

# Print Your Plan



## Basic Information

Plan Entity Name: FY 2027 Focus Learning Academy  
of Southeastern Columbus One Plan (0)

Plan Fiscal Year: FY 2027

Cohort #: 3

District IRN: 142935

Plan Status:

Revision #: 0

Primary Contact: undefined (OEDS\_Superintendent)

Primary Contact Email:

Primary Contact Phone:

Address: |

## Plan Information

### 1. Goal #1 of 2

#### 1.1. Root Cause Analysis

Lack of the use of Assessment Data to inform individual instruction and then teachers not differentiating instruction based on the data.

#### 1.2. SMART Goal Statement

By **06/30/2029** we will improve the performance of **All Students, High School** students at/in **Focus Learning Academy of Southeastern Columbus** to **increase 6.00 credits per year** in **core curriculum** using **Course Credits Earned**.

#### 1.3. Student Measures

##### 1.3.1. Student Measure #1

Every **Semester, Graduation - Course Credits Earned** of **All Students** will be monitored by **Staff**, with an overall improvement of **increase 5.00 %** by the end of the plan.

01/01/2027

06/01/2027

01/01/2028

06/01/2028

01/01/2029

06/01/2029

##### 1.3.1. Student Measure #2

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

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	06/30/2028
07/31/2028	08/31/2028	09/30/2028	10/31/2028	11/30/2028	12/31/2028
01/31/2029	02/28/2029	03/31/2029	04/30/2029	05/31/2029	06/29/2029

#### 1.4. Strategies and Actions

##### 1.4.1. Strategy #1: College and Career Readiness

###### 1.4.1.1. Strategy Level: Level 4

###### 1.4.1.2. Description:

Academic Advisors, CTE Instructors and/or CTE Director will participate in monthly meetings to discuss individual students' graduation plans that involve industry recognized credentials. The school will partner with outside organizations to facilitate the credentialing program.

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

- This strategy addresses the resource inequity requirement for identified CSI or ATSI schools in ESSA section 1111(d)(1)(B)(iv) and ESSA section 1111(d)(2)(C).

###### 1.4.1.4. Action Steps

###### 1.4.1.4.1. Start Action Step: 2027, End Action Step: 06/30/2029

Create a teacher mentoring system where more experienced teachers are paired with inexperienced teachers. Mentors should meet with mentees at least once a month. Discussions should include classroom management and strategies to support student learning.

Participant(s):

- Teachers
- Teacher-Based Teams

###### 1.4.1.4.2. Start Action Step: 2027, End Action Step: 06/30/2029

Academic Advisors, CTE Instructors or CTE Director will contact each eligible student and journal and contact students on a regular basis to encourage participation.

Participant(s):

- Teachers
- Support Staff

1.4.1.4.3. Start Action Step: 2027, End Action Step: 06/30/2029

Students will be scheduled in Career Exploration courses beginning their freshman year.

Participant(s):

- District Administration
- Teachers
- Support Staff

#### 1.4.1. Strategy #2: School Climate and Supports

1.4.1.1. Strategy Level: Level 1

1.4.1.2. Description:

An Early Warning System is a process for identifying, supporting, and monitoring students who show signs they may not graduate from high school.

1.4.1.3. Embedded Plan Requirement(s):

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

1.4.1.4. Action Steps

1.4.1.4.1. Start Action Step: 2027, End Action Step: 06/30/2029

Complete Professional Development related to relationship building for all staff members.

Participant(s):

- District Administration
- Teachers
- Support Staff
- Related Service Personnel
- Positive Behavior Intervention Support Team

1.4.1.4.2. Start Action Step: 2027, End Action Step: 06/30/2029

Complete professional development related to using the Early Warning system and analyzing the data.

Participant(s):

- District Administration
- Teachers
- Support Staff
- Related Service Personnel

- Positive Behavior Intervention Support Team

1.4.1.4.3. Start Action Step: 2027, End Action Step: 06/30/2029

Use short- and long-term attendance data to identify root causes of student absences during BLT/MTSS meetings.

Participant(s):

- District Administration
- Teachers
- Support Staff
- Related Service Personnel
- Positive Behavior Intervention Support Team

1.4.1.4.4. Start Action Step: 2027, End Action Step: 06/30/2029

Require Building Leadership Teams use short- and long-term attendance data to identify root causes of absences during monthly meetings.

Participant(s):

- Building Leadership Teams

1.4.1. Strategy #3: Community, Family Engagement

1.4.1.1. Strategy Level: Level 4

1.4.1.2. Description:

Every team member will participate in Professional Development that will focus on strategies to increase positive relationships among the students, families, staff and local business community.

1.4.1.3. Embedded Plan Requirement(s):

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

1.4.1.4. Action Steps

1.4.1.4.1. Start Action Step: 2027, End Action Step: 06/30/2029

We will plan quarterly family activities to increase relationships between school and family and to provide parents with strategies and skills to support their children with a focus on school engagement.

Participant(s):

- District Administration
- Teachers
- Building Leadership
- Support Staff
- Related Service Personnel

1.4.1.4.2. Start Action Step: 2027, End Action Step: 06/30/2029

The District will provide opportunities for community partners to collaborate with the district to nurture the overall development of the whole child with a focus on the importance of student attendance.

Participant(s):

- District Administration
- Teachers
- Building Leadership
- Support Staff
- Related Service Personnel

1.5. Adult Measures

1.5.1. Adult Measure #1

- School Climate and Supports

Every **Month, Early Warning Attendance Data - Completion of Task of High School Staff** will be monitored by **Principal, Federal Funding Director**, with an overall improvement of **increase 75.00 %** by the end of the plan.

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	06/30/2028
07/31/2028	08/31/2028	09/30/2028	10/31/2028	11/30/2028	12/31/2028
01/31/2029	02/28/2029	03/31/2029	04/30/2029	05/31/2029	06/29/2029

1.6. Funding Sources

1.6.1. FY 2027,2028,2029

Create a teacher mentoring system where more experienced teachers are paired with inexperienced teachers. Mentors should meet with mentees at least once a month. Discussions should include classroom management and strategies to support student learning.

Title I-A Improving Basic Programs

Title II-A Supporting Effective Instruction

1.6.1. FY 2027,2028,2029

Academic Advisors, CTE Instructors or CTE Director will contact each eligible student and journal and contact students on a regular basis to encourage participation.

Title I-A Improving Basic Programs

1.6.1. FY 2027,2028,2029

Students will be scheduled in Career Exploration courses beginning their freshman year.

Title I-A Improving Basic Programs

Title IV-A Student Support and Academic Enrichment

1.6.1. FY 2027,2028,2029

Complete Professional Development related to relationship building for all staff members.

Title I-A Improving Basic Programs

1.6.1. FY 2027,2028,2029

Complete professional development related to using the Early Warning system and analyzing the data.

Title I-A Improving Basic Programs

IDEA-B Special Education

1.6.1. FY 2027,2028,2029

Use short- and long-term attendance data to identify root causes of student absences during BLT/MTSS meetings.

Title I-A Improving Basic Programs

1.6.1. FY 2027,2028,2029

Require Building Leadership Teams use short- and long-term attendance data to identify root causes of absences during monthly meetings.

Title I-A Improving Basic Programs

1.6.1. FY 2027,2028,2029

We will plan quarterly family activities to increase relationships between school and family and to provide parents with strategies and skills to support their children with a focus on school engagement.

Title I-A Improving Basic Programs

1.6.1. FY 2027,2028,2029

The District will provide opportunities for community partners to collaborate with the district to nurture the overall development of the whole child with a focus on the importance of student attendance.

Title I-A Improving Basic Programs

## 2. Goal #2 of 2

### 2.1. Root Cause Analysis

Though each teacher is engaging in literacy practices, all teachers and staff will use the same language regarding the Science of Reading and implement best practice, including Vocabulary, Building Background Knowledge, Writing, reading Instruction, and Read Aloud. Additionally, teachers and instructional coaches could benefit from additional professional development in applying Science of Reading principles to high school students performing far below grade level in reading.

### 2.2. SMART Goal Statement

By **06/30/2029** we will improve the performance of **All Students, High School** students at/in **Focus Learning Academy of Southeastern Columbus** to **increase 5.00 %** in **Reading/Literacy** using **STAR Reading Enterprise**.

## 2.3. Student Measures

### 2.3.1. Student Measure #1

Every **Semester, Reading/Literacy - STAR Reading Enterprise** of **All Students** will be monitored by **Curriculum Director**, with an overall improvement of **increase 5.00 %** by the end of the plan.

01/01/2027

06/01/2027

01/01/2028

06/01/2028

01/01/2029

06/01/2029

## 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:

Integrated Multi-Tiered System of Supports (IMTSS) is a framework that helps educators provide academic and behavioral strategies for students with various needs.

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

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

#### 2.4.1.4. Action Steps

##### 2.4.1.4.1. Start Action Step: 2027, End Action Step: 06/30/2029

Guide IMTSS Teams and teacher-based teams in monitoring student response to intervention with regard to frequency, time and duration of intervention.

Participant(s):

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

##### 2.4.1.4.2. Start Action Step: 2027, End Action Step: 06/30/2029

Create guidelines and provide professional development to MTSS Teams and teacher-based teams in progress monitoring student response to intervention with regard to frequency, time and duration of intervention.

Participant(s):

- Teachers
- Principals

- Teacher-Based Teams
- Building Leadership Teams
- Positive Behavior Intervention Support Team

2.4.1.4.3. Start Action Step: 2027, End Action Step: 06/30/2029

Provide professional development for teachers in language comprehension skills aligned to the science of reading as outlined in Ohio's Plan to Raise Literacy Achievement.

Participant(s):

- District Administration
- Teachers
- Principals
- Related Service Personnel

2.4.1.4.4. Start Action Step: 2027, End Action Step: 06/30/2029

After data analysis, the principals along with teachers and Curriculum Director will research Evidence Based Strategies and determine which ones are appropriate based on the data of the building and the root cause of the assessment data concern(s) identified.

Participant(s):

- Teachers
- Principals
- Support Staff

2.4.1.4.5. Start Action Step: 2027, End Action Step: 06/30/2029

Create guidelines for IMTSS Teams and teacher-based teams to align best practices for communication with families.

Participant(s):

- Teachers
- Principals
- Teacher-Based Teams
- Building Leadership Teams

2.4.1.4.6. Start Action Step: 2027, End Action Step: 06/30/2029

Intervention Teachers will meet monthly to review data from STAR, IXL, Restart Readiness, and EOC to create lessons that address student's needs. Progress Monitoring will be used in order to determine students' growth in literacy.

Participant(s):

- Teachers
- Staff

- Related Service Personnel

2.4.1.4.7. Start Action Step: 2027, End Action Step: 06/30/2029

CTE Teachers will participate in Teacher Based Teams Meetings. They will discuss pathway options, outcomes and student interventions as the year progresses.

Participant(s):

- Teachers
- Teacher-Based Teams

2.4.1.4.8. Start Action Step: 2027, End Action Step: 06/30/2029

Hire staff and purchase materials, equipment and supplies for new career pathways based on outcomes of Teacher Based Team Meetings

Participant(s):

- Teachers
- Building Leadership
- Teacher-Based Teams
- Building Leadership Teams

## 2.5. Adult Measures

### 2.5.1. Adult Measure #1

- Curriculum, Instruction and Assessment

Every **Semester, IMTSS Implementation - Participation of High School Staff** will be monitored by **Principal**, with an overall improvement of **increase 100.00 %** by the end of the plan.

01/01/2027

06/01/2027

01/01/2028

06/01/2028

01/01/2029

06/01/2029

## 2.6. Funding Sources

### 2.6.1. FY 2027,2028,2029

Guide IMTSS Teams and teacher-based teams in monitoring student response to intervention with regard to frequency, time and duration of intervention.

Title I-A Improving Basic Programs

IDEA-B Special Education

### 2.6.1. FY 2027,2028,2029

Create guidelines and provide professional development to MTSS Teams and teacher-based teams in progress monitoring student response to intervention with regard to frequency, time and duration of intervention.

Title I-A Improving Basic Programs

IDEA-B Special Education

### 2.6.1. FY 2027,2028,2029

Provide professional development for teachers in language comprehension skills aligned to the science of reading as outlined in Ohio's Plan to Raise Literacy Achievement.

Title I-A Improving Basic Programs

Title IV-A Student Support and Academic Enrichment

2.6.1. FY 2027,2028,2029

After data analysis, the principals along with teachers and Curriculum Director will research Evidence Based Strategies and determine which ones are appropriate based on the data of the building and the root cause of the assessment data concern(s) identified.

Title I-A Improving Basic Programs

2.6.1. FY 2027,2028,2029

Create guidelines for IMTSS Teams and teacher-based teams to align best practices for communication with families.

Title I-A Improving Basic Programs

2.6.1. FY 2027,2028,2029

Intervention Teachers will meet monthly to review data from STAR, IXL, Restart Readiness, and EOC to create lessons that address student's needs. Progress Monitoring will be used in order to determine students' growth in literacy.

Title I-A Improving Basic Programs

IDEA-B Special Education

2.6.1. FY 2027,2028,2029

CTE Teachers will participate in Teacher Based Teams Meetings. They will discuss pathway options, outcomes and student interventions as the year progresses.

Title I-A Improving Basic Programs

2.6.1. FY 2027,2028,2029

Hire staff and purchase materials, equipment and supplies for new career pathways based on outcomes of Teacher Based Team Meetings

Title IV-A Student Support and Academic Enrichment