



School Improvement Action Plan



School Year:	2023-2024
School Name:	Pebblebrook High School
Principal Name:	Dr. Dana C. Giles
Date Submitted:	May 22, 2023
Revision Dates:	

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Pebblebrook High School
<i>Team Lead</i>	Dr. Sharon Dixson
<i>Position</i>	Assistant Principal
<i>Email</i>	Sharon.dixson@cobbk12.org
<i>Phone</i>	(770) 819-2521
Federal Funding Options to Be Employed (SWP Schools) in This Plan (Select all that apply)	
X	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)	
X	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification ONLY
	Other (if selected, please describe below)

In developing this plan, briefly describe how the school sought and included advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).
References: Schoolwide Checklist 3.b.[Sec. 2103(b)(2)]

School Response: On May 16, 2023, the Pebblebrook High School stakeholders reviewed the EOC Trend Data, CTLS Summative Data, RI Data for the purpose of perusing information in preparation for this year's goals. EOC data and next steps based on data was presented with 3-years trend data and first and second semester data. The team addressed the deficits by gathering and analyzing the data to determine what specific needs are warranted. The parent facilitator shared that she will create and implement a Family Leadership Capacity Training Program to increase family engagement and knowledge of how-to better support students' academic success. We also received

information from the Teaching and Learning division on how the CCSD school district will continue to support our school and how we will use our Title I identified personnel to meet or surpass the goals that were set by each content area. The school improvement committee includes District Leaders, Teachers, Social Worker, Parent Facilitators Academic Coaches, Principals/Assistant Principals, Nurse, and Community in Schools. The school will provide professional development and other activities to all stakeholders.

IDENTIFICATION of STAKEHOLDERS

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Stakeholders must be engaged in the process to meet requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the school. Suggested stakeholder participation includes the following roles. **A parent is required.**

Positions and Roles to consider when developing the SIP Committee.

1. Administrative Team
2. Content or Grade Level Teachers
3. Local School Academic Coaches
4. District Academic Coaches
5. **Required: At least one Parent (Non CCSD Employee)**
6. School Counselors
7. Parent Facilitators
8. Media Specialists
9. Public Safety Officers
10. Business Partners
11. Social Workers
12. Faith Based Community Leaders
13. School Technology Specialists
14. Community Health Care Providers
15. Universities or Institutes of Higher Education

COMMITTEE MEMBERS SIGNATURE PAGE

The comprehensive needs assessment (CNA) and school improvement team (SIP) team consist of people who are responsible for working collaboratively throughout the needs assessment and plan development process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. Documentation of team member involvement must be maintained by the school. Multiple meetings should occur and a sign in sheet must be maintained for each meeting.

Meeting Date(s):	May 16, 2023
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Position/Role	Printed Name	Signature
Principal	Dr. Dana C. Giles	
Assistant Principal	Dr. Sharon Dixson	
Academic Coach	George Washington	
Academic Coach	Rachel Rogers	
Academic Coach	Telicia Leonard	
Academic Coach	Lisa Garvey	
Parent Facilitator	Charlene Holder	

Bookkeeper	Amber Fountain	

Comprehensive Needs Assessment Evaluation of Goal(s)

(References: Schoolwide Checklist 1.a.)

Collaborate with your team to complete the questions below regarding the progress the school has made toward each goal in the FY21 School Improvement Plan (SIP).

Previous Year's Goal #1	During the 2022-2023 school year, the ELA department will increase the American Literature pass rate for EOC test 3%-5%.
Was the goal met? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
What data supports the outcome of the goal?	EOC Data Common Summative Assessments
Reflecting on Outcomes	

<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	
<p>If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	<p>Academic coach led professional learning for teachers to collaboratively plan vertically and by grade levels to revise unit, lesson, and assessment plans to ensure alignment to standards-based expectations. Ongoing data analysis provided clear information for the team to target specific needs. Recursive grade level deployment using data derived from unit EOC mock assessment analysis by the Academic Coach. Title I support teacher providing team and parallel teaching support for bubble students. Intentional integration of extended reading and writing opportunities in all grade levels to target reading deficits and use of the RI data to monitor student reading progression.</p>

<p>Previous Year's Goal #2</p>	<p>During the 2022-2023 school year, the math department will increase Algebra 1 pass rate to 73%, 41% proficient, 20% distinguished, and reduce our beginning percentage to less than 20% when referencing multiple data sources (EOC and formative and summative common assessments on CTLS).</p>
<p>Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p>	
<p>What data supports the outcome of the goal?</p>	<p>EOC Data Common Formative Assessments Common Summative Assessments</p>
<p style="text-align: center;">Reflecting on Outcomes</p>	

<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	<p>The action strategies will include monitoring common summative assessments to ensure all students are receiving the same rigor of instruction. Targeted Second Chance Saturdays to identify students that require immediate grade recovery to help them stay on level.</p>
<p>If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	

<p>Previous Year's Goal #3</p>	<p>During the 2022-2023 school year, the Science & Social Studies departments will increase the pass rate for EOC test by 5%.</p>
<p style="text-align: center;">Was the goal met? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p>	
<p>What data supports the outcome of the goal?</p>	<p>EOC Data Common Summative Assessments</p>
<p style="text-align: center;">Reflecting on Outcomes</p>	

<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	
<p>If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	<p>Strategies and Interventions were provided by the New Social Studies Academic Coach. SS practiced on inferencing to help develop higher level thinking skills daily with their warm-up. Vertical alignment was utilized for instruction purposes. Unit summative assessments were paired with Unit Projects to allow for deeper thinking and mastery of the standards.</p> <p>Science teachers created a data driven deployment that was based on students' needs per unit. They also implemented Super Saturdays and Progress Learning weekly to familiarize students with EOC questions. Teachers implemented a mock EOC. The academic rigor was the same across the content.</p>

<p>Previous Year's Goal #4</p>	<p>Creating a Positive Behavior Process to establish a token economy system to decrease the number of tardiness and elopement referrals by 5% by the end of the 2022-2023 school year.</p>
<p style="text-align: center;">Was the goal met? <input type="checkbox"/> YES <input type="checkbox"/> NO</p>	
<p>What data supports the outcome of the goal?</p>	

Reflecting on Outcomes

If the goal was **not met**, what actionable strategies could be implemented to address the area of need?

If the goal was **met or exceeded**, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?

Comprehensive Needs Assessment – Summary of Findings (Schoolwide)

Data	Strengths	Concerns	Multiple Data Sources
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<p>ELA</p>	<p>AP class enrollment, Academic Coach, recursive standards, utilization of the RI vertically multiple times a year, and common professional learning communities. Development of common assessments aligned with the EOC percentages and DOK levels.</p>	<p>EOC score progression across the achievement levels. More than half of the students' Lexile levels are below grade level. Student performance in the distinguished category does not match the number of students identified as gifted/honors. Instructional practices utilizing the lesson delivery framework with fidelity.</p>	<p>EOC RI Formative and Summative Assessments.</p>
<p>Math</p>	<p>Development and use of common assessments Professional development designed to meet the needs of teachers Informed decision making based on student data Targeted Planning to identify areas of improvement and establish priorities. The creation of rigorous assessments that require students to apply their knowledge and skills in complex and authentic ways. Academic coach supporting math in helping to develop strong teachers and students</p>	<p>Students performing in the beginning level on the EOC. The performance of ESOL students on assessments. Addressing the deficit of basic mathematical computations. Ineffective teaching strategies that promote student engagement. The gaps that exist between what was taught and what was assessed.</p>	<p>EOC MI Formative and Summative assessments CTLs</p>
<p>Science</p>	<p>Consistent development & revisions of common assessments during Data Digs to produce more rigorous (DOK Levels) assessments which are aligned to the EOC. Highly collaborative & effective Professional Communities Professional Development with a focus on Literacy Strategies to target gaps in learning. Academic Coach creates & facilitates an environment of high expectations (with scaffolds), therefore opening the door for students to take more academic risks. Both ESOL & SWD students showed significant growth in their performance on the Biology EOC. There was a significant increase in the overall pass rate on the Biology EOC.</p>	<p>A larger number of students pass the EOC, however, there is a need to challenge and move students to the distinguished level. Students in the distinguished category do not match the number of students identified as gifted/honors. There still needs to be additional support for ESOL & SWD students to achieve at a higher level. Improvement of instructional practices (3D Science) during lesson delivery with fidelity.</p>	<p>EOC Formative and Summative Assessments</p>

Social Studies	AP class enrollment, common professional learning communities, development of common formative and summative assessments that are aligned to DOK levels present in EOC assessments. Academic coach has been able to model effective instructional strategies as well as instructional planning best practices. Spring semester, SWD students showed growth in their performance on the US History EOC	EOC score progression across the achievement levels. Students in the distinguished category does not match the number of students identified as gifted/honors. Instructional framework needs to be used with lesson planning and lesson delivery with fidelity. ELL students are performing at the beginning achievement level at a high rate.	EOC Formative and Summative Assessments
Discipline / School Climate Data			
Professional Learning What's been provided? What is the impact?			
Other			

Comprehensive Needs Assessment – Summary of Findings (Student Groups)

Data	Student Groups	Strengths	Concerns	Multiple Data Sources
ELA	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			

Math	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Accommodations and modifications provided students with disabilities with a level playing field allowed their performance on EOC to grow.	ESOL students struggled with essential vocabulary and concepts related to math. ESOL students lack background knowledge and understanding before delving into the standards.	Access Testing MI EOC Formative and summative assessments
Science	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p>Teachers taught students how to use literacy strategies to deconstruct questions for understanding.</p> <p>Teachers provided frequent checks for understanding through one-on-ones with ESOL & SWD population.</p> <p>Teachers consistently provided tutorial sessions after school.</p> <p>For each unit, all students took part in data-driven deployment in which they rotated into classrooms for engaging review lessons based on the standards in which they needed the most growth.</p>	All students were challenged by the extensive science vocabulary. Students needed more student-centered activities in which they can organically explore science concepts that would increase student connections to those concepts.	Formative & Summative Assessments EOC
Social Studies	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	When students are provided with literacy strategies embedded in the content and the correct scaffolds and instructions, many of our students do well.	Students struggle with application of knowledge, making connections, and primary source analysis. Students that are below grade level in reading struggle with reading and writing tasks.	Formative and Summative Assessments EOC
Discipline / School Climate Data	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
Professional Learning	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
Other	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			

Statement of Concern #1	53% (approximately 803 students) of the current 9-11 th grade ELA student population is below reading level as indicated in the SLDS, 74% (40 out of 54 students) of the ELL students scored in the beginning achievement level on the EOC, and 65% (188 out of 288 students) scored below proficient achievement levels on the EOC.
Root Cause #1 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Teachers working with the gifted/talented/advanced learning population will require additional professional learning and training to increase student achievement with this target population.
Root Cause #2 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	More than half of the student population are reading below grade level as indicated by the SLDS Lexile scores for the current 9 th , 10 th , and 11 th grade population.
Root Cause #3 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	ESOL students face challenges with literacy as they navigate learning a new language, which can make it difficult for them to comprehend and express themselves effectively in written or verbal communication.
Contributing Factors (Outside of control)	<ul style="list-style-type: none"> • ESOL student attendance. • Parental Support.

<p style="text-align: center;">Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>Students scoring proficient and distinguished on the American Literature and Composition EOC will increase from 28% (approximately 155) students to 34% (approximately 185 students), the number of students scoring developing achievement level will increase from 233 in FY23 to 250 FY24, the number of students scoring in the beginning achievement level will decrease from 161 in FY23 to 145 in FY24, and the number of students scoring below grade level on the RI will decrease from 58% (approximately 390 students per grade level) to 50% (approximately 340 students per grade level) in all non-EOC ELA courses for the FY24 school year.</p>
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Statement of Concern #2	<p>34% (183 students) of Algebra I students scored in the beginning achievement level and 88 ESOL students scored in the beginning achievement level on the EOC (End Of Course).</p>
Root Cause #1 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<p>Algebra I teachers can benefit from professional development focused on functions, as it can deepen their understanding of mathematical concepts and provide them with new strategies for effectively teaching students about functions.</p> <p>Teachers who work with ESOL students will require additional support and training in effective ESOL strategies to ensure that these students receive the necessary language and academic support to succeed in the math classroom</p>
Root Cause #2 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<p>Small group special education classes can increase rigor by providing personalized instruction, setting high expectations, and offering challenging and engaging learning experiences tailored to the unique needs and abilities of each student.</p>
Root Cause #3 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<p>Algebra I students struggled to compare functions or identify similarities and differences between different types of functions, which enables them to make connections between mathematical concepts and apply their understanding in more complex problem-solving scenarios.</p> <p>ESOL students face challenges with literacy as they navigate learning a new language, which can make it difficult for them to comprehend and express themselves effectively in written or verbal communication.</p>
Contributing Factors (Outside of control)	<ul style="list-style-type: none"> • Prior knowledge • Absent for during supporting standards • Failed Foundations of Algebra

<p style="text-align: center;">Goal</p> <p><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>The number of students scoring in the beginning achievement level will decrease from 163 students in FY23 to 100 students in FY24, the number of students scoring in the developing achievement level will increase from 181 students in FY23 to 200 students in FY24, the number of students scoring in the proficient and distinguished level will increase from 158 students in FY23 to 191 students in FY24, and in all non-EOC math courses for the FY24 school year 200 students will score in the proficient and distinguished level on summative assessments</p>
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<p>Statement of Concern #3</p>	<p>Our overall reading level for all students is 53% in grades 9th-11th.</p> <p>120 out of 503 of US History Students Scored in the beginning achievement level of the EOC. 31 out of 51 of ELL students scored at the beginning achievement level.</p> <p>Only 37% (240 out of 655) of Biology students and % (7 out of 70 students) ESOL students were Proficient on the Biology EOC FY23.</p>
<p>Root Cause #1 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement</p>	<p>Social Studies and Science Teachers can benefit from professional learning in the areas of building both teacher and student capacity in:</p> <ul style="list-style-type: none"> • Literacy skills • Application of Knowledge • Aligning curriculum with assessments • Student centered instruction <p>Science Teachers can benefit from professional learning in the areas of building both teacher and student capacity in:</p> <ul style="list-style-type: none"> • 3-D Science
<p>Root Cause #2 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement</p>	<p>Striving learners can benefit from individualized instruction that is engaging, and appropriately academically challenging</p>
<p>Root Cause #3 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement</p>	<p>Social Studies students struggle with application of knowledge, making connections and inferences, and analyzing primary sources, political cartoons, graphs, and charts</p> <p>Science teachers need support in implementing reading strategies as well as rigorous Science instruction.</p>

<p style="text-align: center;">Contributing Factors (Outside of control)</p>	<ul style="list-style-type: none"> • Absenteeism • Prior knowledge • Foundational skills <p>Science</p> <ul style="list-style-type: none"> • 53% of students are below Reading Level • Consistent absenteeism • Lack of Prior knowledge • Lack of foundational skills (Understanding & Analyzing Graphs & Charts) • Struggle with grasping both content & non-content Vocabulary
<p style="text-align: center;">Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>Social Studies</p> <p>Students scoring proficient and distinguished on the US History EOC will increase from 38% (approximately 197 students) to 42% (approximately 217 students) in FY24.</p> <p>In non-EOC courses, 20% (approximately 400) students will score in the proficient and distinguished level on summative assessments and 70%</p> <p>Science</p> <p>Students scoring proficient and distinguished on the Biology EOC will increase from 37% (approx. 240 students) to 40% (approx. 260 students) in FY24. In all non-EOCs courses for FY24, _____ students will score in the proficient and distinguished categories.</p>

<p>Statement of Concern #4</p>	
<p>Root Cause #1 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement</p>	
<p>Root Cause #2 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement</p>	
<p>Root Cause #3 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement</p>	
<p>Contributing Factors (Outside of control)</p>	
<p><i>Goal</i> <i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	

School Improvement Goals

Include goals on the parent compacts and policy

Goal #1	Students scoring proficient and distinguished on the American Literature and Composition EOC will increase from 28% (approximately 155) students to 34% (approximately 185 students), the number of students scoring developing achievement level will increase from 233 in FY23 to 250 in FY24, the number of students scoring in the beginning achievement level will decrease from 161 in FY23 to 145 in FY24, and the number of students scoring below grade level on the RI will decrease from 58% (approximately 390 students per grade level) to 50% (approximately 340 students per grade level) in all non-EOC ELA courses for the FY24 school year.
Goal #2	The number of students scoring in the beginning achievement level will decrease from 163 students in FY23 to 100 students in FY24, the number of students scoring in the developing achievement level will increase from 181 students in FY23 to 200 students in FY24, the number of students scoring in the proficient and distinguished level will increase from 158 students in FY23 to 191 students in FY24, and in all non-EOC math courses for the FY24 school year 200 students in each content will score in the proficient and distinguished level on summative assessments.
Goal #3	<p><u>Social Studies:</u></p> <p>Students scoring proficient and distinguished on the US History EOC will increase from 38% (approximately 197 students) to 42% (approximately 217 students) in FY24. In non-EOC courses, 20% (approximately 400) students will score in the proficient and distinguished level on summative assessments and 70%</p> <p><u>Science:</u></p> <p>Students scoring proficient and distinguished on the Biology EOC will increase from 37% (approx. 240 students) to 40% (approx. 260 students) in FY24. In all non-EOCs courses for FY24, approx. 400 students will score in the proficient and distinguished categories on their Summative Assessments.</p>

Goal #4	
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Title I Personnel/Positions Hired to Support the School Improvement Goals

SWP Checklist 2.c(iv)

Position	Supports Goal(s)	Supports which system(s)	How will the primary actions of this position support the implementation of the School Improvement Plan?
Academic Coach	<input type="checkbox"/> <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/>	<input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	The Academic Coaches will help teachers that are new to teaching and new to Pebblebrook High School. The Academic Coaches will provide Professional Learning in the core contents (ELA, Math, Science and Social Studies), and they will also manage the formative and summative data to drive instructional conversations in the PCC meetings. The academic coaches will model strategies for teachers, participate in CCC's and provide instruction resources for teachers.
Class Size Reduction	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	The Class Size Reduction teacher will help Biology students with the reduced student to teacher ratio. The students in ELL and SWD classes will also benefit, to ensure they have more specialized instruction and individualized attention to succeed in class.
Grad Point/Edmentum	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	The Edmentum teacher will help students that are credit deficient recoup missing credits without retaking the entire course. The students that have scored at least 60% will have the opportunity to complete the modules that they missed during regular instruction
Parent Facilitator	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	The Parent Facilitator will engage parents and bridge the "home and school" partnership. Parents will be invited to learn how to best get involved in their child's learning. Parents will also be given an opportunity to increase their Family Leadership Capacity through various parenting classes and family engagement parent events scheduled throughout the school year.

<p style="text-align: center;">GOAL #1</p>	<p>Students scoring proficient and distinguished on the American Literature and Composition EOC will increase from 28% (approximately 155) students to 34% (approximately 185 students), the number of students scoring developing achievement level will increase from 233 in FY23 to 250 FY24, the number of students scoring in the beginning achievement level will decrease from 161 in FY23 to 145 in FY24, and the number of students scoring below grade level on the RI will decrease from 58% (approximately 390 students per grade level) to 50% (approximately 340 students per grade level) in all non-EOC ELA courses for the FY24 school year.</p>					
<p style="text-align: center;">Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i></p>	<p style="text-align: center;">Resources</p>	<p style="text-align: center;">Funding Source(s) <i>SWP Checklist 5.e</i></p>	<p style="text-align: center;">Start Date</p>	<p style="text-align: center;">How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i></p>	<p style="text-align: center;">How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i></p>	<p style="text-align: center;">People Responsible</p>
<p>Teachers will engage in continuous professional learning and observation feedback on development and integration of higher-order thinking, DOK question levels throughout lesson planning and execution to increase opportunity for students to demonstrate rigor and mastery of the standards both verbal and written.</p>	<p>- School-based /District Title I Coaches</p> <p>-Instructional Supplies & Resources</p> <p>-RI and approved literacy technology programs and measuring tools.</p>	<p>Title I</p> <p>Title I SFPD</p> <p>Title II</p> <p>Title III</p>	<p>July 2023</p>	<p>Implementation:</p> <ul style="list-style-type: none"> - Teachers will receive PL on developing and employing higher order thinking questions to drive student learning acquisition. - Teachers will use DOK-level questions to scaffold and extend learning throughout the phases of the lesson execution and as demonstrated through student academic discourse and written constructed response opportunities. <p>Artifacts:</p> <ul style="list-style-type: none"> -Lesson plans -Coaching feedback and conferencing sessions. -PL sign in sheets/agenda 	<p>Evaluation of Impact:</p> <p>Impact will be determined by the number of students proficient on summative assessments.</p> <p>Evidence:</p> <p>CTLS Data</p> <ul style="list-style-type: none"> -Sample student work -Summative assessment data -EOC data -Observation Feedback 	<p>ELA AP</p> <p>ELA Academic Coach</p> <p>Department Chairs</p> <p>ELA Teachers</p>

<p>Teachers will attend conferences and engage in continuous professional learning on evidence-based reading strategies to build teacher capacity to impact student literacy skills.</p>	<p>- School-based /District Title I Coach</p> <p>-Title I National Conferences other relevant conferences and workshops</p> <p>-Instructional Supplies & Resources</p> <p>-RI and approved literacy technology programs and measuring tools.</p>	<p>Title I</p> <p>Title I SFPD</p> <p>Title II</p> <p>Title III</p>		<p>Implementation:</p> <p>-Teachers will receive PL on application of evidence-based, Science of Reading strategies and model and monitor use strategies during intentional, designated instructional opportunities</p> <p>Artifacts:</p> <p>-Lesson plans</p> <p>-Coaching feedback and conferencing sessions.</p> <p>-PL sign in sheets/agenda</p>	<p>Evaluation of Impact: Student growth on RI</p> <p>Evidence: EOC lexiles above 1185 RI Lexile data comparison</p>	<p>ELA AP</p> <p>ELA Academic Coach</p> <p>District Title I Coaches</p> <p>Teacher Leaders</p>
<p>Teachers will receive ongoing peer-to-peer and coaching observation and feedback on integrating explicit reading and writing instructional practices with fidelity to increase student achievement.</p>	<p>- School-based /District Title I Coach /District support personnel</p> <p>-Relevant conferences and workshops</p> <p>-Instructional Supplies & Resources</p>	<p>Title I</p> <p>Title I SFPD</p> <p>Title II</p> <p>Title III</p>		<p>Implementation:</p> <p>Teachers will identify and integrate evidence-based instructional strategies throughout lesson delivery.</p> <p>Teachers will collaborate and practice instructional practices in PCCs.</p> <p>Artifacts:</p> <p>Lesson plans</p> <p>PCC Agenda</p>	<p>Evaluation of Impact: Number of students proficient or higher on summative assessments and project-based tasks.</p> <p>Evidence: CTLS summative assessment data.</p>	<p>ELA AP</p> <p>ELA Academic Coach</p> <p>District Title I Coaches</p> <p>PCC & Teacher Leaders</p>

				Evaluative and Coaching Feedback		
Teachers will participate in recurring vertical collaborative sessions for advanced learning courses to increase collective teacher efficacy and improve student performance.	<ul style="list-style-type: none"> -School-based & District Title I Coach -Relevant conferences and workshops -Instructional Supplies & Resources 	<ul style="list-style-type: none"> Title I Title I SFPD Title II Title III 		<p>Implementation: Recurring monthly Advanced Learning PCC to share strategies and collaboratively plan to address collective student gaps and misconceptions.</p> <p>Artifacts: PCC sign-in sheets and agenda Teacher leader feedback</p>	<p>Evaluation of Impact: Number of students proficient and distinguished on summative assessments.</p> <p>Evidence: CTLS summative assessment data.</p>	<ul style="list-style-type: none"> ELA AP ELA Academic Coach Gifted/Adv. Learning Teachers

GOAL #2	The number of students scoring in the beginning achievement level will decrease from 163 students in FY23 to 100 students in FY24, the number of students scoring in the developing achievement level will increase from 181 students in FY23 to 200 students in FY24, the number of students scoring in the proficient and distinguished level will increase from 158 students in FY23 to 191 students in FY24, and in all non-EOC math courses for the FY24 school year 200 students will score in the proficient and distinguished level on summative assessments					
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i>	How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i>	People Responsible
Teachers will engage in ongoing professional development to enhance their instructional prowess, seeking out innovative strategies that empower students and foster dynamic learning environment.	Title I Academic Coaches, District Leaders, and Metro RESA	Title I		Implementation: During their planning period teachers will participate in professional development Artifacts: Lesson plans Daily lessons Evaluations (academic coach & administration) Class observations by peers	Evaluation of Impact: Increase the number of students scoring in the proficient and distinguished achievement level. Evidence: CTLS summative assessment and EOC	
Teachers teaching ESOL students will participate in professional development opportunities focused on ESOL strategies and teaching ESOL students, equipping them with the necessary tools to support and empower English language learners in math.	Title I Academic Coaches, District Leaders, Title III, and Metro RESA	Title I		Implementation: During their planning 3 times during the semester Artifacts: Presentation handouts, attendance sheets, lesson plans, and class walks	Evaluation of Impact: Increase the number of ESOL students scoring in the proficient and distinguished achievement level Evidence: EOC, CTLS summative assessment, and increase graduation rates	
Teachers will attend conferences seeking to refine their instructional techniques and acquire new strategies to improve literacy among all learners.	Title I conference, National Math conference, and any conference	Title I		Implementation: Attend district professional learning days and 1 conference per the department Artifacts: Presentation handouts, PCC documents,	Evaluation of Impact: Increase the number of students reading on level and performing on grade level on the RI assessment Evidence: Redelivery of conferences with department	

	that support Literacy					
Teachers will work with their PCC to embrace the power of technology, seamlessly integrating it into their lessons to engage and inspire students, as they leverage innovative digital tools and resources to enhance learning outcomes and prepare students for the ever-evolving digital landscape.	Title I Academic Coaches, school math coach, District technology support staff	Title I		Implementation: During planning TTIS will provide professional development PCC will come up with ways to incorporate technology Artifacts: PCC	Evaluation of Impact: Evidence:	

<p style="text-align: center;">GOAL #3</p>	<p>Social Studies:</p> <p>Students scoring proficient and distinguished on the US History EOC will increase from 38% (approximately 197 students) to 42% (approximately 217 students) in FY24. In non-EOC courses, 20% (approximately 400) students will score in the proficient and distinguished level on summative assessments and 70%</p> <p>Science:</p> <p>Students scoring proficient and distinguished on the Biology EOC will increase from 37% (approx. 240 students) to 40% (approx. 260 students) in FY24. In all non-EOCs courses for FY24, approx. 400 students will score in the proficient and distinguished categories on their Summative Assessments.</p>					
<p style="text-align: center;">Action Step(s)</p> <p style="text-align: center;"><i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i></p>	<p style="text-align: center;">Resources</p>	<p style="text-align: center;">Funding Source(s)</p> <p style="text-align: center;"><i>SWP Checklist 5.e</i></p>	<p style="text-align: center;">Start Date</p>	<p style="text-align: center;">How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation?</p> <p style="text-align: center;"><i>SWP Checklist 3.a</i></p>	<p style="text-align: center;">How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact?</p> <p style="text-align: center;"><i>SWP Checklist 3.a</i></p>	<p style="text-align: center;">People Responsible</p>
<p>Social Studies: Teachers will</p> <ul style="list-style-type: none"> Teachers will attend conferences and engage in continuous professional learning on evidence-based reading strategies to build teacher capacity to impact student literacy skills. Implement Student centered instruction during the Work Session Align curriculum with assessments Lesson plan with intentional integration of high yield instructional strategies Attend conferences and professional learning opportunities to enhance instructional techniques <hr/> <p>Science:</p>	<p>Subs and stipends</p> <p>PL Books</p> <p>Relevant conferences and workshops</p> <p>Instructional Supplies</p> <p>District Title I Coach</p> <p>Progress Learning</p>	<p>Title I</p> <p>Title I SFPD</p> <p>Title II</p> <p>SFPD District Local Title I</p> <p>Title I</p> <p>Title 1</p>	<p>July 2023</p>	<p>Social Studies:</p> <p>Implementation:</p> <ul style="list-style-type: none"> Teachers will receive PL on literacy and analysis strategies as well as implementing student centered instruction Teachers will submit weekly Lesson plans that show intentional integration of high yield instructional strategies and clear learning targets <p>Artifacts: PL Agenda and Sign-In Sheet, Lesson Plans, Unit Plans with Strategies Embedded, Walkthrough data to reflect implementation of effective strategies</p> <hr/> <p>Science: Implementation:</p>	<p>Social Studies:</p> <p>Evaluation of Impact:</p> <p>Number of students proficient in Unit Summative Assessments</p> <p>Evidence: CTLS DATA:</p> <ul style="list-style-type: none"> Pre-test and Post-test data for Non-EOC courses Unit Summative Assessment data for all courses US History EOC Data <hr/> <p>Science:</p> <ul style="list-style-type: none"> Number of students proficient & distinguished in Unit Summative Assessments 	<p>Social Studies:</p> <p>Social Studies AP: Evaluate teachers and monitor compliance</p> <p>Department Chairs: monitor compliance</p> <p>Social Studies Teachers: Implement effective instruction, submit weekly lesson plans, administer assessments and analyze data to drive instruction</p>

<ul style="list-style-type: none"> Teachers will attend conferences and engage in continuous professional learning on evidence-based reading strategies to build teacher capacity to impact student literacy skills and overall achievement. Teachers will actively implement student centered activities/3D Science during the Work Session Environmental & Biology Teachers will participate in recurring vertical collaborative sessions with their cluster to increase collective teacher efficacy and improve student performance. 				<p>Vertical Teamwork</p> <ul style="list-style-type: none"> August: Establish a Science vertical team. By September: Create common vocabulary & root word lists and common instructional strategies to be used in all Science classes. Sept-May: Provide Mini PD's in CCC meetings to share vocabulary & instructional strategies Teachers will receive PL on literacy and 3D Science strategies as well as implementing student centered instruction <p>Artifacts: PL Agenda and Sign-In Sheet, Lesson Plans, Unit Plans with Strategies Embedded, Walkthrough data to reflect implementation of effective strategies</p>	<ul style="list-style-type: none"> Student Engagement Teachers using effective instructional strategies <p>Evidence: CTLs DATA: Unit Summative Assessment data for all Science Courses</p>	<p>Instructional coaches : Lead PL in areas of need, monitor compliance, provide walkthroughs with feedback, assist in data analysis</p> <hr/> <p>Science:</p> <p>Science AP: Evaluate teachers and monitor compliance</p> <p>Department Chairs : monitor compliance</p> <p>Science Teachers: Implement effective instruction, submit weekly lesson plans, administer assessments and analyze data to drive instruction</p> <p>Instructional coaches : Lead PL in areas of need, monitor compliance, provide</p>
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						walkthroughs with feedback, assist in data analysis
<p>Social Studies: Teachers will implement Tier 1 Support</p> <ul style="list-style-type: none"> Complete the Instructional framework and instructional planning for daily lessons Unpack standards and identify success criteria for mastery of the standards Focus on the work session of lesson <hr/> <p>SCIENCE: Provide support for Tier I instruction:</p> <ul style="list-style-type: none"> Complete Instructional framework and participate in instructional planning for daily lessons Teachers will use Summative Data to inform the revision process of assessments that promote Standard Mastery Focus on student-centered lessons during the work session 	<p>Subs and stipends</p> <p>PL Books</p> <p>Relevant conferences and workshops</p> <p>Instructional Supplies</p> <p>District Title I Coach</p> <p>Progress Learning</p>	<p>Title I</p> <p>Title I SFPD</p> <p>Title II</p> <p>SFPD District Local Title I</p> <p>Title I</p> <p>Title 1</p>	<p>July 23</p>	<p>Implementation: Teachers will unpack course standards and review assessments to ensure that they are aligned to the standards with the assistance of the academic coach</p> <p>Teachers will update instructional framework on board daily</p> <p>Teachers will receive PL specific to the “work session” of the instructional framework</p> <p>Artifacts: Unpacking standards documents Pre/posttest assessment data and Unit Summative Assessments Unit Plans, Lesson Plans</p> <hr/> <p>Science:</p> <ul style="list-style-type: none"> Teachers review assessments to ensure that they are aligned to the standards with the assistance of the academic coach 	<p>Evaluation of Impact:</p> <ul style="list-style-type: none"> Number of students proficient in Unit Summative Assessments Student engagement Teachers using effective instructional strategies <p>Evidence:</p> <ul style="list-style-type: none"> Instructional Framework on board and reflected in lesson plans and Unit Plans Unit Plans Walk through Feedback <hr/> <p>Science:</p> <ul style="list-style-type: none"> Number of students proficient in Unit Summative Assessments Student engagement Teachers using effective instructional strategies <p>Evidence:</p>	<p>Social Studies:</p> <p>Social Studies AP: Evaluate teachers and monitor compliance</p> <p>Department Chairs : monitor compliance</p> <p>Social Studies Teachers: Implement effective instruction, post instructional framework on board daily, submit weekly lesson plans, administer assessments and analyze data to drive instruction</p> <p>Instructional coaches: Lead PL in areas of need, monitor compliance,</p>

				<ul style="list-style-type: none"> Teachers will upload standards aligned Summative Assessments on CTLS Teachers will receive PL specific to the “work session” of the instructional framework, literacy, & 3D Science <p>Artifacts: CTLS Summative Assessments Unit Plans, Lesson Plans</p>	<ul style="list-style-type: none"> Instructional Framework on board and reflected in lesson plans and Unit Plans Unit Plans Walk through Feedback 	<p>provide walkthroughs with feedback, assist in data analysis</p> <hr/> <p>Science: Science AP: Evaluate teachers and monitor compliance</p> <p>Department Chairs: Monitor compliance</p> <p>Science Teachers: Implement effective instruction, post instructional framework on board daily, submit weekly lesson plans, administer assessments and analyze data to drive instruction</p> <p>Instructional coaches: Lead PL in areas of need, monitor compliance, provide walkthroughs with feedback, assist in data analysis</p>
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<p>Social Studies: Teachers will implement Tier II Support</p> <ul style="list-style-type: none"> • Provide supports for ELL students • Utilize Remediation/Reteaching strategies for underperforming students • Tutorial and Saturday School <hr/> <p>Science: Provide support for Tier II instruction:</p> <ul style="list-style-type: none"> • IST will facilitate targeted intervention for ELLs and underperforming students using push-in/pull-outs • IST will personalize Remediation/Reteaching strategies based on assessment data • Teachers will provide Tutorial sessions both after school and on Saturday to help reinforce student areas of growth 	<p>Subs and stipends</p> <p>PL Books</p> <p>Relevant conferences and workshops</p> <p>Instructional Supplies</p> <p>District Title I Coach</p> <p>Progress Learning</p>	<p>Title I</p> <p>Title I SFPD</p> <p>Title II</p> <p>SFPD District Local Title I</p> <p>Title I</p> <p>Title 1</p>	<p>July 23</p>	<p>Social Studies:</p> <p>Implementation:</p> <ul style="list-style-type: none"> • Teachers will receive PL and support in implementing instructional strategies that support struggling students • Teachers will include remediation and reteaching strategies used in lesson plans • Teachers will offer tutorial and Saturday school <p>Artifacts:</p> <ul style="list-style-type: none"> • PL sign in sheets and agenda • Saturday school and tutorial sign in sheets • Lesson plans • Remediation plans <hr/> <p>Science:</p> <ul style="list-style-type: none"> • Teachers will receive PL and support in implementing instructional strategies that support struggling students • Teachers will offer tutorial and Saturday school 	<p>Social Studies: Evaluation of Impact:</p> <p>Number of students passing Unit Assessments</p> <p>Evidence:</p> <p>CTLS Data</p> <hr/> <p>Science:</p> <p>Number of students passing Unit Summative Assessments</p> <p>Evidence:</p> <p>CTLS Data</p>	<p>Social Studies:</p> <p>Social Studies AP: Evaluate teachers and monitor compliance</p> <p>Department Chairs : monitor compliance</p> <p>Social Studies Teachers: Implement effective instruction, submit weekly lesson plans, administer assessments and analyze data to drive instruction</p> <p>Instructional coaches : Lead PL in areas of need, monitor compliance, provide walkthroughs with feedback, assist in data analysis</p>

				<ul style="list-style-type: none"> Utilize IST to push-in and pull-out SWD, ESOL, beginning, and developing students who are identified to get further support in targeted instruction. <p>Artifacts: PL sign in sheets and agenda Saturday school and tutorial sign in sheets Remediation plans</p>		<hr/> <p>Science: Science AP: Evaluate teachers and monitor compliance</p> <p>Department Chairs: Monitor compliance</p> <p>Science Teachers: Implement effective instruction, submit weekly lesson plans, administer assessments and analyze data to drive instruction</p> <p>IST: Data Monitoring & Interventions for pull-out students</p> <p>Instructional coaches : Lead PL in areas of need, monitor compliance, provide walkthroughs with feedback, assist in data analysis</p>
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				Implementation: Artifacts:	Evaluation of Impact: Evidence:	
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GOAL #4						
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i>	How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i>	People Responsible
Provide Professional Learning in the areas of:				Implementation:	Evaluation of Impact:	
Provide support for Tier 1 instruction:			July 23	Implementation:	Evaluation of Impact:	
Provide support for Tier 2 Instructions:			July 23	Implementation:	Evaluation of Impact:	
				Implementation: Artifacts:	Evaluation of Impact: Evidence:	

Actions to Support Student Groups in Meeting School Improvement Goals

Student Group(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii)</i>	Action steps to improve/support achievement of student groups	Resources	Funding Source
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			

Family Engagement Plan to Support School Improvement (*Required Components*)

Family Engagement Activities (<u>Must be listed in the school policy</u>)	Date(s) Scheduled	Date Completed	"Shall" Standard(s) Addressed
<p>1. Required <u>Annual Title I Meeting – Deadline September 29, 2023</u> Parents will learn about Title I, how our school spends Title funds (budget snapshot), highlights of the schoolwide plan, description of curriculum and assessments used, our school compacts and policies, professional qualifications of our teachers, and opportunities for family engagement, including use of the family resource center.</p>	9/19/23		<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
<p>2. Required <u>Fall Input Survey/ Evaluation (secondary method) – Deadline October 31, 2023</u> Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p>	10/13/23		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p>3. Required <u>Spring Input Meeting and Survey (primary method) – Deadline April 29, 2024</u> Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p>	4/17/24		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p>4. Required <u>FOUR Building Staff Capacity Opportunities (Do not need to be listed in the Policy)</u> Teachers will continue to learn about the value and utility of contributions of parents, including how to reach, communicate with, and work with parents to implement parent programs and build ties between the parents and the school. <u>Deadlines:</u> PL#1 9/22/23 PL#2 12/8/23 PL#3 2/16/24 PL#4 4/29/24</p>	9/15/23		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6
	11/28/23		
	2/9/24		
	4/23/24		
<p>5. Required <u>Transition Activities for students entering or exiting our school (Multiple options, not just visit the school)</u> Parents will have an opportunity to learn about the next grade level in their child’s education. <u>Briefly describe the transition activities here:</u> Rising 9th Grade Parent Welcome Night, 12th Grade (Graduation to College/Career) Parent Night, & Freshman U Summer Program.</p>	9 th - 5/3/24 12 th - 4/28/24 Freshman U- 7/8/24 to 7/12/24		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
<p>6. Required: Provide information related to school and parent/programs meetings in a format and language parents can understand. <i>SWP Checklist 5.d</i></p>		<p><u>List documents translated for parents:</u> FY23 Policy & Compact, Event Flyers, Policy & Procedure Manual, Attendance Policy, Testing Evaluation Handouts, & Elective/Registration Handbooks.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6

School Developed Family Engagement Activities (Required for "Shall's" 2 and 6)							
School Developed Family Engagement Activities (Must be listed in the school policy)	"Shall" Addressed	Goal(s) Addressed	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Date	How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.	Team Lead
Family Engagement Events 1. Falcon "Fly By" Parent/Student Orientation 2. School "Open House" 3. Principal's Community Meet & Greet Events	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4			(1) 7/28/23 (2) 8/31/23 (3) 12/20/23 & 4/27/24		
Parent University (Family Leadership Capacity): 1. Math Night, Social Studies Night, Science Night, & ELA Night for "At Home" Strategies 2. School Policy/Procedures & "How Understand Test Results" Parent Night 3. "Raising Highly Capable Kids" Parenting Skills Classes 4. CTLS Parent & ParentVue Training 5. ESOL Parents "Learning English" Classes 6. Basic Computer Skills Parent Classes 7. Resume Writing Parent Classes 8. Parent Volunteer Training	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4			(1) Math- 9/12/23; Social Studies- 10/4/23; Science- 10/5/23; & ELA- 10/12/23 (2) 10/4/23 (3) 8/26/23 (4) 10/12/23 (5) 11/14/23 (6) 10/12/23 (7) 11/14/23 (8) 8/31/23		
Parent Wellness Club: 1. Exercise Classes 2. Healthy Cooking Demonstrations	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4			(1) 3/15/24 & 4/12/24 (2) 4/17/24		

GaDOE required six "Shall's". Each shall must be addressed at least once during the school year:

1. Assist parents in understanding state academic standards, state and local assessments, and how to monitor their child's academic progress.

2. Provide materials and training to help parents work with their child to improve academic achievement. (Ex. Literacy training, technology training)
3. Educate school staff in the value and utility of the contributions of parents, and how to reach, communicate with, and partner with parents to implement parent programs to build ties between parents and the school.
4. Coordinate and integrate parent programs and activities with other Federal, State, and local programs (Preschool to Kindergarten, transitions, parent resource centers, etc.) to support parents in more fully participating in their child’s education.
5. Ensure information related to school and parent programs/meetings are sent in a format and language parents can understand.
6. Provide other reasonable support for parental involvement activities as parents may request. These are school developed activities based upon parent input. (#14 in list of “shalls” and “mays”)

School Improvement Plan Required Questions
Schoolwide Plan Development – Section 1114(2)(B) (i-iv)
<p>1. Cobb County’s schoolwide plans are developed during a 1-year period; unless – the school is operating a schoolwide program on the day before the date of the enactment of Every Student Succeeds Act, in which case such school may continue to operate such program but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section. Evidence to support this statement includes: The dated schoolwide plans, dated budget meeting agendas and signature pages, and dated committee and input meeting signature pages. SWP Checklist 5(a)</p>
<p>2. Cobb County’s schoolwide plans are developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and , if appropriate specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. Evidence to support this statement includes: The schoolwide plan committee signature page and the Family Engagement fall and spring input meetings. Schoolwide Checklist 5(b)</p>
<p>3. Cobb County’s schoolwide plans 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. Evidence to support this statement includes: The Title I midyear and end of year monitoring of SWP goals, monitoring and approving all Title I expenditures, and revision dates listed on the SWP cover page. SWP Checklist 5(c)</p>
<p>4. Cobb County’s schoolwide plans are available to the local education agency, parents, and the public, and 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. Evidence to support this statement includes: Every Title I school post the Title I plan, Title I budget, and Family Engagement Components on the school’s website and in multiple languages. SWP Checklist 5(d)</p>

5. Describe how the schoolwide plan has been developed in coordination and integration with other Federal, State and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable. *SWP Checklist 5(e)* **Include district initiatives that are supported with Title I Funds (For example: Early Literacy Framework (ELF), Math Fluency Initiative (MFI), LETRS, Read 180, etc.)**

SCHOOL RESPONSE:

ESSA Requirements to Include in the Schoolwide Plan – Section 1116(B)(1)

6. Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. **Evidence to support this statement includes Posting every Title I school’s parent policy on the school’s website in multiple languages where practicable, Fall and Spring input meeting agendas and sign in sheets providing parents the opportunity to assist in the development of the school’s parent policy, compact and parent engagement budget.**

SWP Checklist 4

Evaluation of the Schoolwide Plan - 34 CFR § 200.26

7. Describe how the school regularly monitors and the implementation of, and results achieved by, the schoolwide program, using data from the State’s annual assessments and other indicators of academic achievement. *SWP Checklist 3(a)*

SCHOOL RESPONSE:

8. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards. *SWP Checklist 3(b)*

SCHOOL RESPONSE:

9. Describe how the schoolwide plan will be revised, as necessary, based on regular monitoring to ensure continuous improvement of students in the schoolwide program. *SWP Checklist 3(c)*

SCHOOL RESPONSE:

Schoolwide Plan Reform Strategies – Section 1114(b)(7)(A)(i-iii)(I-V)

10. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: Provide opportunities for all children, including all subgroups defined in section 1111 (c)(2), to meet the State’s challenging academic standards. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps and the schoolwide plan student groups page specifically identifying supports to assist various student groups in meeting the State’s challenging academic standards, where applicable.** *SWP Checklist 2(a)*

11. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps, where applicable.** *SWP Checklist 2(b)*

12. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards through activities which may include - counseling, school-based mental health programs, specialized instructional support services and other strategies to improve students’ skills outside the academic subject areas. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps, where applicable.** *SWP Checklist 2(c)(i)*

13. Describe the implementation of your schoolwide tiered model to prevent and address problem behavior and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.). *SWP Checklist 2.c(iii)*

SCHOOL RESPONSE:

14. Describe professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. *SWP Checklist 2.c(iv)*

SCHOOL RESPONSE:

15. **ONLY MIDDLE AND ELEMENTARY SCHOOL RESPONSE REQUIRED** Describe the transition activities provided for preschool children to kindergarten, 5th grade students to 6th grade and 8th grade students to 9th grade. *SWP Checklist 2.c(v)*

SCHOOL RESPONSE:

16. **ONLY HIGH SCHOOL RESPONSE REQUIRED** Describe how the school prepares and makes aware of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools. *SWP Checklist 2.c(ii)*

SCHOOL RESPONSE:

Comprehensive Needs Assessment – Section 1114(b)(1)(A)

17. Cobb County’s schoolwide plans are based on a comprehensive needs assessment of the entire school, that considers information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the State academic standards and any other factors as determined by the local educational agency. **Evidence to support this statement includes: The comprehensive needs assessment section of the schoolwide plan. SWP Checklist 1**