

# Print Your Plan



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Print by: Schiefen, Michelle  
Email: (not available)

## Basic Information

Plan Entity Name: FY 2023 Pinnacle Academy One Plan (0)

Plan Fiscal Year: FY 2023

Cohort #: 3

District IRN: 000543

Plan Status: Archived

Revision #: 0

Primary Contact: undefined (OEDS\_Principal)

Primary Contact Email: (not available)

Primary Contact Phone: (216) 731-0127

Address: null null null null null

## Plan Information

1. Goal #1 of 2
- 1.1. 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.
- 1.2. 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**.
- 1.3. Student Measures

1.3.1. Student Measure #1

Every **Trimester, Behavior - Leadership Experience Report** of **All Students** will be measured, with an overall plan improvement of **decrease 15.00 %**.

12/01/2022	03/01/2023	06/17/2023	12/01/2023	03/01/2024	06/17/2024	12/01/2024	03/01/2025
06/17/2025							
- 1.4. Strategies and Actions

1.4.1. Strategy #1: School Climate and Supports

1.4.1.1. Strategy Level: Level 1

1.4.1.2. 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.

#### 1.4.1.3. 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.

#### 1.4.1.4. Action Steps

##### 1.4.1.4.1. 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):

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

##### 1.4.1.4.2. 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):

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

##### 1.4.1.4.3. 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):

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

#### 1.5. Adult Measures

##### 1.5.1. Adult Measure #1

- School Climate and Supports

Every **Semester, Behavior - Implementation Data of Elementary Staff** will be measured, with an overall plan improvement of **decrease 15.00 %**.

01/01/2023

06/01/2023

01/01/2024

06/01/2024

01/01/2025

06/01/2025

## 1.6. Funding Sources

### 1.6.1. 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

### 1.6.1. 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

### 1.6.1. 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

### 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.

### 2.2. 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**.

### 2.3. Student Measures

#### 2.3.1. Student Measure #1

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

11/01/2022

01/01/2023

04/01/2023

06/01/2023

11/01/2023

01/01/2024

04/01/2024

06/01/2024

11/01/2024

01/01/2025

04/01/2025

06/01/2025

### 2.4. Strategies and Actions

#### 2.4.1. Strategy #1: Curriculum, Instruction and Assessment

##### 2.4.1.1. Strategy Level: Level 4

##### 2.4.1.2. 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.

##### 2.4.1.3. 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.

## 2.4.1.4. Action Steps

## 2.4.1.4.1. 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

## 2.4.1.4.2. 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

## 2.4.1.4.3. 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

## 2.5. Adult Measures

## 2.5.1. 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 measured, with an overall plan improvement of **increase 10.00 %**.

07/31/2022	08/31/2022	09/30/2022	10/31/2022	11/30/2022	12/31/2022	01/31/2023	02/28/2023
03/31/2023	04/30/2023	05/31/2023	06/30/2023	07/31/2023	08/31/2023	09/30/2023	10/31/2023
11/30/2023	12/31/2023	01/31/2024	02/29/2024	03/31/2024	04/30/2024	05/31/2024	06/30/2024
07/31/2024	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				

## 2.6. Funding Sources

## 2.6.1. FY 2023

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

Title II-A Supporting Effective Instruction	ESSER
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## 2.6.1. 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
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Title I-A Improving Basic Programs
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## 2.6.1. 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
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General Fund
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