 9th Literature EOC scores from 58.5% to 63% by the end of the 2018 - 2019 school year.		
Structure(s)	PC - 2; PC - 4		

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Use Title I funds to employ Academic Coaches to facilitate the implementation of instruction strategies	Title I	a FY - 2018 - 19.	Principal
		b. Academic, Coach Annual Evaluations and support plan	
2. Hire 2 Read 180 teachers to address the deficits in reading of 9th grade students	Title I	a. FY - 2018 - 19.	Principal
		b. Annual Evaluation	
3. Teachers will receive professional learning to focus on student engagement in 9th grade classes	Title I	a. FY - 2018 - 19.	Academic Coaches
		b. Student and Teacher Artifacts	
4. Implementation of PLC meetings focused on standards, data, and student engagement	N/A	a. FY - 2018 - 19.	Collaborative Facilitator Acad Coaches
		b. PLC Agenda, Minutes, and Data Notebooks	
5. Teachers will attend appropriate conferences and training to learn research-based strategies	Title I	a. FY - 2018 - 19.	Teachers
		b. Conference Agenda	
6. Counselors attend American School Counselors Association Conference to use learn strategies to use data to assist students in addressing their deficits	Title I	a. FY - 2018 - 19.	Teachers
		b. Conference Agenda	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless

Instructional Coaches will develop and implement specific PL on evidence-based strategies for support ED students	Enlist the help of the Social Worker, Case Manager, or CIS to give teachers general information on how to support foster/homeless students in the classroom
English Learners	**Migrant**
Teachers will receive additional strategies in content PLCs on how to address EL student's proficiency levels.	When needed, teachers will receive instruction on how to interpret the English benchmark results in order to provide the most appropriate intervention
Race/Ethnicity/Minority	**Students with Disabilities**
Teachers will receive professional develop on topics such as culturally relevant.	Academic Coaches will assist Sped teachers with developing self-monitoring tools appropriate for individual SWD's in relation to their ISE.

FAMILY and COMMUNITY ENGAGEMENT			
GOAL	Increase 9th Literature EOC scores from 58.5% to 63% by the end of the 2018 - 2019 school year.		
Structure(s)			
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	**Possible Funding Source(s)**	**a. Timeline for Implementation** **b. Method for Monitoring**	**Position/Role Responsible**
1. Have a Falcon Fly-by Freshmen Focus in order to provide freshmen survival guide to students and families	N/A	a. July 2018 b. Sign-in sheets, surveys, agenda, handouts	9th Grade Admin
2. Host a English Curriculum Night for families and students to discuss overview of course and resources, etc.	Title I	a. August 2018 b. Sign-in sheets, surveys, agendas, handouts	Teachers/Admin
		a. July 2018	

3. Continue to provide a Parent Facilitator to support Pebblebrook families.	Title I	b. Parent Facilitator Artifacts	Principal
4. Set-up Remind 101 for 9th grade Families to receive updates, weekly highlights, testing information, etc.	N/A	a. July 2018	Academic Coaches
		b. Remind 101 Sign-ups, parent surveys	
5. Meet with families of students failing Read 180 and 9th Literature.	Title I	a. September 2018; November 2018	Teachers/Admin
		b. Sign-in sheets, surveys, agendas, hand-outs	
6. Communities in School Representative to work with high-risk math grade students	Title I	a. July 2018	Principal
		b. CIS Artifacts	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	**Foster and Homeless**
CIS will help the team identify the most common life stressors experienced by high-risk students in subgroups and provide resources to students and families.	The reading team will enlist help from the school social worker and case managers to maintain communication with these families.
English Learners	**Migrant**
The parent facilitator will request assistance from the District in translating communication from the 9th Grade team to families.	When needed The FACE committee will develop a welcome protocol for 9th Grade teachers to use
Race/Ethnicity/Minority	**Students with Disabilities**
We will seek input from families to share and exchange ideas on how to support their students.	Case managers will meet with families yearly to assist in understanding their student's disability and to offer strategies for success.

SUPPORTIVE LEARNING ENVIRONMENT	
GOAL	Increase 9th Literature EOC scores from 58.5% to 63% by the end of the 2018 - 2019 school year.

Structure(s)	SLE - 2

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1. Form and train a team of staff who will be responsible for administering universal screening measures in reading.	N/A	a. August 2017 b. Sign-in sheets, agenda, hand-outs	Curriculum AP
2. Administer the universal screening measures during the screening window and according to the calendar	N/A	a. FY 2018 - 2019 b. Screening Calendar	Admin
3. Follow the RTI Data Analysis Teaming Process by using the script and recording form, as trained by the district	N/A	a. FY 2018 - 2019 b. Forms and Training Documents	Admin
4. Apply the "80-20-5" rule to the data as decisions are made regarding tiered supports	N/A	a. FY 2018 - 2019 b. Forms and Meeting Minutes	Admin
5. Determine which students will receive a Tier II intervention in ELA, with progress monitoring data collection.	N/A	a. FY 2018 - 2019 b. RI Data and Meeting Minutes	Admin
6. Determine which students might need a referral to Tier III, based on universal screening data and past records	N/A	a. FY 2018 - 2019 b. RI Data, classroom performance, Meeting Minutes	Admin

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Students will use strategies Tier 1 and after the RI data strategies will be tiered to meet the needs of the students.	Special Ed Admin will meet with School Leadership Team to discuss specific topics for the monthly student support sessions for students.

English Learners	Migrant
ESOL Department and PLC's will develop a plan to identify and support high risk math ELL's.	When needed teachers will create time to get to know new students' academic and cultural backgrounds as they enter.
Race/Ethnicity/Minority	**Students with Disabilities**
Team will meet monthly to discuss intervention and track student progress	The RTI supervisor and managers will seek input form SWD students on their perceptions of the classroom environment to positively impact instruction.

2.4 OVERARCHING NEED #3

Overarching Need	
1. Promote the mission and vision core values of the school.	
Root Cause #1	Distributed leadership
Root Cause #2	Leadership experience
Root Cause #3	Instructional leadership experience (need to be able to impact instruction)
Root Cause #4	Team development
Root Cause #5	Opportunities for professional growth
GOAL	To increase the school's effectiveness for students, teachers, parents and community stakeholders as measured by school achievement data and the school climate survey.

COHERENT INSTRUCTIONAL SYSTEM			
GOAL	To increase the school's effectiveness for students, teachers, parents and community stakeholders as measured by school achievement data and the school climate survey.		
Structure(s)			
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	**Possible Funding Source(s)**	**a. Timeline for Implementation** / **b. Method for Monitoring**	**Position/Role Responsible**
1. Promote the mission and vision core values of the school	District	a. Time-line: July 2018 -June 2019	Principal
		b. CTLS usage , consistent schoolwide walk-through/ instrument	
2. Implement a coherent system for innovative educational solutions for instruction and assessment.	District	a. July 2018 -June 2019	Principal
		b. CTLS usage , consistent schoolwide walk-through/ instrument	
3. Academic Coaches will align focused instruction and assessment within and across grade levels	Title I	a. July 2018 -June 2019	Academic Coaches
		b. TKES instrument & data, evidence & use of instructional frame	
4. Review the process for monitoring and evaluating the effectiveness of current instructional practices.	District/Title I	a. July 2018 -June 2019	Admin. team
		b. Walks through, PLC's , feedback	
5.		a.	
		b.	
6.		a.	
		b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	**Foster and Homeless**
The strategies and actions listed above are designed to support the entire school population	The strategies and actions listed above are designed to support the entire school population
English Learners	**Migrant**
The strategies and actions listed above are designed to support the entire school population	The strategies and actions listed above are designed to support the entire school population
Race/Ethnicity/Minority	**Students with Disabilities**
The strategies and actions listed above are designed to support the entire school population	The strategies and actions listed above are designed to support the entire school population

EFFECTIVE LEADERSHIP			
GOAL	To increase the school's effectiveness for students, teachers, parents and community stakeholders as measured by school achievement data and the school climate survey.		
Structure(s)			
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1. Develop, implement, and layout the foundation for school improvement.	District	a. July & August 2018 b. Agenda and notes	Admin Team
2. Collaborative Teams meet monthly with their admin to review student data and next steps	N/A	a FY 2018 - 2019. b. Agenda, Data, and notes	Admin, Academic

			Coach, and Teachers
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	**Foster and Homeless**
The strategies and actions listed above are designed to support the entire school population	The strategies and actions listed above are designed to support the entire school population
English Learners	**Migrant**
The strategies and actions listed above are designed to support the entire school population	The strategies and actions listed above are designed to support the entire school population
Race/Ethnicity/Minority	**Students with Disabilities**
The strategies and actions listed above are designed to support the entire school population	The strategies and actions listed above are designed to support the entire school population

PROFESSIONAL CAPACITY				
GOAL	To increase the school's effectiveness for students, teachers, parents and community stakeholders as measured by school achievement data and the school climate survey.			
Structure(s)				
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.				
Action Steps	**Possible Funding Source(s)**	**a. Timeline for Implementation**		**Position/Role Responsible**
		b. Method for Monitoring		
1. Develop school leaders and staff through ongoing guidance and support.	Title I	a. FY 2018 - 2019		Admin
		b. Parent engagement documents and artifacts in Eng and Span		
2. Academic coaches will provide professional learning opportunities for school leaders and teachers on BL	Title I	a. FY 2018 - 2019		Admin/Coaches
		b. Parent engagement documents and artifacts in Eng and Span		
3. Academic coaches will access and use CTLS to ensure and support quality instruction	Title I	a. FY 2018 - 2019		Admin/Coaches
		b. Parent engagement documents and artifacts in Eng & Span		
4.		a.		
		b.		
5.		a.		
		b.		
6.		a.		
		b.		
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?				

Economically Disadvantaged	Foster and Homeless
The strategies and actions listed above are designed to support the entire school population	The strategies and actions listed above are designed to support the entire school population
English Learners	**Migrant**
The strategies and actions listed above are designed to support the entire school population	The strategies and actions listed above are designed to support the entire school population
Race/Ethnicity/Minority	**Students with Disabilities**
The strategies and actions listed above are designed to support the entire school population	The strategies and actions listed above are designed to support the entire school population

FAMILY and COMMUNITY ENGAGEMENT			
GOAL	To increase the school's effectiveness for students, teachers, parents and community stakeholders as measured by school achievement data and the school climate survey.		
Structure(s)			
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	**Possible Funding Source(s)**	**a. Timeline for Implementation** **b. Method for Monitoring**	**Position/Role Responsible**
1. Communicate with parents in multiple ways.	District/Title I	a. Beginning August 2018-June 2019 b. Communication Logs, Correspondence	Admin, Teachers, Parent Facilitator
2. Provide translation of documents as needed.	District/Title I	a. Beginning August 2018-June 2019 b. Communication Logs, Correspondence	Admin, Teachers,

			Parent Facilitator
3. Develop a process to engage families in supporting student learning.	District/Title I	a. Beginning August 2018-June 2019	Admin, Teachers, Parent Facilitator
		b. Communication Logs, Correspondence	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	**Foster and Homeless**
The strategies and actions listed above are designed to support the entire school population	The strategies and actions listed above are designed to support the entire school population
English Learners	**Migrant**
The strategies and actions listed above are designed to support the entire school population	The strategies and actions listed above are designed to support the entire school population
Race/Ethnicity/Minority	**Students with Disabilities**
The strategies and actions listed above are designed to support the entire school population	The strategies and actions listed above are designed to support the entire school population

SUPPORTIVE LEARNING ENVIRONMENT				
GOAL	To increase the school's effectiveness for students, teachers, parents and community stakeholders as measured by school achievement data and the school climate survey.			
Structure(s)				
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.				
Action Steps	**Possible Funding Source(s)**	**a. Timeline for Implementation**		**Position/Role Responsible**
		b. Method for Monitoring		
1. Develop and communicate a plan to staff which ensures the basic needs or order and safety are met.	Title I	a. August -June 2019		Admin
		b.		
2. Academic Coaches will ensure support are in place which provides comprehensive support and services	Title I	a. August -June 2019		Academic Coaches
		b.		
3.		a.		
		b.		
4.		a.		
		b.		
5.		a.		
		b.		
6.		a.		
		b.		
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?				

Economically Disadvantaged	Foster and Homeless
The strategies and actions listed above are designed to support the entire school population	The strategies and actions listed above are designed to support the entire school population
English Learners	**Migrant**
The strategies and actions listed above are designed to support the entire school population	The strategies and actions listed above are designed to support the entire school population
Race/Ethnicity/Minority	**Students with Disabilities**
The strategies and actions listed above are designed to support the entire school population	The strategies and actions listed above are designed to support the entire school population

2.5 OVERARCHING NEED #4

Overarching Need	
Create support structures for Am Lit students that address their deficiencies in reading, vocabulary, and writing.	
Root Cause #1	Students lack basic vocabulary skills for sustained reading and writing.
Root Cause #2	Students struggle with vocabulary which results in students struggling in reading and writing.
Root Cause #3	Based on the data students struggle in the area of writing based on their low vocabulary and reading skills.
Root Cause #4	Teachers lack research-based instructional strategies that provide a holistic approach to academic writing.
Root Cause #5	There is a lack of support from parents to provide opportunities to address the areas of deficit.
GOAL	Increase American Lit EOC scores from 52. 3% to 58% by the end of the 2018 – 2019 school year.

COHERENT INSTRUCTIONAL SYSTEM				
GOAL	Increase American Lit EOC scores from 52. 3% to 58% by the end of the 2018 – 2019 school year.			
Structure(s)	CIS –1 CIS - 2 CIS – 3 CIS - 4			
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.				
Action Steps	**Possible Funding Source(s)**	**a. Timeline for Implementation** **b. Method for Monitoring**		**Position/Role Responsible**
1.Continue using the process for the implementation of the ELA Balanced Literacy Framework.	N/A	a. August 2018 – May 2019		Admin Team
		b. Lesson plans, monthly walk-throughs		
2. All teachers will use research-based instructional strategies focusing on the writing standards that focus on increasing rigor in the content.	N/A	a. FY 2018 - 2019		Teachers/Acad Coaches
		b. Rubrics that include strategies related to the standard		
3. Deliver feedback to students and collaborate on a process to address individual learning differences.	N/A	a. August 2018 - 2019		Teachers
		b. Teachers		
4. Implement Writers workshop for students that performed basic on the 9th Grade EOC.	Title I	a. FY 2018 - 2019		Admin
		b. Assessment Data, Lesson plans and walk-thoughs		
5. Teachers monitor student performance-based on the Touchstones used for Formative and Summative Assessments	N/A	a. FY 2018 - 2019		Admin
		b. PLC Minutes, Lesson plans, Walk-throughs		
6. Teachers in Am Lit will identify students deficits and assign additonal support in class and in afterschool tutoring	Title I	a. FY 2028 - 2019		Admin
		b. CCC Minutes, Lesson plans, Walk-throughs		

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	**Foster and Homeless**
Teachers will use the Common assessment to adjust instruction to meet the needs of the ED students. Gradpoint teacher will support failing students.	Local agencies (I.e. group home manager, CIS, Title N&D) will provide Am Lit with information to support these students.
English Learners	**Migrant**
English Language Learners will continue to receive support in their sheltered Am Lit classes.	Currently there are no migrant students at PHS when required migrant students will be given as assessment to identify their instructional readiness level.
Race/Ethnicity/Minority	**Students with Disabilities**
Am Lit CCC will monitor data and provide effective instructional strategies for this subgroup.	SPED teachers will plan regularly with their co-teachers to ensure that SWD students' instructional needs are being addressed.

	EFFECTIVE LEADERSHIP		
GOAL	Increase American Lit EOC scores from 52. 3% to 58% by the end of the 2018 – 2019 school year.		
Structure(s)	EL-1, EL-3, EL-4		
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	**Possible Funding Source(s)**	**a. Timeline for Implementation**	**Position/Role Responsible**
		b. Method for Monitoring	
		a. July/August 2018	

1.The school fosters the success of all students through a shared vision of teaching and learning	N/A	b. Mission and Vision Statement, Faculty, Meeting Agendas.	Admin Teachers
2.Audit the curriculum and instruction in 11th grade classes and establish student performance and data collection	N/A	a. July/August 2018	Admin/Acad Coaches/Teachers
		c. Work Samples demonstrating 11th grade core standard	
3.Ensure high quality instruction in 11th grade classrooms by conducting walk-throughs	N/A	a. FY 2018 - 2019	Admin/ Acad Coaches
		b. TKES Walkthroughs	
4. Academic Coaches will provide support and PL for specific areas of concern based on walk-throughs	N/A	a. FY 2018 – 2019	Acad coaches/teacher
		b. TKES, walk-throughs	
5.Teachers in 11th grade classes will create a literacy plan to increase student literacy	N/A	a. FY 2018 - 2019	Academic coaches/teachers
		b. TKES, walk-throughs, literacy plan	
6.Teachers in 11th grade classes will implement the literacy and writing plan to help increase student literacy	N/A	a. FY 2018 - 2019	Acad coaches/teachers
		b. PD Plan, TKES, walk-through	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	**Foster and Homeless**
Administrators will research strategies for ensuring high quality instruction for ED students.	Seek input from case managers on how to best serve the needs of identified high-risk 11th graders in their group.
English Learners	**Migrant**
ESOL Admin will ensure the EL students are receiving instructional strategies based on proficiency levels.	When need provide a protocol to welcome and support the 11th grade students.
Race/Ethnicity/Minority	**Students with Disabilities**

Provide culturally relevant opportunities outside of the classroom.	SPED administrator and Academic Coach will provide monitoring and feedback cycles to co-teaching cycles.

PROFESSIONAL CAPACITY				
GOAL	Increase American Lit EOC scores from 52. 3% to 58% by the end of the 2018 – 2019 school year.			
Structure(s)	PC – 2, PC-4			
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.				
Action Steps	**Possible Funding Source(s)**	**a. Timeline for Implementation**		**Position/Role Responsible**
		b. Method for Monitoring		
1.Use Title I funds to employ Academic coaches to facilitate the implementation of instructional strategies	Title I	a. FY 2018 - 2019		Principal
		b. Academic Coach,Annual Evaluations		
2.Hire a Writier's Workshop to address the deficits in reading and writing of 11th grade students	Title I	a. FY 2018 - 2019		Principal
		b. Academic Coach,Annual Evaluations		
3. Teachers will receive professional learning to	Title I	a. Academic Coach,Annual Evaluations		Academic Coaches
		b. Student and teacher artifacts		
4. .Continuation of PLC meetings focused on standards, data, and student engagement	N/A	a. Academic Coach,Annual Evaluations		Collaborative Facilitator Acad Coaches
		b. PLC Agenda, Minutes, and Data Notebooks		
5. Teachers will attend appropriate conferences and training to learn research-based strategies.	Title I	a. Academic Coach Annual Evaluations		Teachers
		b. Conference Agenda		

| 6. Counselors attend American School Counselors Association Conference to learn strategies in reference to student data to assist students in addressing their deficits. | Title I | a. Academic Coach, Annual Evaluations and support plans | Teachers |
| | | b. Conference Agenda | |

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Instructional coaches will develop and implement specific PL on evidenced-based strategies for support ED students	Enlist the help of the Social worker, case manager, or CIS to give teachers general information on how to support foster/homeless students in the classroom
English Learners	**Migrant**
Teachers will receive additional strategies in content PLC's on how to address EL students' proficiency levels.	When needed, teachers will receive instruction on how to interpret the English benchmark results in order to provide the most appropriate intervention.
Race/Ethnicity/Minority	**Students with Disabilities**
Teachers will receive professional develop on topiocs such as culturally relevant.	Academic Coaches will assist SPED teachers will developing self-monitoring tools appropriate for individual SWD's in relation to their ISE.

FAMILY and COMMUNITY ENGAGEMENT			
GOAL	Increase American Lit EOC scores from 52. 3% to 58% by the end of the 2018 – 2019 school year.		
Structure(s)			
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps		**a. Timeline for Implementation**	

	Possible Funding Source(s)	b. Method for Monitoring	Position/Role Responsible
1. Host a curriculum night for families and students to discuss overview of course and resources, etc.	N/A	a. FY 2018 - 2019	Teachers/Parent Facilitator
		b. Sign-in sheets, surveys, agendas, handouts	
2.Hire a Parent Facilitator to support Pebblebrook Families	Title I	a. August 2018	Principal
		b. Parent Facilitator Artifacts	
3.Set-up remind for families to receive updates, weekly highlights, testing information, etc.	Title I	a. July 2018	Teachers
		b. Remind 101 sign-ups, parent surveys	
4. Meet with families of failing students	Title I	a. FY 2018 - 2019	Teachers
		b. Sign-in sheets, surveys, agendas, hand-outs	
5. Provide regular communication to parents of students that are failing classes.	N/A	a. FY 2018 - 2019	Teachers/Counselors
		b. Sign-in sheets, surveys, agendas, hand-outs	
		a.	
		b.	
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		**Foster and Homeless**	
CIS will help the team identify the most common life stressors experienced by high-risk students in subgroups and provide resources to students and families.		The reading team will enlist help from the school social worker and case managers to maintain communication with these families.	
English Learners		**Migrant**	

The parent facilitator will request assistance from the District translating communication for the families.	When needed the FACE committee will develop a welcome protocol for teachers to use.
Race/Ethnicity/Minority	**Students with Disabilities**
We will seek input from families to share and exchanged ideas on how to support their students.	Case managers will meet with families yearly to assist in understanding their students disability and to offer strategies for success,

SUPPORTIVE LEARNING ENVIRONMENT			
GOAL	Increase American Lit EOC scores from 52. 3% to 58% by the end of the 2018 – 2019 school year.		
Structure(s)			
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1.Monitor data from Writer's workshop	N/A	a. August 2018 b. CTLS data	Academic Coach/Assistant Principal
2. Follow the RTI Data Analysis Teaming Process by using the script and recording form, as trained by the district.	N/A	a. FY 2018 - 2019 b. Forms and Training Documents	Counselors/ Admin
3. Apply the 80-20-5 rule to the data as decisions are made regarding tiered supports	N/A	a. FY 2018 - 2019 b. Forms and Meeting Minutes	Admin
4. Determine which students will receive a Tier II intervention in ELA, with progress monitoring data collection		a. FY 2018 - 2019 b. RI Data and Meeting Minutes	Admin

5. Determine which students might need a referral to Tier III, based on universal screening data and past records.	a. FY 2018 – 2019	Admin
	b. CTLS Data, classroom performance, Meeting Minutes	
6.	a.	
	b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	**Foster and Homeless**
Students will use strategies Tier I and after assessments will be tiered to meet the needs of the students.	Special ED Admin will meet with School Leadership Team to discuss specific topics for the monthly student support sessions for students.
English Learners	**Migrant**
ESOL Department and PLC's will develop a plan to identify and support high risk math ELL's.	When needed teachers will create time to get to know new students' academic and cultural backgrounds as they enter.
Race/Ethnicity/Minority	**Students with Disabilities**
Team will meet monthly to discuss intervention and track student progress	The RTI supervisor and managers will seek input from SWD students on their perceptions of the classroom environment to positively impact instruction.

4. REQUIRED QUESTIONS

4.a - In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders) was sought and included.
[Sec. 2103(b)(2)]

Pebblebrook High School has developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were administrators, teachers, parents, and a community representative. The ways they were involved were the team met and reviewed a variety of achievement data to determine the root causes of students who did not demonstrate mastery of the standards. Strengths and weaknesses of the student's population and student groups were identified. The draft was distributed to stakeholders for review i.e. school council and Building Leadership Team. The final plan is submitted to the Pebblebrook High School staff for approval and implementation. The implementation of the plan will be monitored by the Building Leadership Team.

4.b - Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. [Sec. 1111(g)(1)(B)]

It is the goal of the Cobb County School District and the administration at Pebblebrook High School to hire highly qualified teachers. The school partners with Georgia State University (NETQ Program) and Kennesaw State University, and other local schools to place student teachers at Pebblebrook. In doing so, the administration will often find teachers to hire. The administration also works closely with Human Resources to find highly qualified teachers. When recruiting fairs are held, Pebblebrook administrators will attend. Efforts are made to create an environment and culture where teachers can strive and feel appreciated.

Once teachers are hired, the administrator provides support for all new teachers. Orientation is held before teachers report for pre-planning. New teachers are assigned a Teacher Support Specialist (TSS) and/or a buddy. Monthly meetings are held to keep the new teachers apprised of Pebblebrook procedures and to answer questions. New teachers also have additional staff development to make sure they understand strategies that meet the needs of our students.

All of our teachers are evaluated using TKES. Teachers are continually provided professional learning opportunities to improve their effectiveness.

4.c - Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable). [Sec. 1114(b)(7)(ii)]

4

Pebblebrook HS is utilizing FY18 Title I Funds for a Variety of Purposes.

Title I funds will be used to hire three academic coaches to provide professional learning to all staff members. The academic coaches will work with all content areas, however they will focus in the subjects of Math, English, Science, and Social Studies which were identified as areas that need improvement based upon our data analysis.

We will hire 2 class size reduction teachers to work with at-risk students in the Foundations of Algebra and Algebra I classes. They will provide additional support to students using various strategies to build the students Math literacy.

Two reading teachers will be hired to teach students who are at-risk and needing additional support to help improve their vocabulary, writing, and reading levels. These teachers will teach Read 180 to 9th grade students.

The parent facilitator will work with parents and students to provide support to families. Throughout the year they will educate parents on the curriculum and ways to help their students at home.

Students will receive opportunities to recoup credits through Course Extension and GradPoint. Tutoring will also be offered to students afterschool and transportation will be provided.

ional Learning Opportunities will be provided to teachers focusing on student engagement, strategies to implement rigor lassroom, and creating higher level activities. Using the data from walk-throughs additional training will be provide Gemin, B., & Watson, J. (2008). Using Online Learning for At-Risk Students and Credit Recovery: Promising Practices ne Learning. Vienna, VA: North American Council for Online Learning. Retrieved September 18, 2014 from ERIC database (No. ED509625).

ent study, the North American Council for Online Learning found, "…the growth of online programs focused on at-risk s or credit recovery has redefined how educational technology can be used to address the needs of all students, from ed students in search of Advanced Placement or dual-credit courses, to at-risk students trying to find the right tional mix to fit their learning styles."

oint is an individualized computer-based program of credit recovery created for at-risk students, allowing them to get track and graduate at a faster pace. GradPoint students have the opportunity to earn credit recovery for classes they iled. They are responsible for completing lessons in a timely manner, and taking notes as they work through lessons on nputer.

oint will be offered to at-risk students at Pebblebrook who have a difficult time in a large class setting and need a small etting with additional support to address their areas of deficiency. These students will participate in GradPoint online hey will work independently at their own pace and receive one on one support from the certified teacher in class. The will meet with the student weekly and monitor their areas of weakness.

on the needs of the teachers.

4.d - If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.
[Sec. 1115(b)(1)]; [Sec.1115(c)(1)(B)]

Our school implements a schoolwide plan and is not a Title I targeted assistance school.

4.e - If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
[Sec. 1114(b)(7)(V)]

N/A

4.f - If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:
- Coordination with institutions of higher education, employers and local partners; and
- Increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.

[Se. 1114(b)(7)(II)]

Pebblebrook offers 9th Grade Orientation over the summer to help rising Freshmen become acclimated to the high school life. During this program students will be introduced to the 1st Unit of study in each core area. They will receive support from guidance on how to be a successful 9th grade students.

A relationship has been formed between Georgia Military College, Chattahoochee Tech, Georgia State, and Kennesaw State where our students participate in the Move on When Ready program. Students take college courses and receive high school and college courses.

Our Community in Schools Coordinator provides training and support to students on how to apply to college and apply for financial aid. The CIS coordinator also provides workshops and college trips to prepare students for the college experience. Throughout the year resume writing workshops and career visits are offered to prepare students for the workforce.

4.g - Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students. [Sec. 1114(b)(7)(III)]

Pebblebrook will establish an attendance violations guiding coalition to include the Assistant Principal, Community and Schools, Guidance Counselor and Title I and III Parent Facilitators, The goal will be to review attendance data and discipline data to address attendance and discipline infractions. They will use the data collected to create strategies to address the low academic performance of students related to discipline consequences issued. The counselors will attend the ASCA conference to learn additional strategies to address the whole child. During the conference they will attend sessions focusing on how to improve student attendance and discipline.

ADDITIONAL RESPONSES

Use the space below to provide additional narrative regarding the district's improvement plan (*optional*).

The school Improvement Plan is available to the local educational agency, parents, and the public, by being published on the local school website and available in the front office of the school. 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.

The School Improvement Plan is developed during a one-year period as outlined in Sec. 114(b) (1-5) of ESSA.

The School Improvement 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.

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