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Basic Information

Plan Entity Name: FY 2027 Pinnacle Academy One Plan (0)

Plan Fiscal Year: FY 2027

Cohort #: 3

District IRN: 000543

Plan Status: Plan Submitted for Agency Review

Revision #:

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Plan Information

1. Goal #1 of 3

1. Root Cause Analysis

Analysis of attendance, achievement, and discipline data indicates a clear pattern: high chronic absenteeism (25.6%), lower academic proficiency among chronically absent students, and increased behavioral incidents—particularly among students with disabilities, middle school students, and other vulnerable populations. These patterns suggest that while systems are in place, they are not consistently impacting outcomes. The key contributing factors within adult control include Inconsistent implementation of Tier 1 engagement and instructional practices Instruction does not consistently maximize student engagement, relevance, and rigor, contributing to disengagement, absenteeism, and behavior issues, particularly in middle school. Limited proactive attendance systems and early intervention Attendance data is monitored but not consistently used to identify and intervene early with at-risk students before they become chronically absent. Inconsistent integration of attendance, behavior, and academic supports Systems such as MTSS and PBIS are in place but are not always coordinated to address the root causes of disengagement holistically, resulting in fragmented supports. Variability in family engagement and communication practices Outreach efforts are not consistently targeted, timely, or differentiated to meet the needs of vulnerable families, limiting effectiveness in improving attendance. Inconsistent implementation of Tier 2 and Tier 3 supports Students with repeated absences or behavior incidents do not always receive timely, aligned, and intensive interventions, particularly for

students with disabilities and other high-need groups. Lack of strong systems at key transition points Data shows higher absenteeism and behavior concerns in early grades and middle school, indicating a need for stronger transition supports, routines, and expectation-setting.

2. SMART Goal Statement

By **06/08/2029** we will improve the performance of **All Students, Elementary, Middle School** students at/in **Pinnacle Academy** to **decrease 5.00 %** in **Chronic Absenteeism** using **Attendance**.

3. Student Measures

1. Student Measure #1

Every **Semester, Attendance - Attendance** of **All Students** will be monitored by **Principal, Attendance Liaison, and Assistant Principals**, with an overall improvement **decrease of 5.00 %** by the end of the plan.

01/01/202706/01/202701/01/202806/01/202801/01/202906/01/2029
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4. Strategies and Actions

1. Strategy #1: School Climate and Supports

1. Strategy Level: Level 4

2. Description:

This strategy includes ongoing professional development for staff on attendance protocols, relationship-building, and student engagement, as well as intentional family engagement practices such as regular communication, attendance education, and targeted outreach to families of students at risk of chronic absenteeism. These components ensure alignment with federal requirements for both professional learning and parent and family engagement.

3. Embedded Plan Requirement(s):

- This strategy addresses the professional development requirement for LEA Plans in ESEA Section 1114, Section 2102(b)(2)(D), 3115(c)2.
- This strategy addresses the parent engagement requirement for Title I buildings in ESEA Section 1114.
- This strategy addresses the parent engagement requirement for LEA plans in ESEA Section 1112.

4. Action Steps

1. Start Action Step: 2027, End Action Step: 06/08/2029

Attendance Monitoring & Intervention System

Implement a tiered attendance monitoring system (MTSS) to track student attendance weekly

Identify students at risk of chronic absenteeism (missing 5%–10% of days) and provide targeted interventions (check-ins, attendance plans, mentoring)

Conduct biweekly attendance team meetings to review data and adjust supports

Participant(s):

- Principals
- Building Leadership
- Attendance Liaison

2. Start Action Step: 2027, End Action Step: 06/08/2029

Positive Attendance Incentive Program

Develop and implement a schoolwide attendance incentive program (monthly rewards, raffles, recognition events)

Provide both individual and classroom-based incentives to encourage consistent attendance

Publicly celebrate improvements in attendance to reinforce positive behavior

Participant(s):

- Building Leadership
- Attendance Liaison

3. Start Action Step: 2027, End Action Step: 06/08/2029

Staff Professional Development

Provide ongoing professional development on:

Building positive student relationships

Trauma-informed practices

Culturally responsive teaching

Train staff on attendance protocols, documentation, and intervention strategies

Participant(s):

4. Start Action Step: 2028, End Action Step: 06/08/2029

Family Engagement & Communication

Communicate attendance expectations and updates through monthly newsletters, calls, and School Connect messages

Host family workshops or events focused on the importance of attendance and strategies to support students

Conduct personalized outreach (calls, meetings, home visits when appropriate) for students with attendance concerns

Participant(s):

5. Adult Measures

1. Adult Measure #1

- School Climate and Supports

Every **Semester, Attendance - Implementation Data** of **All Staff** will be monitored by **Principal**, with an overall improvement **increase of 20.00 %** by the end of the plan.

01/01/202706/01/202701/01/202806/01/202801/01/202906/01/2029

6. Funding Sources

1. FY 2027,2028,2029

Attendance Monitoring & Intervention System Implement a tiered attendance monitoring system (MTSS) to track student attendance weekly Identify students at risk of chronic absenteeism (missing 5%–10% of days) and provide targeted interventions (check-ins, attendance plans, mentoring) Conduct biweekly attendance team meetings to review data and adjust supports

General Fund Title IV-A Student Support and Academic Enrichment Title I-A

Improving Basic Programs

2. FY 2027,2028,2029

Positive Attendance Incentive Program Develop and implement a schoolwide attendance incentive program (monthly rewards, raffles, recognition events) Provide both individual and classroom-based incentives to encourage consistent attendance Publicly celebrate improvements in attendance to reinforce positive behavior

General Fund

3. FY 2027,2028,2029

Staff Professional Development Provide ongoing professional development on: Building positive student relationships Trauma-informed practices Culturally responsive teaching Train staff on attendance protocols, documentation, and intervention strategies

General Fund Title I-A Improving Basic Programs

4. FY 2028,2029

Family Engagement & Communication Communicate attendance expectations and updates through monthly newsletters, calls, and School Connect messages Host family workshops or events focused on the importance of attendance and strategies

to support students Conduct personalized outreach (calls, meetings, home visits when appropriate) for students with attendance concerns

Title IV-A Student Support and Academic Enrichment General Fund

2. Goal #2 of 3

1. Root Cause Analysis

Analysis of behavior data across all students and students with disabilities reveals several clear trends and patterns impacting vulnerable populations. Students with disabilities demonstrate a high frequency of repeated behavior incidents, as evidenced by 1,089 total events despite an overall decrease (-99), and a significant increase in behavior plans (from 28 to 40 to 70), indicating a growing need for intensive supports. While higher-level behaviors have decreased, the majority of incidents for this group are Level 2 behaviors (959), suggesting ongoing low-level but frequent disruptions. Across the general student population, behavior incidents have increased overall (5,015 total events, +284), with substantial growth in both Level 2 behaviors (4,411, +230) and Level 3 behaviors (485, +73), indicating that behavior challenges are not isolated to specific subgroups but reflect broader Tier 1 system needs. Grade-level data shows that students in grades 6–8, particularly grades 6 and 7, experience the highest number of behavior incidents across both students with and without disabilities, highlighting middle school as a critical area of need. Additionally, male students are disproportionately represented in behavior incidents, further identifying them as a vulnerable group. Patterns also indicate that a smaller group of students is responsible for a large portion of repeated incidents, as reflected in high events per student rates, suggesting the need for more targeted Tier 2 and Tier 3 interventions. Behavior trends peak at the beginning of the school year, particularly in September and October, and gradually decline, indicating a need for stronger systems related to expectations, routines, and relationship-building at the start of the year. Overall, the data indicates that vulnerable populations—including students with disabilities, male students, and middle school students—experience higher rates of behavior incidents, particularly repeated low-level behaviors. These patterns suggest a need to strengthen Tier 1 behavior systems, increase early intervention and support, and ensure alignment of behavioral supports with student needs to improve outcomes and reduce loss of instructional time.

2. SMART Goal Statement

By **06/08/2029** we will improve the performance of **All Students, Elementary, Middle School** students at/in **Pinnacle Academy decrease of 10.00 %** in **Discipline** using **Discipline Occurrences**.

3. Student Measures

1. Student Measure #1

Every **Trimester, Behavior - Leadership Experience Report** of **All Students** will be monitored by **Administration, Staff**, with an overall improvement **decrease of 10.00 %** by the end of the plan.

4. Strategies and Actions

1. Strategy #1: School Climate and Supports

1. Strategy Level: Level 4

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.

Embedded Plan Requirement(s):

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

3. Embedded Plan Requirement(s):

- This strategy addresses the professional development requirement for LEA Plans in ESEA Section 1114, Section 2102(b)(2)(D), 3115(c)2.

4. Action Steps

1. Start Action Step: 2027, End Action Step: 06/08/2029

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

Participant(s):

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

2. Start Action Step: 2028, End Action Step: 06/08/2029

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
 - Positive Behavior Intervention Support Team
3. Start Action Step: 2029, End Action Step: 06/08/2029

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

Participant(s):

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

5. Adult Measures

1. Adult Measure #1

- School Climate and Supports

Every **Semester, Behavior - Implementation Data** of **Elementary Staff** will be monitored by **Principal, Administration**, with an overall improvement **increase of 20.00 %** by the end of the plan.

01/01/202706/01/202701/01/202806/01/202801/01/202906/01/2029

6. Funding Sources

1. FY 2027,2028,2029

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

Title II-A Supporting Effective Instruction General Fund

2. FY 2028,2029

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 I-A Improving Basic Programs

3. FY 2029

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

General Fund Title I-A Improving Basic Programs

3. Goal #3 of 3

1. Root Cause Analysis

Analysis of student performance data indicates that while early literacy practices are producing growth (K–2), this growth is not translating into sustained proficiency in grades 3–8, particularly in reading comprehension and vocabulary, with persistent gaps for students with disabilities (~25% proficiency). The underlying root causes are primarily related to inconsistencies in adult implementation of evidence-based practices, specifically: Inconsistent fidelity to Tier 1 core instruction (Wit '||chr(38)||' Wisdom), particularly in the content stage, resulting in insufficient emphasis on text-based discussion, vocabulary development, and writing about reading. Lack of vertical alignment in literacy instruction, where foundational skills in early grades are not consistently built upon in upper grades to support comprehension of complex texts. Variability in Tier 2 and Tier 3 intervention implementation, including inconsistent use of data-driven instruction, progress monitoring, and alignment to core instruction, limiting effectiveness for struggling readers and students with disabilities. Inconsistent use of assessment data by staff to inform instruction and adjust practices in a timely manner. Gaps in student engagement and instructional rigor in upper grades, influenced by attendance and behavior, leading to reduced access to high-quality instruction. Another Underlying Root Cause is that new students are predominantly much lower than students that have been at Pinnacle Academy. We have to learn how to quickly close that learning gap.

2. SMART Goal Statement

By **06/08/2029** we will improve the performance of **All Students, Elementary, Middle School** students at/in **Pinnacle Academy** **increase of 10.00 %** in **Reading/Literacy** using **District Formative Assessments**.

3. Student Measures

1. Student Measure #1

Every **Quarter**, **English Language Arts - District Formative Assessments** of **All Students** will be monitored by **Staff**, with an overall improvement **increase of 10.00 %** by the end of the plan.

11/01/202601/01/202704/01/202706/01/202711/01/202701/01/202804/01/202806/01/202811/01/202801/01/202904/01/202906/01/2029
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4. Strategies and Actions

1. Strategy #1: Curriculum, Instruction and Assessment

1. Strategy Level: Level 4

2. Description:

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 professional development requirement for LEA Plans in ESEA Section 1114, Section 2102(b)(2)(D), 3115(c)2.

4. Action Steps

1. Start Action Step: 2027, End Action Step: 06/08/2029

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: 2028, End Action Step: 06/08/2029

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
- Staff
- Principals
- Support Staff
- Teacher-Based Teams

3. Start Action Step: 2029, End Action Step:

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 - Implementation Data of Reading/Literacy Teachers and Intervention Teachers** will be monitored by **Staff**, with an overall improvement **increase of 10.00 %** by the end of the plan.

07/31/202608/31/202609/30/202610/31/202611/30/202612/31/202601/31/202702/28
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10/31/202711/30/202712/31/202701/31/202802/29/202803/31/202804/30/202805/31
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01/31/202902/28/202903/31/202904/30/202905/31/202906/29/2029

6. Funding Sources

1. FY

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
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2. FY 2027,2028,2029

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

Title I-A Improving Basic Programs General Fund

3. FY 2028,2029

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 II-A Supporting Effective Instruction