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## Basic Information

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

Plan Fiscal Year: FY 2023

Cohort #: 2

District IRN: 000560

Plan Status: Plan Agency Approved

Revision #: 0

Primary Contact: undefined (OEDS\_Principal)

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## Plan Information

1. Goal #1 of 3

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.

2. SMART Goal Statement

By **06/30/2026** we will improve the performance of **All Students, Third Grade, Fourth Grade, Fifth Grade, Sixth Grade, Seventh Grade, Eighth Grade** students at/in **Apex Academy** to **increase 50.00 %** in **English Language Arts** using **State Report Card**.

### 3. Student Measures

#### 1. Student Measure #1

Every **Trimester, English Language Arts - District Formative Assessments of All Students** will be measured, with an overall plan improvement of **increase 50.00 %**.

11/30/202202/28/202306/16/202311/30/202302/29/202406/16/202411/30/202402/28
/202506/16/2025

### 4. Strategies and Actions

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

##### 1. Strategy Level: Level 1

##### 2. Description:

As evaluated in its only qualifying experiment (see below), Corrective Reading is a program for upper-elementary struggling readers that uses scripted, structured lessons focused on phonics, fluency, and comprehension. Explicit and systematic methods engage students in a rapid series of activities 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. Note that teachers in the study received 70 hours of professional development which included three phases: intensive training, practice, and implementation.

##### 3. Embedded Plan Requirement(s):

- This strategy addresses the gap closure requirement for Equitable Access to Effective Educators ESEA Section 1112.
- This strategy addresses the professional development requirement for LEA Plans in ESEA Section 1114, Section 2102(b)(2)(D), 3115(c)2.

##### 4. Action Steps

##### 1. Start Action Step: 2023, End Action Step: 06/30/2026

Apex will provide high quality and continuous professional development to all staff around new subscriptions for English Language Arts. All ELA professional development activities throughout the year are specifically selected by leadership and teaching staff because they address what have been identified as the most crucial needs of the school. Professional development activities selected will strengthen the skills of teaching and intervention staff in terms of differentiation of instruction and implementing a multi-tiered system of support for the most academically at risk students. Improvement in teaching strategies and skills will naturally result in a reduction of the achievement gap.

Participant(s):

- Principals
- Building Leadership Teams
- Instructional Coaches
- Central Office Administration

2. Start Action Step: 2023, End Action Step: 06/30/2026

Apex will invest funds to provide before/after school and summer learning programs. These programs will employ highly qualified teachers and paraprofessionals to providing tutoring and support to at risk students. Before/After school and summer tutoring will be targeted and will focus on developing reading skills to increase at risk student academic proficiency. Admin and teaching staff who assist in the planning and implementation of both the afterschool and summer tutoring program at Apex will be compensated for time spent outside of what is included in their job descriptions. paraprofessional staff will support the before/after school tutoring program. Para staff will work within eyeshot and earshot of certified teaching staff at all times.

Participant(s):

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

3. Start Action Step: 2023, End Action Step: 06/30/2026

All students including migratory and formerly migratory are evaluated for their eligibility for supplemental intervention services using several different methods: scores in standardized state assessments that are below the 50th percentile for their grade level, teacher recommendation. The program provides supplemental services designed to support the regular education program through individualized and extended learning opportunities to eligible students, including LEP and migrant students.

Participant(s):

- Teachers
- Support Staff
- Teacher-Based Teams
- Positive Behavior Intervention Support Team

4. Start Action Step: 2023, End Action Step: 06/30/2026

Apex will provide students who are having difficulties mastering the State academic achievement standards, with effective, timely additional assistance such as using diagnostic tests and providing extended learning opportunities in the areas identified.

Participant(s):

- Teachers
- Staff
- Support Staff
- Instructional Coaches

5. Start Action Step: 2023, End Action Step: 06/30/2026

Paraprofessionals 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: 1) One-on-one or small group instruction for eligible students within the regular classroom, and 2) One-on-one or small group instruction for the general student population, ONLY if it allows the regular classroom teacher to work individually or in smaller groups with the most academically at-risk students in order to increase student achievement in core context areas.

Participant(s):

- Support Staff

6. Start Action Step: 2023, End Action Step: 06/30/2026

ECSA funds will be used for occupational therapy, speech, psychology and instructional (resource room) contracted services as well as for Special Education Tutors.

Participant(s):

- Building Leadership Teams
- Related Service Personnel

7. Start Action Step: 2023, End Action Step: 06/30/2026

The Homeless Student Set-Aside will be used to help students remove the barrier to their success in school by providing them with school uniforms and necessary clothing, medical services & supplies, & school supplies. The school will identify homeless students that could benefit from these types of services/materials.

Participant(s):

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

8. Start Action Step: 2023, End Action Step: 06/30/2026

Apex will employ Academic Intervention Coach staff who will provide staff with supplemental, individualized coaching throughout the year. Staff will learn how to use data to differentiate instruction in the classroom, implement research-based small group instruction, and utilize effective instructional strategies that meet the varying needs of educationally disadvantaged students

Participant(s):

- Principals
- Building Leadership Teams
- Instructional Coaches

5. Adult Measures

1. Adult Measure #1

- Curriculum, Instruction and Assessment

Every **Semester, Reading/Literacy - Fidelity Instrument** of **All Staff** will be measured, with an overall plan improvement of **increase 85.00 %**.

12/31/202205/31/202312/31/202305/31/202412/31/202405/31/2025

6. Funding Sources

1. FY 2023,2024,2025,2026

ECSA funds will be used for occupational therapy, speech, psychology and instructional (resource room) contracted services as well as for Special Education Tutors.

IDEA Early Childhood Special Education IDEA-B Special Education

2. FY 2023,2024,2025,2026

The Homeless Student Set-Aside will be used to help students remove the barrier to their success in school by providing them with school uniforms and necessary clothing, medical services & supplies, & school supplies. The school will identify homeless students that could benefit from these types of services/materials.

Title I-A Improving Basic Programs General Fund McKinney-Vento Homeless

Assistance Program

3. FY 2023,2024,2025,2026

Apex will employ Academic Intervention Coach staff who will provide staff with supplemental, individualized coaching throughout the year. Staff will learn how to use data to differentiate instruction in the classroom, implement research-based small group instruction, and utilize effective instructional strategies that meet the varying needs of educationally disadvantaged students

Title II-A Supporting Effective Instruction Title I-A Improving Basic Programs

4. FY 2023,2024,2025,2026

Apex will provide high quality and continuous professional development to all staff around new subscriptions for English Language Arts. All ELA professional development activities throughout the year are specifically selected by leadership and teaching staff because they address what have been identified as the most crucial needs of the school. Professional development activities selected will strengthen the skills of teaching and intervention staff in terms of differentiation of instruction and implementing a multi-tiered system of support for the most academically at risk students. Improvement in teaching strategies and skills will naturally result in a reduction of the achievement gap.

Title II-A Supporting Effective Instruction

5. FY 2023,2024,2025,2026

Apex will invest funds to provide before/after school and summer learning programs. These programs will employ highly qualified teachers and paraprofessionals to providing tutoring and support to at risk students. Before/After school and summer tutoring will be targeted and will focus on developing reading skills to increase at risk student academic proficiency. Admin and teaching staff who assist in the planning and implementation of both the after-school and summer tutoring program at Apex will be compensated for time spent outside of what is included in their job descriptions. paraprofessional staff will support the before/after school tutoring program. Para staff will work within eyeshot and earshot of certified teaching staff at all times.

Title I-A Improving Basic Programs

6. FY 2023,2024,2025,2026

All students including migratory and formerly migratory are evaluated for their eligibility for supplemental intervention services using several different methods: scores in standardized state assessments that are below the 50th percentile for their grade level, teacher recommendation. The program provides supplemental services designed to support the regular education program through individualized and extended learning opportunities to eligible students, including LEP and migrant students.

General Fund

7. FY 2023,2024,2025,2026

Apex will provide students who are having difficulties mastering the State academic achievement standards, with effective, timely additional assistance such as using diagnostic tests and providing extended learning opportunities in the areas identified.

General Fund

8. FY 2023,2024,2025,2026

Paraprofessionals 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: 1) One-on-one or small group instruction for eligible students within the regular classroom, and 2) One-on-one or small group instruction for the general student population, ONLY if it allows the regular classroom teacher to work individually or in smaller groups with the most academically at-risk students in order to increase student achievement in core context areas.

Title I-A Improving Basic Programs

2. Goal #2 of 3

1. Root Cause Analysis

Root cause is students are without prior knowledge and or mastery of basic math facts in order to successfully comprehend skills such as fractions, decimals, rations statistics, and functions. If students had additional RTI support in mathematics, it would help to improve the achievement of students within these grade levels.

2. SMART Goal Statement

By **06/30/2026** we will improve the performance of **All Students, Third Grade, Fourth Grade, Fifth Grade, Sixth Grade, Seventh Grade, Eighth Grade** students at/in **Apex Academy** to **increase 45.00 %** in **Math** using **State Report Card**.

3. Student Measures

1. Student Measure #1

Every **Trimester, Math - District Formative Assessments** of **All Students** will be measured, with an overall plan improvement of **increase 15.00 %**.

11/30/202202/28/202306/16/202311/30/202302/29/202406/16/202411/30/202402/28  
/202506/16/2025

#### 4. Strategies and Actions

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

###### 1. Strategy Level: Level 1

###### 2. Description:

DreamBox Learning is an adaptive, online math program designed to complement classroom instruction. The program is available in grades K-8, but the only qualifying study involved grades K-1. Combining a motivating, game-like environment with a rigorous, standards-aligned curriculum, it responds to learners' actions and decisions by continuously adapting to support student competency with math concepts and promoting strategies for fluency and application.

###### 3. Embedded Plan Requirement(s):

- This strategy addresses the gap closure requirement for Equitable Access to Effective Educators ESEA Section 1112.
- This strategy addresses the professional development requirement for LEA Plans in ESEA Section 1114, Section 2102(b)(2)(D), 3115(c)2.

###### 4. Action Steps

###### 1. Start Action Step: 2023, End Action Step: 06/30/2026

Paraprofessionals 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: 1) One-on-one or small group instruction for eligible students within the regular classroom, and 2) One-on-one or small group instruction for the general student population, ONLY if it allows the regular classroom teacher to work individually or in smaller groups with the most academically at-risk students in order to increase student achievement in core context areas.

Participant(s):

- Support Staff

###### 2. Start Action Step: 2023, End Action Step: 06/30/2026

Apex will invest funds to provide before/after school and summer learning programs. These programs will employ highly qualified teachers and paraprofessionals to providing tutoring and support to at risk students. Before/After school and summer tutoring will be targeted and will focus on developing math skills to increase at risk student academic proficiency. Admin and teaching staff who assist in the planning and implementation of both the after-school and summer tutoring program at Apex will be compensated for time spent outside of what is included in their job descriptions. paraprofesional staff will support the before/after school tutoring program. Para staff will work within eyeshot and earshot of certified teaching staff at all times.



Participant(s):

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

3. Start Action Step: 2023, End Action Step: 06/30/2026

Apex Academy will purchase materials and subscriptions that will be used by teachers to differentiate instruction in an effort to help at-risk students increase academic achievement Math. These items will include a site-wide Dreambox subscription, Snap Facts subscription, bridges materials and supplemental extended learning time supplies and materials when applicable.

Participant(s):

- Teachers
- Staff
- Support Staff

4. Start Action Step: 2023, End Action Step: 06/30/2026

The Homeless Student Set-Aside will be used to help students remove the barrier to their success in school by providing them with school uniforms and necessary clothing, medical services & supplies, & school supplies. The school will identify homeless students that could benefit from these types of services/materials.

Participant(s):

- Staff
- Principals
- Support Staff

5. Start Action Step: 2024, End Action Step: 06/30/2026

Apex will provide high quality and continuous professional development to all staff around new subscriptions for Math. All Math professional development activities throughout the year are specifically selected by leadership and teaching staff because they address what have been identified as the most crucial needs of the school. Professional development activities selected will strengthen the skills of teaching and intervention staff in terms of differentiation of instruction and implementing a multi-tiered system of support for the most academically at risk students. Improvement in teaching strategies and skills will naturally result in a reduction of the achievement gap.

Participant(s):

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

5. Adult Measures

1. Adult Measure #1

- Curriculum, Instruction and Assessment

Every **Trimester, Math - Fidelity Instrument** of **All Staff** will be measured, with an overall plan improvement of **increase 15.00 %**.

11/30/202202/28/202306/16/202311/30/202302/29/202406/16/202411/30/202402/28  
/202506/16/2025

6. Funding Sources

1. FY 2023,2024,2025,2026

The Homeless Student Set-Aside will be used to help students remove the barrier to their success in school by providing them with school uniforms and necessary clothing, medical services & supplies, & school supplies. The school will identify homeless students that could benefit from these types of services/materials.

McKinney-Vento Homeless Assistance Program

2. FY 2023,2024,2025,2026

Apex will invest funds to provide before/after school and summer learning programs. These programs will employ highly qualified teachers and paraprofessionals to providing tutoring and support to at risk students. Before/After school and summer tutoring will be targeted and will focus on developing math skills to increase at risk student academic proficiency. Admin and teaching staff who assist in the planning and implementation of both the afterschool and summer tutoring program at Apex will be compensated for time spent outside of what is included in their job descriptions. paraprofessional staff will support the before/after school tutoring program. Para staff will work within eyeshot and earshot of certified teaching staff at all times.

Title I-A Improving Basic Programs

3. FY 2023,2024,2025,2026

Apex Academy will purchase materials and subscriptions that will be used by teachers to differentiate instruction in an effort to help at-risk students increase academic achievement Math. These items will include a site wide Dreambox subscription, Snap Facts subscription, bridges materials and supplemental extended learning time supplies and materials when applicable.

Title I-A Improving Basic Programs

4. FY 2023,2024,2025,2026

Paraprofessionals 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: 1) One-on-one or small group instruction for eligible students within the regular classroom, and 2) One-on-one or small group instruction for the general student population, ONLY if it allows the regular classroom teacher to work individually or in smaller groups with the most academically at-risk students in order to increase student achievement in core context areas.

Title I-A Improving Basic Programs

5. FY 2024,2025,2026

Apex will provide high quality and continuous professional development to all staff around new subscriptions for Math. All Math professional development activities throughout the year are specifically selected by leadership and teaching staff because they address what have been identified as the most crucial needs of the school. Professional development activities selected will strengthen the skills of teaching and intervention staff in terms of differentiation of instruction and implementing a multi-tiered system of support for the most academically at risk students. Improvement in teaching strategies and skills will naturally result in a reduction of the achievement gap.

Title I-A Improving Basic Programs Title II-A Supporting Effective Instruction General Fund

3. Goal #3 of 3

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. Many families have kept students home this school year to avoid exposure to COVID. In these absentee numbers student who were positive are close contacts are included and have decreased our daily attendance rate.

2. SMART Goal Statement

By **06/30/2026** we will improve the performance of **All Students, Elementary, Middle School** students at/in **Apex Academy** to **increase 90.00 %** in **Attendance** using **Attendance**.

3. Student Measures

1. Student Measure #1

Every **Quarter, Attendance - Attendance** of **All Students** will be measured, with an overall plan improvement of **increase 10.00 %**.

10/31/202212/31/202203/31/202305/31/202310/31/202312/31/202303/31/202405/31

/202410/31/202412/31/202403/31/202505/31/2025

4. Strategies and Actions

1. Strategy #1: School Climate and Supports

1. Strategy Level: Level 4

2. Description:

Apex's new plan will be called Save our Students. Save our Students will also work on implementing the ACAP process more diligently, creating a committee that will evolution students who are at risk of becoming chronically absent. This new 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.

3. Embedded Plan Requirement(s):

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

4. Action Steps

1. Start Action Step: 2023, End Action Step: 06/30/2026

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 resources 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 and Title funds, school improvement, literacy, math, science, parenting skills, and open houses. Events may include content materials, attendance incentives, and presenter fees if applicable.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals
- Support Staff
- Building Leadership Teams
- Related Service Personnel
- Instructional Coaches

2. Start Action Step: 2023, End Action Step: 06/30/2026

Communities in Schools - Communities in Schools (CIS) partnership to support social emotional, academic, and community needs for families. CIS is a national organization known for its work to connect students and their families with community resources. They build relationships with non-profits, foundations, outside agencies, and other community advocates.

Participant(s):

- CIS Staff

3. Start Action Step: 2023, End Action Step: 06/30/2026

Social Worker(s) will work with students who experience difficulty in the school and community setting as a result of social-emotional or family issues that result in educational time loss or other challenges to academic achievement.

Participant(s):

- Social Workers

4. Start Action Step: 2023, End Action Step: 06/30/2026

Achievement and Behavior Support Specialist - Achievement and Behavior Support Specialist(s) will work with students whose behaviors significantly interfere with their academic growth in core content areas which result in educational time loss or other challenges to academic achievement. The Achievement and Behavior Specialist will assist students in the responsible thinking process, allowing students to be proactive in making choices that lead to academic success.

Participant(s):

- Achievement and Behavior Support Specialist

5. Start Action Step: 2023, End Action Step: 07/01/2023

Save our Student committee will meet at least monthly to analyze data to determine who is high risk of becoming chronically absent. Once students are identified this team will develop and implement specific attendance plans to remove the barriers for students and their families.

Participant(s):

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

6. Start Action Step: 2024, End Action Step: 07/01/2024

SOS team will create and implement a system of additional touch points ie - Home visits, phone calls, letters, parent meetings etc. that is found to be most beneficial in decreasing attendance issues.

Participant(s):

5. Adult Measures

1. Adult Measure #1

- School Climate and Supports

Every **Quarter, Attendance - Fidelity Instrument of Principals and District Administration** will be measured, with an overall plan improvement of **increase 5.00 %**.

10/31/202212/31/202203/31/202305/31/202310/31/202312/31/202303/31/202405/31/202410/31/202412/31/202403/31/202505/31/2025
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6. Funding Sources

1. FY 2023

Save our Student committee will meet at least monthly to analyze data to determine who is high risk of becoming chronically absent. Once students are identified this team will develop and implement specific attendance plans to remove the barriers for students and their families.

General Fund Title I-A Improving Basic Programs
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2. FY 2023,2024,2025,2026

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 resources 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 and Title funds, school

improvement, literacy, math, science, parenting skills, and open houses. Events may include content materials, attendance incentives, and presenter fees if applicable.

Title I-A Improving Basic Programs

3. FY 2023,2024,2025,2026

Communities in Schools - Communities in Schools (CIS) partnership to support social emotional, academic, and community needs for families. CIS is a national organization known for its work to connect students and their families with community resources. They build relationships with non-profits, foundations, outside agencies, and other community advocates.

General Fund

4. FY 2023,2024,2025,2026

Social Worker(s) will work with students who experience difficulty in the school and community setting as a result of social-emotional or family issues that result in educational time loss or other challenges to academic achievement.

Title I-A Improving Basic Programs

5. FY 2023,2024,2025,2026

Achievement and Behavior Support Specialist - Achievement and Behavior Support Specialist(s) will work with students whose behaviors significantly interfere with their academic growth in core content areas which result in educational time loss or other challenges to academic achievement. The Achievement and Behavior Specialist will assist students in the responsible thinking process, allowing students to be proactive in making choices that lead to academic success.

Title I-A Improving Basic Programs

6. FY 2024

SOS team will create and implement a system of additional touch points ie - Home visits, phone calls, letters, parent meetings etc. that is found to be most beneficial in decreasing attendance issues.

General Fund Title I-A Improving Basic Programs