

School Name: Pebblebrook High School
Date: 6/15/2024

GOAL #1 Literacy	The percentage of students scoring at, or above level reading Lexile will increase from 70% to 74% as measured by the EOC assessment data. The non-EOC ELA courses for the FY26 school year will have 65% of students score at or above level on the final reading comprehension exam.
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Action Step(s) 1. ELA teachers will participate in monthly professional learning sessions to develop and demonstrate effective use of evidence-based reading and writing strategies. 2. Teachers will engage in weekly collaborative planning sessions to design and refine rigorous, standards-aligned lessons using the deconstructed new ELA standards, incorporating evidence-based reading, and writing strategies for all students. 3. Reading support courses will be implemented to support students reading below grade level in 9 th and 10 th grade.	Start Date July 2025	What is the desired outcome of the action step? How will the action step be implemented? What artifacts will be used to show implementation? What evidence will be used to progress monitor the outcome?
		Performance Target: At least 90% of ELA teachers will attend and actively engage in monthly professional learning sessions, as evidenced by sign-in sheets, agendas, and facilitator feedback forms. - Preplanning: - Review student Lexile data from previous years to identify trends and instructional needs. - Identify monthly evidence-based reading instructional strategies. - Align units with academic vocabulary and Greek and Latin morphemes. - Plan interventions for students below grade level - August-September:

- The academic coach will deliver professional learning on reading instruction practices: close reading strategies and modeling with think-aloud.
- The academic coach will deliver professional learning on effective writing instructional practices.
- Administer baseline Lexile assessments and analyze results in PLCs
- Student Lexile goal setting.
- Integrate explicit Greek and Latin morphemes and Tier 2 & 3 vocabulary instruction into all literacy blocks.
- Embed skill-building writing strategies such as: modeling & mentor texts, mini-writing workshops
- Embed weekly skill-building strategies such as:
 - Text annotation
 - Citing textual evidence
 - Context clue analysis
- Academic coaches/ CCC leads, and administrators will deliver professional learning on compelling reading instructional practices.
- Reading support courses will be used to build literacy skills of students identified as reading below grade level in 9th and 10th grade.
- **October-December:**
- Academic coach will deliver professional learning on reading instruction practices: text-dependent questioning routines (e.g., “What does the text say?”, “How do you know?”).
- Academic coach will deliver professional learning on effective writing instructional and scoring practices.
- Analyze Lexile progress and subgroup data
- Share effective reading strategies
- Implement specific strategies for interpreting informational text features and multimodal texts
- Embed skill-building writing strategies such as: peer response workshops, mini-writing workshops, revision stations
- Reading support courses will be used to build literacy skills of students identified as reading below grade level in 9th and 10th grade.
- **January-February:**
- Use PLCs to compare Lexile growth from fall.
- Teachers complete a strategy reflection survey to identify which strategies most effectively supported Lexile growth.
- Develop exemplar student writing samples and create criteria for proficient, distinguished writing.
- Academic coach will deliver professional learning on effective writing instructional and grading practices.
- Student goal setting for Lexile growth
- Reading support courses will be used to build literacy skills of students identified as reading below grade level in 9th and 10th grade.
- **March-April:**
- Continue using conferencing to target students' Lexile levels.
- Continue common collaborative scoring analysis of student writing.
- Monitor student goal setting for Lexile growth

Academic coach will deliver professional learning on effective writing, instructional, and reading practices

- **May:**
- Administer end-of-year Lexile assessments.
- Use PLCs to compare Lexile growth from fall to spring.
- Teachers complete a strategy reflection survey to identify which strategies most effectively supported Lexile growth.
- Share effective lesson samples and tools.
- Provide input for next year's PD and instructional priorities

Artifacts:

- PL Calendar and Sign-In Sheets
- Walkthrough Forms with a focus on reading or writing strategies
- Lesson Plans with embedded Lexile-building strategies
- Anchor Charts (comprehension, vocabulary, annotation)
- Assessment Data (Lexile levels, formative and summative)
- Student work samples (annotated texts, responses, reflections)

Progress Monitoring:

By February 2026, 85% of ELA teachers will demonstrate consistent use of at least three evidence-based reading and writing strategies in lesson plans and classroom instruction

Person(s) Monitoring Implementation:

- ☒ Assistant Principals
- ☒ Academic Coaches/ Instructional Support Specialists

Frequency of Monitoring:

During monthly PCC meetings

Performance Target:

100% of ELA teachers will participate in weekly collaborative planning sessions as scheduled, with at least 90% contributing lesson components aligned to deconstructed ELA standards and incorporating evidence-based literacy strategies, as evidenced by planning artifacts and meeting minutes from the CCC.

Implementation Plan:

- **Preplanning:**
 - Provide training on unpacking the new ELA standards and identifying evidence-based strategies.
 - Develop a collaborative planning protocol and norms for CCC meetings.

- Distribute templates for standards-aligned lesson planning.
- Create shared digital Teams folders for each grade level to store artifacts and unit plans.
- **August-September:**
 - Begin weekly CCC meetings with grade-level teams.
 - Use deconstructed standards to plan first units and align lesson objectives.
 - Embed one evidence-based strategy into lessons.
 - Begin lesson plan reviews for alignment and rigor
 - Begin reviewing student work samples to assess evidence of strategy implementation.
 - Academic coach models effective literacy strategies in planning or co-teaching.
 - Include weekly formative assessment strategies in lesson planning.
- **October-December:**
 - Continue refining units with rigorous, standards-aligned tasks.
 - Focus CCC time on analyzing exemplar texts and aligning questions and writing tasks.
 - Continue reviewing student work samples to assess evidence of strategy implementation.
 - Academic coach models effective literacy strategies in planning or co-teaching.
 - Use planning time to adjust pacing or scaffolds based on student data.
 - Academic coach models effective literacy strategies in planning or co-teaching
 - Continue weekly formative assessment strategies in lesson planning
- **January-February:**
 - Use CCC time to revise and adapt Semester 1 lessons based on student performance data.
 - Continue integrating one evidence-based strategy into lessons.
 - Conduct lesson plan checks using a standards alignment rubric
 - Continue reviewing student work samples to assess evidence of strategy implementation.
 - Academic coach models effective literacy strategies in PCC.
 - Revise literacy goals and pacing for new student groups.
- **March-April:**
 - Focus CCC sessions on planning rigorous reading and writing tasks aligned to grade-level standards
 - Include formative assessment strategy in lesson planning to monitor student performance.
 - Conduct lesson plan checks using a standards alignment rubric
 - Continue reviewing student work and walkthrough data to identify trends
- **May:**
 - Teachers complete a collaborative planning reflection survey.
 - CCC teams identify strengths, gaps, and ideas for next year.
 - Leadership and instructional coaches compile and present trend data from the year.

Artifacts:

- CCC Meeting Agendas & Minutes
- Lesson Plans with Deconstructed Standard Alignment
- Annotated Standards and Unpacked Curriculum Maps

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	- Collaborative Planning Protocols and Norms - CCC Reflection Surveys (mid-year and end-of-year) Progress Monitoring: By the end of the February, 85% of collaboratively planned lessons will demonstrate alignment to the new ELA standards and integration of evidence-based reading and writing strategies. Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principals ☒ Academic Coaches/ Instructional Support Specialists Frequency of Monitoring: During weekly PCC meetings
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GOAL #2 Math	The percentage of math students scoring proficient will increase from 33% (approximately 177 students) to 36% (approximately 201 students) as measured by the EOC data. The non-EOC math courses for the FY26 school year will have 61% (approximately 530 students) to score in the proficient and distinguished level on the final exam.
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Action Step(s) 1. Math teachers will participate in monthly professional learning sessions to develop and demonstrate effective use of evidence-based instructional strategies. 2. Math teachers will analyze student performance data weekly with their collaborative team to inform adjustments to instructional plans and assessments that are responsive to identified student needs	Start Date July 2025	What is the desired outcome of the action step? How will the action step be implemented? What artifacts will be used to show implementation? What evidence will be used to progress monitor the outcome?
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	Performance Target: Approximately 85% of teachers participate in professional learning every month, as evidenced by PL sign-in sheets. Implementation <i>(include person responsible):</i> Preplanning: Math teachers, academic coaches, and Title I coaches will deliver professional learning on strategies to improve the delivery of math instruction. August-September: Math teachers, academic coaches, and Title I coaches will deliver professional learning on strategies to improve the delivery of math instruction. October-December: Math teachers, academic coaches, and Title I coaches will deliver professional learning on strategies to improve the delivery of math instruction. January-February: Math teachers, academic coaches, and Title I coaches will deliver professional learning on strategies to improve student engagement in math classes. March-April: Math teachers/academic coaches/Title I coaches will deliver professional learning on strategies to improve student engagement in math classes. May: Math teachers/academic coaches/Title I coaches will deliver professional learning on strategies to improve student engagement in math classes. Artifacts: PCC Documents PL Sign-In Sheets Walk-through Forms Assessment Data Progress Monitoring: By December 2025, 70% of students will demonstrate proficiency on common summative assessments administered after using an evidenced based instructional strategy. Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principals ☒ Academic Coaches/ Instructional Support Specialists Frequency of Monitoring: During weekly PCC meetings
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	Performance Target: 100% of math teachers will participate in weekly collaboration & data digs with content teams as evidenced by PCC meeting minutes. Implementation <i>(include person responsible):</i> Preplanning: PCC Leads will lead training on data protocols, data monitoring documents, and district assessment platforms (Delta Math, Progress Learning, & CTLs) PCC will determine the weekly schedule for collaborative meeting times. PCC will develop an assessment schedule August-September: PCC Leads will train teachers to interpret data and adjust instructional plans based on trends. (What are student strengths/needs?) PCC will ensure common assessments align with standards and instructional shifts October-December: Teacher-led interventions in response to student needs. Collaboratively develop mini lessons. Mid-year reflection and observation feedback January-February: PCC will revisit norms and protocols and adjust pacing guides and instructional plans based on 1st semester data March-April: Teachers will begin compacting and remediation activities based on common assessments May: Teachers will identify standards needing reteaching before summative assessments & EOC. Artifacts: PCC Documents Lesson Plans Data monitoring document Progress Monitoring: By February 2026, 70% of students will demonstrate proficiency on common math assessments administered after instructional adjustments. Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principals ☒ Academic Coaches/ Instructional Support Specialists Frequency of Monitoring:
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Weekly during each PCC meeting
 PCC Observation by Academic Coach

GOAL #3 School Selected	The percentage of students promoted to the next grade level will increase by 10% percent each semester.
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Action Step(s)	Start Date	What is the desired outcome of the action step? How will the action step be implemented? What artifacts will be used to show implementation? What evidence will be used to progress monitor the outcome?
- Six- and nine-week student performance data will be evaluated, and students will have the opportunity to attend course extension to reengage and demonstrate mastery of the standards. - Students who are not passing at the six- and nine-week grading period will be invited to before and after school tutoring to		Performance Target: By offering additional interventions, more students will be promoted to the next grade level and stay on target for graduation in four years by passing all classes each semester. Implementation (include person responsible): - Teacher of record (TOR) along with collaborative teams will create lessons and opportunities that allow students to reengage with the standards with enrichment activities before retesting. - During SOAR week, students who are not passing classes or most recent assessment will have alternate placement options provided with similarly performing students to receive additional support for standards mastery. - Academic Coaches will continue to provide teachers with professional development on student engagement strategies to support learning.

receive additional support for standards mastery. 3. Students who are not passing at the six- and nine-week grading period will attend Saturday school to receive additional support for standards mastery. 4. Students who are not passing their classes at the six- and nine-week grading period will have extended learning time during SOAR week with homogenous student performance placement.	Artifacts: 1. Pre and post summative assessment data. 2. Six- and Nine-week grading report card. 3. Saturday school, before and after school tutoring student attendance rosters. Progress Monitoring: Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principals ☒ Academic Coaches/ Instructional Support Specialists Frequency of Monitoring: During weekly PCC meetings Student performance monitored weekly in common formative assessments. Student performance monitored weekly in data portion of CCC collaborative form. Student performance monitored in six- and nine-week grading report card.
	Performance Target: Implementation (<i>include person responsible</i>): Artifacts: Progress Monitoring:

Final Notes
Principal Signature
Assistant Superintendent