



Print Time: 7/14/2025 8:53:39 AM

Print by: Mahoney, Kathleen A

Email: (not available)

Basic Information

Plan Entity Name: FY 2024 Pinnacle Academy One Plan (1)

Plan Fiscal Year: FY 2024

Cohort #: 3

District IRN: 000543

Plan Status: Plan Agency Approved

Revision #: 1

Primary Contact:

Primary Contact Email:

Primary Contact Phone: (216) 731-0127

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 **06/10/2026** we will improve the performance of **All Students, Elementary** students at/in **Pinnacle Academy** to **decrease 10.00 %** 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.

12/01/202403/01/202506/17/202512/01/202503/01/202606/17/2026

2. Student Measure #2

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.

12/01/202403/01/202506/17/202512/01/202503/01/202606/17/2026

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. Action Steps

1. Start Action Step: 2024, End Action Step: 07/05/2025

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: 2025, End Action Step: 06/10/2026

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
- Instructional Coaches
- Support Staff
- Building Leadership
- Principals
- Staff
- Teachers

3. Start Action Step: 2026, End Action Step: 06/10/2026

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

Participant(s):

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.

01/01/202506/01/202501/01/202606/01/2026

6. Funding Sources

1. FY 2024,2025

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

General Fund Title II-A Supporting Effective Instruction

2. FY 2025,2026

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.

General Fund Title II-A Supporting Effective Instruction

3. FY 2026

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

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 **06/06/2026** 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 Formative Assessments** of **All Students** will be monitored by **Staff**, with an overall improvement of **increase 10.00 %** by the end of the plan.

11/01/202401/01/202504/01/202506/01/202511/01/202501/01/202604/01/202606/01

/2026

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. Action Steps

1. Start Action Step: 2024, End Action Step: 06/10/2026

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

Participant(s):

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

2. Start Action Step: 2025, End Action Step: 06/30/2026

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):

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

3. Start Action Step: 2026, End Action Step: 06/30/2026

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):

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

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.

08/31/2024	09/30/2024	10/31/2024	11/30/2024	12/31/2024	01/31/2025	02/28/2025	03/31/2025
04/30/2025	05/31/2025	06/30/2025	07/31/2025	08/31/2025	09/30/2025	10/31/2025	11/30/2025
12/31/2025	01/31/2026	02/28/2026	03/31/2026	04/30/2026	05/31/2026	06/29/2026	

6. Funding Sources

1. FY 2024,2025,2026

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

Title I-A Improving Basic Programs Title II-A Supporting Effective Instruction General
--

Fund

2. FY 2025,2026

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 Title II-A Supporting Effective

Instruction

3. FY 2026

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.

General Fund Title I-A Improving Basic Programs
