

Explorer's Academy

Reading Achievement Plan

2025-2026

[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 December 31.

1. The district or community school received 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 is expected to be longer than 25 pages. All sections of the plan must be completed.

DISTRICT OR COMMUNITY SCHOOL NAME: Explorer's Academy of Science and Technology

DISTRICT IRN: 019474

DISTRICT ADDRESS: 1850 Airport Highway, Toledo, Ohio 43609

PLAN COMPLETION DATE: December 19, 2025

LEAD WRITERS: Deirdre Bruce Chalmers, Brandon Richardson, Brandy Freeman, Angleique Schuster, Susan Fitzpatrick

Ohio's Language and Literacy Vision

With the leadership of Governor Mike DeWine, Ohio is implementing the [ReadOhio initiative](#), an exciting statewide effort to encourage improved literacy skills for all ages that includes the implementation of curriculum aligned with the science of reading in Ohio's schools. The governor also [released a video](#) to explain what the science of reading is and why it is important.

In addition, the Ohio Department of Education and Workforce developed the [ReadOhio toolkit](#) to guide school leaders, teachers and families in this important work. The toolkit is filled with resources including the [Shifting to the Science of Reading: A Discussion Guide for School and District Teams](#), professional learning tools and practices for schools as they prepare for the start of the new academic year.

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 Workforce 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, schools, and early childhood education programs to use evidence-based systems and high-quality instruction, select high-quality instructional materials.

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
Keith Birkhold	Superintendent	K-4 Parkside, 5-8 Airport Hwy	keith.birkhold@explorersacademyst.com
Deirdre Bruce Chalmers	Principal	K-4, 5-8	d.bruce@explorersacademyst.com
Brandon Richardson	Assistant Principal	K-4 Parkside	Brandon.richardson@explorersacademyst.com
Brandy Freeman	Title Coordinator	K-4 Parkside	Brandy.freeman@explorersacademyst.com
Angelique Schuster	Special Education Teacher	K-4 Parkside	Angelique.schuster@explorersacademyst.com
Susan Fitzpatrick	General Education Teacher	Elementary K-4 Parkside	Susan.fitzpatrick@explorersacademyst.com

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

Describe how the district leadership team developed the plan, how the team will monitor the plan, and how the team will communicate the plan.

How the Team Developed the Plan:

This year's Reading Achievement Plan was developed using a team of stakeholders that included administration, special education and general education staff. This team also worked in conjunction with State Support Team Region 1 consultants including the Read Ohio Coach. The team used a variety of data to inform the goals, strategies, and action steps of this plan. These data included the Ohio State Tests, beginning of the year I-Ready literacy scores, UFLI implementation data as well as progress monitoring data. In addition, the team also considered implementation of the high-quality instructional materials and professional development provided mid-year on the evidence based instructional strategy, explicit instruction. Other sources that were considered in this process are the current One Plan goals along with the needs and the capacity of the teachers in the building. It is also important to note that the team took into consideration that the school is a Cohort 3 EDSTEPS district and will be conducting a new needs assessment in January.

The team will monitor this plan during monthly Building Leadership Team meetings (to include administration and members of this team) During these meetings the team will ensure the following items have been established and are functioning as intended to improve adult implementation and student literacy achievement.

1. Establishing clear success criteria and monitoring protocols.
2. Implement a clear data review cycle.
3. Conduct fidelity checks and observations.
4. Frequent progress monitoring of student achievement.
5. Create clear adult implementation benchmarks.

How the team will communicate the plan:

The team will communicate the development of this plan during a staff meeting. Along with this communication they will explain why the plan was developed and the expectations for the implementation of the plan. In addition, during weekly staff meetings the team will share the results found during progress monitoring and implementation of the plan.

Section 2: Alignment Between the Reading Achievement Plan and Overall Improvement Efforts

Describe how the Reading Achievement Plan is aligned to and supports the overall continuous improvement efforts of the district or community school.

One Plan Literacy Goal: By June 30, 2026, Explorers Academy of Science and Technology (EAST) will decrease the number of students in the limited category in reading by 10% among all tested students of EAST as measured by the state report card.

This plan is aligned to the school's One Plan literacy goal and overall school improvement efforts with a focus on improving early literacy, specifically foundational skills. The current One Plan was revised during the 2024-2025 school year, and the following goal was established. Additionally, Explorer's Academy is a cohort 3 EDSTEPS district and is in the early phases of conducting a comprehensive needs assessment. This Reading Achievement Plan and the One Needs Assessment will be used to write a new improvement plan ensuring that all improvement efforts are aligned and a continued focus on early literacy is maintained.

The school's Reading Achievement Plan was developed through a single, coherent needs assessment process and intentionally aligned with existing school and district improvement plans. Rather than operating as a standalone document, the plan reflects an integrated approach to literacy improvement grounded in multiple, aligned data sources.

Classroom-level data, including universal screening, diagnostic, and progress monitoring results, were analyzed alongside longitudinal trend data to identify persistent gaps in foundational literacy skills. These findings were triangulated with the Ohio School Report Card, where the school received one star in the Early Literacy component, clearly signaling an urgent need to strengthen core instruction and intervention in reading. Data accessed through the Secure Data Center provided additional insight into subgroup performance and patterns of risk, while local census and community data informed the school's understanding of external factors influencing student literacy outcomes.

Together, these data sources drove the identification of priority needs and directly informed the focus areas, strategies, and action steps within the Reading Achievement Plan. The plan aligns with the school's broader improvement efforts by addressing the same root causes identified across plans—instructional consistency, explicit foundational skills instruction, and data-informed decision making—ensuring coherence rather than fragmentation. This alignment establishes a clear line of sight from identified needs to planned actions and creates the conditions necessary for sustained improvement in early literacy outcomes.

Section 3: Why a Reading Achievement Plan is Needed in our District or Community School

SECTION 3 PART A: RELEVANT LEARNER PERFORMANCE DATA

Insert **disaggregated** student performance data from sources that **must include**, but are not limited to:

K-Ready	Social Foundations	Language + Literacy	Math	Physical Development
Overall	Sc. Sc. / Raw Sc	Sc. Sc. / Raw Sc	Sc. Sc. / Raw Sc	Sc. Sc. / Raw Sc
258 / 4	259 / 9	264 / 6	248 / 7	264 / 13
268 / 4	266 / 10	270 / 6	272 / 9	253 / 10
257 / 4	266 / 10	261 / 6	244 / 7	264 / 13
298 / 9	294 / 23	298 / 12	295 / 22	279 / 22
274 / 5	294 / 23	270 / 6	281 / 12	264 / 13
274 / 5	278 / 13	276 / 7	272 / 9	264 / 13
257 / 4	241 / 8	251 / 7	272 / 9	264 / 13
283 / 6	294 / 23	280 / 7	281 / 12	279 / 22
268 / 4	294 / 23	264 / 6	267 / 7	264 / 13
276 / 5	294 / 23	294 / 12	259 / 7	264 / 13
250 / 4	228 / 10	261 / 6	256 / 7	240 / 8
257 / 4	259 / 9	258 / 6	252 / 7	264 / 13
269 / 4	259 / 9	273 / 6	281 / 12	253 / 10
246 / 4	247 / 8	251 / 7	235 / 8	253 / 10
268 / 4	253 / 8	264 / 6	295 / 22	279 / 22
244 / 4	247 / 8	240 / 6	244 / 7	246 / 9
246 / 4	247 / 8	240 / 6	244 / 7	264 / 13
267 / 4	266 / 10	264 / 6	267 / 7	279 / 22
280 / 6	278 / 13	285 / 9	281 / 12	264 / 13
252 / 4	253 / 8	244 / 7	252 / 7	279 / 22
271 / 4	259 / 9	273 / 6	272 / 9	279 / 22
251 / 4	253 / 8	254 / 6	248 / 7	246 / 9
251 / 4	266 / 10	244 / 7	240 / 7	279 / 22
258 / 4	259 / 9	254 / 6	259 / 7	264 / 13
255 / 4	259 / 9	247 / 7	256 / 7	279 / 22
261 / 4	294 / 23	267 / 6	240 / 7	279 / 22

253 / 4	253 / 8	251 / 7	267 / 7	235 / 8
278 / 5	294 / 23	273 / 6	281 / 12	279 / 22
287 / 7	294 / 23	280 / 7	295 / 22	279 / 22
253 / 8	253 / 8	251 / 7	256 / 7	253 / 10
253 / 4	266 / 10	251 / 7	248 / 7	253 / 10
292 / 9	294 / 23	294 / 12	281 / 12	279 / 22
252 / 4	259 / 9	251 / 7	244 / 7	264 / 13
269 / 4	259 / 9	273 / 6	281 / 12	253 / 10
272 / 4	278 / 13	276 / 7	272 / 9	253 / 10
255 / 4	253 / 8	247 / 7	259 / 7	279 / 22
254 / 4	253 / 8	254 / 6	252 / 7	264 / 13
280 / 6	294 / 23	294 / 12	272 / 9	253 / 10
287 / 7	294 / 23	294 / 12	281 / 12	264 / 13

Key	Overall
Demo Ready	270-298
Approach Ready	258-269
Emerging Ready	202-257

On Track
21 = 53.84%

ELA	Limited	Basic	Proficient	Accomplish	Advanced
2021 -2022	59% - 59	30% - 30	7% - 7	3% - 3	1% - 1
2022 - 2023	56% - 74	28% - 37	10% - 13	5% - 7	2% - 2
2023 - 2024	50% - 95	25% - 47	18% - 35	4% - 7	3% - 6
2024 - 2025	43% - 86	29% - 58	19% - 39	8 % - 16	1% - 3

ELA SPRING 2025 GRADE LEVEL COMPARISONS							
Totals	3rd gr	4th gr	5th gr	6th gr	7th gr	8th gr	School
Advanced	0	1 - 3%	2 - 7%	0	0	0	3 - 1%
Accomplished	3 - 6%	5 - 14%	2 - 7%	1 - 3%	2 - 7%	3 - 10%	16 - 8%
Proficient	13 - 26%	4 - 11%	6 - 21%	4 - 14%	10 - 34%	2 - 7%	39 - 19%
Basic	10 - 20%	12 - 33%	7 - 24%	12 - 41%	7 - 24%	10 - 34%	58 - 29%
Limited	24 - 48%	14 - 39%	12 - 41%	12 - 41%	10 - 34%	14 - 48%	86 - 43%
Tested	50	36	29	29	29	29	202

Grade Level Strand Proficiencies							
ELA OST 2025	INFORMATIONAL TEXT						
	3rd gr	4th gr	5th gr	6th gr	7th gr	8th gr	School
Above	6 - 12%	8 - 22%	5 - 17%	2 - 7%	5 - 17%	3 - 10%	29 - 14%
Near Proficient	20 - 40%	14 - 39%	10 - 34%	16 - 55%	11 - 38%	12 - 41%	83 - 41%
Below Proficient	24 - 48%	14 - 39%	14 - 48%	11 - 38%	13 - 45%	14 - 48%	90 - 45%
ELA OST 2025	LITERARY TEXT						
	3rd gr	4th gr	5th gr	6th gr	7th gr	8th gr	School
Above	4 - 8%	3 - 8%	7 - 24%	3 - 10%	7 - 24%	5 - 17%	29 - 14%
Near Proficient	18 - 36%	12 - 33%	9 - 31%	11 - 38%	8 - 28%	8 - 28%	66 - 33%
Below Proficient	28 - 56%	21 - 58%	13 - 45%	15 - 52%	14 - 48%	16 - 55%	107 - 53%
ELA OST 2025	WRITING						
	3rd gr	4th gr	5th gr	6th gr	7th gr	8th gr	School
Above	10 - 20%	7 - 19%	9 - 31%	0	8 - 28%	3 - 10%	37 - 18%
Near Proficient	16 - 32%	15 - 42%	4 - 14%	9 - 31%	6 - 21%	8 - 28%	58 - 29%
Below Proficient	24 - 48%	14 - 39%	16 - 55%	20 - 69%	15 - 52%	18 - 62%	107 - 53%

Overall, ELA performance data from 2021–2025 shows gradual improvement, particularly in reducing the percentage of students performing at the Limited level. Limited proficiency decreased from 59% in the 2021–2022 school year to 43% in 2024–2025. During this same time period, the percentage of students scoring at the Proficient level increased from 7% to 19%. Despite this growth, the majority of students continue to perform in the Limited and Basic ranges, while Accomplished and Advanced performance remains consistently low, generally under 10% combined. This indicates that while progress is occurring, significant work remains to move students toward higher levels of achievement.

Spring 2025 grade-level data further illustrates these trends. Schoolwide, 43% of students scored at the Limited level and 29% scored at Basic, while only 19% reached Proficient and 9% reached Accomplished or Advanced. The highest concentrations of Limited performance are found in third and fourth grades, pointing to early literacy concerns. Seventh grade demonstrates relatively stronger performance compared to other grades, with higher

percentages of students reaching Proficient and Accomplished levels. Across all grades, Advanced-level performance is minimal, highlighting the need for increased enrichment and rigor.

Analysis of the 2025 ELA OST strand data shows that informational text performance is slightly stronger than other areas. Schoolwide, 45% of students scored Below Proficient, 41% Near Proficient, and 14% Above Proficient. This suggests that many students are close to meeting proficiency and may benefit from targeted instructional support. Literary text presents a greater challenge, with 53% of students scoring Below Proficient, 33% Near Proficient, and only 14% Above Proficient, particularly in the upper grades.

Writing is the most significant area of need across all grade levels. In 2025, 53% of students scored Below Proficient in writing, 29% scored Near Proficient, and only 18% scored Above Proficient. Very few students demonstrate strong writing proficiency at any grade level, indicating a need for more explicit instruction, practice opportunities, and consistent feedback. Overall, the data suggests that strengthening foundational literacy in the early grades, targeting students near proficiency, and increasing instructional focus on writing and literary text will be critical priorities moving forward.

i-Ready Beginning of Year Assessments (BOY) 2025

OVERALL READING PLACEMENT					
BOY (360)	≥3 grs Below*	2 grs Below*	1 gr Below	Early On	Mid or Above
School	21% - 76	24% - 87	42% - 152	9% - 31	4% - 14
Kinder (40)	0%	0%	68% - 27	30% - 12	3% - 1
1st (41)	0%	12% - 5	80% - 33	5% - 2	2% - 1
2nd (46)	0%	57% - 26	36% - 17	6% - 3	0%
3rd (48)	19% - 9	31% - 15	42% - 20	4% - 2	4% - 2
4th (48)	27% - 13	13% - 6	54% - 26	4% - 2	2% - 1
5th (38)	14% - 5	54% - 20	30% - 12	3% - 1	0%
6th (28)	50% - 14	14% - 4	18% - 5	11% - 3	7% - 2
7th (40)	53% - 21	18% - 7	13% - 5	8% - 3	10% - 4
8th (31)	45% - 14	10% - 3	26% - 8	10% - 3	10% - 3
PHONOLOGICAL AWARENESS					
BOY (360)	≥3 grs Below*	2 grs Below*	1 gr Below	Early On	Mid or Above
School	64% not tested	9% - 32	16% - 57	4% - 16	8% - 22
Kinder (40)	0%	0%	68% - 25	35% - 14	3% - 1
1st (41)	0%	20% - 8	71% - 29	5% - 2	5% - 2
2nd (46)	0%	53% - 24	6% - 3	0%	40% - 19
3rd (48)	not tested	not tested	not tested	not tested	not tested
4th (48)	not tested	not tested	not tested	not tested	not tested
5th (38)	not tested	not tested	not tested	not tested	not tested
6th (28)	not tested	not tested	not tested	not tested	not tested
7th (40)	not tested	not tested	not tested	not tested	not tested
8th (31)	not tested	not tested	not tested	not tested	not tested

The i-Ready Beginning of Year (BOY) 2025 data reveal significant literacy challenges across the school, consistent with the one-star Early Literacy rating on the Ohio School Report Card. Schoolwide, 45% of students are performing two or more grades below level, and an additional 42% are one grade below, meaning 87% of students are not on grade level. Only 13% of students are on grade level or above, highlighting a clear need for targeted intervention. At the grade level, Kindergarten and 1st-grade students are mostly one grade below, with some showing Early On placement, suggesting that early intervention could positively impact growth. In contrast, 2nd and 5th grades show particularly high percentages of students two grades below, while upper grades (6th–8th) have large percentages of students three or more grades below, indicating that students who fall behind early are not catching up over time.

Phonological awareness data show persistent early literacy gaps that begin in kindergarten and continue through 2nd grade. While Kindergarten students have 68% one grade below and 35% Early On, 1st-grade students are largely one grade below (71%), and in 2nd grade, 53% are two grades below, despite some students performing at or above grade level. Many students in grades 3–7 were

not tested for phonological awareness, suggesting a need for additional screening in upper grades to guide intervention.

Overall, the data indicate that early intervention is critical, particularly in foundational skills like phonological awareness and phonics. Persistent gaps in early grades contribute to increasing deficits in upper grades, underscoring the need for systematic, schoolwide literacy supports. These findings directly informed the Reading Achievement Plan, ensuring that interventions are aligned with the areas of greatest need, providing both early support for younger students and targeted interventions for older students to prevent further widening of literacy gaps.

	PHONICS				
BOY (360)	≥3 grs Below*	2 grs Below*	1 gr Below	Early On	Mid or Above
School	13% - 46	20% - 72	21% - 75	3% - 12	43% - 155
Kinder (40)	0%	0%	80% - 32	15% - 6	5% - 2
1st (41)	0%	24% - 10	68% - 28	5% - 2	2% - 1
2nd (46)	0%	72% - 33	21% - 10	4% - 2	2% - 1
3rd (48)	27% - 13	48% - 23	6% - 3	4% - 2	15% - 7
4th (48)	35% - 17	8% - 4	4% - 2	0%	52% - 25
5th (38)	16% - 6	5% - 2	0%	0%	78% - 30
6th (28)	18% - 5	0%	0%	0%	82% - 23
7th (40)	8% - 3	0%	0%	0%	93% - 37
8th (31)	6% - 2	0%	0%	0%	94% - 29

	HIGH FREQUENCY WORDS				
BOY (360)	≥3 grs Below*	2 grs Below*	1 gr Below	Early On	Mid or Above
School	3% - 12	13% - 46	18% - 65	3% - 11	63% - 226
Kinder (40)	0%	0%	83% - 33	8% - 3	10% - 4
1st (41)	0%	41% - 17	49% - 20	2% - 1	7% - 3
2nd (46)	0%	60% - 27	19% - 9	15% - 7	6% - 3
3rd (48)	13% - 6	2% - 1	6% - 3	0%	79% - 38
4th (48)	8% - 4	2% - 1	0%	0%	90% - 43
5th (38)	0%	0%	0%	0%	100% - 38
6th (28)	0%	0%	0%	0%	100% - 28
7th (40)	3% - 1	0%	0%	0%	98% - 39
8th (31)	3% - 1	0%	0%	0%	97% - 30

	VOCABULARY				
BOY (360)	≥3 grs Below*	2 grs Below*	1 gr Below	Early On	Mid or Above
School	18% - 64	27% - 98	38% - 138	9% - 31	8% - 29
Kinder (40)	0%	0%	45% - 18	30% - 12	25% - 10
1st (41)	0%	17% - 7	71% - 29	5% - 2	7% - 3
2nd (46)	0%	47% - 22	40% - 18	11% - 5	2% - 1
3rd (48)	13% - 6	44% - 21	33% - 16	6% - 3	4% - 2
4th (48)	29% - 14	21% - 10	44% - 21	4% - 2	2% - 1
5th (38)	8% - 3	43% - 16	38% - 15	8% - 3	3% - 1
6th (28)	36% - 10	29% - 8	18% - 5	7% - 2	11% - 3
7th (40)	43% - 17	23% - 9	20% - 8	3% - 1	13% - 5
8th (31)	45% - 14	16% - 5	26% - 8	3% - 1	10% - 3

	OVERALL COMPREHENSION				
BOY (360)	≥3 grs Below*	2 grs Below*	1 gr Below	Early On	Mid or Above
School	23% - 84	22% - 77	38% - 137	13% - 45	5% - 17
Kinder (40)	0%	0%	50% - 20	40% - 16	10% - 4
1st (41)	0%	10% - 4	78% - 32	10% - 4	2% - 1
2nd (46)	0%	57% - 26	32% - 15	4% - 2	6% - 3
3rd (48)	15% - 7	33% - 16	44% - 21	4% - 2	4% - 2
4th (48)	25% - 12	15% - 7	48% - 23	10% - 5	2% - 1
5th (38)	26% - 10	41% - 15	26% - 10	8% - 3	0%
6th (28)	54% - 15	11% - 3	21% - 6	7% - 2	7% - 2
7th (40)	65% - 26	5% - 2	13% - 5	10% - 4	8% - 3
8th (31)	45% - 14	13% - 4	16% - 5	23% - 7	3% - 1

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

Insert internal and external factors believed to contribute to low reading achievement in the school district or community school.

The internal variables identified within the school highlight several foundational challenges impacting student literacy outcomes. These include the absence of a structured phonics program, incoming kindergarten students who are not meeting developmental expectations, and the lack of a preexisting intervention plan prior to this school year. Additional contributing factors include the gradual expansion of grade levels each year, insufficiently strong tier 1 instruction, and limited use of data to guide instructional decisions. Collectively,

these factors create barriers to achieving consistent, high-quality literacy instruction and student progress.

Several external variables contribute to ongoing underachievement in reading and exist beyond the immediate control of classroom instruction. Inconsistent attendance and chronic absenteeism reduce students' exposure to high-quality literacy instruction and limit opportunities for targeted intervention. Increasing student enrollment places additional demands on instructional resources, while low socioeconomic status can impact access to books, academic support, and stable learning environments. The use of non-traditional teachers may affect instructional continuity and implementation of evidence-based reading practices. Additionally, student trauma influences students' ability to engage, focus, and persist in reading tasks, further compounding existing academic challenges.

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.

A review of learner performance data, combined with an examination of internal factors, indicates that low reading achievement is largely driven by systemic gaps in instructional support and infrastructure. Contributing factors include the absence of an Integrated Multi-Tiered System of Supports (I-MTSS) for both staff and students, limited follow-up after professional development sessions, and the misalignment between teacher skill sets and the demands of a rigorous curriculum. Due to this misalignment, inconsistent implementation and follow-through of the EL curriculum has further impacted student outcomes.

Analysis of these factors reveals that the school lacks a comprehensive system for data-driven decision-making related to instruction, attendance, and behavior. Without an integrated framework to guide tiered interventions and monitor progress, teachers are unable to effectively respond to student needs, and students do not receive the support necessary to develop foundational reading skills. This gap in infrastructure directly affects reading readiness, which research links to long-term academic success, social-emotional development, and economic opportunities. Therefore, the root cause of low reading achievement is the absence of an effective, school-wide I-MTSS that ensures consistent, data-informed instruction and intervention.

Section 4: Measurable Learner Performance Goals and Adult Implementation Goals

Describe the measurable learner performance goals addressing learners' needs based on student performance goals by grade band (K-3) that the Reading Achievement Plan is designed to support progress toward.

Overarching Goal

By June 30, 2026, Explorers Academy of Science and Technology (EAST) will decrease the number of students in the limited category in reading by 10% among all tested students of EAST as measured by the state report card.

GOAL 1: By Spring 2026, 25% of students in K-2 will be proficient in foundational literacy skills as measured by UFLI.

Adult Implementation Goal: By Spring 2026, 100% of K-2 instructional staff at Explorers Academy of Science and Technology (EAST) will implement the UFLI foundational literacy curriculum with fidelity, as measured by classroom observations, and fidelity checklists.

Adult Implementation Goal: By Spring 2026, 100% of K-2 instructional staff at Explorers Academy of Science and Technology (EAST) will implement the UFLI foundational literacy curriculum as an intervention in small groups, as measured by classroom observations, and fidelity checklists.

GOAL 2: By Spring 2026, 35% of students in grades 3-4 will be proficient or above on the Ohio State Reading Test.

Adult Implementation Goal: By Spring 2026, 100% of 3rd and 4th grade literacy instructional staff at Explorer's Academy of Science and Technology (EAST) will consistently implement Phonics for Reading which is an evidence-based, explicit reading intervention, which includes differentiated intervention and data-driven instructional practices, with fidelity, as measured by classroom observations and fidelity checks.

GOAL 3: By Spring 2026, 42% of students in grades 5-8 will be proficient or above on the Ohio State Reading Test.

Adult Implementation Goal:

By Spring 2026, 100% of intervention teachers at Explorer’s Academy in grades 5-8 will implement an evidence-based reading intervention program (Phonics for Reading) as measured by fidelity checks and classroom observations.

Section 5: Action Plan Map(s) for Action Steps

Each action plan map describes how implementation of the Reading Achievement Plan will take place for each specific literacy goal the plan is designed to address. For goals specific for grades K-3, at least one action step in each map should address support for students who have Reading Improvement and Monitoring Plans (RIMPs). Include a description of the professional development activities provided for each goal.

Goal # 1: By Spring 2026, 25% of students in K-2 will be proficient in foundational literacy skills as measured by UFLI.

Evidence-Based Strategy #1: Explicit and systematic and sequential phonics core instruction to support all students, specifically students who are at-risk and/or on a Reading Improvement and Monitoring Plan. This includes students in all subgroups (Students with disabilities, economically disadvantaged, African American, Multiracial)

:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Provide Structured Professional Learning and Hands-On Training (throughout the year)	Establish a schoolwide scope, schedule, and instructional block	Use ongoing data to guide instruction (adult and student data)
Timeline	November 2025	November 2025	November 2025-May 2026
Lead Person(s)	SST 1	Brandon Rchardson	Brandon Richrdson
Resources Needed	UFI materials, blending boards, sound cards, teacher manuals, decodables, diagraphs, word work mats	Minutes required for instructional routines.	Progress monitoring assessment from UFLI
Specifics of Implementation (Professional development,	Professional development on Nov7 covered the why and the how to of initial	The leadership team created the schedule for UFLI groups to allow for the recommended	Student Progress monitoring weekly. Unit oral reading fluency checks, data will

training, coaching, system structures, implementation support and leadership structures)	implementation. Materials were shared with teachers. Coaching from Read Ohio Coach and school leadership will occur as implementation progresses.	minutes in EL, UFLI and intervention to work together.	determine student groups and fidelity checks will take place to monitor adult fidelity to be conducted weekly. BLT and TBTs will monitor student and adult data and adjust accordingly.
Measure of Success	Teachers are able to independently implement the UFLI program with fidelity	The ease of implementation: allow for transition, and implementation of core instruction. By Spring 2026, 100% of K-2 instructional staff will implement the UFLI foundational literacy curriculum with fidelity, as measured by classroom observations, and fidelity checklists.	Increased number of students who are proficient each week, adult implementation fidelity checks will show an increase in the effectiveness of teacher delivery of UFLI
Description of Funding	No cost- provided by SST- Title I funds used for books and materials	No cost	No cost
Check-in/Review Date	November 2025- Initial Check -In January 2026	Review January 2026 and May 2026	January 2026 and May 2026

Goal 1: By Spring 2026, 25% of students in K-2 will be proficient in foundational literacy skills as measured by UFLI.

Evidence-Based Strategy #1a : Explicit and systematic and sequential phonics intervention. To close gaps in foundational literacy skills through the implementation of UFLI as an intervention in grades K-2 for students who are at-risk and/or on a Reading Improvement and Monitoring Plan. This includes students in all subgroups (Students with disabilities, economically disadvantaged, African American, Multiracial).

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Use diagnostic data to assign students to targeted UFLI interventions groups	Deliver daily, fidelity based UFLI intervention lessons with consistent routines	Monitor Progress frequently and adjust instruction based on skill mastery

Timeline	November 2025	November 2025	November 2025- May 2026
Lead Person(s)	Brandon Richardson and Brandy Freeman	Brandon Richardson	Brandon Richardson.
Resources Needed	Student placement assessment results, I-Ready scores, teacher observations	Intervention plan with schedule, students' groups. UFI materials, blending boards, sound cards, teacher manuals, decodables, word work mats	Progress monitoring assessment from UFLI, TBT meeting schedule, BLT meeting schedule
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Student groups were determined by leadership in conjunction with SST support and the Title I Coordinator. Groups will be reviewed after middle of year assessments- during Teacher Based Team meetings	Teachers deliver daily intervention and weekly progress monitoring during WIN (What I Need) time. Leadership will conduct regular fidelity checks using observations and checklists. Teachers receive feedback and coaching from Read Ohio Coach and School Leadership	Teachers' progress monitor student performance weekly. Data will be used to adjust groups as necessary and measure student growth.
Measure of Success	Student groups are effective as measured by student progress on IREADY scores and in the progress monitoring assessments in UFLI	Consistency of implementation and protecting WIN time. 100% of K-2 instructional staff at Explorers Academy of Science and Technology (EAST) will implement UFLI intervention, as measured by classroom observations, and fidelity checklists.	Student progress checks will show a decrease in the skill gaps. Adult implementation fidelity checks will show an increase in the number of teachers effectively delivering UFLI in small groups.
Description of Funding	No additional cost. As mentioned, SST provided PD and materials were purchased by the school	No cost	No Cost
Check-in/Review Date	October 2026 January 2026 as needed	Weekly Fidelity Checks Monthly BLTs January 2026 May 2026	Weekly TBTs Monthly BLTs January 2026 May 2026

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Goal 2: By Spring 2026, 35% of students in grades 3-4 will be proficient or above on the Ohio State Reading Test.

Evidence-Based Strategy #2: Explicit and systematic and sequential phonics and foundational literacy intervention. In order to reach the goal, it is necessary to close gaps in foundational literacy skills through the implementation of *Phonics for Reading* as an age-appropriate intervention in grades 3-4 for students who are at-risk and/or on a Reading Improvement and Monitoring Plan. This includes students in all subgroups (Students with disabilities, economically disadvantaged, African American, Multiracial)

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Provide Structured Professional Learning and Hands-On Training (throughout the year) for Phonics for Reading	Implement Phonics for Reading for Intervention	Use ongoing data to guide instruction (adult and student data)
Timeline	January 2026	January 2026	January 2026-May 2026
Lead Person(s)	I-READY	Brandon Richaradson/ Susan Fitzpatrick	Brandon Richardson/ Susan Fitzpatrick
Resources Needed	Phonics for Reading Teacher and Student materials	Intervention schedule	Progress Monitoring for students, Teacher fidelity checklist,
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Professional Development will take place with IREADY in January/February School leadership and Read Ohio Coach will conduct observations and provide feedback and coaching to staff.	An intervention schedule has been established. Student groups will be determined based on the placement assessment in Phonics for Reading along with IREADY scores, teacher observations.	Student Progress monitoring weekly. Data will determine student groups and fidelity checks will take place to monitor adult fidelity and will be conducted weekly.
Measure of Success	100% of teachers providing Phonics for Reading intervention will be trained to use	100% of 3rd and 4th grade literacy instructional staff will consistently implement Phonics for Reading	Student progress checks will show a decrease in the skill gaps.

	Phonics for Reading curriculum.	with fidelity, as measured by classroom observations and fidelity checks.	Adult implementation fidelity checks will show an increase in the number of teachers effectively delivering Phonics for Reading in small groups.
Description of Funding	Curriculum Associates will provide training using school credit. Materials will be purchased using Title 1 Funds.	No cost.	No cost.
Check-in/Review Date	January 2026 March 2026 May 2026	January 2026 Monthly BLTs Weekly TBRs March 2026 May 2026	January 2026 Phonics for Reading diagnostic and iReady data will be used to create student groups. Monthly BLTs Weekly TBTs March 2026 May 2026

Goal 3: By Spring 2026, 42% of students in grades 5-8 will be proficient or above on the Ohio State Reading Test.

Evidence Based Strategy: Explicit and systematic and sequential phonics and foundational literacy intervention. In order to reach the goal, it is necessary to close gaps in foundational literacy skills through the implementation of *Phonics for Reading* as an age-appropriate intervention in grades 5-8 for students who are at-risk and/or on a Reading Improvement and Monitoring Plan. This includes students in all subgroups (Students with disabilities, economically disadvantaged, African American, Multiracial)

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Provide Structured Professional Learning and Hands-On Training (throughout the year) for Phonics for Reading	Implement Phonics for Reading for Intervention-	Use ongoing data to guide instruction (adult and student data)
Timeline	January/February 2026	January/February 2026	January 2026-May 2026
Lead Person(s)	Instructional Coach and School Leader	Instructional Coach and School Leader	Instructional Coach and School Leader

Resources Needed	Phonics for Reading Teacher and Student materials, professional development	Graded 6-8 Intervention schedule embedded into Master schedule. 5th grade intervention time to be included in ELA block.	Progress Monitoring for students, Teacher fidelity checklist
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Professional Development will take place with IREADY in January/February School leadership and Read Ohio Coach will conduct observations and provide feedback and coaching to staff.	An intervention schedule has been established for grades 6-8. Student groups will be determined based on the placement assessment in Phonics for Reading along with IREADY scores, teacher observations.	Student Progress monitoring weekly. Data will determine student groups and fidelity checks will take place to monitor adult fidelity and will be conducted weekly.
Measure of Success	100% of teachers providing Phonics for Reading intervention will be trained to use Phonics for Reading curriculum.	100% 5-8 grade intervention teachers will consistently implement Phonics for Reading with fidelity, as measured by classroom observations and fidelity checks.	Student progress checks will show a decrease in the skill gaps. Adult implementation fidelity checks will show an increase in the number of teachers effectively delivering Phonics for Reading in small groups.
Description of Funding	Curriculum Associates will provide training using school credit. Materials will be purchased using Title 1 Funds.	No cost.	No cost.
Check-in/Review Date	January 2026 March 2026 May 2026	January 2026 Monthly BLTs Weekly TBRs March 2026 May 2026	January 2026 Phonics for Reading diagnostic and iReady data will be used to create student groups. Monthly BLTs Weekly TBTs March 2026 May 2026

Section 6: Process for Monitoring Progress and Implementation of the Plan's Strategies

Describe the process for monitoring the progress and implementation of the plan's strategies.

The district will monitor both student progress and implementation fidelity through a structured, multi-level process. Student achievement data will be collected using UFLI progress monitoring assessments on a weekly basis for K–2 small-group intervention students by group facilitators, and through ongoing whole-class UFLI progress monitoring assessments administered by grade-level teachers during core instruction. For targeted interventions in grades 3–8, Phonics for Reading progress monitoring will occur at least biweekly to assess student growth and inform instructional adjustments. Plan implementation and data trends will be reviewed regularly by Building Leadership Teams (BLT) and Teacher-Based Teams (TBT) to ensure alignment with literacy goals. In addition to student data, adult implementation data will be collected through classroom observations and fidelity checklists to monitor consistent use of instructional practices. When data indicates that learners are not progressing toward performance goals, teams will use BLT and TBT structures to analyze results, adjust instructional strategies or intervention intensity, and provide targeted support to improve outcomes.

Section 7: Expectations and Supports for Learners and Schools

SECTION 7 PART A: STRATEGIES TO SUPPORT LEARNERS

Explorers Academy of Science and Technology (EAST) will use evidence-based literacy strategies to meet specific learner needs and improve instruction across grade levels. In Grades K–2, the school implements the UFLI Foundations curriculum in both core instruction and intervention, providing explicit, systematic phonics instruction, daily phonemic awareness routines, structured word work, decodable text practice, and consistent lesson routines.

For students in Grades 3–8 requiring intervention, the school uses a targeted phonics-for-reading program to address foundational skill gaps. These strategies are closely aligned with Reading Improvement and Monitoring Plans (RIMPs), ensuring that instruction is data-driven, individualized, and high-dosage, allowing students to receive targeted support in phonics, decoding, encoding, and fluency to accelerate literacy growth and proficiency.

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

To ensure the effectiveness of adult implementation and continuous improvement of instructional strategies, the school established a coherent system of professional learning, coaching, and monitoring. Teachers received initial, curriculum-specific professional development to build foundational knowledge of each intervention program, followed by ongoing coaching and actionable feedback as they implemented the programs in practice. Building leadership conducted informal observations and structured fidelity checks to monitor implementation, identify strengths and gaps, and determine targeted professional development needs. Clear expectations for instructional routines and program use were consistently communicated and reinforced. Additionally, the Building Leadership Team (BLT) and Teacher-Based Teams (TBTs) collaborated regularly to analyze implementation data, problem-solve barriers, and align supports, ensuring that adult implementation improved over time and was increasingly more effective.

SECTION 7 PART C: STAFFING AND PROFESSIONAL DEVELOPMENT PLAN

Insert a professional development plan that supports the evidence-based strategies proposed in the Reading Achievement Plan and clearly identifies the instructional staff involved in professional development. Please indicate how the professional development activities are sustained, intensive, data-driven, and instructionally focused. Explain how the district addresses the Science of Reading in the professional development plan.

Under [Ohio law](#), all teachers, administrators, speech-language pathologists, and school psychologists are required to complete training in the Science of Reading.

The district will implement a sustained, intensive, and data-driven professional development plan to support the evidence-based instructional strategies outlined in the Reading Achievement Plan. All instructional staff, including classroom teachers, intervention specialists, English Learner (EL) support teachers, instructional coaches, and administrators, will participate in ongoing literacy professional learning grounded in the Science of Reading. Initial professional development will be provided for UFLI and Phonics for Reading to ensure consistent implementation of explicit, systematic phonics and decoding instruction across core and intervention settings.

Professional development will be sustained through district-wide monthly PD sessions held on the third Friday of each month, allowing for continuous learning and instructional refinement. Follow-up mini professional development sessions will be delivered based on fidelity checks, classroom observations, and student reading data to address specific instructional needs and strengthen implementation of high-quality instructional materials. These targeted supports ensure professional learning remains responsive and instructionally focused.

Job-embedded coaching and modeling will be provided by the ReadOhio Literacy Coach and instructional coaches, with support differentiated based on teacher capacity and identified needs. Coaching cycles will include in-class modeling, observation, feedback, and reflection to support high-fidelity implementation of research-based literacy practices. Teachers will also participate in peer observations to build collective capacity and develop a shared understanding of effective literacy instruction.

Teacher-Based Teams (TBTs) will serve as a primary structure for data-driven professional learning. During TBT meetings, teachers will analyze student reading data, plan instruction, and adjust instructional practices to meet student needs. EL support teachers will collaborate within TBTs and professional development activities to ensure that evidence-based literacy instruction is accessible and effective for multilingual learners. The district's use of high-quality instructional materials ensures alignment to the Science of Reading, reinforcing explicit, systematic instruction and supporting continuous improvement in reading achievement.

Appendices

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

Reading Achievement Plan Completion Checklist

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

- ☐ Does the plan include a list of all leadership team members, stakeholders, roles and contact information?

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

- ☐ Does the plan describe how the district leadership team developed the plan and how the team will monitor and communicate the plan?

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

- ☐ Does the plan describe how the Reading Achievement Plan is aligned to and supports the overall continuous improvement efforts of the district or community school?

SECTION 3, PART A: RELEVANT LEARNER PERFORMANCE DATA

- ☐ Does the plan include disaggregated student performance data from the following sources as applicable?
 - ☐ The Kindergarten Readiness Assessment,
 - ☐ Ohio's State Test for English language arts assessment for grades 3-8,
 - ☐ K-3 Reading diagnostics (include subscores by grade level),
 - ☐ The Ohio English Language Proficiency Assessment (OELPA)
 - ☐ The Alternate Assessment for Students with Significant Cognitive Disabilities
 - ☐ Benchmark assessments, as applicable.

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

- ☐ Does the plan include internal factors believed to contribute to low reading achievement in the school district or community school?
- ☐ Does the plan include external factors believed to contribute to low reading achievement in the school district or community school?

SECTION 3, PART C: ROOT CAUSE ANALYSIS

- ☐ Does the plan include a root cause analysis of the provided learner performance data and factors contributing to low reading achievement?

SECTION 4: MEASURABLE LEARNER PERFORMANCE GOALS AND ADULT IMPLEMENTATION GOALS

- ☐ Does the plan describe the measurable learner performance goals addressing learners' needs based on student performance goals by grade band (K-3) that the Reading Achievement Plan is designed to support progress toward.
- ☐ Does the plan describe the measurable **adult implementation goals** based on the internal and external factor analysis by grade band (Kindergarten through grade 3)?

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

- ☐ Does each action plan map describe how implementation of the Reading Achievement Plan will take place for each specific literacy goal the plan is designed to address?
- ☐ For goals specific for grades K-3, at least one action step in each map should address supports for students who have Reading Improvement and Monitoring Plans (RIMPs).
- ☐ Does the action plan map include a description of the professional development activities provided for each goal?

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

- ☐ Does the plan describe the district or community school's process for monitoring the progress and implementation of the plan's strategies?

SECTION 7, PART A: STRATEGIES TO SUPPORT LEARNERS

- ☐ Does the plan describe the evidence-based strategies that will be used to meet specific learner needs and improve instruction?
- ☐ Does the plan include a description of how these evidence-based strategies support learners on Reading Improvement and Monitoring Plans (RIMPs)?

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

- ☐ Does the plan describe how the district or community school will ensure the evidence-based strategies in the plan will be effective, show progress, and improve upon strategies utilized during the two prior consecutive school years?

SECTION 7, PART C: STAFFING AND PROFESSIONAL DEVELOPMENT PLAN

- ☐ Does the plan include a professional development plan that supports the evidence-based strategies proposed in the Reading Achievement Plan?
- ☐ Does the professional development plan clearly identify the instructional staff involved in the professional development?

Reading Achievement Plan Feedback

DISTRICT OR COMMUNITY SCHOOL NAME: Explorers Academy of Science and Technology

DISTRICT/ COMMUNITY SCHOOL IRN: 019474

The Department literacy experts have provided feedback highlighting the strengths of your plan and suggestions to bolster specific sections.

Quality Component	Feedback
Plan is informed by a comprehensive needs assessment	• The plan clearly disaggregated student performance data from relevant sources. • Data is not simply provided — it is analyzed in a manner that assumptions or conclusions are drawn and included in the data analysis section • Consider including data to support the external factors listed.
Plan includes measurable learner performance goals and adult implementation goals	• Goals are strategic/specific, measurable, ambitious, realistic and time bound. • Plan includes adult implementation goals.
Plan includes an action plan map with action steps for each literacy goal.	• The action plan provides clear and detailed information on how the Reading Achievement Plan will be implemented for each specific literacy goal.
Plan includes a process for monitoring progress and implementation of the plan's strategies	• The plan outlines the monitoring of both student progress within the system and adult actions.
Plan provides for high-quality professional development	• The professional development plan includes Individualized and differentiated opportunities for professional growth • The professional development plan would benefit from being sustained and intensive: occurring over an extended period rather than limited to one day or short-term workshops related to the programs listed
Plan is aligned to Ohio's Plan to Raise Literacy Achievement and overall continuous improvement efforts	• The plan describes how the district's or community school's continuous improvement plan incorporates the components required of the reading achievement plan.