

Print Your Plan



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Print by: Verch Jr, Anthony L

Email: (not available)

Basic Information

Plan Entity Name: FY 2026 Apex Academy One Plan
(0)

Plan Fiscal Year: FY 2026

Cohort #: 2

District IRN: 000560

Plan Status: Plan Agency Approved

Revision #: 0

Primary Contact: undefined (OEDS_Principal)

Primary Contact Email: (not available)

Primary Contact Phone: (216) 451-1725

Address: null null null null null

Plan Information

1. Goal #1 of 3

1.1. Root Cause Analysis

Providing students with partnering day cares that will provide extra support would also be a benefit. Parents financial and personal needs come before education and many times students miss school to tend to siblings and other events of the household. Providing before and after school care at the building level would be beneficial to our families. Value of education is lacking in the community students are missing school for birthday, hair appointments, and doctor appointments

1.2. SMART Goal Statement

By **06/30/2028** we will improve the performance of **All Students, Students with Disabilities, Homeless Students and English Language Learner, All Grades** students at/in **Apex Academy** to **increase 5.00 %** in **Attendance** using **Attendance**.

1.3. Student Measures

1.3.1. Student Measure #1

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

07/31/2025	08/31/2025	09/30/2025	10/31/2025	11/30/2025	12/31/2025	01/31/2026
02/28/2026	03/31/2026	04/30/2026	05/31/2026	06/30/2026	07/31/2026	08/31/2026
09/30/2026	10/31/2026	11/30/2026	12/31/2026	01/31/2027	02/28/2027	03/31/2027
04/30/2027	05/31/2027	06/30/2027	07/31/2027	08/31/2027	09/30/2027	10/31/2027
11/30/2027	12/31/2027	01/31/2028	02/29/2028	03/31/2028	04/30/2028	05/31/2028
06/29/2028						

1.3.1. Student Measure #2

Every **Month, Attendance - Attendance of All Students** will be monitored by **Attendance Liaison**, with an annual improvement of **increase 5.00 %** resulting in an overall improvement of **increase 5.00 %** by the end of the plan.

07/31/2025	08/31/2025	09/30/2025	10/31/2025	11/30/2025	12/31/2025	01/31/2026
02/28/2026	03/31/2026	04/30/2026	05/31/2026	06/30/2026	07/31/2026	08/31/2026
09/30/2026	10/31/2026	11/30/2026	12/31/2026	01/31/2027	02/28/2027	03/31/2027
04/30/2027	05/31/2027	06/30/2027	07/31/2027	08/31/2027	09/30/2027	10/31/2027
11/30/2027	12/31/2027	01/31/2028	02/29/2028	03/31/2028	04/30/2028	05/31/2028
06/29/2028						

1.4. Strategies and Actions

1.4.1. Strategy #1: School Climate and Supports

1.4.1.1. Strategy Level: Level 2

1.4.1.2. Description:

Apex's attendance team will continue to follow the ACAP process with fidelity and creating a team that will identify students who are at risk of becoming chronically absent. This plan will include phone calls to students each day when they do not attend school to determine what supports the students and parents need. These supports would include but would not be limited to finding and securing transportation for students who are having transportation issues. Extending our partnership with Community in Schools that will work with families providing resources depending on their needs.

1.4.1.3. Embedded Plan Requirement(s):

- This strategy addresses the parent engagement requirement for LEA plans in ESEA Section 1112.

- This strategy addresses the parent engagement requirement for Title I buildings in ESEA Section 1114.

1.4.1.4. Action Steps

1.4.1.4.1. Start Action Step: 2026, End Action Step: 06/30/2028

Apex will promote parent and family engagement by hosting a series of family events. The purpose of these events are to engage families in the school community to make families aware of additional school and community resource available to them and to help parents better understand how to be involved in their child's education. Events will cover a range of content including intervention, title funds, school improvement, literacy, math, science, how attendance affects the student's academics, parenting skills, and open houses. Events may include attendance incentives, the schools requirements of reporting chronic absenteeism to the state and local agencies, and how these could lead to truancy court . Along with this information community and schools partner will be present to help support families in need.

Participant(s):

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

1.5. Adult Measures

1.5.1. Adult Measure #1

- School Climate and Supports

Every **Month, Attendance - Parent Surveys of All Staff** will be monitored by **Attendance Team**, with an annual improvement of **increase 5.00 %** resulting in an overall improvement of **increase 5.00 %** by the end of the plan.

07/31/2025	08/31/2025	09/30/2025	10/31/2025	11/30/2025	12/31/2025	01/31/2026
02/28/2026	03/31/2026	04/30/2026	05/31/2026	06/30/2026	07/31/2026	08/31/2026
09/30/2026	10/31/2026	11/30/2026	12/31/2026	01/31/2027	02/28/2027	03/31/2027
04/30/2027	05/31/2027	06/30/2027	07/31/2027	08/31/2027	09/30/2027	10/31/2027

11/30/2027	12/31/2027	01/31/2028	02/29/2028	03/31/2028	04/30/2028	05/31/2028
06/29/2028						

1.6. Funding Sources

1.6.1. FY 2026,2027,2028

Apex will promote parent and family engagement by hosting a series of family events. The purpose of these events are to engage families in the school community to make families aware of additional school and community resource available to them and to help parents better understand how to be involved in their child's education. Events will cover a range of content including intervention, title funds, school improvement, literacy, math, science, how attendance affects the student's academics, parenting skills, and open houses. Events may include attendance incentives, the schools requirements of reporting chronic absenteeism to the state and local agencies, and how these could lead to truancy court . Along with this information community and schools partner will be present to help support families in need.

General Fund	Title I-A Improving Basic Programs	Title II-A Supporting Effective Instruction
Title IV-A Student Support and Academic Enrichment		

2. Goal #2 of 3

2.1. Root Cause Analysis

Root cause is instructional quality. Increase instructional quality through preparation with curricular tools and analyzing student learning data aligned with vertical standard growth. Develop professional development focusing on intentional questioning and preparation with the curricular tools then using the data to guide RTI groups that increases student academic performance. Students with Disabilities (SWD) Significant gaps in literacy scores for SWD compared to general education students. SWD students reading fluency is at a much slower growth rate then gen ed students. Tier 3 intervention resources for students that focuses on phonics and phonemic awareness. Increased professional development with Heggerty and From Phonics to Reding Need to increase literacy interventions reading comprehension strategies, phonics-based approaches, text-to-speech technology and ensuring appropriate accommodations (e.g., extended time, simplified instructions). K-3 develop stronger readers, increasing the WPM to meet grade level norms as assessed through aimsweb. Students in grades 2-8 need to develop stronger understanding of main ideas and providing the evidence to support the main ideas. Hence the development of stronger readers. Additional programs to increase student knowledge of phonics.

2.2. SMART Goal Statement

By **06/30/2028** we will improve the performance of **All Students, Students with Disabilities, Homeless Students and English Language Learner, Third Grade, Fourth Grade, Fifth Grade, Sixth Grade, Seventh Grade, Eighth Grade, Kindergarten, First Grade, Second Grade** students at/in **Apex Academy** to **increase 50.00 %** in **English Language Arts** using **State Report Card**.

2.3. Student Measures

2.3.1. Student Measure #1

Every **Trimester, English Language Arts - District Formative Assessments** of **All Students** will be monitored by **Principal**, with an annual improvement of **increase 50.00 %** resulting in an overall improvement of **increase 50.00 %** by the end of the plan.

12/01/2025	03/01/2026	06/17/2026	12/01/2026	03/01/2027	06/17/2027	12/01/2027
03/01/2028	06/17/2028					

2.3.1. Student Measure #2

Every **Quarter, English Language Arts - District Formative Assessments** of **All Students** will be monitored by **Principal, Classroom Teacher/s, Special Education Director, Intervention Specialists, Instructional Coach/es, Staff**, with an annual improvement of **increase 50.00 %** resulting in an overall improvement of **increase 50.00 %** by the end of the plan.

11/01/2025	01/01/2026	04/01/2026	06/01/2026	11/01/2026	01/01/2027	04/01/2027
06/01/2027	11/01/2027	01/01/2028	04/01/2028	06/01/2028		

2.3.1. Student Measure #3

Every **Quarter, English Language Arts - District Short Cycle Assessments** of **All Students** will be monitored by **Principal, Classroom Teacher/s, Special Education Director, Intervention Specialists, Instructional Coach/es**, with an annual improvement of **increase 50.00 %** resulting in an overall improvement of **increase 50.00 %** by the end of the plan.

11/01/2025	01/01/2026	04/01/2026	06/01/2026	11/01/2026	01/01/2027	04/01/2027
06/01/2027	11/01/2027	01/01/2028	04/01/2028	06/01/2028		

2.4. Strategies and Actions

2.4.1. Strategy #1: Curriculum, Instruction and Assessment

2.4.1.1. Strategy Level: Level 1

2.4.1.2. Description:

2.4.1.3. Embedded Plan Requirement(s):

- This strategy addresses the parent engagement requirement for LEA plans in ESEA Section 1112.
- This strategy addresses the parent engagement requirement for Title I buildings in ESEA Section 1114.

2.4.1.4. Action Steps

2.4.1.4.1. Start Action Step: 2026, End Action Step: 06/30/2028

Corrective reading, Heggerty, From Phonics to Reading are intervention programs to support struggling readers with structured lesson that focus on phonics, phonemic awareness fluency, and comprehension. Explicit and systemic methods engage students in a repaid series of activates to build word level skills. The tasks also include exercises that build rate and fluency through oral reading of stories that have been carefully constructed to counter word guessing habits.

Support staff will support small group instruction. The paraprofessionals will work under the direct supervision of a certified teacher. They will provide the following types of instructional assistance

one on one/small group instruction for eligible students in the classroom

Participant(s):

- Teachers
- Staff
- Building Leadership

2.5. Adult Measures

2.5.1. Adult Measure #1

- Curriculum, Instruction and Assessment

Every **Month, English Language Arts - Implementation Data of All Staff** will be monitored by **Principal, Special Education Director, Intervention Specialists, Instructional Coach/es**, with an annual improvement of **increase 50.00 %** resulting in an overall improvement of **increase 50.00 %** by the end of the plan.

07/31/2025	08/31/2025	09/30/2025	10/31/2025	11/30/2025	12/31/2025	01/31/2026
02/28/2026	03/31/2026	04/30/2026	05/31/2026	06/30/2026	07/31/2026	08/31/2026
09/30/2026	10/31/2026	11/30/2026	12/31/2026	01/31/2027	02/28/2027	03/31/2027
04/30/2027	05/31/2027	06/30/2027	07/31/2027	08/31/2027	09/30/2027	10/31/2027
11/30/2027	12/31/2027	01/31/2028	02/29/2028	03/31/2028	04/30/2028	05/31/2028
06/29/2028						

2.6. Funding Sources

2.6.1. FY 2026,2027,2028

Corrective reading, Heggerty, From Phonics to Reading are intervention programs to support struggling readers with structured lesson that focus on phonics, phonemic awareness fluency, and comprehension. Explicit and systemic methods engage students in a repaid series of activates to build word level skills. The tasks also include exercises that build rate and fluency through oral reading of stories that have been carefully constructed to counter word guessing

habits. Support staff will support small group instruction. The paraprofessionals will work under the direct supervision of a certified teacher. They will provide the following types of instructional assistance one on one/small group instruction for eligible students in the classroom

General Fund	Title I-A Improving Basic Programs	Title II-A Supporting Effective Instruction
IDEA-B Special Education	Title IV-A Student Support and Academic Enrichment	

3. Goal #3 of 3

3.1. Root Cause Analysis

Students can learn a strategy that is provide and are lacking the skill to apply learnt strategies to other mathematical procedures to attempt more complex problems

3.2. SMART Goal Statement

By **06/30/2028** we will improve the performance of **All Students, Students with Disabilities, Homeless Students and English Language Learner, All Grades** students at/in **Apex Academy** to **increase 50.00 %** in **Math** using **State Report Card**.

3.3. Student Measures

3.3.1. Student Measure #1

Every **Month, Math - District Formative Assessments** of **All Students** will be monitored by **Principal, Intervention Specialists, Instructional Coach/es**, with an annual improvement of **increase 50.00 %** resulting in an overall improvement of **increase 50.00 %** by the end of the plan.

07/31/2025	08/31/2025	09/30/2025	10/31/2025	11/30/2025	12/31/2025	01/31/2026
02/28/2026	03/31/2026	04/30/2026	05/31/2026	06/30/2026	07/31/2026	08/31/2026
09/30/2026	10/31/2026	11/30/2026	12/31/2026	01/31/2027	02/28/2027	03/31/2027
04/30/2027	05/31/2027	06/30/2027	07/31/2027	08/31/2027	09/30/2027	10/31/2027
11/30/2027	12/31/2027	01/31/2028	02/29/2028	03/31/2028	04/30/2028	05/31/2028
06/29/2028						

3.3.1. Student Measure #2

Every **Trimester, Math - District Formative Assessments** of **All Students** will be monitored by **Principal**, with an annual improvement of **increase 50.00 %** resulting in an overall improvement of **increase 50.00 %** by the end of the plan.

12/01/2025	03/01/2026	06/17/2026	12/01/2026	03/01/2027	06/17/2027	12/01/2027
03/01/2028	06/17/2028					

3.3.1. Student Measure #3

Every **Quarter, Math - District Short Cycle Assessments** of **All Students** will be monitored by **Principal, Intervention Specialists, Instructional Coach/es**, with an annual improvement of **increase 50.00 %** resulting in an overall improvement of **increase 50.00 %** by the end of the plan.

11/01/2025	01/01/2026	04/01/2026	06/01/2026	11/01/2026	01/01/2027	04/01/2027
06/01/2027	11/01/2027	01/01/2028	04/01/2028	06/01/2028		

3.4. Strategies and Actions

3.4.1. Strategy #1: Curriculum, Instruction and Assessment

3.4.1.1. Strategy Level: Level 4

3.4.1.2. Description:

Utilizing Dreambox Learning which is an adaptive online math program designed to complement classroom instruction. Differentiated small group instruction based on student learning plans. Data analysis of student work to determine target skill, planning multiple groups with vertical alignment in mind then executing the lesson with a shift in providing productive struggle for students so the teacher ensures the work load has been shifted to the student. Planning the questions to decrease teacher discourse will lead to student academic discourse within an error analysis model. Small group student skills are progressed monitored with a focus on increasing student ownership of their goals and learning. Professional development of all staff with Bridges Intervention program

3.4.1.3. Embedded Plan Requirement(s):

- This strategy addresses the parent engagement requirement for LEA plans in ESEA Section 1112.
- This strategy addresses the parent engagement requirement for Title I buildings in ESEA Section 1114.

3.4.1.4. Action Steps

3.4.1.4.1. Start Action Step: 2026, End Action Step: 06/30/2028

Professional development of staff with Productive Struggle, shifting the cognitive load to the student. Utilizing differentiated small groups to close student gaps. Develop a data analysis process to determine the targeted focus skill, planning for multiple groups based on student needs from assessments, teaching small groups with a focus on shifting the work load from the teacher to the student, productive struggle and using error analysis to aide in the process, including progress monitoring of student results to build student ownership of their learning plan.

Participant(s):

■ District Administration

3.5. Adult Measures

3.5.1. Adult Measure #1

■ Curriculum, Instruction and Assessment

Every **Month, Math - Fidelity Instrument** of **All Staff** will be monitored by **Principal, Classroom Teacher/s, Special Education Director, Intervention Specialists, Instructional Coach/es**, with an annual improvement of **increase 50.00 %** resulting in an overall improvement of **increase 50.00 %** by the end of the plan.

07/31/2025	08/31/2025	09/30/2025	10/31/2025	11/30/2025	12/31/2025	01/31/2026
02/28/2026	03/31/2026	04/30/2026	05/31/2026	06/30/2026	07/31/2026	08/31/2026
09/30/2026	10/31/2026	11/30/2026	12/31/2026	01/31/2027	02/28/2027	03/31/2027
04/30/2027	05/31/2027	06/30/2027	07/31/2027	08/31/2027	09/30/2027	10/31/2027
11/30/2027	12/31/2027	01/31/2028	02/29/2028	03/31/2028	04/30/2028	05/31/2028
06/29/2028						

3.5.1. Adult Measure #2

■ Curriculum, Instruction and Assessment

Every **Month, Math - Completion of Task** of **All Staff** will be monitored by **Principal, Intervention Specialists, Instructional Coach/es**, with an annual improvement of **increase 50.00 %** resulting in an overall improvement of **increase 50.00 %** by the end of the plan.

07/31/2025	08/31/2025	09/30/2025	10/31/2025	11/30/2025	12/31/2025	01/31/2026
02/28/2026	03/31/2026	04/30/2026	05/31/2026	06/30/2026	07/31/2026	08/31/2026
09/30/2026	10/31/2026	11/30/2026	12/31/2026	01/31/2027	02/28/2027	03/31/2027
04/30/2027	05/31/2027	06/30/2027	07/31/2027	08/31/2027	09/30/2027	10/31/2027
11/30/2027	12/31/2027	01/31/2028	02/29/2028	03/31/2028	04/30/2028	05/31/2028
06/29/2028						

3.6. Funding Sources

3.6.1. FY 2026,2027,2028

Professional development of staff with Productive Struggle, shifting the cognitive load to the student. Utilizing differentiated small groups to close student gaps. Develop a data analysis process to determine the targeted focus skill, planning for multiple groups based on student needs from assessments, teaching small groups with a focus on shifting the work load from the

teacher to the student, productive struggle and using error analysis to aide in the process, including progress monitoring of student results to build student ownership of their learning plan.

General Fund	Title I-A Improving Basic Programs	Title II-A Supporting Effective Instruction
IDEA Early Childhood Special Education	IDEA-B Special Education	Title IV-A Student Support and Academic Enrichment