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## Basic Information

Plan Entity Name: FY 2023 Pinnacle Academy One Plan (1)

Plan Fiscal Year: FY 2023

Cohort #: 3

District IRN: 000543

Plan Status: Plan Agency Approved

Revision #: 1

Primary Contact: undefined (OEDS Principal)

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Address:

## Plan Information

### 1. Goal #1 of 2

#### 1. Root Cause Analysis

In order to improve overall student behavior teacher must use be trained to find root causes of behaviors, develop goals, create an action plan, and choose indicators to track progress and follow the plan with fidelity in order to see a positive change in minor disruptive behavior.

#### 2. SMART Goal Statement

By **06/09/2025** we will improve the performance of **All Students, Elementary** students at/in **Pinnacle Academy** to **decrease 15.00 %** in **Behavior** using **Discipline Occurrences**.

#### 3. Student Measures

##### 1. Student Measure #1

Every **Trimester, Behavior - Leadership Experience Report** of **All Students** will be monitored by **Staff, Administration**, with an overall improvement of **decrease 15.00 %** by the end of the plan.

11/30/202202/28/202306/16/202311/30/202302/29/202406/16/202411/30/202402/28

/202506/16/2025

#### 4. Strategies and Actions

##### 1. Strategy #1: School Climate and Supports

###### 1. Strategy Level: Level 1

###### 2. Description:

A universal, school-wide prevention strategy aimed at reducing behavior problems that lead to office discipline referrals and suspensions, and change perceptions of school safety. Students in the SWPBIS schools received significantly fewer school suspensions than students in schools that did not receive SWPBIS training. Perceptions of safety improved in the schools that implemented SWPBIS, but declined in the schools that did not implement SWPBIS.

###### 3. Embedded Plan Requirement(s):

- This strategy addresses the district improvement requirement for addressing the specific needs of priority or focus in buildings in the LEA Plan ESEA Section 1111.

###### 4. Action Steps

###### 1. Start Action Step: 2023, End Action Step: 06/09/2023

Professional Learning Communities (PLCs), with BLT support, will learn to implement their chosen evidence-based strategy as it is intended.

###### Participant(s):

- Positive Behavior Intervention Support Team
- Instructional Coaches
- Building Leadership Teams
- Support Staff
- Building Leadership
- Principals
- Staff
- Teachers

###### 2. Start Action Step: 2024, End Action Step: 06/07/2024

TBTs will gather data regarding the implementation of the evidence-based strategy and share at the TBT meetings, for the purpose of team growth and learning.

Participant(s):

- Positive Behavior Intervention Support Team
- Building Leadership Teams
- Teacher-Based Teams
- Support Staff
- Building Leadership
- Principals
- Staff
- Teachers

3. Start Action Step: 2025, End Action Step: 06/06/2025

Develop and update annually a districtwide implementation guide for PBIS, with common district language, resources, expectations for implementation, timelines.

Participant(s):

- Building Leadership
- Support Staff
- Teacher-Based Teams
- Building Leadership Teams
- Positive Behavior Intervention Support Team
- Principals
- Staff
- Teachers

5. Adult Measures

1. Adult Measure #1

- School Climate and Supports

Every **Semester, Behavior - Implementation Data** of **Elementary Staff** will be monitored by **Administration**, with an overall improvement of **decrease 15.00 %** by the end of the plan.

12/31/202205/31/202312/31/202305/31/202412/31/202405/31/2025

6. Funding Sources

1. FY 2023

Professional Learning Communities (PLCs), with BLT support, will learn to implement their chosen evidence-based strategy as it is intended.

General Fund Title I-A Improving Basic Programs

2. FY 2024

TBTs will gather data regarding the implementation of the evidence-based strategy and share at the TBT meetings, for the purpose of team growth and learning.

Title II-A Supporting Effective Instruction General Fund

3. FY 2025

Develop and update annually a districtwide implementation guide for PBIS, with common district language, resources, expectations for implementation, timelines.

Title I-A Improving Basic Programs

2. Goal #2 of 2

1. Root Cause Analysis

Pinnacle Academy gen ed teachers, intervention staff and intervention specialist need more professional development and training on implementing Reading and ELA best practices in the classroom. They also need training and PD on differentiated learning and formative assessment practices to assist all struggling students and close large learning gaps.

2. SMART Goal Statement

By **06/06/2025** we will improve the performance of **All Students, All Grades** students at/in **Pinnacle Academy** to **increase 10.00 %** in **Reading/Literacy** using **District Formative Assessments**.

3. Student Measures

1. Student Measure #1

Every **Quarter, Reading/Literacy - District Short Cycle Assessments** of **All Students** will be monitored by **Staff**, with an overall improvement of **increase 10.00 %** by the end of the plan.

10/31/202212/31/202203/31/202305/31/202310/31/202312/31/202303/31/202405/31/202410/31/202412/31/202403/31/202505/31/2025

4. Strategies and Actions

1. Strategy #1: Curriculum, Instruction and Assessment

1. Strategy Level: Level 4

2. Description:

Incorporate small group instruction during reading group, using two teachers in the classroom. The benefits of small-group instruction, which include more efficient use of teacher and student time, increased instructional time,

increased peer interaction, and opportunities for students to improve generalization of skills.

3. Embedded Plan Requirement(s):

- This strategy addresses the district improvement requirement for addressing the specific needs of priority or focus in buildings in the LEA Plan ESEA Section 1111.

4. Action Steps

1. Start Action Step: 2023, End Action Step: 06/09/2023

Provide ongoing professional development opportunities aligned to the Ohio Professional Development Standards.

Participant(s):

- Teachers
- Staff
- Principals
- Building Leadership
- Support Staff

2. Start Action Step: 2024, End Action Step: 06/07/2024

Develop forms to document the work of the TBTs/BLTs as well as provide evidence of the implementation of the 5-step process.

Participant(s):

- Teachers
- Principals
- Building Leadership
- Teacher-Based Teams

3. Start Action Step: 2025, End Action Step: 06/06/2025

TBTs will gather data regarding the implementation of the evidence-based strategy and share at the TBT meetings, for the purpose of team growth and learning.

Participant(s):

- Teachers
- Staff
- Principals
- Building Leadership
- Support Staff
- Teacher-Based Teams

5. Adult Measures

1. Adult Measure #1

- Curriculum, Instruction and Assessment

Every **Month, Reading/Literacy - Completion of Task of English Language Arts Teachers, Reading/Literacy Teachers and Intervention Teachers** will be monitored by **Staff**, with an overall improvement of **increase 10.00 %** by the end of the plan.

07/30/202208/30/202209/29/202210/30/202211/29/202212/30/202201/30/202302/27
/202303/30/202304/29/202305/30/202306/29/202307/30/202308/30/202309/29/2023
10/30/202311/29/202312/30/202301/30/202402/28/202403/30/202404/29/202405/30
/202406/29/202407/30/202408/30/202409/29/202410/30/202411/29/202412/30/2024
01/30/202502/27/202503/30/202504/29/202505/30/202506/29/2025

## 6. Funding Sources

### 1. FY 2023

Provide ongoing professional development opportunities aligned to the Ohio Professional Development Standards.

Title II-A Supporting Effective Instruction ESSER

### 2. FY 2024

Develop forms to document the work of the TBTs/BLTs as well as provide evidence of the implementation of the 5-step process.

General Fund Title I-A Improving Basic Programs

### 3. FY 2025

TBTs will gather data regarding the implementation of the evidence-based strategy and share at the TBT meetings, for the purpose of team growth and learning.

Title II-A Supporting Effective Instruction General Fund