March 22, 2024

Dear Superintendent Grube:

Thank you for submitting the Groveport Madison School District 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:
- The plan lists a wide range of stakeholders included in its development.
- Targeted efforts to increase teacher diversity to match student demographics.
- District conducted Reading Achievement Plan survey to inform the plan's development.

This plan will benefit from:
- Include data analysis about subtests or foundational skills to help inform measurable student goals and strategies.
- Include SMART goals for measurable student goals and adult implementation goals (Sustainable, Measurable, Attainable, Realistic, and Timebound).
- Include more information about strategies used to support learners. Strategies should be informed by the plan's data analysis and goals.
- Provide a deeper data analysis that includes data and analysis about foundational skills.

The Reading Achievement Plan and this memo will be posted on the Department's website. If Groveport Madison School District 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.

25 South Front Street
Columbus, Ohio 43215 U.S.A.
education.ohio.gov

877 | 644 6338
For people who are deaf or hard of
hearing, please call Relay Ohio first at 711.

The State of Ohio is an Equal Opportunity Employer and Provider of ADA Services

Sincerely,

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

25 South Front Street
Columbus, Ohio 43215 U.S.A.
education.ohio.gov

877 | 644 6338
For people who are deaf or hard of
hearing, please call Relay Ohio first at 711.

The State of Ohio is an Equal Opportunity Employer and Provider of ADA Services

Department of
Education &
Workforce
Ohio

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 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:

Groveport Madison Local School District

DISTRICT IRN:

046979

DISTRICT ADDRESS:

4400 Marketing Pl., Suite B

Groveport, OH 43125

PLAN COMPLETION DATE:

February 5, 2024

LEAD WRITERS:

Michael Morbitzer

Carole Morbitzer

OHIO'S LANGUAGE AND LITERACY VISION

Ohio Governor Mike DeWine recently announced 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 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 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*

Groveport Madison Local School District supports Culturally Responsive Practices. With a diverse student population, Groveport Madison recognizes how vital it is to have high expectations of students and demonstrate positive attitudes toward student achievement. The unique abilities and learning needs of each student guide our primary concerns of our Continuous Improvement Plan and this Reading Achievement Plan.

Three district efforts emphasize our commitment to build a Culturally Response culture at Groveport Madison. One of three goals that we are submitting within our One Plan is to establish external partnerships with teacher preparation programs so the district can expand its reach and build a candidate pool more representative of our student enrollment. Seventy-three percent of our students are students of color. Our district educators of color are less than 5 percent of our staff. Our goal is to establish mutually-beneficial partnerships with HBCU teacher preparation programs to significantly increase our diverse teacher candidate pool. Another district effort is the creation of a Diversity and Equity Council that is co-chaired by GM's Director of Diversity, Engagement, and Human Capital and a high school assistant principal. A third district effort, new this school year, is a weekly examination of Office Discipline Referrals (ODRs) by ethnicity. The time students spend out of class matters and we are seeing substantial differences in what we should expect from enrollment and the ODRs. The ODRs by ethnicity conversation is an important one because we need to be aware of what may be causing larger than expected exclusions from class.

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

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

Name	Title/Role	Location	Email
Michael Morbitzer	Director of Innovation and Accountability	Office of Teaching and Learning	mike.morbitzer@gocruisers.org

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

Name	Title/Role	Location	Email
Carole Morbitzer	Director of Instruction and Achievement	Office of Teaching and Learning	carole.morbitzer@gocruisers.org
Grace Campos	Data Specialist	Office of Teaching and Learning	grace.campos@gocruisers.org
Tyrone Olverson	Assistant Principal	Asbury Elementary	ty.olverson@gocruisers.org
Dianna Narotski	English Learner Teacher	Groveport Elementary	dianna.narotski@gocruisers.org
Hannah Snyder	1st Grade Teacher	Madison Elementary	hannah.snyder@gocruisers.org
Danielle Kidwell	1st Grade Teacher	Asbury Elementary	danielle.kidwell@gocruisers.org
Tricia Faulkner	Principal	Madison Elementary	tricia.faulkner@gocruisers.org
Cara Shalosky	ELA/Math Specialist	Asbury Elementary	cara.shalosky@gocruisers.org
Kim Robbins	Gifted Intervention Specialist	Sedalia Elementary	kimberly.robbins@gocruisers.org
Katie Gay	Special Education Teacher	Asbury Elementary	kaitlin.gay@gocruisers.org
Theresa Foster	Kindergarten Teacher	Glendening Elementary	theresa.foster@gocruisers.org
Ann Poole	3rd Grade Teacher	Asbury Elementary	ann.poole@gocruisers.org

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

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

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

The Groveport Madison Local School District Reading Achievement Plan parallels several components of a coordinated effort to focus on learning and raise achievement throughout Groveport Madison.

The work started in July 2023 when the district began working with the administrative counsel of district principals, assistant principals, coordinators, administrative directors, the deputy superintendent, and the superintendent to create a professional learning community. The Cruiser PLC is built on five principles: 1) We focus on learning. 2) We collaborate. 3) We take responsibility. 4) We ask, "What are the results?" 5) We decide what to do next.

The first principle coincides with the aim of our Reading Achievement Plan. Many stakeholders throughout the district have pointed at a multitude of distractions that take attention away from the reality that students are not learning the knowledge and skills that support student success. The primary measurement of how successfully students have acquired knowledge and skills must be the Ohio State Tests. Groveport Madison's achievement ranks among the lowest performing districts in Ohio. In 2023 Groveport Madison's six K-5 elementary buildings had Performance Indicator ratings that placed their performances no higher than 38 percent and as low as 12 percent among all Ohio public school buildings. English Language Arts OST grade 3, 4, and 5 results in 2023 ranged from 9.9 percentage points to 13.4 percentage below the state average—a low standard. Grades 6 through high school End-of-Course ELA exams saw even larger gaps. Among Franklin County, Ohio, schools Groveport Madison's average achievement ranks fifteen out sixteen school districts, clearing only Columbus City Schools.

This plan has been built through several months of implementing the Cruiser PLC principles. Observations in ELA classrooms by the Teaching and Learning Directors, deep dives into data that matters, administrative council meetings, Teaching and Learning team meetings, building leadership team meetings, and district leadership meetings have encouraged honest evaluations of the work we are doing, of who is doing the work, and the efficacy of our work. Additionally, a Reading Achievement Plan survey was sent to all Groveport Madison educators who impact K-5 literacy including more than 150 teachers. The Reading Achievement Plan survey closely mirrored this document's required components.

While more than 170 Groveport Madison educators received the opportunity for input, the survey yielded less than thirty responses. The low response rate underscores the resistance that Groveport Madison currently faces. Teachers are reluctant to respond to surveys or offer input into decisions that impact the district. There are some district staff who discourage teachers from cooperating with district administrative staff. Despite the low response rate of the survey, those educators who responded provided important input and volunteered to further participate in the implementation and monitoring of this Reading Achievement Plan.

Plan implementation will be a function of cooperative work among the District Leadership Team ELA group, Building Leadership Teams, and Teacher-Based Teams. Building principals and the Office of Teaching and Learning will work with all stakeholders to implement and monitor the plan. The implementation process also will include the Board of Education who will be provided the plan so that the BOE can know about this particular aspect of daily operations and understand how the Board may support the plan.

The plan will be monitored monthly with regular check-ins with the building and district teams. Qualitive data will provide context around what the quantitative data is revealing. It is important to understand from teachers and administrators what aspects of the plan are successful and which aspects need to be adjusted. The quantitative data from the KRA, Ohio State Tests, iReady assessments, OELPA, and the Alternate Assessment for Students with Significant Cognitive Disabilities will serve as primary monitoring tools. There has been high interest among district teachers in implementing common assessments. As the common assessments are being cooperatively developed there will be a particular focus on including grade-level, standards-aligned reading passages and OST-aligned item types.

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

The plan will be communicated with the community during Board of Education meetings and during each opportunity to directly engage with the community through meetings like the Golden Cruisers luncheon. Moreover, the district will communicate the effort to the larger GM community through our Public Relations Department's use of social media outlets.

In 2017-18 Groveport Madison participated in the Ohio Improvement Process. Many in the GM school community boast about that participation six years ago with a seeming complete misunderstanding about the process. The OIP is a continuous, never-ending process toward improvement. Groveport Madison's 2017-18 goals were not reviewed and revised with real fidelity. One of the goals identified in that 2017-18 OIP plan was to "Increase the percentage proficient in all subgroups by at least 10% in reading and math." That improvement did not occur. Moreover, the fixation on subgroups undermined the improvement that was needed districtwide to grow all learners.

Groveport Madison's 2023 report card reveals the need for the district to grow all students. The Performance Index by Subgroup data within the Gap Closing component shows that most subgroups near or exceeding goals. Conversely, White, Non-Hispanic students; Students with Disabilities; and All Students categories show a substantial gap between performance and goal. The overall low achievement of the district presents a strong case for setting consistent goals for *all* students and having high expectations of all. The overall low achievement of all students makes a clear and urgent need to reform district practices that affect all students. Groveport Madison's concern needs to be with providing equitable access to high quality instruction for all students.

The district's first continuous improvement goal is being built around the Performance Index. Considering all of Ohio's public school buildings, the list below shows the 2023 percentile rank of each of Groveport Madison's school buildings.

- Groveport Elementary   37th percentile
- Sedalia Elementary   33rd percentile
- Glendening Elementary 29th percentile
- Madison Elementary   27th percentile
- Middle School Central   17th percentile
- Asbury Elementary   17th percentile
- Middle School North   16th percentile
- Groveport Madison HS   14th percentile
- Middle School South   14th percentile
- Dunloe Elementary   12th percentile

Groveport Madison's building 2023 Performance Index rankings are consistent with previous years' rankings and support the assertion that Groveport Madison needs to provide equitable access to high quality instruction to all students in all buildings. The district's PI reveals that students are not successfully demonstrating that they have received GM teachers' high-quality instruction. The majority of GM's OST performances are in the Limited and Basic achievement levels with no substantial difference between subgroups. The largest achievement level in every district building is the lowest level, Limited, with the next lowest level, Basic, usually the second most represented achievement level. In other words, most Groveport Madison students are not proficient. In the highest performing building, there are more students performing in the Basic and Limited levels (42.1 percent) than the Advanced and Accelerated levels (38.2 percent). In the lowest performing building, the difference between Basic and Limited levels (69.5 percent) and the Advanced and Accelerated levels (15.1 percent) is astonishing.

Groveport Madison's Reading Achievement Plan is an integral component of the district's Continuous Improvement Plan (One Plan). However, the CIP is different from past CIPs at Groveport Madison. Groveport Madison must acknowledge the truth about past performances and set new standards for high expectations for all. Further, ensuring equitable access

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

cannot be reserved as an effort that serves particular subgroups; rather, all students at Groveport Madison must be ensured equitable access to high quality instruction and assessment.

Kindergarten Readiness Assessment

District	Language Literacy*	Demonstrating Readiness**
2023-2024	27.9%	21.1%
2022-2023	23.0%	16.1%
2021-2022	23.2%	17.8%

The Language and Literacy area cut score for on-track in reading is 263 (scaled-score) and above.

**The child demonstrates foundational skills and behaviors that prepare him or her for instruction based on kindergarten standards.*

English Language Arts assessment for grades 3-8

% Proficient or Higher	Spring 2023	Spring 2022	Spring 2021
Grade 3	48.9%	47.3%	27.5%
Grade 4	45.6%	54.5%	42.6%
Grade 5	57.5%	57.4%	49.0%
Grade 6	36.6%	45.1%	33.6%
Grade 7	50.3%	50.4%	38.5%
Grade 8	41.8%	38.4%	29.1%

Note: Data obtained from the OH|ID Secure Data Center. Proficient or higher means students who earned an overall scale of 700+.

K-3 Reading diagnostics (include subscores by grade level)

iReady Fall Reading Diagnostic	2023-2024	2022-2023	2021-2022 Fall Diagnostic
Kindergarten	357+ (On-Track Cut Score) 23.5% (On-Track)	347+ (On-Track Cut Score) 36.2% (On-Track)	332+ (On-Track Cut Score) 61.6% (On-Track)
Grade 1	405+ (On-Track Cut Score) 33.6% (On-Track)	378+ (On-Track Cut Score) 56.7% (On-Track)	378+ (On-Track Cut Score) 60.1% (On-Track)
Grade 2	455+ (On-Track Cut Score) 39.5% (On-Track)	440+ (On-Track Cut Score) 42.5% (On-Track)	440+ (On-Track Cut Score) 42.6% (On-Track)
Grade 3	495+ (On-Track Cut Score) 37.4% (On-Track)	510+ (On-Track Cut Score) 28.3% (On-Track)	505+ (On-Track Cut Score) 27.7% (On-Track)

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

The Ohio English Language Proficiency Assessment (OELPA)

	Met the growth across 2 years of consecutive assessments.	Spring 2023 % Proficient/Exit	Spring 2022 % Proficient/Exit	Spring 2021 % Proficient/Exit
Kindergarten	25.0%	6.0%	5.6%	5.4%
Grade 1	27.1%	16.9%	18.4%	8.2%
Grade 2	42.4%	24.7%	17.7%	12.8%
Grade 3	28.2%	16.7%	9.4%	14.8%
Grade 4	38.0%	21.3%	29.0%	22.7%
Grade 5	30.0%	6.5%	33.3%	10.7%
Grade 6	7.7%	20.8%	11.1%	8.3%
Grade 7	23.8%	11.4%	0.0%	0.0%
Grade 8	50.0%	14.8%	9.5%	0.0%

The Alternate Assessment for Students with Significant Cognitive Disabilities

English Language Arts	Spring 2023 Proficient or Higher	Spring 2022 Proficient or Higher	Spring 2021 Proficient or Higher
Grade 3	20%	0%	43%
Grade 4	--	40%	43%
Grade 5	0%	0%	66%
Grade 6	0%	25%	100%
Grade 7	25%	0%	25%
Grade 8	0%	0%	0%

Note: Data obtained from the Centralized Reporting System. Proficient or higher means students who earned an overall scale of 500+.

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

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.

Groveport Madison must acknowledge the truth about the distractions that have produced dismal achievement results. Accepting "help" from any and every external group has been detrimental to students. For example, United Way of Central Ohio has provided under-trained reading tutors and local senior citizens have acted as "reading buddies" to Groveport Madison students. There is no efficacy of allowing groups like these because the model is backwards. These models remove the lowest performing students from the teachers they need to be read to by individuals with little or no training. Our teachers are trained, licensed teachers. The outside helpers are not qualified reading teachers. A more effective model is to pull out the highest performing readers and facilitate extension and enrichment reading activities with higher challenging resources.

Groveport Madison must clarify how the district is concerned about identifying system changes rather than scapegoating external factors that blame students, families, and homes for low performing students. The third Cruiser PLC principle regards taking responsibility. We must take responsibility for what we can control. We can control the systems that provide better reading instruction for students. We cannot blame socio-economic factors. Groveport Madison must strive to achieve an inverse correlation between its socio-economic factors and its achievement.

Internally, a culture of high expectations does not prevail at Groveport Madison. Many conversations with Groveport teachers seem to focus on "meeting the students where they are." The problem with using that approach is that you, at best, keep chasing the gap or, at worst, widen the gap. Ensuring a year's growth loses meaning when a year's growth still keeps the student performing below grade level because the deficit is so far below grade level. Having a diagnostic understanding of where students are performing is vital but reducing instruction and assessment to match that level usually fails to improve student performance to match or exceed the level where the student should be. Having high expectations for all students means that you adjust your instruction and assessment to get students to meet or exceed grade level expectations rather than making the learning easier to meet students where they are. A culture of high expectations must prevail among teachers at Groveport Madison and developing that culture is a priority for the district.

SECTION 3 PART C: ROOT CAUSE ANALYSIS

Problem Statement: Groveport Madison performs significantly below the Ohio average on every Ohio State Test for ELA.

3rd Grade -13.4% pts; 4th Grade -12.3% pts; 5th Grade -9.9% pts; 6th Grade -18.4% pts; 7th Grade -14.5% pts; 8th Grade -15.7%; ELA II -14.5%

Suggested system challenges which have caused significantly low ELA achievement performances.

Many of the following responses are structured as proposed solutions to the system challenges rather than the challenges alone.

From survey [Verbatim]:

- Consistent curriculum and common formative assessments to gauge where progress can be made.
- A reading program (effective one), not the cheapest one they can buy.

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

- I have already said my piece about the ELL students needing more support from the ESL teachers, and to do this by lowering the caseload numbers so they can get the support. That alone will help reading achievement because that is 405 students, which is a significant number.
- More consistency in resources, training, and implementation
- Having a strong curriculum that we all use and that follows a curriculum map that ensures all standards are being covered and mastered.
- high expectations (not lowering our standards because "our students can't do it", more rigorous questioning
- Heggerty phonics lessons- they break it down more than Open Court does.
- Consistent expectations, training and curriculum from leaders
- A good curriculum, materials, and resources. Eliminating Tech and using that as "Library". The Tech teacher could read a story or do an activity related to literacy and then allow students to read, check out a book (teacher and school donations, community, library, book store donations, books stay at school ?).
- Quality reading curriculum Smaller class sizes in the lower elementary grades (all grade levels really) so teachers are better able to group students according to their individual needs. Self-contained gifted classes for students who are identified gifted in reading so their needs can be appropriately addressed (taught be actual Gifted Intervention Specialists with the appropriate training to help those students) Additional ESL supports at the elementary level More Title 1 teachers in the larger buildings so kindergarten students can receive additional Title 1 support
- A reading curriculum that focuses on comprehension and vocabulary to compliment our current phonics program (as long as refresher training in Open Court is provided)
- Unified reading curriculum and wrting
- A common curriculum that matches the Science of Reading. We need access to many decodable books.
- Get back to the simple things, such as Stop, Drop, and Read. Slow down. Too much time is spend trying to "get it all in". Book talks.
- I feel like we need a curriculum that is vertically aligned. With everyone piecemealing their instruction, it makes it difficult to have common language. We also have a lot of students that cause distractions/behavior problems making it difficult for the large majority to learn.
- An adoption of ELA curriculum and resources, along with training that is available each year of the adoption due to turnover and teachers moving grade levels year to year.
- a reading curriculum, collaboration between buildings- teachers who have high achievement sharing what they are doing, training on old and new programs, sufficient support staff (ESL and IS) to meet the needs of our lowest students, and consistency between classes, grade levels and buildings
- I think having smaller class sizes, especially in the primary (K-2), would be beneficial to reading achievement. Smaller class sizes allows students to get the individualized reading instruction that they need and deserve.
- Too much assessing…iReady, NSGRA, Dyslexia Literacy tasks… NSGRA step 4 does not follow science of reading and takes too much time to administer one on one with no benefit, especially in lower grades! Lexia program needs to be used by ALL K-3 students (no limits). Phonics instruction should be taught in all grades K-3 with a valid program and continue into grades 4/5 with morphology.
- We need to start kindergarten enrollment sooner in the spring, not over the summer. At least we can get many kids enrolled and prepared sooner. Adopting a new reading curriculum that aligns with the science of reading would help. Having an appropriate assessment for phonics skills, instead of guided reading leveled assessments; and having subs to cover so other people don't have to teach extra students.
- Use of UFLI SOR resources. The manual is $70. Student resources are online and free.. Continued use of Open Court. Lexia license for all K-2 students.
- Have a curriculum that the district has throughout. Provide more resources for small group instruction.
- Smaller class size and more literacy coaches. It is impossible to meet with 5-6 small reading groups per day, and to meet every child's needs with only one adult and 25-30 kids. However, it IS possible to meet with one perhaps 4 reading groups per day. However, this can only happen if classes are smaller or there are 2 adults in the

classroom. We also need to ensure ALL teachers in grades K-3 have access to a solid phonics curriculum, and that they are using it. Open Court works wonders for first graders who actually use it daily, as does Ufli. However, if not all teachers K-3 are using it, some kids are left with learning gaps.

- [More than half of survey respondents were neutral (12.9%), disagreed (12.9%), or strongly disagreed (25.8%) with the following survey item: GMLSD educators have high expectations of all students.]

From data:

- Performance goals that are measured by data have been random for several years. Setting a 10 percent improvement goal each year merely checks a box, fails to be challenge students and teachers, and is far from responsive to changes in performance.
- An intentional analysis of data that impacts student achievement. For example, identifying 1 or 2 focus areas for every student that support reading improvement that is aligned with the Science of Reading methodology. Additionally, increase teacher-student interaction and decrease technology-student reliance.

From direct observation:

- Teachers are operating learning stations well in classrooms but room aides could help monitor and assist the groups of students that are not working with the teacher.
- Standards and "I Can" statement are inconsistently posted and used.
- Low expectations of what students know and can do are observed throughout many classrooms.
- Pacing guides are used well by some. However, there seems to be no opportunity for horizontal alignment of resources and instructional strategies among the six elementary buildings.
- There is a heavy reliance on iReady. While iReady is widely used among the six elementary buildings and the iReady results routinely indicate growth, there is no evidence that iReady usage has improved student achievement.

Analysis:

Survey results revealed having no established common ELA curriculum as the prevailing system challenge among Groveport Madison elementary schools. Low expectations, grouping strategies, and assessment programming each was cited at system challenges. Data analysis and goal setting points at low expectations, as well.

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

Describe the measurable learner performance goals addressing learners' needs (Section 5) based on student performance goals by grade band (K-3) that the Reading Achievement Plan is designed to support progress toward. Also describe the measurable adult implementation goals based on the internal and external factor analysis by grade band (Kindergarten through grade 3). The plan may have an overarching goal, as well as subgoals such as grade-level goals). Goals should be strategic/specific, measurable, ambitious, realistic and time-bound. In addition, goals should be inclusive and equitable.

Regarding annual measurable learner performance goals, "Groveport Madison Achievement Goals 23/24" (see appendix item with the same title, followed by building goals) were designed on the premise of getting one out of three students to score, at least, at the proficient level in year one. While growing all students is GM's primary goal, setting reasonable, achievable goals in year one of a massive reform effort was necessary. Further, the goal calculations are built on actual cohort achievement. In regard to K-2 scores, goals were set based on the respective grade levels' iReady performance. None of the goals are below 50 percent proficiency achievement.

Measurable adult implementation goals include selecting and implementing a common ELA curriculum and designing and implementing common assessments.

Groveport Madison Local School District is in One Plan Cohort 1. The district will align this Reading Achievement Plan with district goals, using Performance Index improvement as a primary means of measurement. The anticipated increase percentage will be based on achieving a PI percentage equal to the highest PI performance of our neighboring school districts. The goal will be a PI score of 80 percent.

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

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 supports for students who have Reading Improvement and Monitoring Plans. Include a description of the professional development activities provided for each goal.

Goal # 1 Action Map

Goal Statement: Groveport Madison Local School District will explore, select, and use common ELA curricular resources across all six K-5 school buildings with 100 percent implementation success as measured and monitored by monthly use by teachers and students.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	ELA curriculum review of potential ELA curricular resources	Adopt ELA curricular resources	Implement ELA curricular resources with ongoing professional development
Timeline	Winter 2023-24	Spring 2024	August 2024
Lead Person(s)	Mike Morbitzer Carole Morbitzer	Mike Morbitzer Carole Morbitzer	Building Leadership Teams
Resources Needed	District Leadership Team members in ELA propose and investigate ELA potential ELA curricular resources for common adoption. 1. Amplify Core Knowledge Language Arts (CKLA) 2. Wit & Wisdom (second) 3. FUNdations (Foundational Reading Skills) K-3 4. Lexia 5. Wonders 6. iReady Magnetic Reading 7. UFLI for early literacy instruction	Choose ELA curricular resources	ELA curricular resources access to all K-5 students and teachers

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

	Action Step 1	Action Step 2	Action Step 3
	8. CommonLit 360 9. MyPerspectives (8-12) 10. EL Education K-8 11. AR 12. ODE Recommendations 13. HMH Into Reading 14. Journeys 15. Lucy Reading Achievement Plan Input survey allows for further input.		
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	The District Leadership Team proposed, discussed, and conducted initial research of ELA curricular resources that they wanted considered for adoption. An important focus point is that all six elementary buildings must use the same ELA curricula. They also must meet horizontally among the buildings and follow the pacing guides. The Office of Teaching and Learning coordinates meeting activities with DLT, building principals, and BLTs. The Reading Achievement Plan Survey allows for stakeholder input on a large scale.	The Office of Teaching and Learning will coordinate with Treasurer's Office to purchase chosen ELA curricular resources. Regarding support for students on RIMPs, Groveport Madison was awarded 730 K-5 ELA seats for Catapult learning through the High Dosage Tutoring Grant. Intervention services will be aligned with the Science of Reading. RIMPs will be created and maintained via DataMap.	Building staffs will get initial PD for the selected ELA curricular resources prior to the first day of classes with students. Further PD will be determined as necessary and approved by the district Professional Development Committee.
Measure of Success	ELA DLT and reading achievement plan stakeholders have had input opportunities.	Common curricular resources are chosen. We anticipate having one ELA resource or a primary resource with up to two secondary resources.	Teachers and students use common resources weekly with alignment to pacing guides and horizontal alignment among buildings.
Description of Funding	NONE	Office of Teaching and Learning (Purchased Services)	Office of Teaching and Learning (Purchased Services)

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

	Action Step 1	Action Step 2	Action Step 3
Check-in/Review Date	Third Week of March 2024	Third Week of May 2024	Third week of October 2024

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

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

Plan implementation will be a function of cooperative work among the District Leadership Team ELA group, Building Leadership Teams, and Teacher-Based Teams. Building principals and the Office of Teaching and Learning will work with all stakeholders to implement and monitor the plan. The implementation process also will include the Board of Education who will be provided the plan so that the BOE can know about this particular aspect of daily operations and understand how the Board may support the plan.

The plan will be monitored monthly with regular check-ins with the building and district teams. Qualitive data will provide context around what the quantitative data is revealing. It is important to understand from teachers and administrators what aspects of the plan are successful and which aspects need to be adjusted. The qualitative data from the KRA, Ohio State Tests, iReady assessments, OELPA, and the Alternate Assessment for Students with Significant Cognitive Disabilities will serve as primary monitoring tools. There has been high interest among district teachers in implementing common assessments. As the common assessments are being cooperatively developed there will be a particular focus on including grade-level, standards-aligned reading passages and OST-aligned item types.

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

SECTION 7: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS*

SECTION 7 PART A: STRATEGIES TO SUPPORT LEARNERS*

Describe the evidence-based strategies identified in Section 5 that will be used to meet specific learner needs and improve instruction. This must include a description of how these evidence-based strategies support learners on Reading Improvement and Monitoring Plans (RIMPs).

**Under Ohio Revised Code 3313.608, Districts and schools must create Reading Improvement and Monitoring Plans (RIMP) for a student who is not on- track (reading below grade level) within 60 days of receiving the reading diagnostic results.

**Under Ohio Revised Code 3313.6028(C) Beginning not later than the 2024-2025 school year, each school district, community school established under Chapter 3314. of the Revised Code, and STEM school established under Chapter 3326. of the Revised Code, shall use core curriculum and instructional materials in English language arts and evidence-based reading intervention programs only from the Department's approved lists. The RIMP continues throughout the student's K-12 academic career until the student is reading on grade level.

Regarding support for students on RIMPs, Groveport Madison was awarded 730 K-5 ELA seats for Catapult learning through the High Dosage Tutoring Grant.

The primary focus of choosing common ELA curricular resources is to align to the Science of Reading for Tier 1 instruction from Ohio's High-Quality Instructional Materials in English Language Arts.

Intervention services will be aligned with the Science of Reading.

RIMPs will be created and maintained via ProgressBook's DataMap.

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

Describe how the district will ensure the proposed evidence-based strategies in Section 7, Part A will do the following:

1. *Be effective;*
2. *Show progress; and*
3. *Improve upon strategies utilized during the two prior consecutive school years.*

1. The district will comply with Catapult's High-Dosage Tutoring analysis methods to gauge effectiveness of the effort.

2. Progress of the strategies will be monitored through all levels of district teams. Those teams include Teacher based Teams in buildings, the building leadership teams, principal meetings, District Leadership Teams, Learning Team meetings, cabinet meetings, and admin council meetings.

3. Strategies from the last two years were inconsistently implemented among the six elementary buildings during the two prior consecutive school years. Coordination of the ELA program with educators in all six elementary buildings will be a significant effort and change from previous years. Horizontal and vertical alignment meetings will be a priority so educators can coordinate among all K-5 buildings. Raising expectations of student learning is a must in all K-5 buildings. Teachers and principals must shift from "meeting students where they are" to using grade-level instruction and high expectations to close learning gaps rather than chasing them. The qualitative data from the KRA, Ohio State Tests, iReady assessments, OELPA, and the Alternate Assessment for Students with Significant Cognitive Disabilities will serve

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

as primary monitoring tools. There has been high interest among district teachers in implementing common assessments. As the common assessments are being cooperatively developed there will be a particular focus on including grade-level, standards-aligned reading passages and OST-aligned item types.

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 the professional development. Refer to the definition of professional development in the guidance document. Please indicate how the professional development activities are sustained, intensive, data-driven, and instructionally focused. Explain how the district is addressing Culturally Responsive Practice and the Science of Reading in the professional development plan.

Under Ohio law (House Bill 33 of the 135th General Assembly Section 265.330 Districts and schools shall require all teachers and administrators to complete a Science of Reading professional development course provided by the Department not later than June 30, 2025.

Ohio's Dyslexia Support Laws require all kindergarten through third grade teachers, as well as teachers providing special education instruction to children in kindergarten through grade 12, to complete professional 18 hours of approved development on identifying characteristics of dyslexia and understanding pedagogy for instruction of students with dyslexia.

Building staffs will get initial PD for the selected ELA curricular resources prior to the first day of classes with students. Further PD will be determined as necessary and approved by the district Professional Development Committee. The activities will be monitored monthly by the TBT, BLT, and DLT meetings throughout the K-5 buildings. The monthly reviews will focus on results from KRA, Ohio State Tests, iReady assessments, OELPA, the Alternate Assessment for Students with Significant Cognitive Disabilities, and common assessments. Data discussions will be focused on determining the instruction that worked and what is necessary for future instruction.

Groveport Madison's 2023 report card reveals the need for the district to grow all students. The Performance Index by Subgroup data within the Gap Closing component shows that most subgroups near or exceeding goals. Conversely, White, Non-Hispanic students; Students with Disabilities; and All Students categories show a substantial gap between performance and goal. The overall low achievement of the district presents a strong case for setting consistent goals for all students and having high expectations of all. The overall low achievement of all students makes a clear and urgent need to reform district practices that affect all students. Groveport Madison's concern needs to be with providing equitable access to high quality instruction for all students.

Three district efforts emphasize our commitment to build a Culturally Response culture at Groveport Madison. One of three goals that we are submitting within our One Plan is to establish external partnerships with teacher preparation programs so the district can expand its reach and build a candidate pool more representative of our student enrollment. Seventy-three percent of our students are students of color. Our district educators of color are less than 5 percent of our staff. Our goal is to establish mutually-beneficial partnerships with HBCU teacher preparation programs to significantly increase our diverse teacher candidate pool. Another district effort is the creation of a Diversity and Equity Council that is co-chaired by GM's Director of Diversity, Engagement, and Human Capital and a high school assistant principal. A third district effort, new this school year, is a weekly examination of Office Discipline Referrals by ethnicity. The time students spend out of class matters and we are seeing substantial differences in what we should respect from enrollment and the ODRs. The ODRs by ethnicity conversation is an important one because we need to be aware of what may be causing larger than expected exclusions from class.

The Science of Reading course on Ohio DEW's website will be completed by GM staff in February and March 2024.

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

Groveport Madison's kindergarten through grade 3 reading educators have completed Ohio's Dyslexia Course. When the Department makes the additional free course for intervention specialists and teachers providing instruction to students in grades 4-12, GM will direct staff to complete that course.

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

GROVEPORT MADISON ACHIEVEMENT GOALS 23/24

Elementary -- Math by Proficiency %

	K 22/23	K GOAL	1 22/23	1 GOAL	2 22/23	2 GOAL	3 22/23	3 GOAL	4 22/23	4 GOAL	5 22/23	5 GOAL
Asbury	60	73.3	46.2	64.1	38.8	59.2	27	51	30.8	54	30.8	54
Dunloe	63.4	75.6	55.8	70.5	37.2	58.1	26	50	38.6	59	25.8	50
Glendening	66.7	77.8	67	78	46	64	30	53	50.7	67	44.1	63
Groveport	79.7	86.5	63	75.3	61	74	54	69	62.7	75	45.9	64
Madison	62.3	74.9	51.7	67.8	42.9	61.9	27	51	20.9	50	46	64
Sedalia	60	73.3	54.3	69.5	54.5	79.2	48	65	58.3	72	67.2	78

K-2 22/23 scores are based on the respective grade levels' iReady performance.

Elementary -- ELA by Proficiency % & Science

	K 22/23	K GOAL	1 22/23	1 GOAL	2 22/23	2 GOAL	3 22/23	3 GOAL	4 22/23	4 GOAL	5 22/23	5 GOAL	Science 5 22/23	Science 5 GOAL
Asbury	31.6	54.4	33.3	55.5	43.5	62.3	45	63	33.8	56	42.3	61	39.8	60
Dunloe	28	52	34.4	56.3	26.6	51.1	38	58	39.8	60	28.4	52	22.2	50
Glendening	28.4	52.3	46.6	64.4	48.3	65.5	54	69	47.2	65	45.6	64	58.5	72
Groveport	45.6	63.7	34.8	56.5	54.9	69.9	64	76	61.3	74	44.6	63	55.7	70
Madison	26.7	51.1	40	60	34.3	56.2	38	58	35.8	57	50	67	49.1	66
Sedalia	34.2	56.1	27.7	51.8	52.3	68.2	59	73	49	66	52	68	64.8	76

K-2 22/23 scores are based on the respective grade levels' iReady performance.

Middle -- Math by Proficiency % | Middle -- ELA by Proficiency % | Middle Science

	6 22/23	6 GOAL	7 22/23	7 GOAL	8 22/23	8 GOAL	6 22/23	6 GOAL	7 22/23	7 GOAL	8 22/23	8 GOAL	8 22/23	8 GOAL
Central	31	54	25.5	50	15.8	50	54	69	31.5	54	53.4	69	46.8	64
North	43	62	35.4	57	32.3	55	61	74	46.6	64	47.1	64	46.2	64
South	22	50	7.2	50	15.3	50	51	67	25	50	47.8	65	45.8	64

High School -- EOC by Proficiency % -- 23/24

	Algebra 22/23	Algebra GOAL	ELA 22/23	ELA GOAL	Biology 22/23	Biology GOAL	US Hist 22/23	US Hist GOAL	US Govt 22/23	US Govt GOAL	Geom 22/23	Geom GOAL
GMHS	21.8	50	46.3	64	36.9	58	51	67	47	64	16.4	50

Overall Achievement Goal

Improve from 2 Stars (Needs Support to Meet State Standards) to 3 Stars (Meets State Standards)

Every Student • Every Lesson • Every Day

#IGTBAC

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

ASBURY

Math by Proficiency %

	K		1		2		3		4		5	
	22/23	GOAL	22/23	GOAL	22/23	GOAL	22/23	GOAL	22/23	GOAL	22/23	GOAL
	60.0	73.3	46.2	64.1	38.8	59.2	27.0	51	30.8	54	30.8	54

K-2 22/23 scores are based on the respective grade levels' iReady performance.

ELA by Proficiency %

	K		1		2		3		4		5	
	22/23	GOAL	22/23	GOAL	22/23	GOAL	22/23	GOAL	22/23	GOAL	22/23	GOAL
	31.6	54.4	33.3	55.5	43.5	62.3	45	63	33.8	56	42.3	61

K-2 22/23 scores are based on the respective grade levels' iReady performance.

Every Student • Every Lesson • Every Day

I G T B A C

Science

5	
22/23	GOAL
39.8	60

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

DUNLOE

Math by Proficiency %

	K		1		2		3		4		5	
	22/23	GOAL	22/23	GOAL	22/23	GOAL	22/23	GOAL	22/23	GOAL	22/23	GOAL
	63.4	75.6	55.8	70.5	37.2	58.1	26	50	38.6	59	25.8	50

K-2 22/23 scores are based on the respective grade levels' iReady performance.

ELA by Proficiency %

	K		1		2		3		4		5	
	22/23	GOAL	22/23	GOAL	22/23	GOAL	22/23	GOAL	22/23	GOAL	22/23	GOAL
	28	52	34.4	56.3	26.6	51.1	38	58	39.8	60	28.4	52

K-2 22/23 scores are based on the respective grade levels' iReady performance.

Every Student • Every Lesson • Every Day

#IGTBAC

Science

5	
22/23	GOAL
22.2	50

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

GLENDENING

Math by Proficiency %

	K		1		2		3		4		5	
	22/23	GOAL	22/23	GOAL	22/23	GOAL	22/23	GOAL	22/23	GOAL	22/23	GOAL
	66.7	77.8	67	78	46	64	30	53	50.7	67	44.1	63

K-2 22/23 scores are based on the respective grade levels' iReady performance.

ELA by Proficiency %

	K		1		2		3		4		5	
	22/23	GOAL	22/23	GOAL	22/23	GOAL	22/23	GOAL	22/23	GOAL	22/23	GOAL
	28.4	52.3	46.6	64.4	48.3	65.5	54	69	47.2	65	45.6	64

K-2 22/23 scores are based on the respective grade levels' iReady performance.

Every Student • Every Lesson • Every Day

I G T B A C

Science

5	
22/23	GOAL
58.5	72

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

GROVEPORT

Math by Proficiency %

	K		1		2		3		4		5	
	22/23	GOAL	22/23	GOAL	22/23	GOAL	22/23	GOAL	22/23	GOAL	22/23	GOAL
	79.7	86.5	63	75.3	61	74	54	69	62.7	75	45.9	64

K-2 22/23 scores are based on the respective grade levels' iReady performance.

ELA by Proficiency %

	K		1		2		3		4		5	
	22/23	GOAL	22/23	GOAL	22/23	GOAL	22/23	GOAL	22/23	GOAL	22/23	GOAL
	45.6	63.7	34.8	56.5	54.9	69.9	64	76	61.3	74	44.6	63

K-2 22/23 scores are based on the respective grade levels' iReady performance.

Every Student • Every Lesson • Every Day
I G T B A C

Science

5	
22/23	GOAL
55.7	70

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

MADISON

Math by Proficiency %

	K		1		2		3		4		5
	22/23	GOAL	22/23	GOAL	22/23	GOAL	22/23	GOAL	22/23	GOAL	22/23	GOAL
	62.3	74.9	51.7	67.8	42.9	61.9	27	51	20.9	50	46	64

K-2 22/23 scores are based on the respective grade levels' iReady performance.

ELA by Proficiency %

	K		1		2		3		4		5
	22/23	GOAL	22/23	GOAL	22/23	GOAL	22/23	GOAL	22/23	GOAL	22/23	GOAL
	26.7	51.1	40	60	34.3	56.2	38	58	35.8	57	50	67

K-2 22/23 scores are based on the respective grade levels' iReady performance.

Every Student • Every Lesson • Every Day

#IGTBAC

Science

5

22/23	GOAL
49.1	66

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

S E D A L I A

Math by Proficiency %

	K		1		2		3		4		5	
	22/23	GOAL	22/23	GOAL	22/23	GOAL	22/23	GOAL	22/23	GOAL	22/23	GOAL
	60.0	73.3	54.3	69.5	54.5	79.2	48	65	58.3	72	67.2	78

K-2 22/23 scores are based on the respective grade levels' iReady performance.

ELA by Proficiency %

	K		1		2		3		4		5	
	22/23	GOAL	22/23	GOAL	22/23	GOAL	22/23	GOAL	22/23	GOAL	22/23	GOAL
	34.2	56.1	27.7	51.8	52.3	68.2	59	73	49	66	52	68

K-2 22/23 scores are based on the respective grade levels' iReady performance.

Every Student • Every Lesson • Every Day

I G T B A C

Science

5	
22/23	GOAL
64.8	76

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

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