



School Improvement Action Plan



School Year:	2024 - 2025
School Name:	Pebblebrook High School
Principal Name:	Dr. Dana C. Giles
Date Submitted:	June 30, 2024
Revision Dates:	August 6, 2024

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Pebblebrook High School
<i>Team Lead</i>	Mr. Glenn Richard
<i>Position</i>	Assistant Principal
<i>Email</i>	Glenn.richard@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 21, 2024, the Pebblebrook High School stakeholders reviewed the EOC Trend Data, CTLS Summative Data, RI Data for perusing information in preparation for this year’s goals. EOC data and next steps based on data were presented with 3-year trend data and first and second-semester data. The team addressed the deficits by gathering and analyzing the data to determine what specific needs were warranted. The parent facilitator shared that she would 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 set by each content area. The school improvement committee includes District Leaders, Teachers, Social Workers, Parent Facilitators, Academic Coaches, Principals/Assistant Principals, the School 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):	5/21/2024,
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Position/Role	Printed Name	Signature
Principal	Dr. Dana C. Giles	
Assistant Principal	Glenn Richard	
Academic Coach, Math	George Washington	
Academic Coach, ELA	Telicia Leonard	
Academic Coach, Science	Rachel Rogers	
Academic Coach, Social Studies	Lisa Garvey	
Parent Facilitator	Charlene Holder	
Bookkeeper	Amber Fountain	
Title I District Academic Coach	Brittany Matthews	
Title I District Academic Coach	Wendy Torres	
Title I Supervisor	Delores Thompson	

Comprehensive Needs Assessment Evaluation of Goal(s)

(References: Schoolwide Checklist Section 1114(b)(1)(A))

Collaborate with your team to complete the questions below regarding the progress the school has made toward each goal in the FY24 School Improvement Plan (SIP).

Previous Year's Goal #1	Students scoring proficient and distinguished on the American Literature and Composition EOC will increase from 28% (approximately 155) students to 32% (approximately 185 students). The number of students scoring below grade level on the RI will decrease from 58% (approximately 390 students per grade level) to 54% (approximately 340 students per grade level) in all non-EOC ELA courses for the FY24 school year.
Was the goal met? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
What data supports the outcome of the goal?	EOC Data Common Formative Assessments Common Summative Assessments Scholastic RI Assessment
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?	Academic coach led professional learning for teachers to collaboratively plan vertically and by grade levels to internalize unit, lesson, and assessment plans to ensure alignment to standards-based expectations. Continuous data analysis provided clear information for the team to target specific needs to build teacher capacity. Recursive grade level deployment using data derived from unit EOC mock assessment analysis by the Academic Coach. Increased independent reading opportunities with designated reading time in class for students.

<p>Previous Year's Goal #2</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 in each content will score in the proficient and distinguished level on summative assessments.</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>	<p>Waiting on test scores</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>Previous Year's Goal #3</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.</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>In FY24, approximately 223 students scored in the proficient and distinguished range on the US History EOC. The goal was also met in non-EOC courses, as evidenced by the Summative Assessment (final exam) scores, in which 30% (approximately 600) students scored in the proficient and distinguished level on 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>An academic coach-led focused professional development sessions for teachers, concentrating on improving instructional planning, refining teaching techniques, and utilizing learning objectives to formulate clear success criteria. These sessions benefit both educators and students by enhancing understanding.</p> <p>Furthermore, examination of lesson plans, walkthrough data, and summative assessments highlights the need to enhance teacher capacity in implementing literacy strategies to strengthen reading, writing, and speaking skills. Additionally, continuous refinement of data analysis methods is essential for daily assessment of student achievement and growth and tailoring individualized approaches to address the diverse needs of all learners</p>

<p>Previous Year's Goal #4</p>	<p>Students scoring proficient and distinguished on the Biology EOC will increase from 37% (approx. 240 students) to 41% (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;">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>Use of walkthrough data—checking for understanding. Professional learning outcomes from the main idea mapping session are reflected in teaching and planning.</p> <p>2024 EOC data shows a pass rate of 72% and a proficiency rate of 41%.</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>	

Previous Year's Goal #5	Family engagement needs to increase on the Annual Parent Fall Survey from 2% (53 families out of 2,500 students in FY23) to 5% (125 families out of 2,500 in FY24); increase the number of activated Parent Vue accounts by 8% and the number of parents participating in Title I Meetings by 10%.
Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	
What data supports the outcome of the goal?	Pebblebrook had the highest number of parent surveys completed (62) out of all the Title I high schools. However, this accomplishment did not meet the 5% goal of 125 surveys completed.
Reflecting on Outcomes	
If the goal was not met , what actionable strategies could be implemented to address the area of need?	Obtaining a stand-alone iPad kiosk at our front desk would help us obtain more parent fall surveys. It would also secure the iPad and allow parents to complete it quickly when they are in our parent waiting area.
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?	N/A

Comprehensive Needs Assessment – Summary of Findings (Schoolwide) Section 1114(b)(1)(A)

Data	Strengths	Concerns	Multiple Data Sources
ELA	<p>Use of Scholastic RI vertically multiple times a year to monitor student growth.</p> <p>Common professional learning communities.</p> <p>Development of common assessments aligned with the EOC percentages and DOK levels.</p>	<p>EOC score progression across the achievement levels.</p> <p>Student literacy vertical growth grades 9-12.</p> <p>Teacher clarity on how and when to use evidence-based instructional practices during planning and instruction to maximize impact on student achievement.</p>	<p>EOC</p> <p>RI</p> <p>Formative and Summative Assessments</p> <p>CTLS</p> <p>Observation and walkthrough anecdotal data.</p>
Math	<p>Use of Math Inventory twice per semester to monitor student growth.</p> <p>Common language from AP Pre-Cal to Algebra</p> <p>Use of data to drive re-delivery of instruction</p>	<p>Developing more rigorous activities</p> <p>Increasing the use of manipulatives during instruction</p>	<p>EOC</p> <p>MI</p> <p>Formative and Summative assessments</p> <p>CTL</p> <p>Observation and walkthrough data</p> <p>Teacher surveys</p>
Science	<p>Common Professional Learning Communities and an increase in the use of data to make instructional decisions.</p> <p>Effective use of Data Dig Protocols with fidelity. In-depth academic discourse during data digs and sharing of instructional strategies.</p>	<p>There's a need to increase student literacy across all grade levels.</p> <p>Teacher clarity on how and when to use evidence-based instructional practices during planning and instruction to maximize impact on student achievement.</p>	<p>EOC</p> <p>Formative and Summative assessments</p> <p>CTL</p> <p>Observation and walkthrough data</p>
Social Studies	<p>Common Professional Learning Communities and an increase in the use of data to make instructional decisions</p> <p>Percentage of students earning "distinguished" on the US History EOC increased and pass rate of students with disabilities on US History EOC continues to increase</p>	<p>EOC score progression across the achievement levels has room for growth</p> <p>Teacher clarity on how and when to use evidence-based instructional practices during planning and instruction to maximize impact on student achievement.</p>	<p>EOC</p> <p>Formative and Summative Assessments</p> <p>CTLS</p> <p>Observation and walkthrough anecdotal data.</p>

Discipline / School Climate Data			
Professional Learning What's been provided? What is the impact?	Math, ELA, Social Studies and Science departments have consistent, recurring professional learning. New Teacher Academy program increases instructional and operational support	Redelivery of professional learning from conferences by teacher leaders. Teacher consistent implementation of instructional practices and techniques to increase student achievement.	Formative and summative assessment Class observations
Other			

Comprehensive Needs Assessment – Summary of Findings (Student Groups) Section 1114(b)(1)(A)

Data	Student Groups	Strengths	Concerns	Multiple Data Sources
ELA	<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	<p>The number of students enrolled in advanced content courses in the proficient and distinguished categories has increased.</p> <p>The number of students scoring beginning continues to decrease on EOCs.</p> <p>Teachers are utilizing strategies from professional learning to impact student learning.</p> <p>Student access to technology during engaging lesson delivery.</p>	<p>There is a decrease in the proficient and distinguished categories for students not enrolled in advanced content courses.</p> <p>New ELA standards, content, and resources will be introduced to teachers throughout the 2024-25 school year.</p> <p>Teacher clarity on how and when to use evidence-based instructional practices during planning and instruction to maximize impact on student achievement</p> <p>The number of ELL students in the beginning category on</p>	<p>EOC RI Formative and Summative Assessments CTLS Observation and walkthrough of anecdotal data.</p>

			summative assessments is not decreasing.	
Math	<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	<p>There's an increase in the number of students who take AP Pre-Cal. Teachers are implementing strategies to impact student learning. The use of DeltaMath & Desmos to provide additional support to students with math deficits. Students' pass rate on the interim assessments has increased from 67% to 71%.</p>	<p>The use of manipulatives during instruction has decreased. Teachers had to learn new math standards for the 23-24 school year. Addressing the missing gaps with students due to the rollout of the new standards.</p>	<p>EOC MI Formative and summative assessment CTLs DeltaMath Observations and walkthrough data</p>
Science	<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	<p>The number of SWD students in the beginning category has decreased by 6% as compared to the previous year as well as an increase in both the pass and proficiency rates. Representation of SWD students in the distinguished category.</p> <p>EL are using instructional technology to assist with language acquisition and for additional lesson delivery. Teachers are utilizing strategies from professional learning to impact student learning.</p>	<p>The number of EL students in the beginning category continues to fluctuate and is not consistently increasing.</p> <p>The growth of students in the distinguished category enrolled in advanced courses is not significant.</p>	<p>EOC Formative and Summative assessments CTL Observation and walkthrough data</p>
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	<p>The number of students scoring in the "beginning" categories continues to decrease in both EOC and non-EOC courses</p> <p>Teachers are increasing the use of instructional strategies from professional learning to impact student learning</p>	<p>There is slow growth in the proficiency rate and pass rate for students taking the US History EOC</p> <p>Students require more opportunities to build their literacy and critical thinking skills</p> <p>The number of ELL students in the beginning category on summative assessments is not decreasing</p>	<p>EOC Formative and Summative Assessments CTLs Observation and walkthrough of anecdotal data.</p>

Discipline / School Climate Data	<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			
Professional Learning	<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	Teacher training on Co-teaching strategies to support SWD student demographic and ELlevation training to support ELL student demographic.	Teacher implementation of strategies to support SWD and ELL student population.	Formative and summative assessment Class observations
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	Approximately 30 % of the ELA students scored in the beginning category on the EOC for the 22-23 and 23-24 school year.
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	Teacher capacity to implement evidence-based instructional strategies in response to student learning needs must be addressed.
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 type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Teachers need additional training using ELlevation to provide strategies to improve reading comprehension skills.
Root Cause #3 - (Within control) Impacts which system(s): <input 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	Teacher capacity to utilize evidence-based reading strategies to increase reading comprehension on the secondary level needs to be addressed.
<p style="text-align: center;">Contributing Factors (Outside of control)</p>	Student attendance and level of transciency.
<p style="text-align: center;">Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	The percentage of students scoring proficient in all EOC courses will increase from 30% (approximately 175 students) to 34% (approximately 205 students) as measured by summative assessments. The percentage of students scoring below proficient in ELA courses grades 9-10 will decrease from 51% (approximately 775 students) to 47% (approximately 700 students) as measured by Scholastic RI assessment

Statement of Concern #2	32.97% of our students scored in the beginning category on the EOC for the 22-23 school year.
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	With the rollout of the new standards students are missing standards due to standards being moved to different grade levels.
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 type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Teachers need additional training using ELlevation to provide strategies to improve math comprehension skills.
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 type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Algebra I students struggled to compare functions or identify similarities and differences between different types of functions, which enabled them to make connections between mathematical concepts and apply their understanding in more complex problem-solving scenarios.
Contributing Factors (Outside of control)	Students' attendance and students' transiency 136 of incoming 9 th graders scored below basic on the Math Inventory Assessment
Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	The percentage of math students scoring proficient will increase from 35% (approximately 164 students) to 38% (approximately 194 students) as measured by the EOC data. The non-EOC math courses for the FY25 school year will have 300 students score in the proficient and distinguished level on summative assessments.

Statement of Concern #3	Approximately 24% of US History Students are scoring in the beginning range on the US History EOC.
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	Teacher capacity to implement evidence-based instructional strategies in response to student learning needs throughout needs to be addressed.
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 type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Teachers need additional training using ELlevation to provide strategies to improve reading comprehension and writing skills
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 type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Students struggle with the interpretation of primary sources, maps, graphs, charts, and images as well as application of knowledge
Contributing Factors (Outside of control)	Attendance concerns and transiency among the student population
<p style="text-align: center;">Goal</p> <p style="text-align: center;"><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>The percentage of US History EOC students scoring proficient and distinguished on the US History EOC will increase from 39% (approximately 223 students) to 43% (approximately 245 students) as measured by the 2024-2025 US History EOC.</p> <p>The percentage of non-EOC students scoring proficient and distinguished will increase from 30% (approximately 600 students) to 34% (680 students) as measured by the 2024-2025 Summative Assessments.</p>

Statement of Concern #4	Approximately 28% of Biology Students are scoring in the beginning range on the Biology 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	Teacher capacity to consistently implement evidence-based instructional strategies with fidelity in response to student learning needs throughout all levels needs to be addressed.
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	Teachers need additional training using ELlevation to provide strategies to improve reading comprehension skills.
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	Teachers need additional training on how to effectively implement rigorous instruction while using scaffolds to support learning.
Contributing Factors (Outside of control)	Attendance concerns and transiency among the student population
Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	<p>The percentage of Biology EOC students scoring proficient and distinguished will increase from 41% (273 students) to 45% (298 students) as measured by the 2024-2025 Biology EOC.</p> <p>The percentage of non-EOC students scoring proficient and distinguished will increase from 27% (162 students) to 30% (180 students) as measured by the 2024-2025 Summative Assessments.</p>

School Improvement Goals
Include goals on the parent compacts and policy

<p>Goal #1</p>	<p>During the 2024-2025 school year, the percentage of students scoring proficient in all EOC courses will increase from 30% (approximately 175 students) to 34% (approximately 205 students) as measured by summative assessments.</p> <p>During the 2024-2025 school year, the percentage of students scoring below proficient in ELA courses grades 9-10 will decrease from 51% (approximately 775 students) to 47% (approximately 700 students) as measured by Scholastic RI assessment.</p>
<p>Goal #2</p>	<p>During the 2024-2025 school year, the percentage of math students scoring proficient will increase from 35% (approximately 164 students) to 38% (approximately 194 students) as measured by the EOC assessments.</p> <p>For the FY25 school year, 300 students will score proficient or distinguished on summative assessments in the non-EOC math courses.</p>
<p>Goal #3</p>	<p>During the 2024-2025 school year, the percentage of US History EOC students scoring proficient and distinguished on the US History EOC will increase from 39% (approximately 223 students) to 43% (approximately 245 students) as measured by the US History EOC.</p> <p>During the 2024-2025 school year, the percentage of non-EOC students scoring proficient and distinguished will increase from 30% (approximately 600 students) to 34% (680 students) as measured by the Summative Assessments</p>

Goal #4	<p>The percentage of Biology EOC students scoring proficient and distinguished will increase from 41% (273 students) to 45% (298 students) as measured by the 2024-2025 Biology EOC.</p> <p>The percentage of non-EOC students scoring proficient and distinguished will increase from 27% (162 students) to 30% (180 students) as measured by the 2024-2025 Summative Assessments.</p>
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Title I Personnel/Positions Hired to Support the School Improvement Goals

SWP Checklist 2.c(iv) - Section 1114(b)(7)(A)(i-iii)(I-V)

Position	Supports Goal(s)	Supports which system(s)	How will the primary actions of this position support the implementation of the School Improvement Plan?
	<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	
	<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	
	<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	
	<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	

<p align="center">GOAL #1</p>	<p>During the 2024-2025 school year, the percent of students scoring proficient in all ELA EOC courses will increase from 30% (approximately 175 students) to 34% (approximately 205 students) as measured by the summative assessments. During the 2024-2025 school year, the percent of students scoring below proficient in ELA courses grades 9-10 will decrease from 51% (approximately 775 students) to 47% (approximately 700 students) as measured by Scholastic RI assessment.</p>					
<p 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 align="center">Resources</p>	<p align="center">Funding Source(s) <i>SWP Checklist 5.e</i></p>	<p align="center">Start Date</p>	<p>How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a 34 CFR § 200.26</i></p>	<p>How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.b 34 CFR § 200.26</i></p>	<p align="center">People Responsible</p>
<p>All teachers will engage in continuous professional learning on teacher capacity to demonstrate use of evidence-based instructional strategies monthly as indicated by PL sign-in sheets.</p>	<p>Title I Academic Coaches, District Leaders, and Metro RESA</p>	<p>Title I</p>		<p>Implementation Performance Target: 100% of teachers will participate in professional development monthly during their planning period, as evidenced by a professional learning sign-in sheet.</p> <p>Implementation Plan: Beginning in August 2024, Academic Coaches and teacher leaders will deliver professional learning on an evidence-based strategy every 6-8 weeks.</p> <p>Artifacts:</p> <ul style="list-style-type: none"> • PCC documents • PL sign-in documents • Walkthrough forms 	<p>Evaluation Performance Target: By February 2025, 70% of students will demonstrate passing on monthly common ELA assessments administered after using an evidenced-based instructional strategy.</p> <p>Evaluation plan: Beginning in August 2024, ELA teachers will administer common formative assessments. The results will be entered into the data monitoring document and discussed during weekly data digs. The results will assist teachers in redelivering instruction.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Biweekly Assessment Data • Teacher survey • Student survey • Formative & Summative assessments 	

<p>Teachers will demonstrate the capacity to use evidence-based literacy strategies to increase reading comprehension and fluency.</p>	<p>Title I Academic Coaches, District Leaders, district-approved resources (RI,i-Ready, Membean)</p>	<p>Title I</p>		<p>Implementation Performance Target: 100% of teachers will integrate evidence-based reading strategies to increase opportunities for students to use reading strategies collaboratively and independently during lesson planning and execution.</p> <p>Implementation Plan:</p> <p>Beginning September 2024, teachers will implement weekly lessons modeling and requiring students to use an evidence-based reading strategy.</p> <p>Artifacts:</p> <ul style="list-style-type: none"> • PCC documents • Lesson Plan • Formative & Summative assessments 	<p>Evaluation Performance Target:</p> <p>By April 2025, 60% of students will demonstrate proficiency on summative assessments after using an evidenced-based instructional strategy.</p> <p>Evaluation plan: Beginning August 2024, ELA teachers will administer summative assessments. These results will be entered into the data monitoring document to be discussed during data dig. The results will be shared with admin monthly.</p> <p>Evidence: Assessment Data Anecdotal observation data Bimonthly RI growth reports.</p>	
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<p>GOAL #2</p>	<p>During the 2024-2025 school year, the percentage of math students scoring proficient will increase from 35% (approximately 164 students) to 38% (approximately 194 students) as measured by the EOC data. During the 2024-2025 school year, the non-EOC math courses for the FY25 school year will have 300 students score in the proficient and distinguished level on summative assessments.</p>					
<p>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>Resources</p>	<p>Funding Source(s) <i>SWP Checklist 5.e</i></p>	<p>Start Date</p>	<p>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>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>People Responsible</p>
<p>All teachers will engage in continuous professional learning on teacher capacity to demonstrate use of evidence-based instructional strategies monthly as indicated by PL sign-in sheets.</p>	<p>District Title I Academic Coaches, District Leaders, and Metro RESA</p>	<p>Title I</p>		<p>Implementation Performance Target:</p> <p>100% of teachers will attend professional learning by September 2024 as evidenced by PL sign-in sheets.</p> <p>Implementation Plan:</p> <p>August:</p> <ul style="list-style-type: none"> • Metro RESA representative will deliver professional learning on unpacking the new math standards. • Math AC will deliver professional learning to increase student engagement. <p>September:</p> <ul style="list-style-type: none"> • Metro RESA representative will deliver professional learning on unpacking the new math standards • Math AC will begin weekly instructional walkthroughs focusing on implementing instructional strategies. 	<p>Evaluation Performance Target:</p> <p>By February 2025, 70% of students will demonstrate proficiency on monthly common math assessments administered after using an evidenced-based instructional strategy.</p> <p>Evaluation plan:</p> <p>Beginning in August 2024, math teachers will administer common formative assessments. The results will be entered into the data monitoring document and discussed during weekly data digs. The results will assist teachers in redelivering instruction.</p> <p>Evidence:</p> <p>Assessment Data Student Survey Teacher survey</p>	<p>Math Academic Coach, Math administrator, Title I local school administrator</p>

				<ul style="list-style-type: none"> PCCs will select and implement instructional strategies <p>October:</p> <ul style="list-style-type: none"> Metro RESA representative will deliver professional learning on unpacking the new math standards Math AC will continue instructional walkthroughs focusing on instructional strategies <p>November:</p> <ul style="list-style-type: none"> Metro RESA representative will deliver professional learning on unpacking the new math standards PCCs will measure the effectiveness of strategies. <p>Artifacts:</p> <ul style="list-style-type: none"> PCC documents PL sign-in documents Formative & Summative assessments Walkthrough forms 		
9 th grade math teachers will use math manipulatives monthly during SOAR intervention time as indicated in the SOAR lesson plan.	District Title I Academic Coaches, District Leaders, and Metro RESA	Title I		<p>Implementation Performance Target:</p> <p>100% of 9th grade math teachers will incorporate manipulatives during dedicated SOAR time by December 2024 as evidenced by the SOAR documentation.</p> <p>Implementation Plan:</p>	<p>Evaluation Performance Target:</p> <p>By January 2025, 70% of students will demonstrate proficiency on common summative assessments.</p> <p>Evaluation plan: Beginning August 2024, 9th math teachers will administer</p>	Math Academic Coach Math administrator Math department chair

				<p>August:</p> <ul style="list-style-type: none"> 9th grade math teachers will receive training on how to use manipulatives for the September SOAR week. <p>September:</p> <ul style="list-style-type: none"> Teachers will use manipulatives during SOAR week. Teachers will give summative assessment. Teachers will receive training for October manipulative use during October SOAR week. <p>October:</p> <ul style="list-style-type: none"> Teachers will use manipulatives during SOAR week. Teachers will give a summative assessment. Teachers will receive training for November SOAR week. <p>November:</p> <ul style="list-style-type: none"> Teachers will use manipulatives during SOAR week. Teachers will receive training for January SOAR week. <p>Artifacts:</p> <ul style="list-style-type: none"> PCC documents Summative data results SOAR week documentation Weekly lesson plans PL sign-in sheets 	<p>common summative assessments. These assessments will be documented in the data monitoring document. The data will be driving future dedicated SOAR time.</p> <p>Evidence:</p> <ul style="list-style-type: none"> PCC data monitoring document Summative assessment Student surveys Teacher surveys Teachers will give a summative assessment. 	
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				Implementation Performance Target: Implementation Plan: Artifacts:	Evaluation Performance Target: Evaluation plan: Evidence:	

<p>GOAL #3</p>	<p>During the 2024-2025 school year, the percentage of US History EOC students scoring proficient and distinguished on the US History EOC will increase from 39% (approximately 223 students) to 43% (approximately 245 students) as measured by the 2024-2025 US History EOC</p> <p>During the 2024-2025 school year, the percentage of non-EOC students scoring proficient and distinguished will increase from 30% (approximately 600 students) to 34% (680 students) as measured by the 2024-2025 Summative Assessments</p>					
<p>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>Resources</p>	<p>Funding Source(s) <i>SWP Checklist 5.e</i></p>	<p>Start Date</p>	<p>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>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>People Responsible</p>
<p>All teachers will engage in professional learning on evidence-based strategies to build teacher instructional capacity which will impact overall student achievement.</p>	<p>District Title I Academic Coaches, District Leaders</p>	<p>Title I</p>		<p>Implementation Performance Target: 100% of teachers will attend professional learning by September 2024 as evidenced by PL sign-in sheets.</p> <p>Implementation Plan: Beginning August 2024, Academic Coaches and teacher leaders will deliver professional learning on an evidence-based strategy every 6-8 weeks.</p> <p>Artifacts:</p> <ul style="list-style-type: none"> • PCC documents • PL sign-in documents • Formative & Summative assessments • Walkthrough forms 	<p>Evaluation Performance Target: By February 2025, 70% of students will demonstrate a passing/proficiency rate on common Social Studies assessments administered after using an evidenced-based instructional strategy.</p> <p>Evaluation plan: Beginning August 2024, Social Studies teachers will administer common formative and summative assessments for each unit of study. These results will be entered into the data monitoring document to be discussed during weekly data dig. The results will assist teachers in the redelivery of instruction.</p> <p>Evidence:</p>	

					<ul style="list-style-type: none"> Formative and Summative Assessment Data Teacher Reflection/Survey 	
Teachers will implement Literacy Strategies monthly during instruction to increase student proficiency, as indicated by walk-through data.	District Title I Academic Coaches, District Leaders	Title I		<p>Implementation Performance Target:</p> <p>100% of Social Studies teachers will integrate and implement literacy based instructional strategies during instruction.</p> <p>Implementation Plan:</p> <p>Beginning August 2024, teachers will integrate literacy based instructional strategies weekly.</p> <p>Artifacts:</p> <ul style="list-style-type: none"> PCC documents Lesson Plan Walkthrough Calendar Walkthrough forms Formative & Summative assessments 	<p>Evaluation Performance Target:</p> <p>By April 2025, 60% of students will demonstrate proficiency in Summative Unit Assessments.</p> <p>Evaluation plan:</p> <p>Beginning in August 2024, teachers will work within their collaborative teams to discuss the implementation of literacy-focused instructional strategies, and their effectiveness based on formative and summative assessment data.</p> <p>Beginning in August 2024, the Academic Coach will conduct lesson plan reviews and weekly walkthroughs for evidence of implementing literacy strategies.</p> <p>Beginning August 2024, Social Studies teachers will administer common formative and summative assessments. The results will be entered into the data monitoring document and discussed during the data dig.</p> <p>Evidence:</p>	

					Assessment Data Anecdotal observation data Work Samples from Students Walkthrough data	
				Implementation Performance Target: Implementation Plan: Artifacts:	Evaluation Performance Target: Evaluation plan: Evidence:	

<p>GOAL #4</p>	<p>During the 2024-2025 school year, the percentage of Biology EOC students scoring proficient and distinguished will increase from 41% (273 students) to 45% (298 students) as measured by the 2024-2025 Biology EOC.</p> <p>During the 2024-2025 school year, the percentage of non-EOC students scoring proficient and distinguished will increase from 27% (162 students) to 30% (180 students) as measured by the 2024-2025 Summative Assessments.</p>					
<p>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>Resources</p>	<p>Funding Source(s) <i>SWP Checklist 5.e</i></p>	<p>Start Date</p>	<p>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>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>People Responsible</p>
<p>1. Teachers will engage in continuous professional learning on evidence-based strategies to build teacher instructional capacity, which will impact overall student achievement.</p>				<p>Implementation Performance Target: 100% of teachers will attend professional learning by October 2024 as evidenced by PL sign-in sheets.</p> <p>Implementation Plan: Beginning November 2024, Academic Coaches and participants will deliver professional learning on an evidence-based strategy every 6-8 weeks.</p> <p>Artifacts:</p> <ul style="list-style-type: none"> • PCC documents • PL sign-in documents • Summative assessments • Walkthrough forms 	<p>Evaluation Performance Target: By January 2025, 70% of students will demonstrate proficiency on Summative Assessments.</p> <p>Evaluation plan: Beginning August 2024, Science teachers will administer common assessments for each unit of study. The results will be entered into the Data Monitoring Document, each teacher will analyze and reflect on their own student data and be prepared to discuss it during the PCC Data Dig Meetings. The results will assist teachers with deciding on needed pivots/ interventions, including redelivery of instruction.</p> <p>Evidence: Unit Assessment Data EOC Assessment Data Walkthrough Data</p>	

<p>2. Teachers will implement Literacy Strategies monthly during instruction to increase student proficiency as indicated by walk through data.</p>				<p>Implementation Performance Target:</p> <p>Implementation Target-100% of our teachers will implement Literacy strategies by December 2024 as evidenced by monthly walks.</p> <p>Implementation Plan:</p> <p>Preplanning: Teachers will participate in Literacy Strategies PD</p> <p>September:</p> <ol style="list-style-type: none"> 1. Teachers-Implement Literacy Strategies 2. PCCs: Analyze current common assessments during Data Digs 3. PCCs: Revise assessments, if necessary, based on data <p>October:</p> <ol style="list-style-type: none"> 4. Monthly walk-throughs focusing on Literacy Strategies begin September 2024 5. Teachers: Implement revised assessments <p>Artifacts: PD Presentations Data Monitoring Document Walkthrough Data PCC Schedule</p>	<p>Evaluation Performance Target:</p> <p>By January 2025, 70% of students will demonstrate proficiency on Summative Assessments.</p> <p>Evaluation plan: Beginning October 2024, teachers will demonstrate use of the strategies and adjustments will be made to instructions based on the Walkthrough feedback.</p> <p>Evidence: Unit Assessment Data EOC Assessment Data Walkthrough Data</p>	
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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 Annual Title I Meeting <u>Deadline: September 30, 2024</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>	September 19, 2024		<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 Fall Input Survey/ Evaluation (secondary method) <u>Deadline: November 4, 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>	October 11, 2024		<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 Spring Input Meeting and Survey (primary method) <u>Deadline: April 30, 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>	April 17, 2025		<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 FOUR Building Staff Capacity Opportunities (Do not need to be listed in the Policy) Teacher 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 school <u>Deadlines:</u> PL#1- 9/20/24 PL#2- 12/6/24 PL#3- 2/14/25 PL#4- 4/25/25</p>	PL#1- 9/19/24		<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
	PL#2- 12/5/24		
	PL#3- 2/13/25		
	PL#4- 4/24/25		
<p>5. Required Transition Activities for parents of students entering or exiting our school (Multiple options, not just visit the school) Parents will have an opportunity to learn about the next grade level in their child's education. Briefly describe the transition activities here: Pebblebrook Transition Parent Meetings are: "Transition to Adulthood" 12th Grade Parent Meeting & Rising 9th Grade Parent Meeting.</p>	9 th - 5/14/25 12 th - 4/23/25		<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> -School Policy -School Compact -9th Grade Class Credit Manual -Event Flyers & Forms</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
Falcon "Fly By" Open House (Fall Semester)	<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 checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4	Parent Resource Room; supplies; IWC interpreters		7/30/24	Sign Up Sheets & Meeting Evaluation forms	Parent Facilitator
Falcon "Fly By" Open House (Spring Semester)	<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 checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4	Parent Resource Room; supplies; IWC interpreters		1/30/24	Sign Up Sheets & Meeting Evaluation forms	Parent Facilitator
	<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					Parent Facilitator

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)

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)**

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)**

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)**

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)**

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: The school improvement committee includes District Leaders, Teachers, Paraprofessional, Parent Facilitators Academic Coaches, Principal/Assistant Principals, and community members. Pebblebrook High School has completed three years with Discovery Education and the Spotlight on Strategies (SOS) that are available to all staff and used with fidelity to increase student engagement. Our monthly staff meetings are an additional opportunity for all stakeholders to celebrate the accomplishments of our students and learn a new teaching strategy. Information was compiled from the software materials, Edmentum (formerly GradPoint), Delta Math, RI/MI data and End of Course (EOC) exams. Pebblebrook will work with Title III to provide support for EL and dual-served students. Additionally, we will use 20-day funds to help support our students that are in need. Pebblebrook high school has a thriving Career and technical education program. New pathways are needed to continue exposure for students to real world opportunities. Targeted support is provided from Title I personnel and this support helps to target students that are not performing at grade level. Pebblebrook has used the services of Communities in Schools to bring programs like REALTY U to the students and the many volunteers that make this program a success. Cobb County School

district has Professional Development opportunities for certified personnel. They provide support and monitor teacher planning and lesson execution to ensure teachers understand what standards mean, address the targets/skills that students must be able to learn to master the standards during instruction, and effectively assess student learning using CTLs. These federal, state, and local programs will work together to meet the needs of the students and families.

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: Pebblebrook High School regularly monitors schoolwide data (EOC and six-week Course Pass Rates) and the implementation of results achieved. The various schoolwide programs are shared with all stakeholders. Data from the State’s annual assessments and other indicators of academic achievement are posted on the school website. Social Media is an additional stream of information that is used by the principal. CTLs Parent and printed media is shared with parents electronically and by the United States Post Office. A weekly dial out from the principal is made on Sunday evenings

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: A Plethora of data points are considered: EOC scores, ACCESS scores, Graduation rate, common assessments and promotion to the next grade level to meet the needs and address the challenges of Pebblebrook HS. During the summer, June and July teachers are meeting to start to plan for the next school year. The discussion is centered around decreasing the number of students that score in the basic category and moving students from developing to proficient and proficient to distinguished on EOC. Pebblebrook High school determines these planning measures a success with emphasis on the schoolwide program and has been effective in increasing the achievement of students in meeting the challenging State academic standards and with the CCCRPI scores which is comprised of the Climate Survey.

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: The schoolwide plan will be revised as necessary. The document is fluid and continuous reflection is done every six weeks after we have a progress report. The teachers review the data and complete a reflection how they will improve grades and remediate students that missed mastery of the standard. When the data shows gaps. We use this data to revise the SIP. All students are considered when we make decisions. The PCCs Pebblebrook Collaborative Communities monitor student progress, share ideas and strategies and discuss next steps to meet the school wide goals.

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: At Pebblebrook High School it is the belief that all children will learn, ALL means all! Pebblebrook provides the following to improve students’ skills outside the academic subject areas a Multitiered System of Support (MTSS), CTLS for instruction and assessment, and Counselors conduct team meetings to revisit the RTI (Response to Intervention) data that was collected in Elementary and Middle school. At Pebblebrook High School postsecondary education and the workforce opportunities are introduced with our Dual Enrollment Program, Advanced Placement, and through Counseling incentives like college visits. For this FY 2024–2025-year student will have the opportunity to enroll in Work Based Learning. Our JROTC program has the ASVAB test annually. This gives also give students an opportunity to join the armed forces if they have an interest. MTSS uses a data-informed framework that allows educators to ensure that most students are responding to core instruction. Within an MTSS framework, teachers at Pebblebrook can thoughtfully use resources appropriately while analyzing data that impact the effectiveness of their instruction. Using the MTSS model, CCSD can also close the gap on common challenges within our school such as: Limited resources and lack of program effectiveness. There are three levels: 1. Instructions, 2. Targeted Group Intervention, and 3. Intensive Individualized Interventions. When students are classified as a Tier 3 we illicit the help of additional support staff to give the student additional resources.

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:

Professional learning will address teacher understanding of standard expectations and how to use the knowledge to instruct and assess.

- Teachers will continue to analyze assessment data to establish and monitor progress of students, determine effectiveness of teaching, and identify opportunities to remediate/extend learning. Professional development is for all teachers, new and veteran. Teachers will be utilizing strategies to enhance learning acquisition some strategies may include
- Small group instruction

- Scaffolding to support student acquisition of learning.
- Explicit teaching and modeling.
- Data analysis and monitoring of student progress to inform instructional practice employed during small group instruction.

Investigate and agree on what proficiency looks like for each standard and integrate unit assessment plan and calendar that encompasses schoolwide assessment and data. The following are research-based practices in professional development that support career-long development of teaching and student learning:

- Provide on-going learning opportunities for all
- Improve teaching and learning
- Target student outcomes and goals of schools and districts
- Set time aside to allow teachers to implement new techniques learned and to plan collaboratively
- Establish study groups (e.g., book studies, professional magazine articles, etc.)
- Involve all teachers including Special Education, ESOL, paraprofessionals and specialists (music, art, science, math, and physical education)

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: N/A

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: At Pebblebrook High School postsecondary education and the workforce opportunities are introduced with our Dual Enrollment Program, Advanced Placement, and through Counseling incentives like college visits. For this FY 2024–2025 school year students will have the opportunity to enroll in Work Based Learning or work inside the school store The Brook Spot. Our JROTC program has the ASVAB test annually. This also gives students an opportunity to join the armed forces if they have an interest. Job fairs and employment shadowing is another opportunity for our students to participate in careers that they may not have a lot of information about. College recruiters come to the school consistently to share with students that are interested in 2year, 4 year, or technical schools

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

17. Pebblebrook'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*