



March 4, 2024

Dear Superintendent Birkhold:

Thank you for submitting the Explorers Academy of Science and Technology Reading Achievement Plan. The Department appreciates your time and commitment in developing this comprehensive literacy plan. Ohio Governor Mike DeWine recently launched [ReadOhio](#), an exciting statewide effort to encourage improved literacy skills for all students, including the implementation of high-quality instructional materials and professional development aligned with the science of reading.

Your plan has been reviewed and is compliant with [Ohio Revised Code 3302.13](#). Below, the Department literacy experts have provided feedback highlighting the strengths of your plan and suggestions to bolster specific sections. Regional literacy specialists are available to support the implementation of your plan. Please reach out to your state support team or educational service center for implementation support.

Strengths of the Reading Achievement Plan:

- Plan utilizes inclusive teaming structures that support all educators in the system.
- Plan utilizes implementation drivers such as coaching to support and monitor efforts.
- Plan strategies are in alignment to Ohio's Plan to Raise Literacy Achievement.

This plan will benefit from:

- Plan may benefit from a specific set of adult implementation indicators/goal setting efforts for sustainability.
- Plan may benefit from linking coaching efforts to professional learning.

The Reading Achievement Plan and this memo will be posted on the Department's [website](#). If Explorers Academy of Science and Technology revises its Reading Achievement Plan and would like the revised plan to be posted to the Department's website, the request and the revised plan must be sent to readingplans@education.ohio.gov. If you have any questions, please email the same inbox.

On behalf of the Department of Education and Workforce and Director Dackin, thank you for all your efforts to increase literacy achievement for your students.

Sincerely,

Melissa Weber-Mayrer, Ph.D.
Chief of Literacy
Section for Literacy Achievement and Reading Success

READING ACHIEVEMENT PLAN

[Ohio law](#) requires each school district or community school that meets the following criteria, as reported on the past two consecutive report cards issued for that district or community school, to submit to the Ohio Department of Education a Reading Achievement Plan by Dec. 31.

1. The district or community school received either of the following:

(a) A grade of “D” or “F” on the Improving At-Risk K-3 Readers Measure; or

(b) A performance rating of less than three stars on the Early Literacy measure.

2. 51 percent or less of the district’s or community school’s students scored proficient or higher on Ohio’s State Test for grade 3 English language arts.

The recommended length for Reading Achievement Plans encompassing grades Kindergarten through grade 3 should be 25 pages. Comprehensive Pre-K through grade 12 Reading Achievement Plans are expected to be longer than 25 pages. Section headings in the template marked with an asterisk are required by state law.

DISTRICT NAME: Explorers Academy of Science and Technology

DISTRICT IRN: 019474

DISTRICT ADDRESS: 1850 Airport Hwy., Toledo, Ohio, 43609

PLAN COMPLETION DATE: December 8th

LEAD WRITERS: Linda LaVere, Krista Tomaselli, Deirdre Bruce Chalmers, and Keith Birkhold

OHIO'S LANGUAGE AND LITERACY VISION

As described in [Ohio's Plan to Raise Literacy Achievement](#), Ohio's vision is for all learners to acquire the knowledge and skills to become proficient readers. The Ohio Department of Education and its partners view language and literacy acquisition and achievement as foundational knowledge that supports student success. To increase learner's language and literacy achievement, the Department is urging districts and schools to use evidence-based systems and high-quality instruction, select high-quality instructional materials and employ culturally responsive practices.

CULTURALLY RESPONSIVE PRACTICE*

"Culturally Responsive Practice" means an approach that recognizes and encompasses students' and educators' lived experiences, cultures and linguistic capital to inform, support and ensure high-quality instruction. In a Culturally Responsive environment, educators have high expectations of all students, demonstrate positive attitudes toward student achievement, involve students in multiple phases of academic programming, and support the unique abilities and learning needs of each student.

The Department encourages districts and schools to consider Culturally Responsive Practices as Reading Achievement Plans are developed.

Please see the Department's [Culturally Responsive Practice program page](#).

SECTION 1: DISTRICT LEADERSHIP TEAM MEMBERSHIP, STAKEHOLDERS, DEVELOPMENT PROCESS AND PLAN FOR MONITORING IMPLEMENTATION*

SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP AND STAKEHOLDERS*

Insert a list of all leadership team members, stakeholders, roles and contact information. The Department encourages districts and community schools include team members from the early childhood providers that feed into the district or school.

Name	Title/Role	Location	Email
Deirdre Bruce Chalmers	Principal	K-4 and 5-8 Buildings	d.bruce@explorersacademyst.com
Keith Birkhold	Superintendent	K-4 and 5-8 Buildings; Remote	keith.birkhold@explorersacademyst.com
Linda LaVere	Consultant	Remote	linda.lavere@explorersacademyst.com

Name	Title/Role	Location	Email
Krista Tomaselli	Consultant	Remote; On site as needed	krista.tomaselli@explorersacademyst.com
Jacqueline Brown	3rd Grade Teacher	K-4 Building	jacqueline.brown@explorersacademyst.com
Latoya Williams	Curriculum Coach	K-4 and 5-6 Buildings	latoya.williams@explorersacademyst.com
Monica Bancroft	Literacy Interventionist	K-4 Building	monica.bancroft@explorersacademyst.com

SECTION 1, PART B: DEVELOPING, MONITORING AND COMMUNICATING THE READING ACHIEVEMENT PLAN

How the district leadership team developed the plan:

The members of the DLT served on this committee. This year's plan was revised from the work of the 2022/2023 team's work in which the active participation of all members was had. The 2023/2024 plan had to be revised significantly due to staffing changes at the school. This year's initial meeting date allowed us to review and discuss the most pressing issues for the school as it relates to ELA instruction. In a subsequent meeting, team members reviewed the revised plan and made additional recommendations. Team members were identified to take the lead on specific portions of the plan based on their perspectives and personal areas of interest. It was decided that progress towards our goals and implementation will be checked at DLT meetings which are planned minimally once a month but will be adjusted to meet the school's needs. The plan was edited based on the feedback from the team members. All team members were invited to give their input in revising the plan, and a finalized version was accepted by the team. Data was reviewed and analyzed. In-depth discussions centered on the rigor of the EL curriculum, the lack of certified and experienced teachers in the classrooms, the plethora of new materials to learn, and the current teaching practices. Recommended action steps were created. The Superintendent reviewed the plan for final submission.

How the team will monitor the plan:

The team will monitor the plan in a variety of ways. Curriculum Coach, Principal, Superintendent, State provided support personnel and the Consortium Consultant will do walkthroughs and debriefs with the teachers. The Curriculum Coach will hold weekly meetings with the teachers in the primary unit to discuss the implementation and provide support. The Consortium Consultants will keep abreast with I-Ready and state data, providing updates when appropriate. The TBT-BLT and DLT process will ensure that all levels of personnel in the building are provided with up-to-date information regarding the plan and progress being made.

How the team will communicate the plan:

The Curriculum Coach will meet and communicate the plan to the teachers. The Principal will monitor the implementation of the plan in the buildings with oversight from the Superintendent. The Curriculum Coach will meet at least weekly with primary ELA teachers in grade band meetings to communicate the plan and to cite evidence of its implementation as

seen through her walkthroughs and/or classroom visits. In addition, the Literacy Interventionist will meet with both teachers and paraeducators to guarantee that progress monitoring is occurring regularly.

SECTION 2: ALIGNMENT BETWEEN THE READING ACHIEVEMENT PLAN AND OVERALL IMPROVEMENT AND EQUITY EFFORTS*

As part of Explorers' Academy of Science and Technology's OIP, it set the following literacy improvement goal:

By 2023-2024, the district's average overall and subgroup progress in reading will meet or exceed a year's growth on the district report card.

- I. **Student Performance Measure:** 75% of students will show at least a year's growth on commonly administered district assessments (Anet).
Adult Implementation Indicator: 100% of teachers will implement research-based best practices to improve literacy achievement.
 - A. **Strategy 1A:** Teachers will administer common formative and summative grade-level or course specific assessments to measure student growth and monitor subgroup gap closure to drive instructional practices.
 1. **Action Steps:**
 - a) Identify Power Standards across grade levels that will be used to create formative assessments (Blueprints, and Anet).
 - b) Analyze the data from three I-Ready assessments (BOY, MOY, EOY) to monitor student growth.
 - c) Create common rubrics to grade writing assignments to the rigor of Ohio's New Learning Standards.
 - d) Provide structured time for all K-3 teachers to implement the OIP's 5-Step process and modify instructional practice based on the data provided through created assessments.
 - e) Provide monthly structured time for DLT members to collaborate to analyze student and teacher trend data to determine district-level needs to support BLT and TBT initiatives.
 - f) Continue to provide Formative Instructional Practices (FIP) PD for grades K-3 and implement and monitor FIP in classrooms across the district.
 - B. **Strategy 1B:** Continue to implement district-wide research-based best practices to teach grade - level literacy standards for all students in grades K-3.
 1. **Action Steps:**
 - a) To implement research-based best practices to instruct grade-level reading standards for all students K-3.
 - b) To monitor and analyze teachers' consistent and effective use of research-based best practices and protocols through walkthroughs and formal observations.
 - C. **Strategy 1C:** Implement a district-wide system of common research-based literacy strategies for all students K-3 to increase student achievement.
 1. **Action Steps:**
 - a) Literacy team will identify which research-based literacy instruction strategies will be implemented.
 - b) Provide embedded professional development for all teachers on the use of the identified literacy instructional strategies.
 - c) Monitor teachers' consistent use of selected research-based literacy instructional strategies through walkthroughs and formal observations.
 - d) Monitor student progress weekly or bi-weekly via RIMPs and TBT meetings to measure the effectiveness of research-based literacy instructional strategies.
 - e) Make needed adjustments to literacy instructional strategies and/or further support instructors' use of strategies based on findings discovered in weekly or bi-weekly RIMPs/TBT meetings (i.e., strategy does not appear to be effective).
 - f) Build i-Ready, EL, and Heggerty lessons in a learning management system (i.e., Sakai) to better support instructors and learners. Integrating curriculum in an online environment will ...

- (1) Ensure learners are receiving consistent instruction on all aspects of the Science of Reading;
- (2) Develop learners' digital literacy skills; and
- (3) Allow teachers more opportunities to differentiate instruction.

The Reading Achievement Plan outlined in the rest of this document was developed from the above OIP literacy improvement goal. For example, in the 2023-2024 school year, teachers are administering common assessments such as the i-Ready BOY, MOY, and EOY; ANet quarterly assessments; and Heggerty phonemic awareness and phonics assessments. This aligns with the OIP literacy improvement goal Strategy 1A: "Teachers will administer common formative and summative grade-level or course specific assessments to measure student growth and monitor subgroup gap closure to drive instructional practices." In addition, EAST is ensure that it is continuing "to implement district-wide research-based best practices to teach grade-level literacy standards for all students in grades K-3." In the 2023-2024 school year, EAST has continued or adopted additional curriculum (e.g.,i-Ready, Heggerty, and EL Education) to support phonemic awareness, systematic phonics, fluency, vocabulary acquisition, and reading comprehension instruction. Finally, EAST is ensuring that these best practices are fully implemented across the district with the use of embedded professional development opportunities for all teachers on the use of the identified literacy instructional strategies, by monitoring teachers' consistent use of selected research-based literacy instructional strategies through walkthroughs and formal observations, by making needed adjustments to literacy instructional strategies and/or further support instructors' use of strategies based on findings discovered in weekly or bi-weekly RIMPs/TBT meetings (i.e., strategy does not appear to be effective), and by building EL Education lessons in the Sakai LMS to better support instructors and learners, which will ensure learners are receiving consistent instruction on all aspects of the Science of Reading regardless of their teacher's skill level.

SECTION 3: WHY A READING ACHIEVEMENT PLAN IS NEEDED IN OUR DISTRICT OR COMMUNITY SCHOOL*

SECTION 3 PART A: RELEVANT LEARNER PERFORMANCE DATA*

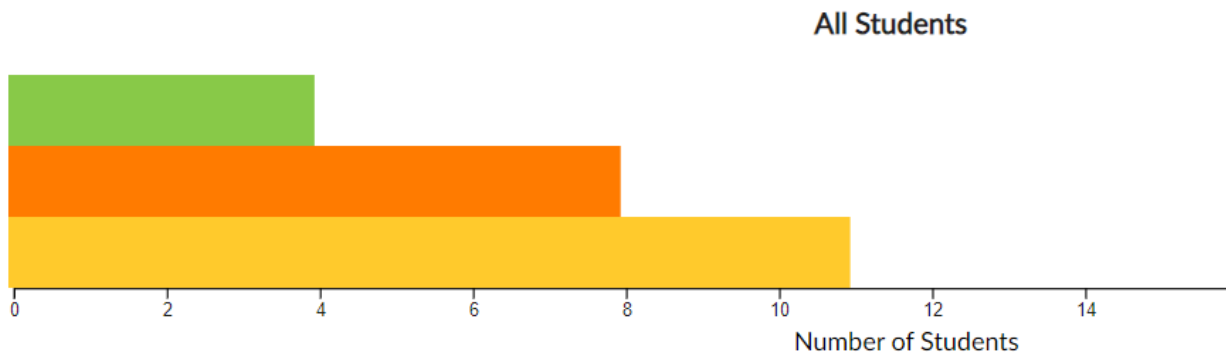
Explorer's does not have any data related to the **The Ohio English Language Proficiency Assessment (OELPA)** or **The Alternate Assessment for Students with Significant Cognitive Disabilities** as these assessments are not applicable to its current student population. Below, you will find data related to the following:


- The Kindergarten Readiness Assessment
- Ohio's State Test for English language arts assessment for grades 3-8
- Ohio 3rd Fall OST Results
- K-3 Reading diagnostics (include subscores by grade level)(i-Ready)


2023-2024 KINDERGARTEN READINESS ASSESSMENT RESULTS


Overall KRA Rating

HOW TO READ THIS CHART



 4 (17.4%) **Demonstrating Readiness**

 8 (34.8%) **Approaching Readiness**

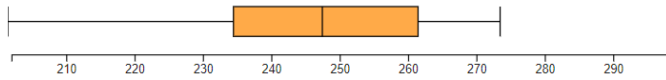
 11 (47.8%) **Emerging Readiness**

HOW TO READ THIS CHART

CHART TYPE



Language and Literacy



Range Minimum: **202** Range Maximum: **298**

Whole population

Lowest Rating: **202**

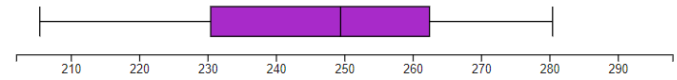
Highest Rating: **274**

Mean Rating: **242.1**

Median Rating: **248**

Standard Deviation: **24.8**

Mathematics



Range Minimum: **202** Range Maximum: **298**

Whole population

Lowest Rating: **206**

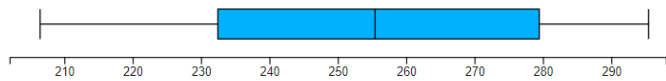
Highest Rating: **281**

Mean Rating: **244.9**

Median Rating: **250**

Standard Deviation: **24.4**

Social Foundations



Range Minimum: **202** Range Maximum: **298**

Whole population

Lowest Rating: **207**

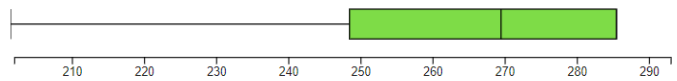
Highest Rating: **296**

Mean Rating: **251.9**

Median Rating: **256**

Standard Deviation: **30.9**

Physical Development



Range Minimum: **202** Range Maximum: **293**

Whole population

Lowest Rating: **202**

Highest Rating: **286**

Mean Rating: **258.4**

Median Rating: **270**

Standard Deviation: **34.5**

ANALYSIS OF RELEVANT STUDENT PERFORMANCE DATA DISTRICT DATA: OST

Proficiency Summary OST 2022

Proficiency Summary OST 2022

{01642456v1} *Section headings marked with an asterisk are required by state law.

Given in Percentages						Given in number of students					
	Adv	Acc	Prof	Basic	Limit		Adv	Acc	Prof	Basic	Limit
Overall	1%	3%	7%	36%	52%	Total	1	2	5	28	39
3rd	0	4%	0%	46%	50%	3rd	0	1	0	12	13
4th	6%	6%	6%	17%	67%	4th	1	1	1	3	12
5th	0%	0%	15%	45%	40%	5th	0	0	3	9	8
6th	0%	0%	9%	36%	55%	6th	0	0	1	4	6

Proficiency Summary OST 2023						Proficiency Summary OST 2023					
Given in Percentages						Given in number of students					
	Adv	Acc	Prof	Basic	Limit		Adv	Acc	Prof	Basic	Limit
3rd	0	0	15%	16%	74%	3rd	0	0	3	3	14
4th	0	6%	13%	22%	59%	4th	0	2	4	7	19
5th	5%	11%	5%	32%	47%	5th	1	2	1	6	9
6th	0	0	14%	54%	32%	6th	0	0	4	15	9
7th	0	21%	7%	22%	50%	7th	0	3	1	3	7
Avg.	1%	8%	11%	29%	52%	Total	1	7	13	34	58

OST 2023 Strand Proficiency Summary

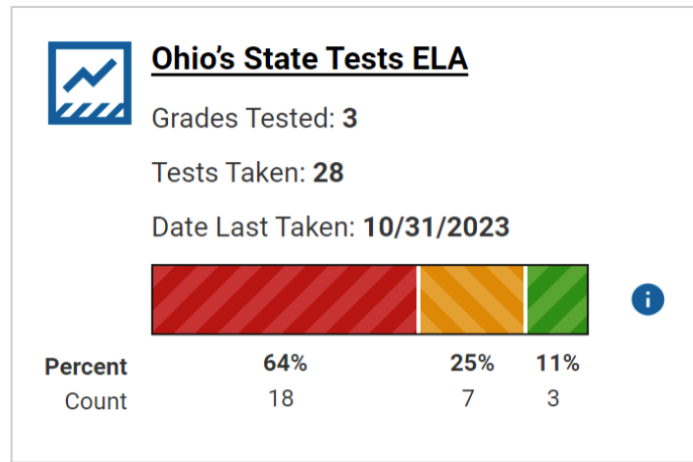
Percentages				Number of Students			
Informational Text				Informational Text			
	Above Pro.	Near Pro.	Below Pro.		Above Pro.	Near Pro.	Below Pro.
3rd	5%	25%	74%	3rd	1	5	14
4th	3%	35%	63%	4th	1	11	20
5th	5%	42%	53%	5th	1	8	10
6th	4%	46%	50%	6th	1	13	14
7th	21%	29%	50%	7th	3	4	7
Average	8%	35%	58%	Total	7	41	65

Percentages				Number of Students			
Literary Text				Literary Text			
	Above Pro.	Near Pro.	Below Pro.		Above Pro.	Near Pro.	Below Pro.
3rd	10%	15%	79%	3rd	2	3	15
4th	6%	25%	25%	4th	2	8	22
5th	10%	32%	58%	5th	2	6	11
6th	7%	46%	47%	6th	2	13	13
7th	21%	29%	50%	7th	3	4	7
Average	11%	29%	52%	Total	11	34	68

Percentages				Number of Students			
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Writing				Writing			
	Above Pro.	Near Pro.	Below Pro.		Above Pro.	Near Pro.	Below Pro.
3rd		11%	90%	3rd	0	2	18
4th	16%	25%	59%	4th	5	8	19
5th	5%	26%	69%	5th	1	5	13
6th		11%	89%	6th	0	3	25
7th	36%	7%	57%	7th	5	1	8
Average	11%	16%	73%	Total	11	19	83

OHIO 3rd Grade Fall OST Results



OVERALL RANKING AND STRAND ANALYSIS 2023

I-READY ELA BOY DATA BY GRADE

1 st Grade Scoring at	Overall Ranking	Phonemic Awareness	Phonics	HFW	Vocabulary	Overall Comprehend	Literature Comprehend	Informational Comprehend
Emerging K	14% (4)	18% (5)	18% (5)	32% (9)	14% (4)	14% (4)	14% (4)	25% (7)
Grade K	86% (24)	82% (23)	82% (23)	64% (18)	75% (21)	75% (21)	68% (19)	53% (15)
Early 1	0	0	0	4% (1)	11% (3)	7% (2)	11% (3)	11% (3)
Mid 1	0	0	0	0	0	4% (1)	7% (2)	11% (3)
Data given in % (#of students)								

2nd Grade Scoring at	Overall Ranking	Phonemic Awareness	Phonics	HFW	Vocabulary	Overall Comprehend	Literature Comprehend	Informational Comprehend
Grade K	53% (19)	39% (14)	58% (21)	39% (14)	47% (17)	64% (23)	55% (20)	61% (22)
Grade 1	36% (13)	3% (1)	31% (11)	25% (9)	47% (17)	30% (11)	36% (13)	33% (12)
Early & At 2	11% (4)	0	3% (1)	14% (5)	6% (2)	6% (2)	3% (1)	3% (1)
≥Mid 2		58% (21)	8% (3)	22% (8)	0	0	6% (2)	3% (1)
Data given in % (#of students)								

3rd Grade Scoring at	Overall Ranking	Phonemic Awareness	Phonics	HFW	Vocabulary	Overall Comprehend	Literature Comprehend	Informational Comprehend
Grade K	14% (4)	0	29% (8)	7% (2)	7% (2)	21% (6)	29% (8)	18% (5)
Grade 1	57% (16)	0	39% (11)	0	68% (19)	46% (13)	32% (9)	57% (16)
Grade 2	18% (5)	0	7% (2)	7% (2)	14% (4)	18% (5)	21% (6)	11% (3)
Early 3	11% (3)	0	4% (1)	0	11% (3)	11% (3)	11% (3)	11% (3)
≥Mid 3	0	100% (28)	21% (6)	86% (24)	0	4% (1)	7% (2)	3% (1)
Data given in % (#of students)								

4th Grade Scoring at	Overall Ranking	Phonemic Awareness	Phonics	HFW	Vocabulary	Overall Comprehend	Literature Comprehend	Informational Comprehend
≥3 yrs bel	54% (13)	0	50% (12)	8% (2)	50% (12)	54% (13)	50% (12)	63% (15)
2yrs below	13% (3)	0	8% (2)	8% (2)	13% (3)	13% (3)	13% (3)	13% (3)
1yr below	29% (7)	0	13% (3)	0	20% (5)	29% (7)	29% (7)	20% (5)
Early on	0	0	0	0	13% (3)	0	4% (1)	4% (1)
Mid-Above	4% (1)	100% (24)	29% (7)	83% (20)	4% (1)	4% (1)	4% (1)	0
Data given in % (#of students)								

5th Grade Scoring at	Overall Ranking	Phonemic Awareness	Phonics	HFW	Vocabulary	Overall Comprehend	Literature Comprehend	Informational Comprehend
≥3 yrs bel	28% (9)	0	25% (8)	0	22% (7)	28% (9)	34% (11)	40% (13)
2yrs below	34% (11)	0	0	0	22% (7)	44% (14)	25% (8)	40% (13)
1yr below	34% (11)	0	0	0	44% (14)	22% (7)	25% (8)	16% (5)
Early on	3% (1)	0	0	0	12% (4)	6% (2)	12% (4)	3% (1)
Mid-Above	0	100% (32)	75% (24)	100% (32)	0	0	3% (1)	0
Data given in % (#of students)								

6th Grade Scoring at	Overall Ranking	Phonemic Awareness	Phonics	HFW	Vocabulary	Overall Comprehend	Literature Comprehend	Informational Comprehend
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{01642456v1} *Section headings marked with an asterisk are required by state law.

≥3 yrs bel	56% (14)	0	16% (4)	4% (1)	52% (13)	52% (13)	40% (10)	64% (16)
2yrs below	16% (4)	0	0	0	8% (2)	24% (6)	16% (4)	20% (5)
1yr below	20% (5)	0	0	0	28% (7)	16% (4)	28% (7)	8% (2)
Early on	0	0	0	0	4% (1)	4% (1)	4% (1)	8% (2)
Mid-Above	8% (2)	100% (25)	84% (21)	96% (24)	8% (2)	4% (1)	12% (3)	0
Data given in % (#of students)								

7 th Grade Scoring at	Overall Ranking	Phonemic Awareness	Phonics	HFW	Vocabulary	Overall Comprehend	Literature Comprehend	Informational Comprehend
≥3 yrs bel	53% (20)	0	8% (3)	3% (1)	47% (18)	55% (21)	50% (19)	61% (23)
2yrs below	18% (7)	0	0	0	18% (7)	18% (7)	11% (4)	10% (4)
1yr below	13% (5)	0	0	0	18% (7)	3% (1)	18% (7)	10% (4)
Early on	11% (4)	0	0	0	16% (6)	18% (7)	5% (2)	13% (5)
Mid-Above	5% (2)	100% (38)	92% (35)	97% (37)	0	5% (2)	16% (6)	5% (2)
Data given in % (#of students)								

8 th Grade Scoring at	Overall Ranking	Phonemic Awareness	Phonics	HFW	Vocabulary	Overall Comprehend	Literature Comprehend	Informational Comprehend
≥3 yrs bel	87% (13)	0	20% (3)	7% (1)	87% (13)	80% (12)	80% (12)	80% (12)
2yrs below	0	0	0	0	0	13% (2)	0	6% (1)
1yr below	0	0	0	0	0	0	13% (2)	6% (1)
Early on	13% (2)	0	0	0	6% (1)	7% (1)	0	6% (1)
Mid-Above	0	100% (15)	80% (12)	93% (14)	6% (1)	0	7% (1)	0
Data given in % (#of students)								

SECTION 3 PART B: INTERNAL AND EXTERNAL FACTORS CONTRIBUTING TO UNDERACHIEVEMENT IN READING*

INTERNAL VARIABLES

- From the very beginning of the opening of EAST, the ability to hire and maintain qualified teachers with current teaching certificates has been the MOST impactful variable faced. Again, we start the year with only one teacher having a valid current teaching certificate. The efforts to raise the capacity of a novice teaching staff are daunting. Even with three weeks of professional development before the start of school, the training only scratched the surface of providing what is needed.
- EAST has a high number of SPED students. Thirty-five out of 251 students qualify for special education services. EAST has an influx of students for the 2023-2024 school year, and as a result, additional students will need to be assessed to determine if they qualify for special education services.
- Due to changes in staff the development and use of RIMPs has not been consistent in the beginning of the 2023-2024 school year, but as of December 2023, all students needing a RIMP have one in place. A review of the data and a discussion of the types of tiered intervention must transpire.
- Explorers Academy now has two campuses with one Principal and one Curriculum Coach. This requires the Principal to travel from one location to another. There is a distance of one mile between the two campuses.

- Explorers Academy has adopted a new ELA curriculum, EL, but it is not fully implemented. Typically, when a new curriculum is adopted, student performance scores will go down until the staff gets fully comfortable with the new curriculum and can fill in the gaps between the previous curriculum and the new curriculum.
- Explorers Academy has adopted Anet quarterly assessments in ELA to gauge the proficiency of students in selected Ohio learning standards. These assessments are aligned with the new EL curriculum that EAST has adopted, but since the curriculum is not fully implemented in all grade levels, the data will likely reflect that students are performing below expectations.

EXTERNAL VARIABLES

- The transient nature of our community and student turnover continues to impact our data.
- The lack of parental involvement when it comes to reading at home contributes to low reading achievement at EAST.
- 99% of EAST's students are economically disadvantaged.

SECTION 3 PART C: ROOT CAUSE ANALYSIS

Insert a root cause analysis of the provided learner performance data and factors contributing to low reading achievement.

The purpose of a root cause analysis is to discover what is inhibiting a school in providing access to excellent educators as defined by the Ohio Department of Education. The document must focus on the staff, not the students as to why a gap exists. One of the major causes of Explorers' issues is the **lack of a highly qualified human resource person**.

Explorers' Academy is very small, having a total of around 260 students, servicing kindergarten through 8th grade. Funding for such a position would be challenging. The lack of a human resource position affects most of the categories of the human capital management system as identified by ODE:

- Working conditions
- Performance Management
- Recruitment
- Hiring
- Induction
- Professional Development
- Compensation

As a result, Explorers' Academy has been unable to maintain a highly qualified staff. In a small school, it is not unusual to have members assuming multiple roles. The systems change required would be to have clearly defined roles where boundaries and authority were established.

Another cause of the gap in equitable access to excellent educators is **professional development**. A variable that we cannot control is the lack of certified teachers in the job market. What we can control is the professional development afforded to our staff. Most of the Explorers' staff hold temporary substitute licenses. Training the staff to proficiency has been a daunting task as staff turnover has been high and basic skills and frames of reference to the core elements of

education are not established. It has been difficult in some instances to move on to 'best practices' when foundational skills have not been secured.

The final two categories of root cause analysis could be thought of as professional development, but they warrant individual categories as they don't deal with the academics of teaching a subject per se. The first of which is **behavior management**. An effective, pervasive, routinized behavior management system needs to be taught and implemented using the "Learn By Doing" or gradually. Competency in behavioral management does not come through just reading the literature on the program used but by practicing the strategies, looking at the data, discussing, debriefing, and refining the skills to mastery. A cohesive behavioral management system is essential in transforming not only the students but more importantly, the staff. We are also suggesting that meaningful rewards and an acknowledgment practice be established that is developed by staff, students, and parents.

Finally, we come to the category of **data-driven instruction**. There is a need to develop an understanding of the power of data. Aside from being able to navigate the testing platforms, the staff needs to better understand what the data is telling them and how best to address it. Coaching on data analysis and adjustments to the teaching practices needs to occur with greater consistency. Familiarization with the different types of assessments and their purposes needs to be advanced. The full potential of data usage needs to be rooted in the teaching practices. Data in our problem statement clearly reflects the effects of the shortcomings discussed in the root cause analysis. This year's I-Ready Beginning of the Year (BOY) Assessment showed 24% of our kindergarten students at the emerging K level. In first grade, 14% tested emerging K, and the other 86% of first-grade students tested at a kindergarten level. The data worsens as the grade levels go up, with second grade having 53% testing at kindergarten level, 36% testing at first-grade level, and 11% at early second grade. In third grade, 14% of testing students tested at the kindergarten level, 57% at first-grade level, 18% at second-grade level, and 11% at early third grade. Therefore, most students have not developed the foundational skills that will allow them to be successful in reading and are unprepared for the literacy demands of the academic school year.

SECTION 4: MEASURABLE LEARNER PERFORMANCE GOALS AND ADULT IMPLEMENTATION GOALS*

Explorer Academy firmly believes that literacy development culminates when students can read grade-level text with all three components of fluency: rate, accuracy, and prosody. These three components of fluency work synergistically to optimize comprehension, deepening the understanding of critical information within a text. The Ohio Reading Standards for Foundational Reading Skills are essential to create the conditions for students to be able to read fluently and, thus, understand what they read. For this reason, Explorer Academy has developed measurable student performance goals by grade level and addressed the particular Big Ideas of Reading that are predictive of reading success. An overall student performance goal is written to measure third-grade performance on the Ohio State Reading Assessment. District support structure activities and systems-level activities are necessary to support teachers in their use of data, and curriculum resources. Other practices are further operationalized in the action plan map related to the third-grade performance goal.

Overall Student Performance Goals

Overarching Goal

1. Increase the percentage of students meeting or exceeding Third-Grade Proficiency Promotion Status from 15% to 20% by spring 2024, as measured by the **Ohio State Assessment**. This represents a five percent increase per year, which is considered statistically significant. Our expectation is that the identical processes and statistical methods will be used by the ODE/AIR when analyzing the data.

Kindergarten

2. Increase the percentage of kindergarten students meeting or exceeding targets for phonemic awareness from 22% to 27% by spring 2024, as measured by the Letter Sound Production Assessment.
3. Increase the percentage of kindergarten students meeting or exceeding targets for phonics from 26% to 31% by spring 2024. High-Frequency Word recognition skills will grow from 22% to 27% of students tested by the spring of 2024 as measured by I-Ready Assessments.

First Grade

4. Increase the percentage of first-grade students meeting or exceeding targets for phonics from 29% to 34% and High-Frequency Word recognition skills from 47% to 52% by spring 2024 as measured by I-Ready Assessments.
5. Increase the percentage of first-grade students meeting or exceeding targets for overall comprehension from 26% to 31% by spring 2024, as measured by the iReady.

Second Grade

6. Increase the percentage of second-grade students meeting or exceeding targets for phonics and word recognition skills from 17% to 22% by spring 2024, as measured by the I-Ready Assessment.
7. Increase the percentage of second-grade students meeting or exceeding targets for overall reading comprehension from 0 to 5% by spring 2024, as measured by the iReady Assessment.

Third Grade

8. Increase the percentage of third-grade students meeting or exceeding targets for overall reading comprehension from 5% to 10% by spring 2024, as measured by the iReady Assessment.

Adult Implementation Goal

1. 100% of teachers will implement research-based best practices to improve literacy achievement.

SECTION 5: ACTION PLAN MAP(S) FOR ACTION STEPS*

ACTION PLAN MAP: GOAL 1

Goal Statement #1

Increase the percentage of students meeting or exceeding Third-Grade Proficiency Promotion Status from 15% to 20% by spring 2024, as measured by the **Ohio State Assessment**. This represents a five percent increase per year, which is considered statistically significant. Our expectation is that the identical processes and statistical methods will be used by the ODE/AIR when analyzing the data.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Develop RIMPs for all students performing below grade level in phonemic awareness, phonics, vocabulary acquisition, reading comprehension.	Provide embedded professional development for all teachers on the use of the identified Science of Reading literacy instructional and intervention strategies.	Analyze data from EOY assessment to determine if the goals were met.
Timeline	<ul style="list-style-type: none"> December 2023 (development) December 2023 - May 2024 (maintain, monitor, and update) 	2023-2024 School Year	Spring of 2024
Lead Person(s)	<ul style="list-style-type: none"> Consortium Consultants Curriculum Coach Literacy Interventionist Classroom Teachers 	<ul style="list-style-type: none"> Principal Superintendent Possibly consortium consultants 	<ul style="list-style-type: none"> Consortium Consultants Curriculum Coach Literacy Interventionist Classroom Teacher
Resources Needed	<ul style="list-style-type: none"> RIMP templates Student data from formal assessments Staff and consultant time 	<ul style="list-style-type: none"> i-Ready materials and training Heggerty materials and training EL Education curriculum materials and training TBD 	<ul style="list-style-type: none"> Student data/Assessment results Google Sheets

Measure of Success	<ul style="list-style-type: none"> Completed RIMPs for all students performing below grade level in phonemic awareness, phonics, vocabulary acquisition, reading comprehension. 	<ul style="list-style-type: none"> Scheduled or completed PD events. Completed TBT/ walkthrough forms 	<ul style="list-style-type: none"> Completed Data Analysis Document for EOY assessment. Evidence that learners met goals.

ACTION PLAN MAP: GOAL 2

Goal Statement #2

Increase the percentage of kindergarten students meeting or exceeding targets for phonemic awareness from 22% to 27% by spring 2024, as measured by the Letter Sound Production Assessment.

	Action Step 1	Action Step 2	Action Step 3
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Implementation Component	Develop RIMPs for all students performing below grade level in phonemic awareness, phonics, vocabulary acquisition, reading comprehension.	Provide embedded professional development for all teachers on the use of the identified Science of Reading literacy instructional and intervention strategies.	Analyze data from EOY assessment to determine if the goals were met.
Timeline	<ul style="list-style-type: none"> December 2023 (development) December 2023 - May 2024 (maintain, monitor, and update) 	2023-2024 School Year	Spring of 2024
Lead Person(s)	<ul style="list-style-type: none"> Consortium Consultants Curriculum Coach Literacy Interventionist Classroom Teachers 	<ul style="list-style-type: none"> Principal Superintendent Possibly consortium consultants 	<ul style="list-style-type: none"> Consortium Consultants Curriculum Coach Literacy Interventionist Classroom Teacher
Resources Needed	<ul style="list-style-type: none"> RIMP templates Student data from formal assessments Staff and consultant time 	<ul style="list-style-type: none"> i-Ready materials and training Heggerty materials and training EL Education curriculum materials and training TBD 	<ul style="list-style-type: none"> Student data/Assessment results Google Sheets
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Consortium consultants will evaluate assessment data and create initial RIMPs. Current EAST staff (Curriculum Coach, Literacy Interventionist, and classroom teachers) will need PD on how to use, monitor, and update RIMPs.	Teachers will receive PD on various programs implemented (e.g., EL Education, i-Ready, Heggerty, and additional Science of Reading instructional and intervention strategies)	Classroom teachers and Curriculum Coach will administer end-of-year assessments. Consortium consultants will analyze assessment data and provide findings to EAST staff.
Measure of Success	<ul style="list-style-type: none"> Completed RIMPs for all students performing below grade level in phonemic awareness, phonics, vocabulary 	<ul style="list-style-type: none"> Scheduled or completed PD events. Completed TBT/ walkthrough forms 	<ul style="list-style-type: none"> Completed Data Analysis Document for EOY assessment. Evidence that learners met goals.

	acquisition, reading comprehension.		
Description of Funding	<ul style="list-style-type: none"> Title 1 ESSR General Revenue Reach All Students Grant CLSD Grant 	<ul style="list-style-type: none"> Title 1 ESSR General Revenue Reach All Students Grant CLSD Grant 	<ul style="list-style-type: none"> Title 1 ESSR General Revenue Reach All Students Grant CLSD Grant
Check-in/Review Date	Monitor student progress weekly or bi-weekly via RIMPs and TBT meetings to measure the effectiveness of research-based literacy instructional strategies.	Quarterly	Spring of 2024

ACTION PLAN MAP: GOAL 3

Goal Statement #3

Increase the percentage of kindergarten students meeting or exceeding targets for phonics from 26% to 31% by spring 2024. High-Frequency Word recognition skills will grow from 22% to 27% of students tested by the spring of 2024 as measured by I-Ready Assessments.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Develop RIMPs for all students performing below grade level in phonemic awareness, phonics, vocabulary acquisition, reading comprehension.	Provide embedded professional development for all teachers on the use of the identified Science of Reading literacy instructional and intervention strategies.	Analyze data from EOY assessment to determine if the goals were met.
Timeline	<ul style="list-style-type: none"> December 2023 (development) December 2023 - May 2024 (maintain, monitor, and update) 	2023-2024 School Year	Spring of 2024

Lead Person(s)	<ul style="list-style-type: none"> • Consortium Consultants • Curriculum Coach • Literacy Interventionist • Classroom Teachers 	<ul style="list-style-type: none"> • Principal • Superintendent • Possibly consortium consultants 	<ul style="list-style-type: none"> • Consortium Consultants • Curriculum Coach • Literacy Interventionist • Classroom Teacher
Resources Needed	<ul style="list-style-type: none"> • RIMP templates • Student data from formal assessments • Staff and consultant time 	<ul style="list-style-type: none"> • i-Ready materials and training • Heggerty materials and training • EL Education curriculum materials and training • TBD 	<ul style="list-style-type: none"> • Student data/Assessment results • Google Sheets
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Consortium consultants will evaluate assessment data and create initial RIMPs. Current EAST staff (Curriculum Coach, Literacy Interventionist, and classroom teachers) will need PD on how to use, monitor, and update RIMPs.	Teachers will receive PD on various programs implemented (e.g., EL Education, i-Ready, Heggerty, and additional Science of Reading instructional and intervention strategies)	Classroom teachers and Curriculum Coach will administer end-of-year assessments. Consortium consultants will analyze assessment data and provide findings to EAST staff.
Measure of Success	<ul style="list-style-type: none"> • Completed RIMPs for all students performing below grade level in phonemic awareness, phonics, vocabulary acquisition, reading comprehension. 	<ul style="list-style-type: none"> • Scheduled or completed PD events. • Completed TBT/ walkthrough forms 	<ul style="list-style-type: none"> • Completed Data Analysis Document for EOY assessment. • Evidence that learners met goals.
Description of Funding	<ul style="list-style-type: none"> • Title 1 • ESSR • General Revenue • Reach All Students Grant • CLSD Grant 	<ul style="list-style-type: none"> • Title 1 • ESSR • General Revenue • Reach All Students Grant • CLSD Grant 	<ul style="list-style-type: none"> • Title 1 • ESSR • General Revenue • Reach All Students Grant • CLSD Grant
Check-in/Review Date	Monitor student progress weekly or bi-weekly via RIMPs and TBT meetings to measure the effectiveness	Quarterly	Spring of 2024

	of research-based literacy instructional strategies.		
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ACTION PLAN MAP: GOAL 4

Goal Statement #4

Increase the percentage of first-grade students meeting or exceeding targets for phonics from 29% to 34% and High-Frequency Word recognition skills from 47% to 52% by spring 2024 as measured by I-Ready Assessments.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Develop RIMPs for all students performing below grade level in phonemic awareness, phonics, vocabulary acquisition, reading comprehension.	Provide embedded professional development for all teachers on the use of the identified Science of Reading literacy instructional and intervention strategies.	Analyze data from EOY assessment to determine if the goals were met.
Timeline	<ul style="list-style-type: none"> December 2023 (development) December 2023 - May 2024 (maintain, monitor, and update) 	2023-2024 School Year	Spring of 2024
Lead Person(s)	<ul style="list-style-type: none"> Consortium Consultants Curriculum Coach Literacy Interventionist Classroom Teachers 	<ul style="list-style-type: none"> Principal Superintendent Possibly consortium consultants 	<ul style="list-style-type: none"> Consortium Consultants Curriculum Coach Literacy Interventionist Classroom Teacher
Resources Needed	<ul style="list-style-type: none"> RIMP templates Student data from formal assessments Staff and consultant time 	<ul style="list-style-type: none"> i-Ready materials and training Heggerty materials and training EL Education curriculum materials and training TBD 	<ul style="list-style-type: none"> Student data/Assessment results Google Sheets

Measure of Success	<ul style="list-style-type: none"> Completed RIMPs for all students performing below grade level in phonemic awareness, phonics, vocabulary acquisition, reading comprehension. 	<ul style="list-style-type: none"> Scheduled or completed PD events. Completed TBT/ walkthrough forms 	<ul style="list-style-type: none"> Completed Data Analysis Document for EOY assessment. Evidence that learners met goals.

ACTION PLAN MAP: GOAL 5

Goal Statement #5

Increase the percentage of first-grade students meeting or exceeding targets for overall comprehension from 26% to 31% by spring 2024, as measured by the iReady.

	Action Step 1	Action Step 2	Action Step 3
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Implementation Component	Develop RIMPs for all students performing below grade level in phonemic awareness, phonics, vocabulary acquisition, reading comprehension.	Provide embedded professional development for all teachers on the use of the identified Science of Reading literacy instructional and intervention strategies.	Analyze data from EOY assessment to determine if the goals were met.
Timeline	<ul style="list-style-type: none"> December 2023 (development) December 2023 - May 2024 (maintain, monitor, and update) 	2023-2024 School Year	Spring of 2024
Lead Person(s)	<ul style="list-style-type: none"> Consortium Consultants Curriculum Coach Literacy Interventionist Classroom Teachers 	<ul style="list-style-type: none"> Principal Superintendent Possibly consortium consultants 	<ul style="list-style-type: none"> Consortium Consultants Curriculum Coach Literacy Interventionist Classroom Teacher
Resources Needed	<ul style="list-style-type: none"> RIMP templates Student data from formal assessments Staff and consultant time 	<ul style="list-style-type: none"> i-Ready materials and training Heggerty materials and training EL Education curriculum materials and training TBD 	<ul style="list-style-type: none"> Student data/Assessment results Google Sheets
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Consortium consultants will evaluate assessment data and create initial RIMPs. Current EAST staff (Curriculum Coach, Literacy Interventionist, and classroom teachers) will need PD on how to use, monitor, and update RIMPs.	Teachers will receive PD on various programs implemented (e.g., EL Education, i-Ready, Heggerty, and additional Science of Reading instructional and intervention strategies)	Classroom teachers and Curriculum Coach will administer end-of-year assessments. Consortium consultants will analyze assessment data and provide findings to EAST staff.
Measure of Success	<ul style="list-style-type: none"> Completed RIMPs for all students performing below grade level in phonemic awareness, phonics, vocabulary 	<ul style="list-style-type: none"> Scheduled or completed PD events. Completed TBT/ walkthrough forms 	<ul style="list-style-type: none"> Completed Data Analysis Document for EOY assessment. Evidence that learners met goals.

	acquisition, reading comprehension.		
Description of Funding	<ul style="list-style-type: none"> Title 1 ESSR General Revenue Reach All Students Grant CLSD Grant 	<ul style="list-style-type: none"> Title 1 ESSR General Revenue Reach All Students Grant CLSD Grant 	<ul style="list-style-type: none"> Title 1 ESSR General Revenue Reach All Students Grant CLSD Grant
Check-in/Review Date	Monitor student progress weekly or bi-weekly via RIMPs and TBT meetings to measure the effectiveness of research-based literacy instructional strategies.	Quarterly	Spring of 2024

ACTION PLAN MAP: GOAL 6

Goal Statement #6

Increase the percentage of second-grade students meeting or exceeding targets for phonics and word recognition skills from 17% to 22% by spring 2024, as measured by the I-Ready Assessment.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Develop RIMPs for all students performing below grade level in phonemic awareness, phonics, vocabulary acquisition, reading comprehension.	Provide embedded professional development for all teachers on the use of the identified Science of Reading literacy instructional and intervention strategies.	Analyze data from EOY assessment to determine if the goals were met.
Timeline	<ul style="list-style-type: none"> December 2023 (development) December 2023 - May 2024 (maintain, monitor, and update) 	2023-2024 School Year	Spring of 2024
Lead Person(s)	<ul style="list-style-type: none"> Consortium Consultants Curriculum Coach 	<ul style="list-style-type: none"> Principal Superintendent 	<ul style="list-style-type: none"> Consortium Consultants Curriculum Coach

	<ul style="list-style-type: none"> Literacy Interventionist Classroom Teachers 	<ul style="list-style-type: none"> Possibly consortium consultants 	<ul style="list-style-type: none"> Literacy Interventionist Classroom Teacher
Resources Needed	<ul style="list-style-type: none"> RIMP templates Student data from formal assessments Staff and consultant time 	<ul style="list-style-type: none"> i-Ready materials and training Heggerty materials and training EL Education curriculum materials and training TBD 	<ul style="list-style-type: none"> Student data/Assessment results Google Sheets
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Consortium consultants will evaluate assessment data and create initial RIMPs. Current EAST staff (Curriculum Coach, Literacy Interventionist, and classroom teachers) will need PD on how to use, monitor, and update RIMPs.	Teachers will receive PD on various programs implemented (e.g., EL Education, i-Ready, Heggerty, and additional Science of Reading instructional and intervention strategies)	Classroom teachers and Curriculum Coach will administer end-of-year assessments. Consortium consultants will analyze assessment data and provide findings to EAST staff.
Measure of Success	<ul style="list-style-type: none"> Completed RIMPs for all students performing below grade level in phonemic awareness, phonics, vocabulary acquisition, reading comprehension. 	<ul style="list-style-type: none"> Scheduled or completed PD events. Completed TBT/ walkthrough forms 	<ul style="list-style-type: none"> Completed Data Analysis Document for EOY assessment. Evidence that learners met goals.
Description of Funding	<ul style="list-style-type: none"> Title 1 ESSR General Revenue Reach All Students Grant CLSD Grant 	<ul style="list-style-type: none"> Title 1 ESSR General Revenue Reach All Students Grant CLSD Grant 	<ul style="list-style-type: none"> Title 1 ESSR General Revenue Reach All Students Grant CLSD Grant
Check-in/Review Date	Monitor student progress weekly or bi-weekly via RIMPs and TBT meetings to measure the effectiveness of research-based literacy instructional strategies.	Quarterly	Spring of 2024

ACTION PLAN MAP: GOAL 7

Goal Statement #7

Increase the percentage of second-grade students meeting or exceeding targets for overall reading comprehension from 0 to 5% by spring 2024, as measured by the iReady Assessment.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Develop RIMPs for all students performing below grade level in phonemic awareness, phonics, vocabulary acquisition, reading comprehension.	Provide embedded professional development for all teachers on the use of the identified Science of Reading literacy instructional and intervention strategies.	Analyze data from EOY assessment to determine if the goals were met.
Timeline	<ul style="list-style-type: none"> December 2023 (development) December 2023 - May 2024 (maintain, monitor, and update) 	2023-2024 School Year	Spring of 2024
Lead Person(s)	<ul style="list-style-type: none"> Consortium Consultants Curriculum Coach Literacy Interventionist Classroom Teachers 	<ul style="list-style-type: none"> Principal Superintendent Possibly consortium consultants 	<ul style="list-style-type: none"> Consortium Consultants Curriculum Coach Literacy Interventionist Classroom Teacher
Resources Needed	<ul style="list-style-type: none"> RIMP templates Student data from formal assessments Staff and consultant time 	<ul style="list-style-type: none"> i-Ready materials and training Heggerty materials and training EL Education curriculum materials and training TBD 	<ul style="list-style-type: none"> Student data/Assessment results Google Sheets
Specifics of Implementation (Professional development, training, coaching, system)	Consortium consultants will evaluate assessment data and create initial RIMPs. Current EAST staff (Curriculum Coach, Literacy	Teachers will receive PD on various programs implemented (e.g., EL Education, i-Ready, Heggerty, and additional	Classroom teachers and Curriculum Coach will administer end-of-year assessments. Consortium consultants will analyze

structures, implementation support and leadership structures)	Interventionist, and classroom teachers) will need PD on how to use, monitor, and update RIMPs.	Science of Reading instructional and intervention strategies)	assessment data and provide findings to EAST staff.
Measure of Success	<ul style="list-style-type: none"> Completed RIMPs for all students performing below grade level in phonemic awareness, phonics, vocabulary acquisition, reading comprehension. 	<ul style="list-style-type: none"> Scheduled or completed PD events. Completed TBT/ walkthrough forms 	<ul style="list-style-type: none"> Completed Data Analysis Document for EOY assessment. Evidence that learners met goals.
Description of Funding	<ul style="list-style-type: none"> Title 1 ESSR General Revenue Reach All Students Grant CLSD Grant 	<ul style="list-style-type: none"> Title 1 ESSR General Revenue Reach All Students Grant CLSD Grant 	<ul style="list-style-type: none"> Title 1 ESSR General Revenue Reach All Students Grant CLSD Grant
Check-in/Review Date	Monitor student progress weekly or bi-weekly via RIMPs and TBT meetings to measure the effectiveness of research-based literacy instructional strategies.	Quarterly	Spring of 2024

ACTION PLAN MAP: GOAL 8

Goal Statement #8

Increase the percentage of third-grade students meeting or exceeding targets for overall reading comprehension from 5% to 10% by spring 2024, as measured by the iReady Assessment.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Develop RIMPs for all students performing below grade level in phonemic awareness, phonics, vocabulary acquisition, reading comprehension.	Provide embedded professional development for all teachers on the use of the identified Science of Reading literacy instructional and intervention strategies.	Analyze data from EOY assessment to determine if the goals were met.

Timeline	<ul style="list-style-type: none"> December 2023 (development) December 2023 - May 2024 (maintain, monitor, and update) 	2023-2024 School Year	Spring of 2024
Lead Person(s)	<ul style="list-style-type: none"> Consortium Consultants Curriculum Coach Literacy Interventionist Classroom Teachers 	<ul style="list-style-type: none"> Principal Superintendent Possibly consortium consultants 	<ul style="list-style-type: none"> Consortium Consultants Curriculum Coach Literacy Interventionist Classroom Teacher
Resources Needed	<ul style="list-style-type: none"> RIMP templates Student data from formal assessments Staff and consultant time 	<ul style="list-style-type: none"> i-Ready materials and training Heggerty materials and training EL Education curriculum materials and training TBD 	<ul style="list-style-type: none"> Student data/Assessment results Google Sheets
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Consortium consultants will evaluate assessment data and create initial RIMPs. Current EAST staff (Curriculum Coach, Literacy Interventionist, and classroom teachers) will need PD on how to use, monitor, and update RIMPs.	Teachers will receive PD on various programs implemented (e.g., EL Education, i-Ready, Heggerty, and additional Science of Reading instructional and intervention strategies)	Classroom teachers and Curriculum Coach will administer end-of-year assessments. Consortium consultants will analyze assessment data and provide findings to EAST staff.
Measure of Success	<ul style="list-style-type: none"> Completed RIMPs for all students performing below grade level in phonemic awareness, phonics, vocabulary acquisition, reading comprehension. 	<ul style="list-style-type: none"> Scheduled or completed PD events. Completed TBT/ walkthrough forms 	<ul style="list-style-type: none"> Completed Data Analysis Document for EOY assessment. Evidence that learners met goals.
Description of Funding	<ul style="list-style-type: none"> Title 1 ESSR General Revenue Reach All Students Grant 	<ul style="list-style-type: none"> Title 1 ESSR General Revenue Reach All Students Grant 	<ul style="list-style-type: none"> Title 1 ESSR General Revenue Reach All Students Grant

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	<ul style="list-style-type: none"> CLSD Grant 	<ul style="list-style-type: none"> CLSD Grant 	<ul style="list-style-type: none"> CLSD Grant
Check-in/Review Date	Monitor student progress weekly or bi-weekly via RIMPs and TBT meetings to measure the effectiveness of research-based literacy instructional strategies.	Quarterly	Spring of 2024

ACTION PLAN MAP: ADULT IMPLEMENTATION GOAL 1

Goal Statement #1

100% of teachers will implement research-based best practices to improve literacy achievement.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Provide embedded professional development for all teachers on the use of i-Ready.	Provide embedded professional development for all teachers on the use of Heggerty.	Provide embedded professional development for all teachers on the use of EL Education.
Timeline	2023-2024 School Year	2023-2024 School Year	Spring of 2024
Lead Person(s)	<ul style="list-style-type: none"> Principal Curriculum Coach Literacy Interventionist Classroom Teachers 	<ul style="list-style-type: none"> Principal Curriculum Coach Literacy Interventionist Classroom Teachers 	<ul style="list-style-type: none"> Principal Curriculum Coach Literacy Interventionist Classroom Teachers
Resources Needed	<ul style="list-style-type: none"> i-Ready materials and training 	<ul style="list-style-type: none"> Heggerty materials and training 	<ul style="list-style-type: none"> EL Education curriculum materials and training
Specifics of Implementation (Professional development, training, coaching, system)	Teachers will receive PD on i-Ready.	Teachers will receive PD on Heggerty.	Teachers will receive PD on EL Education.

structures, implementation support and leadership structures)			
Measure of Success	<ul style="list-style-type: none"> Scheduled or completed PD events. Completed TBT/walkthrough forms. 	<ul style="list-style-type: none"> Scheduled or completed PD events. Completed TBT/walkthrough forms. 	<ul style="list-style-type: none"> Scheduled or completed PD events. Completed TBT/walkthrough forms.
Description of Funding	<ul style="list-style-type: none"> Title 1 ESSR General Revenue Reach All Students Grant CLSD Grant 	<ul style="list-style-type: none"> Title 1 ESSR General Revenue Reach All Students Grant CLSD Grant 	<ul style="list-style-type: none"> Title 1 ESSR General Revenue Reach All Students Grant CLSD Grant
Check-in/Review Date	Monitor teacher's progress weekly or bi-weekly via RIMPs and TBT meetings to measure teacher's the effectiveness in using the research-based literacy instructional strategies.	Monitor teacher's progress weekly or bi-weekly via RIMPs and TBT meetings to measure teacher's the effectiveness in using the research-based literacy instructional strategies.	Monitor teacher's progress weekly or bi-weekly via RIMPs and TBT meetings to measure teacher's the effectiveness in using the research-based literacy instructional strategies.

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**Section headings marked with an asterisk are required by state law.*

SECTION 6: PROCESS FOR MONITORING PROGRESS AND IMPLEMENTATION OF THE PLAN'S STRATEGIES.*

Paraeducators and teachers in grades kindergarten through 3rd grade will keep track of tiered intervention in an assigned binder using an assigned template. Monitoring of the goals, lessons/activities, and results will be reviewed minimally every two weeks by the Curriculum Coach, Interventionist, or Principal. Goals will be adjusted as they are reached. Lessons, activities, and groupings will be adjusted as proficiency benchmarks are reached. Lessons and activities that have not shown favorable results will be discontinued and replaced with other strategies and lessons as determined by the TBT. In addition to the weekly Grade Band Meetings, the Curriculum Coach, Principal and/or designee will be conducting walkthroughs to assure compliance and view teacher and paraeducator performance. Progress monitoring towards goals will be measured using the Heggerty Monitoring Assessments throughout the school year. Data from these assessments will be recorded on the bi-weekly tiered instruction template. A shared spreadsheet of I-Ready BOY, MOY, and EOY testing results will be used to monitor student growth. The results of the testing will be followed by a deep analysis and discussion of efficacious and ineffective practices. This discussion will begin at the TBT level. The Curriculum Coach will summarize the analysis and discussion with the BLT and DLT. Additionally, the Literacy Interventionist will work with the Curriculum Coach or Principal monthly to enter the names of students who go on/off RIMPs into the system. The Curriculum Coach, Principal, and/or Superintendent will ensure that necessary PD is identified, scheduled, and completed.

SECTION 7: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS*

SECTION 7 PART A: STRATEGIES TO SUPPORT LEARNERS*

We recognize that we have a large percentage of students on RIMPs. With this in mind, we have focused much of our work on improving the Tier 1, First Best instruction through the implementation of the Science of Reading Framework. The Science of Reading framework targets all components of reading, writing, and language development, including but not limited to direct and embedded instruction in phonics and phonological awareness, vocabulary and word structure, fluent reading, and literal, inferential, and critical thinking about texts. The I-Ready Assessment provides scores in Phonological Awareness, Phonics, High Frequency Words, Vocabulary, Literary Comprehension, and Informational Text Comprehension. Using the I-Ready platform, data is quickly disaggregated by instructional strands and students are grouped by their performance levels. Tiered instruction is determined by this grouping. “Tools for Instruction” on the I-Ready platform provide lessons for tiered intervention. Fluency reads are obtained through I-Ready under Resources beginning at first grade and will be used to measure gains in fluency. Heggerty Assessments are also used to pinpoint specific letter sounds, decomposing, blending, or segmenting skills that are not secured. Other strategies and lessons for tiered intervention are provided by the Curriculum Coach, Interventionist, and Consortium Consultants. The reading block is scheduled for 90 minutes. Forty-five minutes of this time is dedicated to whole group instruction. The other 45 minutes of the block is spent in small groups. Teachers meet with tier 3 students a minimum of three times a week, with tier 2 students two times a week and with tier 1 students once a week. Para-educators are working in the primary unit classrooms during the ELA block to provide services to the students during small group intervention. On-line tutorials through I-Ready are to occur for 45 minutes a week, for each student in all grade levels. The work on line is tailored to address the needs of each individual student based on the scores they received from their most recent I-Ready Benchmark Assessment.

SECTION 7 PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES (STRATEGIES TO SUPPORT ADULT IMPLEMENTATION)*

The Science of Reading Framework is a continual growth model in which we are constantly working to improve adult implementation and child outcomes. Coaches and administrators are provided with professional development throughout the year. Teachers receive professional development during PLC meetings. Our PLC time is organized in such a way that we are using classroom data, walkthrough and coaching data, to reflect on and analyze and in turn identify strengths and weaknesses. The areas of concern are then used to drive professional development during the PLC time. Walkthroughs and review of tiered intervention lessons, activities, and teacher performance allows us to continually monitor progress and ensure growth for individual students, subgroups, and school personnel. Information collected through walkthroughs and coaching cycles will aim to increase the implementation of the components of the Science of Reading Framework in all ELA classrooms. We plan to use the walkthrough process to specifically identify teaching strategies that are needed and to gauge the use and effectiveness of strategies that have already been presented as we feel that it is not only important to see **if** the work is being done, but **how** the work is being done. Members of the Literacy Team meet twice a month to discuss progress of and impediments to the literacy program.

SECTION 7 PART C: STAFFING AND PROFESSIONAL DEVELOPMENT PLAN*

Science of Reading Evidence-Based Strategies	Resources/Instructional Materials K-3	Professional Development Completed/Planned	Instructional Staff Involved
Phonemic Awareness Instruction	Heggerty i-Ready	<p>Formal Heggerty training geared toward teaching phonemic awareness using Heggerty curriculum, analyzing data, and forming Tier 2 and Tier 3 groups and designing supporting instruction.</p> <p>Formal i-Ready training geared toward teaching phonemic awareness using i-Ready curriculum, analyzing data, and forming Tier 2 and Tier 3 groups and designing supporting instruction.</p>	Curriculum Coach Literacy Interventionist K-3 Classroom Teachers Paraprofessionals
Systematic Phonics Instruction	Heggerty i-Ready	<p>Formal Heggerty training geared toward systematic phonics instruction using Heggerty curriculum, analyzing data, and forming Tier 2 and Tier 3 groups and designing supporting instruction.</p> <p>Formal i-Ready training geared toward systematic phonics instruction using i-Ready curriculum, analyzing data, and forming Tier 2 and Tier 3 groups and designing supporting instruction.</p>	Curriculum Coach Literacy Interventionist K-3 Classroom Teachers Paraprofessionals
Fluency Instruction	i-Ready EL Education		Curriculum Coach Literacy Interventionist K-3 Classroom Teachers Paraprofessionals
Vocabulary Instruction	i-Ready EL Education	Formal i-Ready training geared toward vocabulary instruction using i-Ready curriculum, analyzing data, and forming Tier 2 and Tier 3 groups and designing supporting instruction.	Curriculum Coach Literacy Interventionist K-3 Classroom Teachers Paraprofessionals

		EL Education training provided by BetterLessons that focuses on “Making learning Meaningful.”	
Comprehension Instruction	i-Ready EL Education	Formal i-Ready training geared toward comprehension instruction using i-Ready curriculum, analyzing data, and forming Tier 2 and Tier 3 groups and designing supporting instruction. EL Education training provided by BetterLessons that focuses on “Making learning Meaningful.”	Curriculum Coach Literacy Interventionist K-3 Classroom Teachers Paraprofessionals

EAST instructional staff has or will be formally trained in the use of i-Ready, Heggerty, EL Education, and Science of Reading instructional and intervention strategies. See below for details related to each curriculum.

I-READY

i-Ready is being used as the core curriculum in grades K-3. Currently, EAST has a novice teaching staff consisting of only one highly-qualified and certified teacher. This curriculum allows teachers to facilitate previously designed lessons, which allows the non-certified instructors time to gain the skills necessary to effectively deliver instruction in an environment conducive to optimizing learning.

Since only 14 out of 120 students in grades K-3 are performing at “early on grade level” or above in phonics, EAST has decided to focus Tier 2 and 3 instruction on building a strong reading foundation in phonemic awareness and phonics. i-Ready has resources teachers can use to group students in to tiers and design specific instructional plans for individual students to help bolster their phonemic awareness and phonics skills.

During the fall of 2023, EAST instructional staff were provided with several professional development opportunities (e.g., 9/25/2023, 10/09/2023, and 11/13/2023) related to the use of i-Ready. Some of the topics covered included but were not limited to detailed data, differentiated instruction, intentional practices, creating structures and schedules, and collaborative planning.

EAST leadership will continue to seek feedback from instructional staff by administering surveys on the quality of the i-Ready PD and their comfort level with using the program to gain a better understanding of what additional support or training they will need in order to teach students successfully using this program. This data will be used to determine ongoing professional development opportunities for staff.

HEGGERTY

Heggerty is used alongside i-Ready as a core curriculum for teaching phonemic awareness. In addition, EAST instructors are using Heggerty’s Bridge to Reading program for explicit phonics instruction along with Heggerty phonemic awareness lessons for a comprehensive approach to early literacy instruction.

Again, with only 14 out of 120 students in grades K-3 performing at “early on grade level” or above in phonics, EAST has decided to focus Tier 2 and 3 instruction on building a strong reading foundation in phonemic awareness and phonics. Bridge to Reading equips educators with comprehensive resources for integrating six to eight phonemic awareness skills and structured phonics instruction. This includes teacher guides featuring embedded professional development, decodable texts, student practice materials, multisensory learning aids, and digital assessments for ongoing progress monitoring.

During the fall of 2023, EAST instructional staff were provided with multiple professional development opportunities (e.g., 10/23/2023 and 11/01/2023) related to the use of Heggerty. During these trainings, they covered the following topics: using knowledge of phonemic awareness instruction to deliver structured, sequential, systemic lessons; and analyzing assessments in phonemic awareness to monitor growth and meet intervention needs.

EAST leadership will continue to seek feedback from instructional staff by administering surveys on the quality of the Heggerty PD and their comfort level with using the program to gain a better understanding of what additional support or training they will need in order to teach students successfully using this program. This data will be used to determine ongoing professional development opportunities for staff.

EL EDUCATION

In the Spring of 2023, EAST evaluated several core curricula options and elected to adopt EL Education. According to EdReports, it meets Ohio’s criteria for high-quality instructional materials in English language arts that need to be adopted no later than the 2024-2025 school year, and it includes culturally responsive practices in each unit of instruction. EAST opted to begin to implement EL Education during the 2023-2024 knowing that it will not be fully implemented until the 2024-2025 school year. As a result, prior to the start of the 2023-2024 school year, EAST instructional staff engaged in a 2-day training provided by BetterLessons on the implementation of EL Education. In October 2023, BetterLessons returned to provide additional training focused on understanding the structure and purpose of the Module lessons. BetterLessons is scheduled to return for two additional training sessions on the EL Education curriculum during the 2023-2024 school year.

Consortium consultants are using the EL Education curriculum to develop engaging, interactive lessons in Sakai (an online learning management system). These online lessons will be used for direct instruction in the classroom. Since EAST has a novice teaching staff, these online lessons will ensure students are receiving consistent, accurate, and through instruction that is aligned with Ohio State Standards as well as the research related to the science of reading. In addition, moving the content online will enable the novice staff to focus on in-the-classroom instruction, specifically individualizing instruction and providing more support for those learners needing Tier 2 and 3 support.

EAST leadership will continue to seek feedback from instructional staff on the quality of the EL Education PD and their comfort level with teaching the new curriculum by administering surveys to gain a better understanding of which instructional strategies they are comfortable with as well as which instructional strategies they need additional support or training on in order to implement the new curriculum successfully. This data will be used to determine ongoing professional development opportunities for staff.

ADDITIONAL PROFESSIONAL DEVELOPMENT OPTIONS

PBIS OR MTSS TRAINING AND IMPLEMENTATION PLANNING

As mentioned in the root cause analysis, behavior management and data driven instruction are root causes for Explorers' students underachievement in reading. Training in PBIS or MTSS will help to address some of the staff's shortcomings in this area. This training will be in place in January 2024. Current staff need training related to using data to create and implement tiered support structures. Currently, EAST has one highly qualified teacher, several teachers with temporary substitute teaching licenses, and no certified special education teachers or interventionists on site. EAST is relying on contract special education professionals to assess learners for special education services and for the development of individualized education plans (IEPs) and 504s. Paraprofessionals and long-term substitutes are delivering special education services on site.

INDIVIDUALIZED PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Individual Professional Development Plans will be created at a meeting with the Principal and the teacher. Input from the Curriculum Coach and Literacy Interventionist may be requested. SMART goals will be determined and a path forward to obtaining the goals will be planned. The Curriculum Coach will monitor teachers' consistent use of selected research-based literacy instructional strategies through walkthroughs and formal observations. In addition, along with the teacher and the Literacy Interventionist will monitor student progress weekly or bi-weekly via RIMPs and TBT meetings to measure the effectiveness of research-based literacy instructional strategies. When it is realized that students are not making progress, the Curriculum Coach will determine if the strategy is no longer appropriate for the learner or if the teacher needs additional support implementing the strategy with the learner. If it is determined that the teacher needs additional support implementing the strategy, professional development will be identified and provided.

APPENDICES

If necessary, please include a glossary of terms, data summary, key messages, description of program elements, etc.