

LEA Name: \_\_\_\_\_ School Name: Pinnacle School No. 35

**2013-14**

## **SCHOOL COMPREHENSIVE EDUCATION PLAN (SCEP)**

<b>SCHOOL NAME</b>	<b>Pinnacle School No. 35</b>	<b>CONTACT NAME</b>	<b>Anaida González-Fortiche</b>
<b>PHONE</b>	<b>585-271-4583</b>	<b>E-MAIL</b>	<b>Anaida.fortiche@rcsdk12.org</b>
<b>Website Link for Published Plan</b>			

**APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS MANDATORY.**

Implementation is required no later than the first day of regular student attendance.

Signatures confirm the respective parties certify that the SCEP addresses all of the required components of the ESEA Flexibility Waiver as detailed on page 1 of this document and understand that any significant modification of the school district's approved plan require the prior approval of the commissioner.

<b>POSITION</b>	<b>PRINT NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>
<b>SUPERINTENDENT</b>			___/___/___
<b>PRESIDENT, B.O.E.</b>			___/___/___

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### SCHOOL LEADERSHIP TEAM:

Each LEA should have a single School Leadership Team (SLT) and a single school comprehensive education plan. Plan development must include all constituencies in the community as required under the Shared Decision Making Plan (CR 100.11). Participants who are regularly involved in your school improvement initiatives, such as community organizations or institutes of higher education, should be included. By signing below stakeholders acknowledge that they have actively participated in the development and revision of the SCEP. Signature of this acknowledgment does not constitute endorsement of the plan or each of its components.

**Instructions:** List of stakeholders who participated in developing the SCEP as required by Commissioner's Regulations §100.18. Provide dates, locations, agendas and supporting documentation of Local Stakeholder meetings.

Name	Title	Signature
Anaida González-Fortiche	Principal	
Valerie L. Holberton	Assistant Principal	
Samantha Colson	Parent	
Yolexis González	Teacher	
Marci Kolstad	Teacher	
Sherley Flores	Teacher	
Annette Reynolds	Teacher	

Meeting Date(s)	Location(s)	Agenda attached?	Supporting documents included?
July 2, 2013	Central Office	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
July 16, 2013 July 29, 2013	School No. 35	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>

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<b>Bi-Weekly SBPT Meetings - TBD</b>			
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School Information Sheet											
Grade Configuration			Total Enrollment			% Title 1 Population			% Attendance Rate		
% Free Lunch			% Reduced Lunch			% Student Sustainability			% Limited English Proficient		
Racial/Ethnic Origin											
% American Indian or Alaska Native			% Black or African American			% Hispanic or Latino			% Asian or Native Hawaiian /Other Pacific Islander		
Personnel											
Years Principal Assigned to School			# of Assistant Principals			# of Deans			# of Counselors / Social Workers		
% of Teachers with No Valid Teaching Certificate			% Teaching Out of Certification			% Teaching with Fewer Than 3 Yrs. of Exp.			Average Teacher Absences		
Overall State Accountability Status (Mark applicable box with an X)											
Priority School			Focus School Identified by a Focus District			Reason for Identification			SIG Recipient (a)		
ELA Performance at levels 3 & 4			Mathematics Performance at levels 3 & 4			Science Performance at levels 3 & 4			4 Year Graduation Rate (HS Only)		
Credit Accumulation (High School Only)											
% of 1 <sup>st</sup> yr. students who earned 10+ credits			% of 2 <sup>nd</sup> yr. students who earned 10+ credits			% of 3 <sup>rd</sup> yr. students who earned 10+ credits			6 Year Graduation Rate		

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Did Not Meet Adequate Yearly Progress (AYP) in ELA (Mark an "X" in the field(s) where school is identified for not meeting AYP.)			
	American Indian or Alaska Native		Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities	X	Limited English Proficient
X	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native		Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities	X	Limited English Proficient
X	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Science			
	American Indian or Alaska Native		Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective			
	Limited English Proficiency		

## **SCEP Overview**

In this section, the school must describe the development of the plan, the degree to which the 2012-13 school year SCEP was successfully implemented, overall improvement mission or guiding principles at the core of the SCEP, strategy for executing the mission/guiding principles, the key design elements of the SCEP, and other unique characteristics of the plan (if any), and provide evidence of the school's capacity to effectively oversee and manage the improvement plan.

The SCEP must be made widely available through public means, such as posting on the Internet, by the district. The Overview will serve as the at-a-glance summary of how the school will use various funding sources to improve student achievement. This Overview should be no more than five pages in length.

A complete overview will address the following:

Reflecting upon the 12-13 plan:

- What were the strengths of the plan? What were the weaknesses?  
**Although a plan was written to address the areas of need for the 2012-2013 school year, the activities listed were not consistently implemented and monitored.**
- Were you able to accomplish all of the goals detailed in the plan? If not, what were some of the barriers?  
**No. The systems that were needed to facilitate implementation of goals were lacking.**
- Did the identified activities receive the funding necessary to achieve the corresponding goals?  
**Although there was funding set aside for the activities mentioned in the plan, most activities were not implemented.**

In developing the 13-14 plan:

- How was the plan developed?  
**SBPT Members, Assistant Principal and Principal met for the first time on July 2<sup>nd</sup>. In that meeting, initial steps were taken to identify goals for the 13-14 year. The Overarching Debriefing Report shared by the State Review team was reviewed as well as the 12-13 SCEP Plan and self-assessment. These along with the report from the Outside Educational Expert during the June 20<sup>th</sup> Superintendent's Academy and the 2011-2012 School Report Card, were used to begin writing the new plan. The SBPT members met on July 17<sup>th</sup> to continue writing the plan.**
- How will the plan be made widely available to the public?

**The plan will be posted on the school website. There will be several Town Meetings throughout the school year. An instructional component will be added to all evening Family events giving parents an opportunity to get updates on progress on the implementation of the SCEP.**

- What are the identified needs of the school?

**The school will work on developing a learning environment that is inquiry based, promotes student engagement and differentiates to meet students' academic, social-emotional, physical and linguistic needs.**

- What are the guiding principles that are connected to the identified needs of the school?

**School decisions will be data driven and student centered. The school community will support each other to collaboratively meet students' needs – All students are everyone's responsibility.**

- What is the strategy and overall timeline for accomplishing the guiding principles? Are there any anticipated barriers?

**The SCEP Plan will determine priorities. The timelines will be followed. This will be done through regular professional development and supports such as coaching to ensure implementation. The SCEP Plan will be used as a working document that will be reviewed at all SBPT Meetings. This will ensure that goals and activities outlined in the plan are met.**

- What are the 13-14 student academic achievement targets for the identified sub-groups?

**Student subgroups (Hispanic/Latino, LEP, Academically Disadvantage – ELA and Math) will demonstrate 10% academic growth as indicated through progress monitoring tools.**

- How will professional development for school staff be selected and delivered?

**All Professional Development will be identified through data analysis and State Review recommendations. SBPT will work with the Office of Professional Development to ensure an effective plan. On August 5th, the SBPT will meet to review priorities and timelines as well as the resources shared during the Right Foot Teaching and Learning Conference -"I Lead, You Lead, You Keep Leading, We Proceed. As part of the professional development plan, we will seek the support of district staff as well as the state to provide professional development and other supports needed.**

- How will the school leaders communicate with school staff and the community?

**All meeting minutes will be shared with staff. Important information will be communicated through weekly bulleting, staff bulletin board and grade level meetings. Important dates will be shared with the staff and parents in a timely manner. There will be Town Meetings throughout the school year and parents will receive a newsletter at least every other month. All communications sent home including robocalls will be done in English and Spanish to meet the needs of the family of students enrolled in the bilingual program. The Administrative Team will meet with the Neighborhood Association and the Bilingual Council to share progress as well as request their support.**

- What are the highlights of the initiatives described in the SCEP? How are these initiatives supported through all funding sources?

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**Our primary responsibility as a school will be to plan using the Common Core Standards and Core Modules. Bilingual and ESOL teachers will use the Language Progressions listed under Bilingual Common Core Initiative in EngageNY site to plan for students. All teachers will work on designing lessons that will engage students through inquiry. They will also differentiate based on academic needs as well as language needs. We will seek the support at the district and the state level to ensure that the 13-14 SCEP plan is successful. All funding sources will be used to support our priorities.**



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## Required Activities

**Use this table to demonstrate costs associated with public school choice (SC), the DTSDE, the Distinguished Educator (DE) (if applicable), the Outside Educational Expert (OEE), and Supplemental Education Services (SES)(if applicable).**

[illegible]

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**Tenet 1**

<b>A. Statement of Practice Addressed</b>		<input type="checkbox"/> 1.1 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.4 <input type="checkbox"/> 1.5 <input type="checkbox"/> Tenet 1 as a whole <input type="checkbox"/> NA		<b>B. HEDI Rating:</b> <input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA	
<b>C. Major Recommendation(s)/Rationale:</b> In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.					
<b>DISTRICT LEVEL ONLY</b>					
<b>D. Goal(s):</b> Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
<b>1. DISTRICT LEVEL ONLY</b>					
<b>E. Activity(ies):</b> Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>I. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.
				<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	
				<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	
				<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	

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**TENET 2**

<b>A. Statement of Practice Addressed</b>		<input type="checkbox"/> 2.1 <input checked="" type="checkbox"/> 2.2 <input type="checkbox"/> 2.3 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.5 <input type="checkbox"/> Tenet 2 as a whole <input type="checkbox"/> NA		<b>B. HEDI Rating:</b>	
				<input type="checkbox"/> H <input type="checkbox"/> E <input checked="" type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA	
<b>C. Major Recommendation(s)/Rationale:</b> In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.					
School 35 is currently a Focus School. In the 2011-2012 State Report Card our school is cited for not meeting AYP for the ELL, Hispanic/Latino and Economically Disadvantage Subgroups. The Self-Assessment and the School Review Debriefing Report indicates that although a vision was created during the 12-13 year, stakeholders aren't able to articulate it.					
<b>D. Goal(s):</b> Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
1. The School 35 vision will be clearly articulated by 100% of the staff and students by June 2014.					
2. Through clear understanding of our school vision Grade 3-6 students will increase their overall achievement levels, as measured on the NYS ELA and Math Assessments by 10%.					
<b>E. Activity(ies):</b> Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.
The vision will be shared with all families and community as well as uniformly seen in the school building				<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	On-going
The school vision will be in English and Spanish				<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	On-going
The school vision will be included on all school correspondence.				<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	On-going
The vision will be read during daily announcements.				<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	On-going

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Students, staff and parents will sign an agreement of participation to ensure that as a school we realize the vision.			<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	On-going
The vision statement will be included in all communications and school paraphernalia.			<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	On-going
All school events will communicate our school vision. For example: Town Meeting, assemblies, Coffee with the Principal, Concerts, etc.			<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	On-going

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<b>A. Statement of Practice Addressed</b>		<input type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input checked="" type="checkbox"/> 2.3 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.5 <input type="checkbox"/> Tenet 2 as a whole <input type="checkbox"/> NA		<b>B. HEDI Rating:</b>	
				<input type="checkbox"/> H <input type="checkbox"/> E <input checked="" type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA	
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<b>D. Goal(s):</b> Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
1. Leadership will collaborate with staff and families to communicate the school vision and goals during 100% of each scheduled school event.					
<b>E. Activity(ies):</b> Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.
Town Meetings will be organized to include updates on progress pertaining to goals and school vision.				<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	August 2013 September 2013 On-going
Leadership will release teachers for half day for in-depth data analysis and differentiated planning sessions as grade levels with coaches, administrators and central office support.				<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	January 2014
The master schedule will allow for common planning time and the provision of enrichment and intervention.				<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	September 2013- June 2014

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<b>A. Statement of Practice Addressed</b>	<input type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.3 <input checked="" type="checkbox"/> 2.4 <input type="checkbox"/> 2.5 <input type="checkbox"/> Tenet 2 as a whole <input type="checkbox"/> NA	<b>B. HEDI Rating:</b> <input type="checkbox"/> H <input type="checkbox"/> E <input checked="" type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA
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**C. Major Recommendation(s)/Rationale:** In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.

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**D. Goal(s):** Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.

1. Leadership will utilize 100 % of funding for targeted efforts to increase student achievement in grades 3-6 during the 2013-2014 school year.

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<b>E. Activity(ies):</b> Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.	<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.
SAS funds will be used to hire additional instructional support staff to provide intervention in ELA and Math.			<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	On-going all year
Funding will be explored to secure supplemental materials to provide intervention in ELA			<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	January 2014
A portion of Title I funds will be used for parent nights that will inform families of CCLS expectations in ELA and Math and			<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	October, January and March

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ways to help their child.				
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<b>A. Statement of Practice Addressed</b>		<input type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.3 <input type="checkbox"/> 2.4 <input checked="" type="checkbox"/> 2.5 <input type="checkbox"/> Tenet 2 as a whole <input type="checkbox"/> NA		<b>B. HEDI Rating:</b>	
				<input type="checkbox"/> H <input type="checkbox"/> E <input checked="" type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA	
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School 35 is currently a Focus School. In the 2011-2012 State Report Card our school is cited for not meeting AYP for the ELL, Hispanic/Latino and Economically Disadvantage Subgroups. The Self-Assessment and the School Review Debriefing Report indicates that although a vision was created during the 12-13 year, stakeholders aren't able to articulate it.					
<b>D. Goal(s):</b> Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
1. Leadership will be in 100% of classrooms, every week for at least 20 minutes.					
<b>E. Activity(ies):</b> Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.
School leaders will create a guidance document that will be shared with teachers outlining critical elements of a walkthrough.				<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	September 2013
School leaders will schedule formal and informal observations on a master calendar.				<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	August 2013
School leaders will do joint walkthroughs and observations, debrief on evidence observed and collaboratively provide feedback on effective pedagogical practices				<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	On going



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<b>A. Statement of Practice Addressed</b>		<input type="checkbox"/> 3.1 <input checked="" type="checkbox"/> 3.2 <input type="checkbox"/> 3.3 <input type="checkbox"/> 3.4 <input type="checkbox"/> 3.5 <input type="checkbox"/> Tenet 3 as a whole <input type="checkbox"/> NA		<b>B. HEDI Rating:</b>	
				<input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input checked="" type="checkbox"/> I <input type="checkbox"/> NA	
<b>C. Major Recommendation(s)/Rationale:</b> In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.					
The State Report Card for 2011-2012 cites our school for not meeting AYP for subgroups in ELA and Math. The School Review Debriefing Report identified the need for differentiation and student engagement. This was affirmed by the Outside Educator Report shared on June 20 <sup>th</sup> Superintendent's Academy. The need to use data to plan rigorous instruction and appropriate interventions is also needed.					
<b>D. Goal(s):</b> Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
1. 100% of teaching staff will fully implement the CCSS through the use of NYS Curricula in ELA and Math at all grade levels.					
2. 100% of staff will attend at least one series of PD related to ELA and Math curriculum implementation, data driven instruction, differentiation, and inquiry based learning. School based professional development will be scheduled at various times to allow staff flexibility to plan for attendance.					
<b>E. Activity(ies):</b> Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.	<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.	
Coaches and Administrator(s) will turnkey information learned in NTI Trainings.			<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	On-going – all year	
Professional development will be available at the district and school level which is focused on the CCLS Curriculum.			<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	On-going – all year	
Professional Development Committee will design a comprehensive Professional Development Planning Guide including PD calendar and embedded classroom			<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	On-going – all year	

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supports – They will follow work started by the SBPT on July 29 <sup>th</sup>				
Grade level meetings will focus on engagement, inquiry and differentiation through a series of self-reflective and progress monitoring methods. A template will be developed for all grade level teams to use as guide when meeting weekly – template to include CCLS, modules/domains working on, how to engage students and how lessons will be differentiated.			<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	On-going – all year
School will conduct periodic data reviews with classroom teacher, support staff, coaches and administration			<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	October, January, March, May
Teachers will be given an opportunity to use on-line lesson plan to ensure consistency and alignment with CCSS			<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	On-going – all year

<b>A. Statement of Practice Addressed</b>		<input type="checkbox"/> 3.1 <input type="checkbox"/> 3.2 <input checked="" type="checkbox"/> 3.3 <input type="checkbox"/> 3.4 <input type="checkbox"/> 3.5 <input type="checkbox"/> Tenet 3 as a whole <input type="checkbox"/> NA		<b>B. HEDI Rating:</b> <input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input checked="" type="checkbox"/> I <input type="checkbox"/> NA	
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<p>The State Report Card for 2011-2012 cites our school for not meeting AYP for subgroups in ELA and Math. The School Review Debriefing Report identified the need for differentiation and student engagement. This was affirmed by the Outside Educator Report shared on June 20<sup>th</sup> Superintendent's Academy. The need to use data to plan rigorous instruction and appropriate interventions is also needed.</p>					
<b>D. Goal(s):</b> Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
1. 100 % of teaching staff will fully implement the CCSS through the use of NYS Curricula in ELA and Math at all grade levels as measured by lesson plans and the delivery of lessons observed during walkthroughs which will demonstrate at least a component of higher-order questioning, student engagement, inquiry and differentiation.					
2. 100% of staff will attend at least one series of PD related to ELA and Math curriculum implementation, data driven instruction, differentiation, and inquiry based learning. School based professional development will be scheduled at various times to allow staff flexibility to plan for attendance.					
<b>E. Activity(ies):</b> Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.
Coaches and Administrator(s) will lead professional development sessions to turnkey information shared at the NTI training.				<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	On-going – all year
Professional Development Committee will design a comprehensive Professional Development Planning Guide including PD calendar and embedded classroom supports – They will follow work started				<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	On-going – all year

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by the SBPT on July 29 <sup>th</sup>				
Grade level meetings will focus on engagement, inquiry and differentiation through a series of self-reflective and progress monitoring methods.			<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	On-going – all year
Professional development at the school level will be tied into a specific domain(s) of the Danielson Rubric.			<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	On-going – all year
School will conduct periodic data reviews with classroom teacher, support staff, coaches and administration			<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	October, January, March, May
Teachers will be given an opportunity to use on-line lesson plan to ensure consistency and alignment with CCLS.			<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	On-going – all year

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<b>A. Statement of Practice Addressed</b>		<input type="checkbox"/> 3.1 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.3 <input checked="" type="checkbox"/> 3.4 <input type="checkbox"/> 3.5 <input type="checkbox"/> Tenet 3 as a whole <input type="checkbox"/> NA		<b>B. HEDI Rating:</b> <input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input checked="" type="checkbox"/> I <input type="checkbox"/> NA																					
<b>C. Major Recommendation(s)/Rationale:</b> In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.																									
The State Report Card for 2011-2012 cites our school for not meeting AYP for subgroups in ELA and Math. The School Review Debriefing Report identified the need for differentiation and student engagement. This was affirmed by the Outside Educator Report shared on June 20 <sup>th</sup> Superintendent's Academy. The need to use data to plan rigorous instruction and appropriate interventions is also needed.																									
<b>D. Goal(s):</b> Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.																									
1. 100% of teaching staff will fully implement the CCSS through the use of NYS Curricula in ELA and Math at all grade levels. Staff responsible for the instruction of ELLs will adapt lessons to meet students' needs. This will be measured by lesson plans, walkthroughs and formal and informal observations. Timely feedback from administrators will include specific language from the Danielson Rubric and recommendations for growth.																									
<table border="1"> <thead> <tr> <th><b>E. Activity(ies):</b> Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.</th> <th><b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.</th> <th><b>G. School Cost(s):</b> Identify the school cost associated with each fund source.</th> <th><b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.</th> <th><b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.</th> </tr> </thead> <tbody> <tr> <td>Master schedule will allow opportunities for teachers to plan together.</td> <td></td> <td></td> <td><input checked="" type="checkbox"/> Improvement   <input type="checkbox"/> PE   <input type="checkbox"/> NA</td> <td>On-going – all year</td> </tr> <tr> <td>Special subject teachers will meet monthly with grade level teams to ensure integration.</td> <td></td> <td></td> <td><input checked="" type="checkbox"/> Improvement   <input type="checkbox"/> PE   <input type="checkbox"/> NA</td> <td>On-going – all year</td> </tr> <tr> <td>Grade level meetings will focus on</td> <td></td> <td></td> <td><input checked="" type="checkbox"/> Improvement   <input type="checkbox"/> PE   <input type="checkbox"/> NA</td> <td>On-going – all year</td> </tr> </tbody> </table>						<b>E. Activity(ies):</b> Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.	<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.	Master schedule will allow opportunities for teachers to plan together.			<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	On-going – all year	Special subject teachers will meet monthly with grade level teams to ensure integration.			<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	On-going – all year	Grade level meetings will focus on			<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	On-going – all year
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Grade level meetings will focus on			<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	On-going – all year																					

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engagement, inquiry and differentiation through a series of self-reflective and progress monitoring methods.				
School will conduct periodic data reviews with classroom teacher, support staff, coaches and administration			<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	October, January, March, May

<b>A. Statement of Practice Addressed</b>		<input type="checkbox"/> 3.1 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.3 <input type="checkbox"/> 3.4 <input checked="" type="checkbox"/> 3.5 <input type="checkbox"/> Tenet 3 as a whole <input type="checkbox"/> NA		<b>B. HEDI Rating:</b>	
				<input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input checked="" type="checkbox"/> I <input type="checkbox"/> NA	
<b>C. Major Recommendation(s)/Rationale:</b> In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.					
The State Report Card for 2011-2012 cites our school for not meeting AYP for subgroups in ELA and Math. The School Review Debriefing Report identified the need for differentiation and student engagement. This was affirmed by the Outside Educator Report shared on June 20 <sup>th</sup> Superintendent's Academy. The need to use data to plan rigorous instruction and appropriate interventions is also needed.					
<b>D. Goal(s):</b> Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
1. 75% of all meetings (SBPT, RTI, SWPBS, Grade Level, Bilingual/ESOL Consortiums) will include data as a key component of discussion and decision making as demonstrated by minutes turned in to administrators and data notebooks in each grade-level					
<b>E. Activity(ies):</b> Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.
SBPT will outline guidelines to be included in the data notebook.				<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	October 2013 – complete guideline  Data notebook to be used all year.
A template will be developed for all grade level teams to use as guide when meeting weekly – template to include CCLS, modules/domains working on, how to engage students and how lessons will be				<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	On-going – all year

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differentiated. For Bilingual Classes, differentiation to consider both academic and language needs as well as reflect the Language Progressions (engageny – Bilingual Common Core Initiative).				
School wide data will be reviewed by SBPT as well as individual grade levels in order to make data driven decision and monitor for progress.			<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	On-going – all year
School will conduct periodic data reviews with classroom teacher, support staff, coaches and administration			<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	October, January, March, May



**Tenet 4**

<b>A. Statement of Practice Addressed</b>		<input type="checkbox"/> 4.1 <input checked="" type="checkbox"/> 4.2 <input type="checkbox"/> 4.3 <input type="checkbox"/> 4.4 <input type="checkbox"/> 4.5 <input type="checkbox"/> Tenet 4 as a whole <input type="checkbox"/> NA		<b>B. HEDI Rating:</b> <input type="checkbox"/> H <input type="checkbox"/> E <input checked="" type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA	
<b>C. Major Recommendation(s)/Rationale:</b> In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.					
The State Report Card for 2011-2012 cites our school for not meeting AYP for subgroups in ELA and Math. The School Review Debriefing Report identified the need for differentiation and student engagement. This was affirmed by the Outside Educator Report shared on June 20th Superintendent's Academy. The need to use data to plan rigorous instruction and appropriate interventions is also needed.					
<b>D. Goal(s):</b> Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
1. Teachers will fully engage students when implementing the CCSS in ELA, Math and content areas to design inquiry based lessons for core instruction that include interventions to differentiate for groups of students using the I Do, You Do, We Do format. This growth will be demonstrated by: 100% of staff will have lesson plans that specifically link to the delivery of inquiry based instruction, pedagogical methods to increase student engagement and differentiated instructional strategies by January 2014.					
<b>E. Activity(ies):</b> Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.	<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.	
PD sessions for all Bilingual and ESOL teachers to address the linguistic and academic needs of ELLs through full implementation of the new bilingual progression (New Language and Home Language) and will be reflected in lesson plans.	PDI hrs and support from Department of ELL to purchase books		<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	Summer 20 hours PDI July 15-19, 2013  Follow-up Fall visit from Rebecca Freeman Field and Arlen Benjamin-Gomez, NYSED Fellow  Spring follow-up PD	

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Administrative walkthroughs to provide timely feedback on inquiry based lessons, student engagement and differentiation based on subgroups			<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	October - May
Provide professional development that will focus on effectiveness strategies to promote high levels of student engagement, inquiry based lessons and differentiation of learning.			<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	On-going – all year
Teacher lesson plans will reflect student engagement, inquiry based lessons and differentiation.			<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	On-going – all year

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<b>A. Statement of Practice Addressed</b>		<input type="checkbox"/> 4.1 <input type="checkbox"/> 4.2 <input checked="" type="checkbox"/> 4.3 <input type="checkbox"/> 4.4 <input type="checkbox"/> 4.5 <input type="checkbox"/> Tenet 4 as a whole <input type="checkbox"/> NA		<b>B. HEDI Rating:</b> <input type="checkbox"/> H <input type="checkbox"/> E <input checked="" type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA	
<b>C. Major Recommendation(s)/Rationale:</b> In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.					
The State Report Card for 2011-2012 cites our school for not meeting AYP for subgroups in ELA and Math. The School Review Debriefing Report identified the need for differentiation and student engagement. This was affirmed by the Outside Educator Report shared on June 20th Superintendent's Academy. The need to use data to plan rigorous instruction and appropriate interventions is also needed.					
<b>D. Goal(s):</b> Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
1. 100% of Teachers will engage students when implementing the CCSS in ELA, Math and Content areas to design inquiry based lessons for the core instruction. This will be demonstrated by lessons that offer differentiation for groups of students that are at different levels (academically and language proficiency) as evidenced during walkthroughs and observations.					
2. 100% of teachers responsible for the instruction of ELLs in the bilingual program will follow the Language Allocation Policy as outlined in PART 154 Regulations. (4.4)					
<b>E. Activity(ies):</b> Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.
PD sessions for all Bilingual and ESOL teachers to address the linguistic and academic needs of ELLs through full implementation of the new bilingual progression (New Language and Home Language)		PDI hrs and support from Department of ELL to purchase books		<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	Summer 20 hours PDI July 15-19, 2013  Follow-up Fall visit from Rebecca Freeman Field and Arlen Benjamin-Gomez, NYSED Fellow  Spring follow-up PD
Administrative walkthroughs to provide				<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	October - May

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timely feedback on inquiry based lessons, student engagement and differentiation based on subgroups				
Coaches will provide modeling and support surrounding effective pedagogical practices that lead to practices that lead to student engagement, inquiry and differentiating instruction.			<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	On-going – all year
Half day release of teachers for in-depth data analysis and differentiated planning sessions as grade levels with coaches, administrators and central office support.			<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	October, January, March
Teachers will conduct peer observation to look for evidence of CCLS and student engagement, differentiation and inquiry.			<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	October, January, March

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<b>A. Statement of Practice Addressed</b>	<input type="checkbox"/> 4.1 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.3 <input checked="" type="checkbox"/> 4.4 <input type="checkbox"/> 4.5 <input type="checkbox"/> Tenet 4 as a whole <input type="checkbox"/> NA	<b>B. HEDI Rating:</b> <input type="checkbox"/> H <input type="checkbox"/> E <input checked="" type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA		
<b>C. Major Recommendation(s)/Rationale:</b> In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.				
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<b>D. Goal(s):</b> Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.				
<p>1. Evidence of questioning techniques observed in classrooms during walkthroughs and observations will increase by 20% from September to January, with a 75% increase by May 2014.</p>				
<b>E. Activity(ies):</b> Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.	<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.
Baseline data of questioning techniques will be gathered by leadership during September walkthroughs.			<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	September
Benchmark data of questioning techniques will be gathered by leadership during January walkthroughs and/or observations.			<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	January
A school-wide "Walk to Intervention" will be implemented to better meet students' specific strengths and needs			<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	To begin in January
			<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	On-going – all year

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<b>A. Statement of Practice Addressed</b>		<input type="checkbox"/> 4.1 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.3 <input type="checkbox"/> 4.4 <input checked="" type="checkbox"/> 4.5 <input type="checkbox"/> Tenet 4 as a whole <input type="checkbox"/> NA			<b>B. HEDI Rating:</b> <input type="checkbox"/> H <input type="checkbox"/> E <input checked="" type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA
<b>C. Major Recommendation(s)/Rationale:</b> In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.					
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<b>D. Goal(s):</b> Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
1. 100% of teachers will use multiple data sources (AIMSWeb, NWEA, NYSESLAT, APRENDIA, DRA, etc.) to progress monitor and inform instruction and intervention/enrichment as measured by grade level/data meeting minutes.					
2.					
3.					
<b>E. Activity(ies):</b> Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.	<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.	
Create data wall to monitor progress.			<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	November	
Teachers will meet with instructional coaches to target instruction based on data collected			<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	On-going	
Teachers will meet as a grade to identify trends and/or gaps and share effective intervention strategies.			<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	On-going – all year	
Walk to Intervention will be implemented to target specific student needs.			<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	On-going – after January	

**Tenet 5**

<b>A. Statement of Practice Addressed</b>		<input type="checkbox"/> 5.1 <input checked="" type="checkbox"/> 5.2 <input type="checkbox"/> 5.3 <input type="checkbox"/> 5.4 <input type="checkbox"/> 5.5 <input type="checkbox"/> Tenet 5 as a whole <input type="checkbox"/> NA		<b>B. HEDI Rating:</b>	
				<input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA	
<b>C. Major Recommendation(s)/Rationale:</b> In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.					
The State Report Card for 2011-2012 cites our school for not meeting AYP for subgroups in ELA and Math. The School Review Debriefing Report identified the need for differentiation and student engagement. This was affirmed by the Outside Educator Report shared on June 20th Superintendent's Academy. The need to use data to plan rigorous instruction and appropriate interventions is also needed.					
<b>D. Goal(s):</b> Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
1. Our school will identify at least 2 community resources to support the social and emotional learning and development of students.					
2. Universal systems will be implemented with fidelity as indicated by one or more of the following measures: School – wide Evaluation Tool with a minimum of 80% taught/80% total and/or the Implementation Tool Checklist – current status is 50% taught 38% total.					
3.					
<b>E. Activity(ies):</b> Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.
Leadership/SWPS will meet with Caleen Meers to review last years measures as indicated on the SET Report and write action plan to address gaps in implementation of universal systems					September 2013
The Effective Behavior Survey will be					May 2014

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administered to school staff				
Leadership will meet with potential community agencies to establish supports to our school			<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	On going
Review the current referral system within RTI and SSS that will support the social emotional needs of students			<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	Fall 2014
Share supports that are available to students and families during a Coffee with Administrators parent update session.			<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	Bi-Monthly
Students will be trained in all SWPBS school-wide expectations through the use of skits during grade level assemblies			<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	September 2014
SWPBS team will provide periodic support and information about developing school-wide social-emotional supports for all staff. – Kick-off meeting on Superintendent Conference Day (First day for staff in September), teaching of expectation to students through skits during assembly the first two weeks of school and data analysis.			<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	Kick-off – September 3, 2014 Periodic Support – On-going



<b>A. Statement of Practice Addressed</b>		<input type="checkbox"/> 5.1 <input type="checkbox"/> 5.2 <input checked="" type="checkbox"/> 5.3 <input type="checkbox"/> 5.4 <input type="checkbox"/> 5.5 <input type="checkbox"/> Tenet 5 as a whole <input type="checkbox"/> NA		<b>B. HEDI Rating:</b> <input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA	
<b>C. Major Recommendation(s)/Rationale:</b> In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.					
The State Report Card for 2011-2012 cites our school for not meeting AYP for subgroups in ELA and Math. The School Review Debriefing Report identified the need for differentiation and student engagement. This was affirmed by the Outside Educator Report shared on June 20th Superintendent's Academy. The need to use data to plan rigorous instruction and appropriate interventions is also needed.					
<b>D. Goal(s):</b> Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
1. At least 80% of our school constituents will be able to articulate how SWPBS is linked to social and emotional development and will lead to academic success.					
2. Universal systems will be implemented with fidelity as indicated by one or more of the following measures: School – wide Evaluation Tool with a minimum of 80% taught/80% total and/or the Implementation Tool Checklist – current status is 50% taught 38% total.					
3. Our school will identify at least 2 community resources to support the social and emotional learning and development of students.					
<b>E. Activity(ies):</b> Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.
Leadership will meet with potential school volunteers to share SWPBS expectations.				<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	Fall 2013
Provide professional development opportunities to community organizations and/or partnerships in SWPBS expectations.				<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	On-going

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Rollout SWPBS to school staff and students to review school-wide expectations, acknowledgement system and referral process.			<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	September 3, 2013
First Town Meeting and Coffee with Administrators to present SWPBS expectations to parents and community.			<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	Fall 2013
Students will be trained in all SWPBS school-wide expectations through the use of skits during grade level assemblies			<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	September 2013
SWPBS team will provide periodic support and information about developing school-wide social-emotional supports for all staff. – Kick-off meeting on Superintendent Conference Day (First day for staff in September), teaching of expectation to students through skits during assembly the first two weeks of school and data analysis.			<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	Kick off – September 3, 2013  Periodic Support - Ongoing

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<b>A. Statement of Practice Addressed</b>		<input type="checkbox"/> 5.1 <input type="checkbox"/> 5.2 <input type="checkbox"/> 5.3 <input checked="" type="checkbox"/> 5.4 <input type="checkbox"/> 5.5 <input type="checkbox"/> Tenet 5 as a whole <input type="checkbox"/> NA		<b>B. HEDI Rating:</b> <input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA	
<b>C. Major Recommendation(s)/Rationale:</b> In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.					
The State Report Card for 2011-2012 cites our school for not meeting AYP for subgroups in ELA and Math. The School Review Debriefing Report identified the need for differentiation and student engagement. This was affirmed by the Outside Educator Report shared on June 20th Superintendent's Academy. The need to use data to plan rigorous instruction and appropriate interventions is also needed.					
<b>D. Goal(s):</b> Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
1. Universal systems will be implemented with fidelity as indicated by one or more of the following measures: School – wide Evaluation Tool with a minimum of 80% taught/80% total and/or the Implementation Tool Checklist – current status is 50% taught 38% total.					
2. . At least 80% of our school constituents will be able to articulate how SWPBS is linked to social and emotional development and will lead to academic success.					
3.					
<b>E. Activity(ies):</b> Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.
SWPBS will create short survey on school safety. The survey will be administered to staff, students and parents. (Benchmark survey will be conducted in January to measure progress thus far).				<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	October 2013 – February 2014 June – SWPBS Department SET
Carleen Meers will be invited to conduct informal walkthrough to provide feedback mid-year.				<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	January 2014
Students will be trained in all SWPBS				<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	September 2013

LEA Name: \_\_\_\_\_ School Name: Pinnacle School No. 35

school-wide expectations through the use of skits during grade level assemblies				
SWPBS team will provide periodic support and information about developing school-wide social-emotional supports for all staff. – Kick-off meeting on Superintendent Conference Day (First day for staff in September), teaching of expectation to students through skits during assembly the first two weeks of school and data analysis.			<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	Kick off – September 3 <sup>rd</sup>  Periodic Support – On-going
			<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	
			<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	

LEA Name: \_\_\_\_\_ School Name: Pinnacle School No. 35

<b>A. Statement of Practice Addressed</b>		<input type="checkbox"/> 5.1 <input type="checkbox"/> 5.2 <input type="checkbox"/> 5.3 <input type="checkbox"/> 5.4 <input checked="" type="checkbox"/> 5.5 <input type="checkbox"/> Tenet 5 as a whole <input type="checkbox"/> NA		<b>B. HEDI Rating:</b> <input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA	
<b>C. Major Recommendation(s)/Rationale:</b> In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.					
The State Report Card for 2011-2012 cites our school for not meeting AYP for subgroups in ELA and Math. The School Review Debriefing Report identified the need for differentiation and student engagement. This was affirmed by the Outside Educator Report shared on June 20th Superintendent's Academy. The need to use data to plan rigorous instruction and appropriate interventions is also needed.					
<b>D. Goal(s):</b> Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
1. School Leaders and Student Support Staff (RTI, SWPBS, SSS Team) will meet a minimum of 2 times a month to analyze and review data in regards to students' social and emotional health.  Universal systems will be implemented with fidelity as indicated by one or more of the following measures: School – wide Evaluation Tool with a minimum of 80% taught/80% total and/or the Implementation Tool Checklist – current status is 50% taught 38% total.					
3. Staff interviews will demonstrate that at least 80% of school constituents will be able to articulate the alignment of how the school community is safe and conducive to learning as a result of increase academic engagement as supported by the implementation of SWPBS.					
<b>E. Activity(ies):</b> Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.
Rollout SWPBS to school staff and students to review school-wide expectations, acknowledgement system and referral process.				<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	September 3, 2013
Students will be trained in all SWPBS school-wide expectations through the use of skits during grade level assemblies				<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	September 2014
SWPBS team will provide periodic				<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	Kick off – September 3, 2013

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support and information about developing school-wide social-emotional supports for all staff. – Kick-off meeting on Superintendent Conference Day (First day for staff in September), teaching of expectation to students through skits during assembly the first two weeks of school and data analysis.				Periodic Support – on-going
SWPBS will create short survey on school safety. The survey will be administered to staff, students and parents. (Benchmark survey will be conducted in January to measure progress thus far.			<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	October 2013 – February 2014 June – SWPBS Department SET

LEA Name: \_\_\_\_\_ School Name: Pinnacle School No. 35

<b>A. Statement of Practice Addressed</b>		<input type="checkbox"/> 6.1 <input checked="" type="checkbox"/> 6.2 <input type="checkbox"/> 6.3 <input type="checkbox"/> 6.4 <input type="checkbox"/> 6.5 <input type="checkbox"/> Tenet 6 as a whole <input type="checkbox"/> NA		<b>B. HEDI Rating:</b>	
				<input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA	
<b>C. Major Recommendation(s)/Rationale:</b> In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.					
The State Report Card for 2011-2012 cites our school for not meeting AYP for subgroups in ELA and Math. The School Review Debriefing Report identified the need for differentiation and student engagement. This was affirmed by the Outside Educator Report shared on June 20th Superintendent's Academy. The need to use data to plan rigorous instruction and appropriate interventions is also needed.					
<b>D. Goal(s):</b> Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
1. 25% of School No. 35 families will engage in one or more school events (Parent teacher conferences, Open House, BINGO for books, Town Meetings, etc.)					
4. By the end of June 2014, staff will increase parent communication by 10% as evidenced by event sign-in sheets, individual teacher/parent communications (logs, notes, letters, newsletter, etc.)					
3.					
<b>E. Activity(ies):</b> Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.
Invitations in both English and Spanish will be sent to families encouraging them to participate in school-wide events				<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	On-going
Robocalls will be made in both and English and Spanish reminding parents to attend school-wide events.				<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	On-going

LEA Name: \_\_\_\_\_ School Name: Pinnacle School No. 35

Collaborate with the Office of Parent Engagement to promote parent participation in school-wide events			<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	On-going
Collaborate with the Office of ELLs to request the support of the Bilingual Home-school Assistant to help in reaching to Spanish speaking families.			<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	On-going
Leadership will seek the support of Liduvina Quinones, Bilingual Home School Assistant in the Dept. of ELL to provide Padres Comprometidos class to School 35 parents.			<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	On-going
Leadership will seek the support of Central Office departments to help identify new resources and supports that may help our school and parents collaboratively assist students with increasing academic achievement.			<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	On-going
Sign-in templates will be made available to teachers in order to track parent participation			<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	On-going
Parent participation will be encouraged through PTA meetings, Monthly Newsletter, Calls and visits from Parent Liaison, phone calls, etc.			<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	On-going



LEA Name: \_\_\_\_\_ School Name: Pinnacle School No. 35

<b>A. Statement of Practice Addressed</b>		<input type="checkbox"/> 6.1 <input type="checkbox"/> 6.2 <input checked="" type="checkbox"/> 6.3 <input type="checkbox"/> 6.4 <input type="checkbox"/> 6.5 <input type="checkbox"/> Tenet 6 as a whole <input type="checkbox"/> NA		<b>B. HEDI Rating:</b> <input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA	
<b>C. Major Recommendation(s)/Rationale:</b> In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.					
The State Report Card for 2011-2012 cites our school for not meeting AYP for subgroups in ELA and Math. The School Review Debriefing Report identified the need for differentiation and student engagement. This was affirmed by the Outside Educator Report shared on June 20th Superintendent's Academy. The need to use data to plan rigorous instruction and appropriate interventions is also needed.					
<b>D. Goal(s):</b> Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
1. 25% of School No. 35 families will engage in one or more school events (Parent teacher conferences, Open House, BINGO for books, Town Meetings, etc.)					
5. By the end of June 2014, staff will increase parent communication by 10% as evidenced by event sign-in sheets, individual teacher/parent communications (logs, notes, letters, newsletter, etc.)					
3.					
<b>E. Activity(ies):</b> Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.
Invitations in both English and Spanish will be sent to families encouraging them to participate in school-wide events				<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	On-going
Robocalls will be made in both and English and Spanish reminding parents to attend school-wide events.				<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	On-going
Collaborate with the Office of Parent				<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	On-going

LEA Name: \_\_\_\_\_ School Name: Pinnacle School No. 35

Engagement to promote parent participation in school-wide events				
Collaborate with the Office of ELLs to request the support of the Bilingual Home-school Assistant to help in reaching to Spanish speaking families.			<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	On-going
Leadership will seek the support of Liduvina Quinones, Bilingual Home School Assistant in the Dept. of ELL to provide Padres Comprometidos class to School 35 parents.			<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	On-going
Leadership will seek the support of Central Office departments to help identify new resources and supports that may help our school and parents collaboratively assist students with increasing academic achievement.			<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	On-going
Sign-in templates will be made available to teachers in order to track parent participation			<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	On-going
Parent participation will be encouraged through PTA meetings, Monthly Newsletter, Calls and visits from Parent Liaison, phone calls, etc.			<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	On-going

LEA Name: \_\_\_\_\_ School Name: Pinnacle School No. 35

<b>A. Statement of Practice Addressed</b>		<input type="checkbox"/> 6.1 <input type="checkbox"/> 6.2 <input type="checkbox"/> 6.3 <input checked="" type="checkbox"/> 6.4 <input type="checkbox"/> 6.5 <input type="checkbox"/> Tenet 6 as a whole <input type="checkbox"/> NA		<b>B. HEDI Rating:</b>	
				<input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA	
<b>C. Major Recommendation(s)/Rationale:</b> In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.					
The State Report Card for 2011-2012 cites our school for not meeting AYP for subgroups in ELA and Math. The School Review Debriefing Report identified the need for differentiation and student engagement. This was affirmed by the Outside Educator Report shared on June 20th Superintendent's Academy. The need to use data to plan rigorous instruction and appropriate interventions is also needed.					
<b>D. Goal(s):</b> Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
1. School No. 35 will develop at least 2 community partnerships that will support student learning, social and emotional development.					
2.					
<b>E. Activity(ies):</b> Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.
A Community Partnership Committee will be established				<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	By the end of September
The Community Partnership Committee will explore partnerships that will support student learning.				<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	On-going
				<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	

LEA Name: \_\_\_\_\_ School Name: Pinnacle School No. 35

<b>A. Statement of Practice Addressed</b>		<input type="checkbox"/> 6.1 <input type="checkbox"/> 6.2 <input type="checkbox"/> 6.3 <input type="checkbox"/> 6.4 <input checked="" type="checkbox"/> 6.5 <input type="checkbox"/> Tenet 6 as a whole <input type="checkbox"/> NA		<b>B. HEDI Rating:</b> <input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA	
<b>C. Major Recommendation(s)/Rationale:</b> In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.					
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<b>D. Goal(s):</b> Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
1. 25% of School No. 35 families will engage in one or more school events (Parent teacher conferences, Open House, BINGO for books, Town Meetings, etc.)					
6. By the end of June 2014, staff will increase parent communication by 10% as evidenced by event sign-in sheets, individual teacher/parent communications (logs, notes, letters, newsletter, etc.)					
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<b>E. Activity(ies):</b> Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.
Invitations in both English and Spanish will be sent to families encouraging them to participate in school-wide events				<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	On-going
Robocalls will be made in both and English and Spanish reminding parents to attend school-wide events.				<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	On-going
Collaborate with the Office of Parent				<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	On-going

LEA Name: \_\_\_\_\_ School Name: Pinnacle School No. 35

Engagement to promote parent participation in school-wide events				
Collaborate with the Office of ELLs to request the support of the Bilingual Home-school Assistant to help in reaching to Spanish speaking families.			<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	On-going
Leadership will seek the support of Liduvina Quinones, Bilingual Home School Assistant in the Dept. of ELL to provide Padres Comprometidos class to School 35 parents.			<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	On-going
Leadership will seek the support of Central Office departments to help identify new resources and supports that may help our school and parents collaboratively assist students with increasing academic achievement.			<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	On-going
Sign-in templates will be made available to teachers in order to track parent participation			<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	On-going
Parent participation will be encouraged through PTA meetings, Monthly Newsletter, Calls and visits from Parent Liaison, phone calls, etc.			<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	On-going