

**A+ SCHOOLS OF EXCELLENCE
COVER SHEET**

Official School Name: Pinnacle High School
District Name: Paradise Valley Unified School District

Level (circle all grades that apply): Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12

Previous A+ School? Yes No If yes, years? _____

Name of Principal: **Jason Reynolds**
School Mailing Address: **3535 East Mayo Boulevard, Phoenix, AZ 85050**
Primary Phone: **(602) 449-4000** Principal Phone or ext: **(602) 449-4002**
Principal Email Address: **jreynolds@pvschools.net**

Name of Superintendent: **Dr. James P. Lee**
District Mailing Address: **15002 North 32nd Street, Phoenix, AZ 85032**
Primary Phone: **(602) 449-2000** Superintendent Phone: **(602) 449-2298**
Superintendent Email Address: **jimlee@pvschools.net**

Street Address City & Zip: **Same as mailing address**

Detailed travel directions indicating surface streets that lead to school:

From Scottsdale: Travel north on Loop 101 exiting at Tatum Blvd and turn right (north). At Deer Valley, turn left (west) and travel approximately 1.5 miles to Black Mountain Boulevard and turn left (south) to Mayo Boulevard and turn right (west). The parking lot is on the left. Administration is in Building A.

From Cave Creek: Travel south on Cave Creek Road to Deer Valley, turn right (east). Travel approximately 1.5 miles to Black Mountain Boulevard and turn right (south) to Mayo Boulevard and turn right (west). The parking lot is on the left. Administration is in Building A.

Calendar Information:

Best days of week, and times to observe: We welcome an observation any time except during those listed below.

Time school buses begin arriving: 6:50 a.m.
Time classes begin: 7:30 a.m.
Time classes dismiss: 2:00 p.m.
Spring Break dates: March 28th - April 1st
Standardized Testing dates: March 1st & 2nd
March 8th & 9th
April 5th & 6th
April 12th & 13th

Activities that will interfere with a site visit:

February 8th Early Dismissal
February 17th - 19th AASC State Convention, Student Gov't
February 21st Presidents Day Recess
April 14th Freshman/Senior Advisement Day grades 9 & 12
April 15th NSPA National Convention, Journalism grades 9-12

SIGNATURES:

I have reviewed the information in this package, including the eligibility requirements, and certify that to the best of my knowledge it is accurate. If my school is recognized as an A+ School of Excellence, the contents of this application may be made available to the public.

_____ Date _____
Principal's signature

I have reviewed the information in this package, including the eligibility requirements, and certify that to the best of my knowledge it is accurate.

_____ Date _____
Superintendent's signature

I have reviewed the information in this package, including the eligibility requirements, and certify that to the best of my knowledge it is accurate.

_____ Date _____
School Board Member's signature

Printed name of School Board Member _____

Preparation of A+ School Application

Representatives of all relevant stakeholder groups, e.g. administrators, teachers, other school staff, students, parents, and community representatives, should be involved in the preparation of the application. List the individuals actively involved in preparation. Insert additional pages if needed.

Name (list primary author(s) first)	Position/Title
Jason Reynolds	Principal
Christine Bolton	English Teacher
Brenda Corte	Assistant Principal
David Appleman	Assistant Principal
Mike Tesensky	Assistant Principal
Deanne Dykstra	Attendance Dean
Santhe Niedner	Head of Counselor
Jan Allen	Administrative Assistant to Principal
Gina Fiore	Administrative Assistant
Charlie Zeeb	English Teacher
Jane Barrett	Parent
Vivian Costenbader	Parent
Marc Dembowski	Information Technology Specialist
Kathryn Strevell	Arts Department Chair
Bob Moore	English Department Chair
Ben Frank	Math Department Chair
Jay Thomas	PE/CTE/Business Department Chair
Juli Thomas	Science Department Chair
Karl Johnson	Social Studies Department Chair
Angela Fallon	Special Education Department Chair
Caraline Hernandez-Weidemann	World Language Department Chair
Kelly Tommasino	Science Teacher
Karen Capuano	Math Teacher
Megan Allen	Yearbook Co-Editor-in-Chief
Kristin Melocik	Yearbook Co-Editor-in-Chief
Nayla Mansoor	Student
Alexandra Rickert	Band Drum Major
Alyssa Coughenour	Magazine Editor-in-Chief
Christian Shappee	Student Body President
Ilana Tasillo	Student/Principal's Advisory Committee
Julie Bodden	Community Representative
Samantha Sherman	PHS Key Club President
Officer Linda Herrin	SRO – Phoenix Police Department

PART I – DEMOGRAPHIC DATA

DISTRICT INFORMATION:

1. Total number of Pre K-12 students enrolled in the district: **33,450**
2. Number of schools in the district:

31 Elementary Schools	7 Middle/Junior High Schools
1 K-8	6 High Schools

TOTAL SCHOOLS: **45**

SCHOOL INFORMATION:

3. Category that best describes the area where the school is located:
 - Urban or large central city
 - Suburban
 - Suburban w/characteristics of urban areas
 - small city/town in rural area
 - rural
4. Number of years the principal has been in her/his position at this school? **6 years**
5. Number of students enrolled at each grade level or its equivalent in the school applying for A+ status?

Pre-K	5 th	9 th 615
1 st	6 th	10 th 698
2 nd	7 th	11 th 581
3 rd	8 th	12 th 547
4 th		
		TOTAL: 2441

6. Racial/ethnic composition of students in the school:
 - 0.5%** American Indian or Alaska Native
 - 4.3%** Asian, Native Hawaiian or Other Pacific Islander
 - 2.0%** Black or African American
 - 6.8%** Hispanic or Latino
 - 86.2%** White
7. Student turnover, or mobility rate, during the past year: **9%** (Calculate this rate by taking the total number of students who transferred to or from your school between October 1 and the end of the school year, divided by the total number of students in school as of October 1, and multiplying by 100.)
8. Limited English proficient students in the school:
 - Total number: **8**
 - As a % of total student population: **0.3%**
 - a. Total Number of languages represented: **5**
 - b. Specify languages: **Albanian, Arabic, German, Korean, Spanish**

9. Students who participate in free/reduced-priced meals:
 Total number: **248**
 As a % of total student population: **10%**
If this method is not a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services:
 Total number: **173**
 As a % of total student population: **7%**
103 Specific Learning Disability
55 DD/Health Impaired/Autistic
15 Other Severe (specify): **ED - 10, MDSSI - 5**

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u>Number of Staff</u>	
	Full-time	Part-time
Administrators	4	0
Classroom teachers	79	6
Specials: Therapists	1	0
Resource teachers	8	0
Other specialists	2	1
Paraprofessionals	12	3
Other Support Staff	27	6
TOTAL FTE:	133	

Describe any significant changes in the data reported in items 1-11 that have occurred during the past five years. Explain why the changes occurred and the impact on your school programs (use additional page if necessary).

Our enrollment has grown by approximately 25 percent over the past five years; we added eight classrooms and fourteen teachers to accommodate the academic and extracurricular needs of the additional five hundred students.

PART II – VISION/MISSION

Mission

Pinnacle High School is dedicated to leading students to individual excellence by providing them a safe learning environment that fosters high academic standards and the collaboration of the entire school community.

Vision

We are a collaborative community that promotes the education of the whole person. We provide a quality education to all students, challenging them to achieve academic, social, and personal excellence. We are dedicated to the development of leadership in teaching and learning that will be applicable in the global community.

Pinnacle High School Values:

Academic, social, and personal excellence
Education of the whole person
Passionate leaders in teaching and learning
A collaborative community

PART III – SCHOOL SUMMARY

After finishing my bachelor's degree this year and looking back at all the teachers I had during my student career, I realized that the vast majority of the teachers who most inspired me were teachers from Pinnacle High School, and I know I can say the same for my fellow Pinnacle Alumni. Not only did I learn so much during my time in high school, I am most grateful for how much my high school experience helped me grow as an individual.

*Briana Thomas
PHS class of 2008
Arizona State University*

Named the number one traditional high school in Arizona by *Newsweek* magazine three years in a row, Pinnacle High School rises above the norm and provides a small school atmosphere in a big school environment by recognizing and addressing the individual needs of each of our 2,441 students. Our staff exhibits a strong commitment to academic excellence, meets rigorous teaching and learning standards, and demonstrates strong student achievement results in a student-centered, learning-centered school environment to support the social, emotional, physical, and intellectual needs of the whole child. We take pride in engaging all stakeholders in strategic thinking and planning toward continuous improvement.

Providing a quality education to students in the northeast valley of Phoenix and Scottsdale since 2000, the primary goal of all PHS staff is to challenge them to achieve academic, athletic, social, and personal excellence daily. We inspire students to be lifelong learners and are dedicated to the development of leadership in teaching and learning applicable in the global community with nearly 94 percent of all students attending college after graduation. 2010 graduate Kimberli Horyza said, “No matter whether a student earns straight As or constantly struggles, Pinnacle's staff challenges them to achieve their greatest academic excellence. In my perspective, they see the potential inside every student and provide each one with the tools, knowledge, and support needed for them to succeed. Perseverance is a key skill in this competitive, global community, and I have it because of PHS.”

The class of 2010 was truly exceptional because they donated their time and energy to over 50 charities working to help their community in food banks, walk-a-thons, nursing homes, and blood drives. They led efforts to collect supplies and money for organizations like local shelters, Haiti Relief, Support our Troops, UNICEF, Educate Uganda, The PVUSD Education Foundation, and Susan G. Komen. The 2010 senior class led our school in over 10,000 hours of community service and was our school's most celebrated class to date in producing 107 National Honor Society Members; five members were recognized as National Merit Scholars. Our graduates attend some of the most prestigious colleges and universities in the country including Duke, Harvard, Stanford, Barrett Honors College at ASU, Honors College at U of A, and MIT. We have also had students attend the Air Force Academy, Merchant Marine, West Point, and the Naval Academy.

In 2009, students broke Pinnacle's record for college scholarships by banking five and half million dollars, but the 2010 seniors nearly doubled that and claimed over ten million dollars in college scholarships, a truly remarkable accomplishment. Athletically, the class of 2010 won 12 region athletic titles and six runner-up state titles, and they hold Arizona State Championships in Swim, Tennis, and Soccer. This year the Arizona Interscholastic Association recognized our school for its excellence, both in classrooms and competition, by awarding the sole 2010 AIA Director's Cup to Pinnacle High School. The class of 2010 also boasts the Arizona State DECA President, the Arizona Gatorade Soccer Player of the Year, a 2010 Body By Milk Scholarship National Finalist, and Congressional Art Award Winners. It would be impossible to mention all of the accolades the class of 2010 received, but all of the accomplishments together make the class of 2010 the most decorated graduating class in the history of Pinnacle High School. The class of 2011 is well on its way to exceeding these high expectations. As we reflect on Pinnacle High School's first decade of excellence, we celebrate our achievements and look forward to the challenges of providing a quality education to our students in the 21st century.

In our first ten years, we established traditions aligning with our goals of academic excellence in a strong community. To welcome freshmen, we hold a traditional orientation night where parents accompany their children to the school to meet teachers, administrators, and counselors and familiarize themselves with the campus and expectations. We also hold the annual summer Freshman Camp where incoming freshmen spend a day on campus with our student government and junior and senior student mentors to build strong peer relationships and serve as peer guides to freshmen throughout the school year. This serves as a basis for other traditions, including: Club Rush; Academic Advisement night; Homecoming spirit week, float building, parade, game, and dance; Spooktacular; Boots and Heels; Hoopcoming spirit week, game, and dance; before-school pep rallies; live music Fridays; SSBTR walk-a-thon; and the yearbook signing party. Additionally, our students have opportunities to participate in clubs, athletics and the many extensive traditions established within each PHS group.

PHS teachers work diligently planning engaging, relevant curricular units and regularly reflect upon their effectiveness because it is understood that strong academics are a strong foundation for the other programs that contribute to Pinnacle's success. As our student and faculty population grows, so do our awards and recognitions. In addition to being recognized as an Excelling school by the Arizona Department of Education for six consecutive years, *Newsweek* ranked Pinnacle High School among the top two percent of schools in the nation. We give the most AP tests of any other high school in the state and in 2010, we produced 177 AP scholars including five National Merit Scholars. This school year we have six National Merit Semi-Finalists, which is the most in school history. Athletically the class of 2010 won 12 Region titles, six runner-up State titles, and State championships in tennis and boys' soccer.

PART IV – LEARNING CENTERED SCHOOLS CRITERIA

A. School Organization and Culture

I believe that PHS challenged me to achieve personal excellence by placing me with amazing teachers who held me accountable for more than just my schoolwork; in fact, they expected much more out of me than simply completing homework and passing tests. They worried about my wellbeing, helped me understand the importance of upholding my moral standards, and inspired a positive attitude that came along with supporting my everyday life both in and outside of high school. Those teachers made me want to be a better student and a better person altogether.

*Elizabeth Snell
PHS class of 2008*

A1. What are the school's underlying values, beliefs, and traditions that have built up over time as people work together, solve problems and confront challenges?

At Pinnacle High School, we believe that all students are capable of accomplishing their academic and personal goals and understand that strengthening relationships between teachers, students, administrators, parents, staff, and community is the best way to promote this. We constantly strive to connect with our students and families on a positive, personal level. To start things off right, we welcome incoming freshmen and their families in the spring with a traditional orientation night to provide an opportunity to meet administrators, teachers, and other students, including members of student government (StuGo), mentors, Key Club, National Honor Society (NHS), and the publications staff. StuGo also hosts Freshman Camp, a one-day activity session in the summer dedicated to strengthen peer relationships between incoming freshmen from various feeder schools and students in the PHS community, including members of StuGo and mentors. On the first day of high school, every freshman knows at least five upperclassmen and 20 of their freshmen peers; they are also familiar with staff and the campus layout because every freshman is given their fall schedule and walks their classes according to the bell schedule. Not only do the students build strong relationships but they are also introduced to the many clubs and sports on campus through activities and interactive presentations because we understand the importance of being involved on campus. These traditions ease the common first-day anxieties and help freshmen catch the contagious Pioneer Pride before the start of their high school career.

We go above and beyond what is expected of a public high school. To further strengthen campus relationships, PHS staff recognizes that student success requires support and guidance extending beyond the classroom. From the administrative team to the support staff, adults act in a positive role as mentors to our students. Staff members regularly attend sporting events and extracurricular activities. Nearly every teacher on campus advises one or more clubs and over 65 percent of the student body participates in one or more of them. To involve even more students, our administration fields committees to serve as advisors on a number of issues and participate in the decision-making processes of the school; these committees include: Site Council, Faculty Advisory Committee, Teachers Assisting Students, Professional Development Committee, and the Principal's Advisory Board. These committees were formed through teacher volunteers, teacher nominations, and invitations from the administration team to capture the student voices that would have otherwise been muted among the larger population. We also use committees to

address challenges that arise and problem-solve in anticipation for future challenges. Junior and member of the Principal's Advisory Board, Alyssa Coughenour, explained that in the October meeting student representatives expressed concern over the morning bell system. "The first bell rings at 7:25 and the second bell rang at 7:30; many of us thought that if we had a warning bell at 7:29, it would reduce the number of tardies to first period," she said. During that meeting, the group unanimously decided to include the warning bell and Mr. Reynolds had it working the very next day showing the effectiveness of the process.

Positive reinforcement among staff and students is another key ingredient to success. Teachers recognize colleagues for their accomplishments and acknowledge each other for their helpfulness in day-to-day activities over the school's email conference system. We routinely celebrate school-wide and individual student achievements and accomplishments, including those designated academic, athletic and/or personal, through the student-made daily video announcements, quarterly magazine, and annual yearbook. We also feature school and individual club accomplishments on the school website and at our site council and staff meetings.

PHS teachers use project-based learning in their classrooms, so we display a wide variety of student projects in all administrative offices. These projects showcase talents in ceramics, photography, art, graphic design, and the mastery of skills in academic classes, including English, math, science, social studies, and foreign languages. Every student who takes an Advance Placement (AP) exam in math or science designs a ceramic tile complete with his or her name; the art department fires the tiles and they are permanently mounted on the wall(s) in the math/science building. Last year, 268 students designed tiles, and we mounted over 800 tiles since starting the activity five years ago.

In addition to displaying student projects and AP tiles, we showcase pictures of our National Merit Scholars between our College and Career Center and the principal's office above our current athletic trophies. Athletic banners are displayed prominently in the gym, and current and former team photos are displayed in both the gym lobby and the administration offices.

Showcasing our unity and Pioneer pride through participation in ten years of traditions, clubs, committees, and the displaying of artifacts that symbolize our dedication to excellence remind all stakeholders about our commitment to maintain a positive climate.

A2. How does the school foster positive interactions, respect, cooperation, and collaboration between and among students and adults, and promote a healthy peer climate among students?

Not only does Pinnacle High School focus on relationships between and among staff and students, but it also focuses on fostering positive relationships and respect for the entire PHS community beginning at Freshman Camp and extending through graduation and into the world beyond high school. During the first week of every school year, we have a traditional Smart Start day; 100 percent of students familiarize themselves with the school handbook, meet the administrator who works with their grade level, and watch student-made public service announcements regarding dress code, parking, behavior at lunch, and other timely issues. We have an advisement program that fosters positive student-teacher interactions by focusing on student transitions from eighth grade to ninth grade and from twelfth grade to graduation by assigning one trained teacher to 30 of their current freshmen or senior students. This teacher already has an academic relationship with the student and further monitors the students' academics and participation on campus during that academic year; they also act as liaisons between the school, students, and parents. While freshmen and seniors meet with their advisors, sophomore and junior students attend a presentation geared to address diversity. Earlier this year,

for example, “Not My Kid” presented information about Internet Safety that was well received by the students. There have also been excellent speakers regarding bullying and self-esteem.

Teachers play an integral role in how students feel on campus because they actively work to establish a great rapport both in and out of the classroom with students and parents, and this directs the overall mood on campus. As a staff, we lead by example by discouraging negative talk about peers or other teachers; we are also open, concerned, and empathetic while upholding rigorous academic standards. We offer various academic clubs to fortify our expectations such as the Supervised Study Club so that students have certified teachers to help with all levels of academia in an after school session with like-minded peers. All five administrators build on this relationship because they spend every passing period and lunch outdoors and in the common areas interacting with students. They also facilitate clubs that take student opinions into consideration when implementing campus-wide decisions. We establish clear behavioral expectations so that every student feels safe to grow as a learner, and when a student violates any of the policies, he/she is counseled and redirected to correct the behavior. Consequences are instituted, but grudges are not, and students are able to move forward and learn from behavioral mistakes.

On campus, students show that healthy peer relationships are important by starting clubs that reinforce this belief. The freshman mentor program assigns approximately three to five freshmen to one upperclassman so each of the 615 freshmen belong to a small group of their peers within the first month of school. The Peer Mediation program was established to resolve disputes and has proven effective in participating schools around the United States, changing the way students understand and resolve conflict in their lives. Changes include improved self-esteem, listening and critical thinking skills, and school climate for learning, as well as reduced disciplinary actions and less fights. Just this year, a freshman student started Pinnacle Students Against Bullying (PSAB) in response to recent incidents in the national media. Her primary goal is to increase teacher and student awareness about the issue and come together as a campus to reduce the number of bullying incidents at schools valley wide. Another student recently started the Gay Straight Alliance (GSA) with the hopes of connecting to other schools’ GSAs and community resources through peer support and leadership development because he felt immeasurable support on campus and wanted to spread this feeling of camaraderie through the formalized group.

When students have interests that fall outside the offered clubs, teachers, administrators, and staff encourage them to start new clubs and teachers volunteer as the certified, on-campus advisor.

A3. What is the school’s plan for school-wide safety, discipline, and drug prevention?

School discipline and student safety establish an environment for success because without the security of knowing one is safe at school, learning is difficult, if not impossible. Pinnacle High School has worked to provide the safest and most secure learning environment in the Paradise Valley Unified School District (PVUSD) by working with campus booster clubs, parent groups, and private organizations, including Not My Kid, Mothers Awareness of School-age Kids (MASK) and the Scottsdale Prevention Institute, to provide support in the areas of safety, discipline, and drug prevention. In fact, Pinnacle’s *Blueprint Magazine* recently partnered with MASK and submitted a double-page spread, including articles and pictures, detailing safety measures at PHS.

To address overall campus safety, we established an Emergency Response Plan that coordinates actions in case of a serious emergency and includes details for handling both minor

and serious situations. The plan includes information for the evacuation of staff and students. PHS also established the Pinnacle Safety Committee to review campus safety issues for staff, students, and visitors to the campus. The committee works closely with administration on issues such as the traffic flow to and from school. It devised methods to ease the congestion with bus pick-up and it partnered with the city to coordinate the flow of traffic in and around the school. This year, the city installed traffic lights at two school intersections to increase safety and to expedite the traffic flow.

Drug, alcohol, and tobacco prevention is an ongoing process involving the school nurse, counselors, staff, parents, and students. District programs and off-campus counseling sessions are offered to students who are disciplined for drug offenses, and the school counselors offer support upon the student's return to school. During advisement days, sophomores and juniors attend assemblies, half of which are geared toward the prevention of substance abuse, and if PHS parents/guardians give their permission, their child will be included in the random testing program, which is designed as a deterrent to drug use and as a tool for parents to initiate or continue discussions with their children. Our efforts are working! Compared to the 2009-10 school year, the student body grew by 97 students and one administrator in 2010-11 while campus drug, alcohol, and tobacco violations decreased by nearly 56 percent.

Not only have the drug violations decreased this year, we have seen significant decreases in overall discipline including specific infractions of dangerous items, endangerment, weapons, computer infractions, defiance of authority, dress code, and leaving school without permission. In addressing discipline issues, administration devised a uniform system of handling school infractions. Administrators follow the discipline chart to be fair but firm when dealing with student discipline.

B. Student Focus and Support

Pinnacle High School gave me multiple opportunities to shine amongst my peers: academically, through leadership positions, and in extracurricular activities. It's because of these opportunities that I felt challenged to reach my greatest potential. The faculty really helped me believe I could achieve greatness. I am so grateful for this life that was given to me by the Pinnacle staff and for the school's willingness to open up their arms to a short, skinny, artsy kid like me.

*Brock Baker
PHS class of 2006
Actor on "Glee"*

B1. How is the school's population best described?

Pinnacle High School's student population continues to evolve as our surrounding community grows and becomes more diverse. At present, our student population is 86.2% Caucasian, 6.8% Hispanic, 4.3% Asian/Pacific Islander, 2% Black/African American, and 0.5% American Indian/Alaskan Native. Over the past ten years, we have experienced an increase in our socio-economic diversity. At present, approximately 10% of our population qualifies for free or reduced lunch. In addition to ethnic and socio-economic diversity, we recognize the diverse nature of our student population with respect to special education services. Currently, 7% of our total student population qualifies for special education support through Individualized Education Plans and 504 accommodations.

B2. How is the school structured to meet the varied needs of your student population?

Even though Pinnacle High School has a large percentage of academically driven learners, the staff realizes that not all students enjoy traditional academic learning and, to ensure that all students receive the intellectual challenge and academic support they need, we offer a wide variety of curricular programs. Depending on their motivations, students may participate in AP/Dual Credit, honors, and Career and Technical Education (CTE) courses, including woodworking and welding classes, available for our students at another high school in PVUSD to help nurture positive ties and school social interactions as they pursue individual excellence.

We understand the varied needs of students and provide teachers with training in differentiated instruction, direct instruction, accelerated instruction, and remedial instruction. Many classrooms are dually staffed with team teachers or a teacher and a paraprofessional to support the learners' diverse needs. Teachers understand that students learn and demonstrate their learning in different manners and offer differentiated lessons and assessments. In freshman English classes, students create their ideal soundtrack for *Romeo and Juliet* instead of writing a traditional essay by finding one song to represent each of the 25 scenes. They write one full paragraph for each scene, explaining how the lyrics or music fits that scene. This end-of-unit assignment also acts as an assessment as it tests students' knowledge of the material.

Extended learning opportunities are built into the culture of our school. In fact, most teachers have publicized schedules of availability outside the regular school day when and where they are available to assist their students. We also make other extra help or tutoring options easily available on our school website and through the counselors and academic advisors. Two to three mornings a week, National Honor Society students offer peer tutoring in the library free of charge. An after school study group supervised by teachers offers a designated time and space for students to ask questions as they study and complete homework assignments. Our district technology department is currently developing a TelePresence tutoring program to be piloted through the supervised study group and also a web-based tutoring program that employs student volunteer tutors to provide tutoring assistance from home to other students in their homes. In short, our school community is continually looking for new ways to reach struggling students and offer the assistance they need to be successful.

B3. How does the school address students' physical, social and emotional needs, and intervene when student personal needs are preventing academic success?

The guidance department, school psychologist, teachers, nurse, and administrators help students with emotional, physical, and social needs by mediating issues and providing layers of support for students in need. When a student's issues warrant outside assistance, we have access to community resources and refer those who need outside assistance to these specially chosen, qualified, and approved third parties.

On campus, there are a variety of students who need physical accommodations. We provide elevator keys to access second floor classrooms while paraprofessionals and other students assist students in wheelchairs. Teachers show their flexibility in arranging their classrooms at a moment's notice to accommodate wheelchairs or other needs, and our maintenance staff delivers and sets up special desks or required equipment immediately after a request is made. Teachers allow students extra time to travel to classes and they modify or give alternate assignments in classes requiring physical activity when students have ailments that restrict abilities. Teachers also provide their support or facilitate peer support in class when a student has physical restrictions. Just this week, a freshman broke the wrist of his writing hand, and before his return, the teacher already asked another student to take clear notes, scanned them,

and emailed photocopies so the student had immediate access to the missed material and thus lessening his academic and personal stresses.

Kids have access to occupational therapy, physical therapy, and equipment. We provide laptops for students who do not have the motor control to write well, and we write assistive technology into students' IEPs as needed.

Social and emotional needs are addressed through mentors, peer mediation, clubs, StuGo and Freshman Camp. Many of our students follow the lead of our Best Buddies club in working with special needs kids. The school's current anti-bullying campaign has prompted students to work with adults on campus to resolve outside issues that spill over into school time and hinder their academic focus. Assimilating students new to the school is an important focus of our community and to make them more comfortable. Students, teachers, and staff members alike advise and offer assistance to new students in locating classes and finding clubs or other activities suitable to their interests.

Sometimes a person's personal issues are so overwhelming that it hinders his/her success, but here, teachers go above and beyond what's required of them to help ensure their students feel supported. Special considerations are given to the individual needs of every kid; rather than simply making things "easy" when students struggle, our goal is to teach students appropriate ways to handle individual situations. For example, when a student's grade suffers because he/she experiences trouble remembering all of his/her responsibilities, the academic advisor or teacher might suggest the student and parent opt-in to the "planner program." In this "program," the student is responsible for writing down his school responsibilities every day and unobtrusively asking each teacher to sign off daily, ensuring he wrote everything down accurately. Parents work with the teachers and review the planner at night and often institute an immediate consequence if the student did not meet the daily expectation. *This helps the student remember to write their assignments down the next day.* By working together, students understand his role in determining his success.

Teaching individual responsibility and accountability is key to success at Pinnacle High School. When students can't print materials at home, teachers and paraprofessionals remind students to visit the computer labs in the Information Technology Center before school, after school, or during lunch to print their materials rather than simply printing it for them. Of course this is handled on a case-by-case basis, but when students take responsibility for themselves, they are more powerful in their lives. With every step, we make every attempt to consider student needs, and even the seemingly small efforts build this essential skill in students. For example, when we have an altered schedule for testing, advisement, or final exams, the head of counseling arranges it so everyone is impacted "fairly." On final exam days, we see students in periods 1, 3, 6 on one day and then 2, 4, 7 on the other day so seniors with half days maintain the shortened schedules so their lives outside of school are impacted as little as possible.

B4. How has your school demonstrated a commitment to addressing the accessibility and safety of its facilities and programs to students with disabilities?

Pinnacle High School addresses the accessibility and safety of its facilities and campus to students and visitors with disabilities by including the following: handicap buttons to automatically open at least one door to each building, elevators in two-story buildings, ramps, handicap accessible bathrooms for students and staff, doorways wide enough for a wheelchair to enter, clearly marked buildings, lowered water fountains, and wheelchair-friendly desks. PHS designates separate bus routes with convenient pick-ups and drop-offs for special education and disabled students to accommodate the varied needs of students.

Students who report to school on crutches or in a wheelchair after an injury are given a pass from Nurse Moskowitz to leave class a few minutes early (between two to five minutes) so they can avoid crowded halls.

C. Professional Learning Communities

Attending Pinnacle High School allowed me to cultivate my interests in an academic capacity through intensive advanced placement course studies in English, history, math and science. My teachers worked collaboratively to provide me not only with educational guidance but with life lessons to better prepare me for my future success in college classes and beyond.

*Sara Fogel
Class of 2006
Arizona State University*

C1. Describe your coherent approach to professional development that ensures ongoing learning for staff.

The Pinnacle High School community believes that student achievement is directly linked to teachers' skills and knowledge in the classroom, and enhancing teachers' abilities during built-in professional development (PD) hours is an effective way to build upon our already strong foundation. Teachers, parents, administrators and students serve on the School Action Leadership Team (SALT) whose goal is to increase the number of stakeholders who demonstrate ownership of and civic responsibility to the educational environment. They established a goal of working to enhance the school's professional development plan for both certified and classified staff in order that opportunities would be relevant, timely, and useful. They also designated a portion of Pinnacle High School's budget for teachers who would like to pursue professional development off campus and outside of the district by encumbering part of the school budget both in M and O and in Gifts and Donations for Professional Development.

Monthly staff meetings and each of the six professional development half days directly support the school's annual goal. This year, our professional development committee continues to focus on expanding the 21st century skills of our staff so every member of the Pinnacle High School team can reinforce the importance of such skills on campus. We assimilate new teachers to our campus from the beginning by hosting informational luncheons that contribute to the development of their professional skills. In the regularly scheduled professional development, we offer one group session to address the school goal and then often break into level groups so teachers have time to plan common assessments and units. Essentially we differentiate each in-service to cater to a variety of needs, interests, and abilities.

Our first in-service of the 2010-2011 school year provided training for staff by Scottsdale Prevention Institute regarding Cyber and Social Networking Bullying. Not only were the teachers trained, but ninety students were also trained in ways to help students report any bullying, either at home or at school. The students then attended one of the days of staff training before school and spoke to teachers and staff in small groups, asking for their help in listening to students who were reporting any bullying behaviors. Each staff member was given a t-shirt to wear the opening day of school with an anti-bullying theme, and we continue to wear the school shirt once a month on Advisement Days. Pinnacle High School Teacher Academy facilitated the second in-service focused on helping teachers remember what it was like as a student in high school. The kids designed activities and with guidance by Mr. Olson, they made a wonderful

impact on the staff. Teachers on our staff often collaborate with students to present information around their area of expertise because we believe in the power of community and sharing at PHS.

Technology integration in all classrooms is a necessary component for student preparedness in the global community, and PHS teachers understand and value the importance of it. Every teacher begins the school year by completing a Performance Base Pay (PBP) Individual and Group Option and Award Plan. Based on the progress of the plan, teachers receive monetary compensation. Ninety-nine percent of our teachers participate in the both PBP Options, which are generally tied to an opportunity to strengthen the skills necessary to keep up with today's teenagers. The project's progress is monitored by administration and discussed during the large group session in professional development meetings.

C2. What opportunities do teachers and other staff members have to participate in professional learning communities that enhance their ability to support student learning?

Pinnacle High School's professional learning community (PLC) model comes from the assumption that our educational mission is not simply to ensure that students are taught but to ensure that they learn and use the following questions to guide their progress: 1. What do we want each student to learn? 2. How will we know when each student has learned it? And 3. How will we respond when a student experiences difficulty in learning? This simple shift from a focus on teaching to a focus on learning has proven to be successful in schools nationwide and has proven effective at PHS. Each grade level subject taught by more than one teacher is referred to as a level, and each level doubles as their own PLC. PLCs are given time during the professional day to work together to create common assessments, create unit plans, and examine their grading scales and expectations. Each semester ends in a culminating activity where teachers meet in their PLCs to determine their effectiveness by examining student performance data.

Since the beginning of 2010-2011 school year, Pinnacle High School offered two optional technology trainings during teacher planning periods, and ninety percent of the staff participated. This is not required, but the training is so worthwhile and so organized that it is obvious all participants found the sessions useful regardless of their skill level.

We have multiple PLC's that meet regularly in cross-curricular levels including English and history, math and science. Many elective teachers form PLC's to collaborate on scaffolding cross-curricular skills. Our math teachers meet regularly to evaluate and analyze benchmark data. All teachers collaborate with their colleagues to develop curriculum and give common assessments, which have been an emphasis for our entire faculty to ensure that all students are getting a quality education that is aligned with the state standards.

C3. How has teacher professional development improved teaching, school culture, and student achievement and success?

Every teacher is evaluated each school year by one of the four administrators, and novice teachers are evaluated once each semester. These invaluable classroom observations provide a unique opportunity to observe and evaluate teacher skills in the natural environment. After each visit, the instructor meets with their evaluator to determine areas of strength and areas needing refinement; this meaningful feedback gives teachers professional goals. Administrators and teachers remain up-to-date on current research and practices by developing and implementing an annual plan for professional growth outlining the development activities the teacher intends to pursue during the school year. Careful consideration is given to short and long term goals so teachers and administrators can grow in their pedagogy and continually reflect on best practices.

When we check our progress in the student pass rate from five years ago to today, our successes are phenomenal. The pass rate of AP students on the exam puts us in the top 471 schools in the nation.

Teachers are highlighted at faculty and staff meetings for their accomplishments. We work to nominate teachers for state and national awards. Our parents have a teacher appreciation program; they provide multiple breakfasts during the year and give goody bags to boost morale when teachers need it most. Expert teachers are asked to develop, participate and lead in professional development programs, and teacher accomplishments are highlighted in “Blue Streak”, the principal’s monthly electronic newsletter.

D. Active Teaching and Learning

As a teacher at Pinnacle High School and a student pursuing my doctorate in Organizational Management and Leadership with an emphasis in Effective Schools, I’ve had the unique opportunity to examine traditional, charter, and private schools across the valley, throughout the United States, and internationally. Pinnacle High School is truly extraordinary because of the unparalleled leadership provided by Mr. Reynolds and the team of assistant principals. They use research-based professional and curriculum development to create a strong foundation for academics, and they encourage the integration of the most cutting-edge technology to enhance tried and true methods. They uphold the highest expectations and are the true cheerleaders promoting Pinnacle’s teachers and students. This is what makes Pinnacle High School an exceptional school, dedicated to academic excellence.

*Christine Bolton
PHS English Teacher since 2004*

D1. How are teaching practices and learning experiences consistent with current knowledge and research about successful teaching and learning?

Research shows that teacher subject-matter knowledge is greatly associated with student learning. In this era of high standards and high expectations, having a highly qualified (HQ) teacher has never been more important, and at Pinnacle High School 100 percent of the teachers are HQ and 70 percent have a master’s degree or higher; 95 percent of Pinnacle’s staff have worked at the school for at least five years. Administrators collectively value academic rigor and expect the very best from teachers and staff. They assign HQ teachers in every classroom and work with instructional division leaders (IDLs) to meet teachers’ requests regarding their desire to teach specific courses. The fact the teachers have a voice in what they teach encourages a passion about the content; teacher assignments are reviewed annually to prevent stagnation in simply covering material.

The Pinnacle community understands that today’s classrooms are more academically diverse than ever before, and research shows that students learn best when material is appropriately challenging. Differentiated instruction and diversified learning are at the heart of Pinnacle High School’s curriculum and are used to appeal to the needs of every student in every classroom; it helps students of varying intelligences to succeed academically. Learning is student-centered, and teachers often try to include students in decision-making processes.

From the first day of school, students are introduced to Pinnacle High School’s core academic philosophy “Make it count!” Teachers make it count every day by designing and presenting appropriately challenging curriculum, meeting with students before school, during

lunch, and after school to help them master concepts, and assisting with challenging assignments. Since the school's opening 11 years ago, writing across the curriculum has been central to our philosophy. Teachers make it count in every subject by assigning writing assignments to students to aide in teaching core literacy skills and critical thinking in every single classroom. Every teacher has a web page, so that even when students are not on campus, they can receive assistance from their teachers. High AP scores, incredible AP participation, excellent AIMS scores, remarkable graduation/college bound rates, and the countless academic accolades our students receive each year are a testament to the high academic expectations that we have for our students.

D2. What does the school do to accelerate the learning of students who fall below basic standards, and/or mastery?

Pinnacle High School offers a multitude of programs to assist students who fall below basic standards. We offer remedial math and English classes, AIMS tutoring, peer tutoring programs, and online classes so that students who fall behind have the opportunity to catch up to their peers.

Differentiating instruction is vital in appealing to students with varying learning styles, and this method has been proven to promote academic achievement. Multimedia presentations, manipulatives, visual aides, music, art, and physical activity are all strategies that our teachers employ to actively engage students in learning the material.

Every year we share AIMS and AP data with our teachers so they know how their students performed. AIMS data is particularly useful because it can be broken down by strand and standard so that teachers know where their *students* excelled and where they needed extra help so teachers can adjust their instruction accordingly.

Furthermore, many teachers offer organized study sessions. Mrs. Tommasino, for example, hosts the PHS Breakfast Club every Friday to review challenging science material and offer hands-on supplemental lessons for students. This progressive tutoring opportunity strengthens skills and instills a passion for learning in students.

D3. What processes, strategies and management systems are used to assure safe, orderly school and classroom environments?

Pinnacle High School provides students with a safe and secure school environment so they can focus solely on learning when they are on campus. Not only do we adhere to the District's disciplinary chart that denotes penalties for specific infractions, but we get to know each student on an individual basis so they have a vested interest in their school community. Parent meetings, teacher assistance teams, conduct referrals, and evaluations all serve to help maintain order and a safe and orderly school environment.

School administrators ensure fairness in our disciplinary procedures by meeting regularly to discuss discipline and infractions and to evaluate the penalties. The primary goal in disciplinary actions is to be fair and consistent. We follow due process when a student receives a disciplinary referral, and students are always encouraged to present their side of the event before administrators make any type of decision.

D4. What opportunities (provide specific examples and outcomes) do students have to apply learning to real world situations?

Pinnacle High School encourages students to apply learning and skills in a relevant manner. Many of the classes integrate 21st century technology skills by building and maintaining Google

Websites that double as electronic portfolios of students' work. The websites provide an electronic delivery and communication device between teachers and students, and they prepare students for similar situations they may face at the university or community college level. Pinnacle teachers and students use our "in-house" email system. Each PVUSD student K-12 is assigned a unique Google Account under the pvlerners.net domain where they may email teachers, create collaborative projects using Google Docs, and enhance their computer literacy skills at any compute, home or at school. The email address teaches students the importance of professionalism at a young age. In communicating with adults, some email communications are uncomfortable and inappropriate, but in requiring students to use their "business" account, they understand the difference between personal and professional communication. The pvlerners.net domain is a very powerful tool that gets better and better the more teachers use it, and Pinnacle High School teachers use it in creative ways every day.

Pinnacle Pathways yearbook students in the student-led collaborative project-based learning class develop real-world skills, including journalism, photography, writing and design, leadership and marketing, that prepare them for life outside of school. During the production of the 440-page, self-designed book judged in state and national competitions, 23 students take 90 percent of the book's 3,520 photos and write 100 percent of the stories and captions. They schedule their own photo shoots and coordinate school events such as the senior panoramic, senior pictures, and underclass and staff picture days by working with third party vendors; the class sells senior advertisements to 33 percent of the senior class and yearbooks to 70 percent of the student body. They also facilitate the distribution of all 1,700 books and ensure the complicated process is carried out successfully. The students encounter challenges and solve them by defining the problem, generating alternatives, evaluating and selecting alternatives, and implementing solutions. Just this year, the students did not meet their senior ad sales goal. In an effort to increase ad revenue to keep book prices lower, students analyzed their previous sales methods and discovered their direct marketing missed nearly 40 percent of seniors; they created a mailer with a pre-purchase discount and sent it to every senior parent, resulting in additional purchases by 18 percent of parents and thus exceeding the students' original goal.

D5. How are resources made available to teachers and students for instruction, gathering information and sharing the results of their efforts?

Our school has an incredible Information and Technology Center. At the ITC teachers and students are given the resources that they need to teach and to learn. The ITC distributes computers, cameras, smart carts, iPods, overheads and other technology available to us to help educate our students. The ITC also has two computer labs and reference materials to help students with research or their regular schoolwork. Also, within departments, teachers collaborate and share ideas, plans and lessons with each other. They work collaboratively at their levels within their departments to make sure that materials and resources are shared, and that each student has access to the departmental and school resources.

D6. What technology applications is the school using? How do they relate to the curricular goals, and how do they support teaching and learning?

pvlerners is the Internet domain mentioned above that is registered under PVUSD providing Google accounts with e-mail, calendars, shared documents/spreadsheets/presentations, gadgets, blogs, wikis, groups, RSS feeds and Web pages to all teachers and students in the District. These accounts are Internet, resource, and tool enabled, giving students and teachers the capability to collaborate and share information via the Internet. pvlerners helps to prepare students for their

future by practicing and exploring useful, appropriate and educational aspects of the Internet. By utilizing the tools available in pvLearners, teachers can incorporate technology standards into their teaching practice. Using these tools helps support current university, workplace, and educational “best” practices in which the Internet is the main source of communication and collaboration. Because these accounts are Internet-based resources, it is important for adults to monitor and enforce appropriate behaviors. Concepts such as identity theft, scams, spam, cyber pals, cyber bullying, ethics, disclosing personal information, digital stranger danger and advertising are important 21st century behaviors that must be discussed, understood and practiced by all users. By providing experiences at school and partnering with parents, we believe students will become robust and intelligent users of this unique workspace. The students currently using their pvLearners accounts have identified many ways that their lives have become less complicated. As long as students can access the Internet, they can create documents and presentations, which means that this sole program eliminates the need for compatible software or jump drives as students create and store their work within the account.

Another perk of the pvLearners program is that students can work on team projects virtually through online collaboration and they don’t need to “meet” to work on assignments. Every student is given an e-mail address under the pvLearners domain so they can correspond with their teachers, prospective employers, and universities using a professional e-mail address. By incorporating technology into their lessons, learners are increasingly engaged.

E. Challenging Curriculum Standards

As a Pinnacle High School student, I achieved both academic and personal excellence. My teachers were passionate about their subject matter and sought to stimulate their students academically. The subject matter was always challenging, but in a way that made me think outside of the ordinary and learn from my misconceptions. The information I learned from these teachers has been vital to my success in college thus far. In fact, the challenging curriculum at PHS interested me so greatly that I decided to pursue a degree in English education at the secondary level. Personally, I walked into PHS as a young, naïve girl but walked out as a strong, independent woman. With the help from teachers, coaches, and advisors I gained discipline, leadership skills, and knowledge that I will carry with me for the rest of my life.

*Megan Turner
Class of 2008
Northern Arizona University*

E1. How is the curriculum developed, monitored, evaluated and improved at your school?

Pinnacle High School has a rigorous curriculum, designed according to state standards, which helps students prepare for their futures in academia or the workforce. In accordance with state guidelines, students are required to take four years of English, three years of math, three years of social studies, three years of science, one full year of fine art or career-technical education, a full year of physical education, and seven elective credits to earn the required 22 credits needed for graduation. The curriculum at Pinnacle High School is developed in professional learning communities and monitored by administration through observations; the staff also evaluates student performance on tests and feedback from parents, students, and instructional division leaders.

E2. Provide a brief description of the curriculum across all grade levels for the following core content areas (address the two bulleted prompts below when summarizing each area):

*English

*Mathematics

*The Arts (Music, Art, Drama)

*Reading, Language Arts

*Foreign Languages (if applicable)

*Science

*Social Studies

*Physical Education

- Give examples of ways in which 21st century skills outlined on page 7 are incorporated.
- Describe some unique, exemplary and innovative features that are particularly effective. Tell how you measure their effectiveness.

I was elected into StuGo my sophomore year, and while that contributed to my life in the most incredible ways, what I remember most about Pinnacle was the variety of classes that were available. This, combined with the quality of each and every one of my teachers, inspired every student to try their best. Teachers were passionate and therefore made the material interesting; they were the main reason for my desire to learn. They upheld the most rigorous academic standards and pushed me to utilize technology in my coursework whenever appropriate. My teachers' passion was contagious – they made me look forward to attending class and contemplating topics long after I left at 2:00pm each day. The fact that I wanted to learn made it that much easier to exceed academically and achieve personal excellence.

*Bailey Schultz
Class of 2010
University of Arizona*

English

Every student is required to take four years of English; in the areas of reading or writing, Pinnacle's English department works to develop 21st century and critical thinking skills in each student. Our teachers work tirelessly developing curriculum that exceeds the traditional state standards, covering a variety of literary genres, time periods, and invoking higher level thinking. For example, students link to the past by reading a hard copy of *Lord of the Flies* but then create multi-media presentations that explore more global, complex themes using programs such as iMovie and Keynote. Many of these presentations are developed through cooperative learning activities designed to enhance social responsibility and interpersonal skills. As an example, students may read a work of fiction and discuss a universal theme, then create an online game and partner with a Career and Technical Education program, like Teacher Academy, to introduce the universal themes to younger students. Here, cooperative learning is integrated with technology. Furthermore, the increased use of and reliance on the Internet helps stimulate self-direction. Finally, while reading and writing still are very valuable skills; they continue to foster critical thinking, creativity, and intellectual curiosity.

Freshman English is a survey course in world literature and written expression with a focus on literary analysis and response, with an introduction to in-text parenthetical documentation and citations for research. Students read short stories, ancient Greek epics, Shakespeare, and classics, including *To Kill a Mockingbird*. Sophomore English classes focus on writing and researching effectively and reading British literature. A career exploration unit is one of the main

collaborative units in the English department. Counselors and teachers work together to guide students in research and writing by investigating options and career opportunities. The culminating assignment is an extended research paper. Junior English students review classic works of American literature and further develop their writing and research skills. Senior English culminates with a final review and close read of American literature. Our honors and AP courses give students the chance to work at an accelerated pace to broaden their horizons beyond the opportunities offered in the basic curriculum. Students in senior AP English are given the opportunity to enroll in Maricopa County Community Colleges to take English 101 and 102, or they can stay on campus and earn dual credit by taking AP English 7-8, because the curriculum aligns with first year college course competencies. Many students choose to stay on campus to earn dual credit because of our rigorous, challenging curriculum and the teachers' reputation for upholding the highest standards in the English program.

Our English department believes in the importance of continuous assessment and strives to use multiple methods to assess student achievement and progress. To quantify the effectiveness of any of activity, these assessments range from simple teacher observation to teacher-made rubrics and/or portfolio assessments as valuable indicators of success. We assess the mastery of state standards both formally and informally.

Mathematics

Offering a diverse and multidimensional curriculum designed to meet the needs of each of our students, our math program challenges and prepares students for life after high school. We offer traditional courses such as Algebra 1-2, Geometry, Algebra 3-4, and Pre-Calculus (both at regular and honors level). At the Algebra 1-2 level our students use Carnegie Learning in conjunction with the traditional curriculum. This online learning program challenges our students to problem-solve above and beyond the typical curriculum. At the geometry level, our teachers use Cabri Jr. to encourage our students to explore geometry concepts beyond the axioms of the textbook. For our university-bound students, we offer AP Calculus AB, AP Calculus BC, AP statistics, and Calc III/Differential Equations. For our seniors not pursuing higher education, we offer a series of courses designed to help them meet the state standards, culminating in an applied business math course. Our staff works diligently to ensure that our students are in a math course where they can experience success while being challenged. Furthermore, we implement a variety of teaching techniques and the latest technology available to us to prepare our students for their future endeavors. We use differentiated instruction, utilize cooperative learning, and integrate various media for projects.

The Arts

Pinnacle High School offers a comprehensive collection of visual, performing, and instrumental courses to enhance the overall student experience. In an interview with Pinnacle's *Blueprint Magazine*, executive director of the Center for Arts Education in New York City, Richard Kessler, said, "[P]lenty of research shows that children who spend time in school doing visual art, performing music or dance, or even acting in a play gain a whole set of creative and analytical skills that are quickly disappearing from the rest of the curriculum." PHS administrators and teachers agree with the message in Kessler's quote and work to continue offering a wide variety of classes in the arts. Photography, Graphic Design, Art, and AP Art courses employ a strong use of 21st century skills and instill and provide the passion students need to enhance their academics. Teachers combine technology with traditional teaching

techniques to provide a current digital-based education for students, allowing them to use current technology and digital tools to produce thoughtful, innovative projects that creatively express their personal ideas and individual views of the world. In AP Art, students use digital cameras as a creative source as the foundation for their work. In addition, the AP art students must learn to use digital tools to prepare their 2-D work for digital submission.

The virtual art gallery that was created two years ago demonstrates a use of 21st century skills as students communicate their ideas by sharing their work on a website. This website serves as a way for students to reach a variety of audiences in a digital environment.

Foreign Languages

Students in the World Language program at Pinnacle High School prepare themselves to be active members of the global community by learning a second (or in some cases, third or fourth) language. Students investigate the target culture and teachers challenge them to think critically, not only about what makes us unique as members of the global community but, more importantly, how people are similar simply because they are part of the human race. They ask guiding questions such as: What common history do we share? What are our common goals and aspirations? How will we be able to reach these goals working along side one another in the future? Through work in the foreign language classes, students make meaning of their experiences and are able to definitively answer these questions.

In each and every World Language classroom at Pinnacle High School students spend the majority of their time working together to communicate in the target language. While they are being challenged with listening and speaking requirements, they learn and use the valuable skills necessary to work with others. Students often collaborate on projects that require teamwork to plan and execute the final product.

Students in higher-level language courses at Pinnacle use technology to access newspapers and websites of the countries in which the target languages are spoken. Using these tools, they investigate current events and are then asked to communicate their findings to their classmates and engage in a thoughtful discussion with their classmates about the impact of what they learned.

Science

Pinnacle High School implemented the Physics First program when the school opened in 2000 because founder, John Stollar, believed that turning the scope and sequence around laid the foundations for better understanding of chemistry, which in turn will lead to more comprehension of biology. Due to the tangible nature of most introductory physics experiments, Physics First also lends itself well to an introduction to inquiry-based science education, where students are encouraged to probe the workings of the physical world. As their first high school science class, all freshmen take Conceptual Physics, which teaches students to express physical phenomena such as projectile motion in a mathematical representation. Graphical analysis is emphasized throughout the year, and both qualitative and quantitative science concepts are stressed. Student progress is monitored through hands-on labs, written expression, and coursework. This early introduction helps develop critical thinking skills and sets the tone for high expectations in subsequent science coursework.

Science often culminates in an elective AP class in Biology, Chemistry or Physics. Some students take multiple science elective courses, including Anatomy and Physiology and Environmental Science. Our curriculum is cutting-edge. Science coursework is generally liked

by many of the students, which results in increased attendance in upper level science coursework and high AIMS scores on the science section.

Social Studies

Teachers in our Social Studies department are dedicated to enhancing the education of every student. Our AP program has had tremendous success in both our overall passing rates in each subject as well as the percentage of students who potentially earn college credit by scoring 4s or 5s on their exams. We take great pride across the department in using many varied approaches to instruction to stimulate students' multiple intelligences. We support the English department by carefully engaging writing across our curriculum so students see that writing is important in more than one discipline.

The department integrates Interactive Notebooks in every level; in these notebooks students complete and store multiple-intelligence-based assignments, like writing poems, drawing maps, writing letters, taking notes and creating artistic collages, to demonstrate mastery of content in ways worksheets and lecture cannot duplicate. We have found that by creating a "portfolio" of student work within the Interactive Notebook our student failure rate drops simply because they have a place to store everything and keep long term. The notebook becomes like a second textbook for students and the best part is that it contains all their work.

In addition to the Interactive Notebook, teachers in this department are generally experts at integrating technology into the classroom. It is hard to find a Social Studies teacher who isn't using Google Earth, PowerPoint, Google Docs and video from YouTube to interest students and keep them focused and learning 21st century technology skills.

Physical Education

The physical education (P.E.) department believes that physical activity emphasizes success in personal well-being and academics. Teachers align their curriculum according to state and national standards to create meaningful, interesting units that promote physical health and lifelong physical activity. Classes offered at Pinnacle include Life Concepts, Conditioning for Dancers, racquet sports, weightlifting, and advanced weightlifting. Teachers create lessons to emphasize overall athletic conditioning while taking the historical context of fitness into consideration. We do a complete body stretch with body weight resistance for tone and fitness. Students design their own workout programs. Our writing across the curriculum has been expanded to the internet/You Tube assignments in which students research our content area and teach that information to the class. The number of students who join sports programs through teacher recruitment and demonstrate their commitment to lifelong physical activity indicates the PE department's effectiveness.

E3. Select two of the content areas in E2 (OR select one content area in E2 and one other unique program or curricular area) to discuss in greater depth. Choose these two areas or programs because of their central importance to the school's vision and mission, and their special significance to the school.

Pinnacle High School's vision and mission are dedicated to academic and individual student excellence. As teachers, we value collaboration among stakeholders in the school community, and we strive to develop leaders in teaching and learning to adequately prepare students to take an active part in the global community. Pinnacle's math and photography programs exemplify these core values.

The math department's scope and sequence ranges from Algebra Concepts to Calculus III and Differential Equations (Diff EQ). Our teachers understand how important it is for students to experience success, which is why they developed the numerous course offerings that adequately challenge students at different levels. For example, if students cannot master skills in the Algebra 1-2 class, they enroll in Algebra Concepts to focus on building the skills necessary to establish a strong foundation of requisite skills to thrive in future classes. Teachers at this level hone in on the most fundamental skills and spend more time teaching the concepts students need. Our math program is different from other schools because every level is designed so students can exit from the given path after mastery. Following the Algebra Concepts class, they transition into a double program with AIMS math to focus solely on mastering skills necessary to meet state math standards and Algebra 1-2 to practice using the tools gained the previous year. From here, they can move into geometry or survey of geometry. For students who are not university bound, they have options such as integrated math, business math, or applied math. In addition to the numerous course offerings, every math teacher integrates technology to build essential 21st century skills.

Pinnacle's photography program offers students a sequence curriculum that takes students from introductory methods to mastery of such skills as camera mechanics, the physics of light, the mathematical aspects of aperture and shutter speeds to the computer skills involving software application and image manipulation. This course encompasses cross-curricular themes and content areas and students often collaborate with other content areas such as business and drama; they also team up with extra curricular activities and clubs. The practical application of concepts that students learn in this program provides 21st century skills and problem solving abilities. The first eight weeks of a beginning photography course is a rigorous study of photography concepts and light, camera mechanics, history of photography, digital darkroom creative aspects (including the elements and principles of design), and commercial aspects of the medium. Students are made aware of the rigorousness of the course and yet every year our program continues to expand, which exemplifies the willingness to accept and meet our high expectations. The sequencing of the science courses provides better preparation for standardized testing as well as set the standard of expectations for all incoming freshman.

E4. How does the school ensure that all students, including learners with unique needs (see second bullet below), have the opportunity to learn challenging content and achieve at high levels?

The key to making sure that there are appropriate classes for every level of learning is to provide a variety of learning environments. At Pinnacle High School, we offer an astounding amount of AP and Honors classes, Career and Technical Education classes, Vocational classes, remedial classes, and for the students who need them, self-contained special education classes. With so many choices, it is easy to find the right class to challenge students of every level from remediation to college level.

E5. What requirements must be satisfied before a student is promoted to the next grade or level of schooling?

A student's potential for success is minimized if his foundation for learning is flawed. As teachers at Pinnacle High School, we believe that a student must master the material of a class before he moves to the next level. For example, classes that build on prior learning, like math or foreign language, require a C or higher before we recommend a student for the next level of

learning. We want our students to succeed, and if they are not prepared to move to the next level, we allow students to retake courses so that they are properly prepared. We provide opportunities for revisiting classes and recommend students take summer school when they have not mastered essential concepts. Teachers monitor mastery continuously and make recommendations accordingly.

E6. HIGH SCHOOLS ONLY: What curricular offerings provide rigorous educational opportunities that transition students to post-secondary education and/or careers?

Pinnacle High School's Career and Technical Education (CTE) program incorporates academic rigor and technical standards along with critical thinking and essential workplace skills. Problem solving, communication, teamwork, and leadership are all core components of our CTE programs. To ensure college and career success for its students, CTE reflects the modern workplace and partners with employers to design and provide high-quality, dynamic programs. The program offerings are aligned to current, emerging, and projected labor market needs. Students also can earn industry-recognized certifications and college credits while still in enrolled at Pinnacle High School. All Career and Technical Education programs are open to any student enrolled in a PVUSD high school so some of our students have the unique opportunity of attending the program of their choice at one of the other high schools in the district.

F. Leadership and Educational Vitality

What is truly great about Pinnacle's leadership and how they made me the person I am today is that since first meeting the leaders on this campus, they not only portrayed their vision accurately and concisely but they also invited me in to share their vision of an unbiased, unboundaried world in which I could achieve what I set my heart to while helping others along the way. Because of the unbelievable role models I had, like Karl Johnson, Coach Zupke, and Coach Hackworth (just to name a few of many), I have been able to become a man, and not just a twenty-five year old man with a career and a home, but a real man who is an academic, who is caring, who is honest and true, and a man that is a productive citizen of this great country. The only reason I have become who I am is because of the consistent increase in rigor in both academics and in sports and because of the true care shown to me by the community that I like to call home - the community called Pinnacle High School.

*Charles Zeeb
PHS class of 2002
PHS teacher since 2008*

F1. Describe the leadership structure, roles and functions that are important at the school and explain why.

Principal Jason Reynolds holds the highest expectations for all faculty and students. He creates a caring school environment, provides valuable in-service for teachers in understanding of different learning styles, possesses excellent communication skills, uses scarce resources in an efficient manner, engages parents and the community and businesses, as well as defining the roles for each, and uses data to improve the teaching and learning process. He perceives excellence as "being all you can be" and knows his mission and then does whatever he has to do in order to get the job done. He leads by example and acts with integrity by displaying his true

character and style.

Pursuing excellence is never confused with simply accomplishing a job or task. Mr. Reynolds is organized, thoughtful, and kind. He co-facilitates the School Action Leadership Team, the professional development team, the principal student advisory council, and the school council. He facilitates all professional development on campus and interacts with his staff by taking part in professional development activities. He is a lifelong learner and shows his dedication to this by working on his doctorate. He is technologically savvy and gladly offers his assistance to staff members who need it.

The four assistant principals follow Mr. Reynolds's standards in leading by example and ensuring that PHS staff and students feel competent and valued. They inspire teachers and staff to strive to be the greatest by constantly showing that teachers and staff belong to something larger than themselves in taking ownership of the Pinnacle community. When stakeholders talk, the administrators listen. They make it a point to applaud good performance, and they always give credit where credit is due. They ask for suggestions from stakeholders on a regular basis and delegate leadership opportunities to give others the chance to learn and grow. They look for qualities to compliment rather than criticize but tell the truth when things are not going well. Our administrators endorse and maintain an environment conducive to sharing and celebrating both individual and community milestones.

In addition to the administration team, members of the Pinnacle High School Council, Instructional Division Leaders, Principal Student Advisory Council, Professional Development Committee, School Action Leadership Team, Faculty Advisory Committee, and senior association building representative work together to represent all voices of Pinnacle stakeholders. Each committee on campus is charged with holding the school vision as its primary goal. Working together is the best way to achieve greatness.

F2. How is the school improvement process organized and managed to ensure the school is always moving forward?

The School Action Plan is a five-year proposal developed by the School Action Leadership Team (SALT) consisting of the principal, teachers, parents, community members, and students. SALT analyzed school data as the baseline for improvement and identified three goals in the 2010-2015 Action Plan. Administrators and SALT meet regularly with stakeholders to facilitate methods of improvement; the Action Plan is discussed during professional development meetings and staff meetings. Administrators and SALT monitor progress closely. The School Action Plan goals are

- 1: Academic Excellence
- 2: Social & Personal Excellence
- 3: Community Connections

F3. How does leadership engage staff, teachers, students, parents, and community in decision-making?

As discussed in section A-1, Principal Reynolds and the Pinnacle High School team of administrators believe in the positive impact of shared school-based decision making because developing shared organizational values and trust establishes a strong foundation. Key stakeholders are invited to participate in committee activities. This shared responsibility within the school community develops a broader and deeper sense of the strong commitment to school success. Specific improvements coming out of shared decision-making have focused on

increased rigor to our honor's program, bell-to-bell instruction, and our writing program. To encourage parental involvement on campus, we partner with the Parent Council and parent organizations such as MASK.

F4. How does school leadership model the use of 21st century tools and applications in the roles of principal, manager, teacher leaders and staff leaders?

At Pinnacle High School, there is incredible support of use of 21st century tools, and a tremendous commitment to academic excellence. This is supported by the over 1,100 AP Exams and numbers of students enrolling in post high school education. We demonstrate a strong student achievement in that, over the past five years, Pinnacle High School has consistently been the top ten schools in the state on all standardized testing, including the AIMS in all content areas. We are supportive of the social, emotional, physical and intellectual needs and, as a result, we have seen student a decline in discipline issues. Seniors provide evidence of high levels of school satisfaction on their exit surveys.

Our long-range strategic plan is our School Action Plan, developed as a five-year, long-range strategy. The planning process is at least as important as the document itself. The process is never done; it is a continuous cycle that is part of the management process itself.

F5. How is a long-range Strategic Plan developed and how does it drive and target school improvement efforts?

The School Action Leadership Team (SALT) developed a five-year plan. That plan is updated yearly based on the next five years. The team consists of the principal, selected IDL's, teachers, parents and students. The members are responsible for being active participants in gathering information regarding school improvement and then work as a group to develop a strategy and report back to all stakeholder groups.

We designed our mission and vision to center around student learning. SALT is charged with holding the school vision as its primary goal. There are three goals for our present 2010 - 2015 Action Plan. Goal 1: Academic Excellence; Goal 2: Social & Personal Excellence and Goal 3: Community Connections. The Action Team analyzes school data as the baseline for improvement. Specific improvements have focused on increased rigor to our honor's program, bell-to-bell instruction, and our writing across the curriculum program.

Every professional development day planned at Pinnacle is designed around meeting our goals for the year.

G. School, Family, and Community Partnerships

The time I spent at PHS was pivotal in my development as a person because it was during this time that I was able to overcome many of life's challenges. The lessons I learned, along with the friends I made, helped me to get through the turbulent times I faced in my final two years of high school with a good head on my shoulders and a solid foundation to begin my life as an adult. During this time, I also worked with several adults who continue to shape my adult life. They provided me with the direction I needed to pursue my goals and because of their partnerships with businesses in the community, I've had amazing opportunities to learn and grow in the business world. Without the knowledge and support of a few amazing teachers I don't think I would be the person that I am today, I can honestly say that they helped change my life for the better.

G1. What community collaborative alliances and partnerships are in place at your school? How do these relationships result in the school being a respected and valued partner?

It is vitally important for schools to build partnerships with the surrounding community. There are many school clubs and organizations that do incredible work in the community. National Honor Society and Key Club are service organizations designed for students to help their community and both are very active student clubs at Pinnacle High School. In fact, our Key Club is one of the most decorated service organizations in the Southwestern United States. Teacher Academy, StuGo, Yearbook, Society of Women Scholars, DECA, and many other organizations have sponsored food drives, walk-a-thons, leadership conferences and other events designed to help our community. As part of giving back to our community our athletic teams also contribute heavily. For example, the Boys Basketball team went to a hospice and performed a beautification project and our student athletic booster club raised money for Autism research.

Part of Pinnacle High School's mission statement is "Pinnacle High School is a community school whose purpose is to provide a learning laboratory for students, while serving as a resource for community educational needs." Our students come from the surrounding community, and it is our job to educate them so that they become productive citizens contributing to society.

Our mission statement was developed by our SALT committee, which is made up of teachers, staff, students, parents, and the principal.

Some examples of activities conducted in conjunction with our community are Students Supporting Brain Tumor Research, The Paradise Valley Food Bank Drive, Andre House, Hospice of the Valley Beautification project, Mothers Against Drunk Driving, Mothers Assisting Student Knowledge, Lion's Club Eyeglass Drive, and Red Cross Blood Drive.

Our school has raised hundreds of thousands of dollars for brain tumor research, donated countless pints of blood, helped the terminally ill in their time of need, helped those without glasses to see again, and helped those without food to eat. The community has benefited from the hard work of our students and faculty, and we plan to do much more in the future.

G2. How does your school involve all families in their children's education and student support programs?

Pinnacle High School has many ways of involving families in their child's education. Some of the programs that we offer are Freshman Camp/Orientation, Advisement Night, Parent Academy, Parents of Pinnacle, College Night, Incoming Freshman Night, Principal's Student Advisory Council, and SALT. Conduits of information include PV Learners, PV Online, Blue Streak, the Comment Box, the Dialer, PHS Website, progress reports, Open House, Parent/Teacher conferences, and e-mail access.

Our parent group, Parents of Pinnacle, is the organization that oversees all booster organizations on campus and provides a steady supply of parents who want to be involved with their children's education. At Pinnacle High School, we do everything that we can to make sure that parents have the opportunity to get involved with the school. We schedule activities after 5:00 so that parents will be able to attend, and we do not schedule activities on School Board nights so that parents may attend the School Board meetings. We often provide buses to athletic events, one for student fans and one for parents and teachers, so anyone who wishes to attend can

go. This adds to our already tight-knit community.

G3. How does your school welcome and respect families from all walks of life, solicit and value their input, and find multiple ways to invite and involve them in school initiatives to build a shared commitment to student success?

At Pinnacle High School, we want our parents to understand our school and to feel at home here so we can get them involved in activities. We have a website, a school profile, and we even set up campus tours through our College and Career Center so that parents who want to familiarize themselves with our campus have the opportunity to do so.

Establishing effective communication with families is all about providing choices for families. Parents can call, visit the website, use e-mail, or just drop on by the school if they want to meet with an administrator. We even provide parents the opportunity to shadow their student if they want to see what their day looks like. With all of the communication options that we offer, parents have no trouble communicating with the school.

Schools simply cannot progress with initiatives without feedback and input from parents. Parents of Pinnacle, SALT, and Site Counsel are all ways that parents can provide input to the school on the direction they would like to see the school take.

Pinnacle ensures that all parents are represented in decision making by making the process completely transparent. All parents are welcome to participate at school and Parents of Pinnacle finds a way to utilize every parent who wants to become involved.

G4. How are educational resources in the school and the community used to extend learning opportunities for students, teachers, and families?

As we all know, learning during school hours is only a part of a student's complete educational experience. Students often need academic help outside of school hours, which is why every teacher at Pinnacle has a web page on which they post assignments, videos, and other tools to assist students. Aside from offering tutoring during lunch and after school, Pinnacle now also has the pvOnline program, allowing students to take classes from home outside of school hours.

Our school is a beacon for the community long after the school closes for the day. We host clubs, sporting events, plays, dance recitals, concerts, fairs and other events bringing our community onto campus. The campus plays host to AP workshops, district conferences, and professional growth events. We also have the honor of hosting one of the teams from the Fiesta Bowl each year, giving a team a field on which they can practice before the big game, and we have hosted the SSBTR walkathon for many years.

While our focus at Pinnacle High School is on educating students, sometimes we use our facility for the betterment of the community at large. Our school rents out our auditorium for Sunday services, we are a point of distribution for vaccines in case of an epidemic, and we are an evacuation point for our sister high school in case of an emergency. We have counselors and a nurse on staff and have the ability to administer aid to anyone who might need our assistance.

H. Indicators of Success

Attach and submit your most current one-page Arizona School Report Card to the end of the application.

H1. Describe your school's balanced assessment system and approach that includes high quality summative, benchmark and formative classroom assessments used to improve teaching and learning.

Pinnacle High School has a balanced uniform assessment system that involves a rigorous process of planning and implementation as well as gathering input from many key influencers, both within the school site and the surrounding community. As a school, AIMS scores are collected and reviewed annually in order to help set goals and identify areas of concentration for the new school year. However, it is integral to note that these AIMS scores are not used in a punitive fashion; rather, the AIMS test results are utilized to drive our ever-changing curriculum to best fit the needs of our current students. When the AIMS scores are received at the school site, the administrative leadership team will disaggregate the AIMS scores and identify content area strands that correlate with low achievement scores on the test. Once these scores are disaggregated and the strands and concepts that need more emphasis are identified, the results are shared with the core academic team to ensure that each standard is being taught within the curriculum and that students have an opportunity to employ those skills in practice so that they may meet or exceed the given standard. With the AIMS scores as a guiding tool, our school utilizes common assessments in each discipline to ensure that all of our students receive an equal educational opportunity. Using data-driven decision-making, our school's academic teams will convene and discuss their curriculum mapping for the year. Once the level maps are prepared for the year, the work on common assessments begins. With the academic standards and concepts as goals and targets, common assessments are created and used in every classroom across the board. Not only do the students benefit by having all teachers who teach the same subjects use a common final assessment for a uniform, unbiased assessment, but the teachers can use this common assessment as a reflective tool in which they can identify areas of weakness or omission in their own pedagogy. Overall, the continual reflection and utilization of data from a myriad of assessments is what our school uses to drive our teaching and learning.

H2. What evidence do you regularly collect and analyze to judge the effectiveness of your school?

At Pinnacle High School we use a multitude of data to analyze and judge the effectiveness of our school's curriculum, environment, outlook, and community involvement. Aside from the state and district comparisons concerning curriculum and assessments such as the AIMS test, AP testing, and district benchmarks, our school ensures that we also address our school's environment and atmosphere by implementing school satisfaction surveys, senior surveys, exit surveys for students leaving our school, and staff and parent surveys. By administering these surveys, our school's leadership team utilizes the information to set new school-wide goals, identify areas of concern within our curriculum, and truly assess the state of our school's community. Once these surveys are collected and reviewed, and after the preliminary review by the school's leadership team, the results are then shared with the school staff so that the results can be reflected upon in a professional manner to better our school's climate as well as increase student achievement. Oftentimes the surveys are used as a way to positively start meetings because the nature of the feedback.

During this school year, we focused heavily on creating and maintaining lasting, trusting relationships between students, staff, and parents. After a publicized nationwide increase in cyber bullying, our leadership team brought in students and parents on professional development days to help ensure the positive and trustworthy relationships among staff, students, and

community members, both on and off campus. As noted above, Pinnacle collects evidence for the continual reformation of our curriculum and teaching strategies from the statewide AIMS testing, but a good deal of valuable information is also derived from district-wide SAMS testing, or benchmark assessments, as well as collaboration by the staff on professional development surveys and participation in Professional Learning Communities. The data from the AIMS testing is collected and reviewed in order to give direction to the formation of curriculum maps and common assessments for each discipline, and the district-wide benchmarks are utilized to show deficiencies in student achievement and to identify areas of weakness for each individual teacher in his or her varied classrooms. Moreover, Pinnacle uses the Writing Across the Curriculum (WAC) Program to ensure that students are being assessed in their ability to verbalize their understanding of any subject, and these written responses are collected and reviewed to track and compare student achievement and raise the level of teacher accountability. Aside from the school and statewide assessments, teachers on campus continually use formal and informal assessments to continually approve their practice and to best meet the needs of their students. We try and collect as much data as possible so no student on campus is excluded from a test because we want a truly accurate view of what each student on campus can achieve. Also, our total classroom integration of all students has proven to be ultimately beneficial for all students, especially for our special education and English language learner populations. Lastly, due to the innumerable amount of AP exams we give and because of the academic prestige of our school within the community, our AIMS scores have risen due to the expectation we have ingrained in our minds for our students. Thus, since the school's opening in 2000, our school's scores have continued to increase each year.

H3. What are the data for the past five years that serve as quantitative indicators of improved school climate and engagement?

Pinnacle High School continues to grow year after year. We went from a small school of barely 800 students in 2001, to a school of 2500 students today. Many of our students come from neighboring schools and districts because we have built a reputation of having excellent academics and extra-curricular activities. While we have lost some teachers to retirement over the last few years, very few staff members leave us to go to another school. Once teachers make their home at Pinnacle, they stay as long as they can because it is such a special school.

H4. Data Collection

Criteria	2009-10	2008-09	2007-08	2006-07	2005-06
Average daily attendance rate*	96.94%	95.07%	95.21%	95.22%	95.07%
Average daily teacher attendance rate	90.20%	92.40%	92.50%	97.30%	93.50%
Teacher turnover rate	8%	7%	5%	5%	4%
Promotion rate	100%	100%	100%	100%	100%
Graduation rate	95%	95%	95%	94.50%	95.50%

***as reported to the Arizona Department of Education**

I. Challenges

I1. Reflecting on the last five years, what major challenges have been addressed? How have they been resolved? What subsequent changes have contributed most to the overall success of the school?

Pinnacle High School enrollment has grown by approximately 25 percent over the past five years; we added eight classrooms and 14 teaching positions to accommodate the academic and extracurricular needs of the additional five hundred students. Because of the downturn in the economy, we are not seeing the immense growth seen in previous years, but we have seen a tremendous influx of students from private and parochial schools. We continue to work diligently to make the transition into Pinnacle High School a smooth one, not only in the classroom, but also in dealing with all of the emotional distress caused by the economy and situational changes. Even though the economy negatively impacts teachers on our campus because of budget cuts at the state and district level, our teachers vowed not to let it hinder their performance in the classroom or lower the expectations they have for students. They work harder for longer hours without complaining or taking shortcuts, and high levels of student performance prove their continued dedication.

I2. What are the major educational challenges the school must face over the next five years, and how does the school plan to address them? Outline how you will develop an agenda for action based on relevant information and data.

Pinnacle High School's concerns over the next five years will be similar to the concerns all over the nation with respect to less and less economic resources, the end result of which is larger class sizes and less funds for equipment and technology. As noted in Section F3 above, Pinnacle High School has developed an Action Plan for the years 2010 - 2015 that will serve as a guide to administrators, teachers and staff as to where the school would like to be in the future. In summary, the plan is updated every year by our School Action Leadership Team and includes the following goals:

Goal 1 Academic Excellence - To improve student performance in the classroom, to improve student performance on assessments and to continue to be recognized as a top performing school

Goal 2 Social and Personal Excellence - To increase the number of students involved in extra-curricular activities, To increase the number of stakeholder who demonstrate ownership of and civic responsibility to the educational environment

Goal 3 Community Connections. - To increase the number of educational opportunities created through community networking relationships, to improve and expand the methods of dispensing news and information to the community, to broaden financial investment opportunities for stakeholder.