EVERY CHILD

PROFICIENT & PREPARED FOR SUCCESS

KENTUCKY DEPARTMENT OF EDUCATION

KDE Comprehensive School

Improvement Plan - Priority School

Dayton High School

Dayton Independent

Jeremy Dodd, Principal
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Dayton, KY 41074

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Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

The staff of Dayton High School, in partnership with the parents and community, will guide all students in a safe and stimulating environment to develop realistic visions and goals. Our goal is to enable students to become healthy, productive, and contributing global citizens who are college and/or career ready upon graduation.

Dayton Middle/High School is the only middle/high school for Dayton, Kentucky. Dayton is a very close knit community where generations of families have attended Dayton Schools. The aging population of Dayton's housing, and the incorporation of light industrial warehouses that replaced old homes are contributing to a population decline. A point of pride, the 2014-15 school year saw the first increase in school enrollment over a long period of declining number of students in the district. The demographics of Dayton Kentucky are:
 Community:
- 97.07% white and the median income is $37,786
- unemployment rate stands at 5.6%
 Students
- Approximately 85% of all students qualify for free and reduced lunch
- Dayton Middle/High School includes grades seven through twelve and serves 357 students.
- The student population demographics are: 90.76% white, 6.44% African American, 0.28% Asian, 2.24% Hispanic
- 12.04% of students receive special education services
- The student population is made of 54.62% females, and 45.38% male students
- We are a Title I school with a Youth Service Center
- Our faculty is comprised of 26 certified teachers, 1 guidance counselor, 2 administrators, and 7 classified staff members- Our student to
  teacher ratio is approximately 20 to 1
- Demographics of the staff are as follows: 9.9 average years of teaching, 39.4% male teachers, 60.6% female teachers, 27.27% of
  teachershave a Bachelor's degree, 45.45% have a Master's degree, and 27.27% have their Rank 1.

During the economic boom of the late 1990s to 2004, there was an exodus of families out of the city that resulted in a smaller population of students in the school, and a higher percentage of students that qualified for free and reduced lunch. Five years ago the district was just coming to terms with this new reality when the recession occurred, and further drove up unemployment in the community. Over the last four years Dayton Middle/High School has had several challenges. While the number of teachers available to students was being cut each year, the former superintendent was indicted for stealing a quarter million dollars from the district. He was sentenced to federal prison last year. The theft and prison sentencing of our former superintendent, along with less than outstanding test scores have hurt the reputation of Dayton Independent Schools. Those events left a feeling of distrust from the community. However, there is hope on the horizon. After a declining student population for the past 13 years, Dayton Middle and High School increased student enrollment each of the past two years. There is a new development that is currently under construction in Dayton called the Manhattan Harbor Project. This development of housing and condos is estimated to be upwards of nearly $400 million dollars and when completed will more than double the current tax base of our city. The community view of the school seems to be improving and we have recently received several positive sources of feedback regarding improvements being made. It now appears that the parents who were formerly choosing to send their students to other schools are coming back to Dayton and enrolling them here. The increased student enrollment likely means that teacher reductions are now over and we can

look to build our programs again. In fact, for the 2015-2016 academic year, Dayton Middle/High School was able to add an additional business teacher, and a registrar to our faculty. Dayton Middle and High Schools have both received grant funds as well. These funds are being used to purchase academic programs, such as Read 180 to reach our struggling readers. Teachers are being sent to professional development trainings to better hone their skills, and available technology for both students and teachers has vastly improved. The student to tablet ratio stands at 2:1. The result of these recent changes has led to more engaged students and more diverse classroom instructional strategies.

In 2009 a significant number of staff left the district. From the high school building, nine certified staff positions were left vacant, including the school principal, assistant principal, and seven teachers. For three consecutive years beginning in the 2007/2008 school year, a different group of administrators led the school. In 2009/2010 a new principal took over and served in that role for 3 years before moving to a role of Director of Teaching and Learning in Dayton Independent Schools. In 2013-2014 Jeremy Dodd took over and is our current principal. After the AdvancED accreditation visit of 2013-14, administrators, parents, teachers, and students discussed the mission statements and decided to make several revisions. The new mission statement was placed on several media sites where we requested stakeholder feedback. The new mission statement that serves both the middle and high school is as follows:

The Mission of Dayton Middle/High School is to INSPIRE, ENGAGE, and GROW each of our Students.

We believe that….

- High expectations promote academic achievement.

- Encouraging positive behavior and providing support fosters perseverance and integrity.

- Education is a partnership among home, school, and community.

- All students will learn and achieve in a safe, disciplined environment in which they feel trusted, supported, and have a sense of belonging.

- Celebrating individual and school accomplishments encourages continuous improvement.

- Differentiated instruction promotes student mastery.

- Integrating technology into the classroom will optimize student learning.

- Education is lifelong learning and learning for life.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

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- Education is lifelong learning and learning for life.

Teachers and administrators believe that all students at Dayton are capable of reaching college readiness. Students in Dayton Middle and High School are encouraged to do their best no matter their background or adversity that is in their way. Opportunities for achievement and incentives are provided on a daily basis.

Dayton High School embodies the purpose through a variety of student programming, curriculum alignment, progress monitoring, and outreach. Working with administrators, state personnel, and colleagues, teachers continue to refine the curriculum. Progress monitoring in the last three years is evolving to be a more sustainable and useful system that will drive instructional practice.

The school embodies the mission through well communicated goals and collaboration. The educational team has developed a 30-60-90 day plan with well communicated goals, measurable outcomes, and reviews procedures/progress toward those goals through staff meetings. These goals help drive student achievement and lead teachers toward continuous improvement. The plan is visible in the school and shared with all stakeholders including monthly SBDM meetings.

The past three years, aligning the curriculum to the state standards was the focus of the school district. Departments met during the school day and collectively worked on both alignment and pacing guides. This ensured that all areas of the curriculum were being taught. During those meetings teachers also worked on creating assessments so they could determine the level of understanding that each student has. Math, English, science, social studies, art, business, and the technical departments' curriculum are aligned using a standardized form.

Benchmarking and progress monitoring student achievement to ensure quality instruction is an important component to reaching the school's goals. Utilizing standardized testing measures, students are tested regularly to demonstrate that they are on grade level. In grades seven and eight, students not at grade level in reading and math are monitored weekly using Ten Marks, Star Math, and Read180. Prior to this academic year, NWEA MAP testing is delivered three times a year and those scores are shared with parents and students, along with classroom teachers. During the 2015-16 school year we are transitioning to the College Equipped Readiness Tool (CERT) program which is aligned to ACT and replaces MAP. Once testing is completed, CERT provides an individualized learning pathway for students to work through the standards not yet mastered. Students participate in school wide practice testing at least two times a year in preparation for the ACT exam. Dayton High School utilizes the ACT Quality Core Benchmark Assessments in order to prepare students for end of course exams in English 10, Algebra 2, Biology, and U.S. History. In addition, DHS has purchased Study Island test preparation programs. Study Island has pre-made practice tests for the ACT, End of Course, and others. These practice courses will be used in our CCR classrooms to better prepare our students.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

The school has had many notable achievements in the last few years. In 2012 the school had the largest percentage increase on the ACT in the state, and it was the seventh largest gain in overall points of 238 schools. The school also scored well above the state average in on demand writing for 2012.   The establishment of progress monitoring for reading and math has helped measure student progress and ensured quality student programs. The school previously looked at data from MAP testing to drive instruction, but now has transitioned to CERT. We have implemented an on-line credit recovery program using PLATO to assist in keeping at-risk students on track toward graduation. PLC groups meet weekly to discuss standards, learning targets, daily activities, results of formative and summative assessments, adjust curriculum, share ideas to make decisions about interventions. Whole department PLC groups meet approximately once per month, during early release days to discuss student performance on practice benchmark assessments, design new assessments, and discuss vertical alignment of curriculum.

The school has received several financial grants in the past 4 years. The "PEP" grant allowed the school to add a physical fitness center with over $30,000 in equipment, as well as, added school programming and professional development. The 21st Century Grant was received in January of 2013 and will allow for over $75,000 in after school programming that will promote academic achievement and physical fitness. A professional school counselor grant provided the school with two professional school counselors, along with teacher professional development. In 2014, the school was awarded with the School Improvement Grant (SIG) which allowed us to hire an instructional coach, add the Read 180 program for middle school students behind in reading, purchase K-PREP coaching books, and allowed us to purchase new tablets for our students and staff. The student to tablet ratio now stands at 2:1 in both the middle and high schools.

Both students and staff have received awards over the past 4 years. Angela Buschle received a national award for her work in special education. Six students in band received regional honors and membership in Northern Kentucky's High School Band Symposium. Our DECA Club has had students qualify and participate in national competitions over each of the past 4 school years. Our office book keeper received recognition for winning the Wanda Luttrell Office Professional of the Year Award in 2015. In addition, members of the school track and cross country team have competed in the state track competition.

The school is committed to creating numerous arts opportunities for the students. These students perform throughout the community. The high school band participates in many public performances each year and students participate and attend art shows in the community. In addition to showing art in the community, the middle/high school runs a fine arts fair in the spring. The school received a mini-grant from the Greater Cincinnati Fund for involving students in outreach programs and field trips to experience art in business and building throughout Cincinnati. DHS has partnered with the Northern Kentucky Area Development District (NKADD) to provide summer job training and employment for recently graduated high school seniors. Graduates participating in this program received a certificate for customer service, were paid $9.00 per hour, and could receive up to $7,000.00 for college when enrolling.

In the 2012 school year, a program was initiated that allowed 17 students to receive their Microsoft Office Suite Certification. These students attended and participated in summer classes which had a rigorous curriculum. The credits earned with this certification earned the students dual credit hours at Gateway Community College.

The school is continuing to work towards college and career readiness for all students. Attaining reading and math proficiency are still the major goals driving school instruction. By the end of the 2013-14 academic year, 100% of DHS graduates were accepted into some form of higher education. What a great accomplishment! The school is also working on building on its strengths in the art and business departments. Since 2013, the school district has worked and continues to work on improving its dual credit offerings through NKU and Gateway Community and Technical College. In fact, during the 2015-16 school year, DHS established a strong partnership with Gateway Community and Technical College which allows any DHS junior or senior students, who have met college benchmarks, to attend dual credit classes on Gateway's campus. Dayton Independent Schools pays for those student's tuition, books and transportation. At the 2017 graduation ceremony, it may be possible for DHS to graduate seniors who also receive an associate's degree from college. Our goal and focus is college readiness for each of our students and a 100% CCR rate for DMS/DHS by 2017.

We expect our students to study in order to be successful. This academic year (15/16) the DMS/DHS SBDM committee passed a new grading policy which requires that 70% of all grades come from summative assessments and 30% of grades are allowed from formative assessments. We are also requiring all teachers to allow students multiple opportunities to demonstrate knowledge. We are sending a message to our students that in order to be successful, they must study and that failure is not an option.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

The teachers, students, and community of Dayton Independent Schools take pride in several areas. The school community takes pride and careful consideration when working with the students in this district. Many children in this district have had both parents, grandparents, and relatives attend Dayton Independent Schools. In fact, it is not unusual for students' great-grandparents to have attended Dayton Independent Schools. Teachers understand the pride this school has in its deep seated traditions and customs.   Dayton Independent Schools has educated students for over 100 years!

The school community is proud of their successful alumni including cardiologists, podiatrists, and attorneys, members of business community, teachers, and school administrators. In fact, our elementary school is led by a Dayton High School Graduate. There are several other former graduates who have chosen a career in education and have become local school administrators. In the classes of 2010 and 2011, where state tests did not indicate high achievement levels, over 50% of the student body went on for post-secondary education. Dayton Schools are especially proud of their graduates that have served their country as part of our military. Our school's Veteran's Day celebration program honors current and discharged military members at the school. Students from kindergarten to 12th grade prepare speeches and attend a district wide assembly. Each year Dayton Middle and High School holds an assembly called College Signing Day. All students come to the gymnasium where seniors are sitting in chairs in front of a stage. Various college representatives are also in attendance. Teachers choose to sponsor students by purchasing a t-shirt for them, representing the college or university the student plans to attend. When the college or university in mentioned, seniors planning to attend that institution, come on stage and sign a letter of intent. The class of 2014 had 100% of the senior class accepted to some form of higher education. That year, Geoffrey S. Mearns, president of Northern Kentucky University was our guest speaker. The 2015 class had the president of Gateway Community and Technical College as their guest speaker.

DMS/DHS' Youth Services Center provides for the various needs of students that their families cannot afford, such as mental health counseling, drug free schools, medical, clothing, and food services. By providing these services the school's YSC helps to alleviate generational poverty for large numbers of our students.

The school is proud that we provide each student with a unique opportunity to be successful. Despite the economic challenges of our students and their families, teachers believe in each student at Dayton. They not only teach general classes, but are not afraid to engage students in independent work to further their education beyond what is traditionally offered, or to work diligently to catch them up to grade level. They do this by working with students before and after school, as well as occasionally during their planning bells.

Teachers routinely stay after school to aid students wanting to score better on their ACT test, or just help with classroom lessons from that day. The last two years, sophomores and juniors participated in an ACT boot camp program called Torch Prep to better prepare for ACT testing. We plan to continue our involvement in this or other programs like it now and in the future. Another after school program, DECA, often has over 16 students qualifying for a national competition. The local YMCA works collaboratively with our school to provide tutoring after school as well as various clubs such as cooking and archery. Finally, for the first time in more than a decade, Dayton High School will have an academic team for our high performing students to exhibit their talents and skills against other schools. This is a new addition for the 2015-2016 academic year.

Our school believes that hard work pays off and is proud that the message is being well received. Students of the Month are celebrated with lunch at a Buona Vita, a local Italian restaurant (whose owners are great community partners). Students earning honor roll are likewise treated to lunch at other restaurants in the area. Students meeting academic goals are recognized with a school wide academic recognition assembly.

2015 - 2016 KDE Comprehensive School Improvement Plan - Priority School

Overview

Plan Name

2015 - 2016 KDE Comprehensive School Improvement Plan - Priority School

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the averaged combined reading and math proficiency rating for all student in the nonduplicated GAP group will improve from 38.4 to 61.8 by 2018.	Objectives: 1 Strategies: 4 Activities: 13	Organizational	$139100
2	Increase the percentage of students who are college and career ready from 56.4 to 65.6 by 2016.	Objectives: 1 Strategies: 5 Activities: 9	Organizational	$200
3	Next Generation Professionals--Teachers Increase the percentage of effective teachers from _____% in 2015 to _____% in 2020.	Objectives: 1 Strategies: 1 Activities: 7	Organizational	$0
4	Increase the graduation rate from 90.5 to 91.0 by 2017	Objectives: 1 Strategies: 3 Activities: 7	Organizational	$0
5	Increase the averaged combined reading and math K-PREP scores from 42.3 to 63.3 by 2018	Objectives: 1 Strategies: 3 Activities: 14	Organizational	$77500
6	Decrease the percentage of Novice Students in each gap group by 10% each year over the next five years, totaling 50% over the next five years.	Objectives: 1 Strategies: 2 Activities: 13	Organizational	$0

Goal 1: Increase the averaged combined reading and math proficiency rating for all student in the non-duplicated GAP group will improve from 38.4 to 61.8 by 2018.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap groups for Dayton High School from 38.4 to 61.8 by 07/01/2018 as measured by KPREP, EPAS, and EOC Assessments.

Strategy 1:

Pyramid of Interventions - Develop a tiered intervention plan to address students at different levels (math and reading). [Tier I, Tier II, Tier III] [All students]

Category: Persistance to Graduation

Activity - Read 180	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Tier 2: Structured reading intervention program designed to educate children using their individual reading level and ability. Parents will be informed of student progress quarterly through a report.	Academic Support Program	08/17/2015	12/31/2016	$60000	SIG Grant	MS ELA Teachers H.S. ELA Freshman Teacher
Activity - Ten Marks	**Activity Type**	**Begin Date**	**End Date**	**Resource Assigned**	**Source Of Funding**	**Staff Responsible**
Tier 2: Math program structured and tiered to address students needs and lagging skills in on-grade level math. Parents will be informed of student progress quarterly through a report.	Academic Support Program	08/17/2015	12/31/2016	$2000	SIG Grant	MS Math Lab Teacher
Activity - Algebra 1.5 Class	**Activity Type**	**Begin Date**	**End Date**	**Resource Assigned**	**Source Of Funding**	**Staff Responsible**
Tier 2: Course required for students not meeting classroom expectations of learning in lower algebra classes as well as not meeting CERT benchmarks in math	Academic Support Program	08/17/2015	12/31/2016	$0	No Funding Required	High School Algebra Teachers
Activity - Plato	**Activity Type**	**Begin Date**	**End Date**	**Resource Assigned**	**Source Of Funding**	**Staff Responsible**
Tier I (as selected by student scheduling) Tier 2 (mandatory): Structured credit recovery/ blended learning program allowing students to work online at their own pace while receiving high school credits.	Academic Support Program	08/17/2015	12/31/2016	$27000	SIG Grant	On-line Academy Teacher
Activity - CCR	**Activity Type**	**Begin Date**	**End Date**	**Resource Assigned**	**Source Of Funding**	**Staff Responsible**
Required course for all juniors to take during their junior year to improve academic performance.	Career Preparation/Orientation	08/17/2015	12/31/2016	$0	No Funding Required	ELA & Math Teacher
Activity - Study Island	**Activity Type**	**Begin Date**	**End Date**	**Resource Assigned**	**Source Of Funding**	**Staff Responsible**
Additional online resource to support students in math and reading (ELA).	Academic Support Program	08/17/2015	12/31/2016	$0	SIG Grant	High School Core Content Teachers
Activity - YMCA Dash Program	**Activity Type**	**Begin Date**	**End Date**	**Resource Assigned**	**Source Of Funding**	**Staff Responsible**
After School tutoring program that addressed students' emotional, social, and academic needs (tutors are specifically available for students that need assistance in math and ELA.	Academic Support Program	08/17/2015	12/31/2016	$10000	Grant Funds	YMCA Coordinator, Teachers, Principal

Activity - 4th Bell Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide 4th Bell RTI/Intervention to any student not meeting CERT benchmarks.	Academic Support Program	08/17/2015	12/31/2016	$0	District Funding	Teachers, Guidance Counselor, Administrators

Strategy 2:

Positive Behavior Support - Addressing behavior barriers to increase engagement & on-task learning in math & reading. [All Students] Category:
Other - Positive Behavior Support

Activity - PBIS Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Educate all students on skills in social, self-management, and learning domains. Tier 2: Spotlight students needing additional support in social, self-management, or learning domains and schedule in small group counseling sessions. Tier 3: Individual counseling for students that have the greatest need from the spotlighted students.	Behavioral Support Program	08/17/2015	12/31/2016	$0	Other	All Teachers, Guidance Counselor, Administrators

Activity - DaytonA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 3: Assign students to an alternative school setting when their behaviors adversely effect the learning of self or others on a continual basis.	Behavioral Support Program	08/17/2015	12/31/2016	$40000	Title I Part A	DaytonA Teacher

Activity - Home Contact	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Make home visits to those students that are chroniclaly truant.	Parent Involvement	08/17/2015	12/31/2016	$0	No Funding Required	Director of Pupil Personnel

Strategy 3:

Increased Use of Instructional Strategies - Teachers will increase the variety of instructional strategies used daily. [All students] Category:
Continuous Improvement

Activity - Engagement Wheel	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the engagement wheel, developed by David Sladkey, to guage opportunity of engagement of students based upon reaching multiple modalities of learning.	Direct Instruction	08/17/2015	12/31/2016	$100	General Fund	Superintendent Principals Curriculum Coach Teachers

Strategy 4:

Learning Styles Inventory - Every student at Dayton Middle/High School will be given a learning styles inventory through the ILP. Results will be used to assist in planning instruction. [All students]

Category: Continuous Improvement

Activity - Learning Style Inventory Administration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every student will be given a learning style inventory through the ILP completion. Learning styles will be used to plan lessons and to plan interventions.	Career Preparation/Orientation	08/17/2015	12/31/2016	$0	No Funding Required	Principal Curriculum Coach Counseling Department Teachers

Goal 2: Increase the percentage of students who are college and career ready from 56.4 to 65.6 by 2016.

Measurable Objective 1:

collaborate to increase the college and career ready percentage for Dayton High School from 56.4 to 65.6 by 07/01/2016 as measured by ACT, Compass, KYOTE, WorkKeys, KOSSA, ASVAB, Industry Certifications.

Strategy 1:

Monitoring Student Achievement - The strategy will work by tracking and rewarding students who meet college/career readiness. [All students]

Category: Career Readiness Pathways

Activity - Awards Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Recognizing students who are college and/or career ready.	Career Preparation/Orientation	08/17/2015	12/31/2016	$0	No Funding Required	Guidance Counselor, Administrators

Activity - Score Tracking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tracking student performance for meeting benchmarks.	Career Preparation/Orientation	08/17/2015	06/30/2016	$0	No Funding Required	Guidance Counselor, Administrators

Strategy 2:

Career Readiness Support - The strategy will work by developing pathways, providing career opportunities and the successful completion of Workeys. [All students]

Category: Career Readiness Pathways

Activity - Pathway Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reorganize career pathways to maximize effectiveness and allow the opportunity for all students to complete a career pathway.	Career Preparation/Orientation	08/17/2015	12/31/2016	$0	No Funding Required	Business Teacher, Principal

Activity - Workeys	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Offer the Workeys assessment to students who were unable to become college ready.	Career Preparation/Orientation	08/17/2015	12/31/2016	$0	No Funding Required	Guidance Counselor(s)

Strategy 3:

Professional Development - The strategy will work by providing college and career readiness professional development, visiting other schools to study college/career readiness and attending the GAP conference. [F/R Lunch, Males, Spec. Ed.] Category: Professional Learning & Support

Activity - TEDS Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attend TEDS workshop.	Technology	08/17/2015	12/31/2016	$200	Other	PL/CS Teachers

Strategy 4:

Post-Secondary Transition Support - The Student Assistance Team will contact graduates to follow-up for post-high school support. [All students]

Category: Other - Student Assistance Team

Activity - Follow-Up	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student Services contact students who have graduated for follow up discussions and to serve as access for post-high support. Follow-up and transition data in TEDS and Infinite Campus.	Academic Support Program	05/01/2016	12/31/2016	$0	No Funding Required	FRYSC, Guidance Counselor

Strategy 5:

Program Review Improvements - Teachers will collaborate to improve program review components. [All students] Category: Continuous Improvement

Activity - Dance Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Dance will be incorporated into physical education classes as well as other academic areas throughout the school.	Academic Support Program	08/17/2015	12/31/2016	$0	No Funding Required	Physical Education Teacher Teachers Principal

Activity - Implement Integration of the Arts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Implement integration of the arts (Drama, Dance, Music, and Art) across the core content classes.	Academic Support Program	08/17/2015	12/31/2016	$0	No Funding Required	Arts/Humanities Department Head
Activity - Implement integration of Consumerism	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement integration of consumerism across core content areas.	Academic Support Program	08/17/2015	12/31/2016	$0	No Funding Required	Practical Living/Career Studies PLC Lead Teacher

Goal 3: Next Generation Professionals--Teachers Increase the percentage of effective teachers from _____% in 2015 to _____% in 2020.

Measurable Objective 1:

collaborate to Data is currently unavailable. Goal and objective data will be set in 2015 after baseline data has been received from the first year of implementation 2014-2015 by 06/01/2016 as measured by Next Generation Professionals data..

Strategy 1:

Professional Growth and Effectiveness System - All teachers will be trained on the components of the Teacher Professional Growth and Effectiveness System (TPGES) based upon the Kentucky Framework for Teaching.. Other Professionals in the pilot will be trained using the components of the Other Professionals Growth and Effectiveness System (OPGES) based upon appropriate Kentucky Framework for Teaching--Specialists Framework. Category: Professional Learning & Support

Activity - Implementation Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a plan for TPGES and OPGES for 2015-2016: • All leadership will develop knowledge of TPGES and OPGES componentsand expectations • All teachers will meet with their assigned principal or assistant principalthroughout the year for progress and feedback on: self-reflection, student growth goals, professional growth planning, observation, and student voice • Peer Observer responsibilities within the context of PGES framework and expectations will be reviewed	Other	08/17/2015	12/31/2016	$0	No Funding Required	Principal Director of Teaching and Learning Assistant principal
Activity - Peer Observer Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will complete the KET peer observation module.	Professional Learning	08/17/2015	12/31/2016	$0	No Funding Required	Principal teachers
Activity - Professional Learning Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Each teacher will train on the components and expectations for TPGES around the following: • Kentucky Framework for Teaching • Observation Certification • Self-reflection • Student Growth Goal Development based on baseline data • Professional Growth Goal Setting based on self-reflection and studentneed • Student Voice • Effective Feedback	Professional Learning	08/17/2015	12/31/2016	$0	No Funding Required	Principal
Activity - CIITS PGES Components	**Activity Type**	**Begin Date**	**End Date**	**Resource Assigned**	**Source Of Funding**	**Staff Responsible**
Teachers will be trained in the use of CIITS with intentional focus on: • Educator Development Suite (EDS) • Professional Growth Plans • Self-Reflection • Student Growth Goals • Peer Observation	Professional Learning	08/17/2015	12/31/2016	$0	No Funding Required	Principal Director of Teaching and Learning
Activity - Data Notebooks	**Activity Type**	**Begin Date**	**End Date**	**Resource Assigned**	**Source Of Funding**	**Staff Responsible**
Teachers will effectively use data notebooks.	Professional Learning	08/17/2015	12/31/2016	$0	No Funding Required	Principal
Activity - Instructional Strategies	**Activity Type**	**Begin Date**	**End Date**	**Resource Assigned**	**Source Of Funding**	**Staff Responsible**
Through the use of professional learning, teachers will gain knowledge of best practice use of Instructional Strategies	Professional Learning	08/17/2015	12/31/2016	$0	No Funding Required	Leadership Team Principal
Activity - Learning Styles & Multiple Intelligences	**Activity Type**	**Begin Date**	**End Date**	**Resource Assigned**	**Source Of Funding**	**Staff Responsible**
Through the use of professional learning, teachers will gain understanding about learning styles and multiple intelligences. Lesson plans will reflect intentional planning for varied learning styles.	Professional Learning	08/17/2015	12/31/2016	$0	No Funding Required	Principal Leadership Team

Goal 4: Increase the graduation rate from 90.5 to 91.0 by 2017

Measurable Objective 1: collaborate to increase the graduation rate for Dayton High School from 90.5 to 91.0 by 07/01/2016 as measured by successful completion of 25 academic credits..

Strategy 1:

Attendance Support - Home visits and School-based Health Center [All students] Category:
Persistence to Graduation

Activity - Home Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff visits the homes of habitually absent students to identify and address barriers for attendance	Academic Support Program	08/17/2015	12/31/2016	$0	No Funding Required	SRO, YSC Coordinator, Counselor, DPP,

Activity - School Based Health Center	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Health Services provided by health clinic at LES	Academic Support Program	08/17/2015	12/31/2016	$0	No Funding Required	Healthpoint Staff Member

Activity - Online learning academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic support program for students through the use of PLATO.	Academic Support Program	08/17/2015	12/31/2016	$0	No Funding Required	Dayton administration and teachers

Activity - YMCA 21st Century	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Afterschool tutoring and enrichment program	Academic Support Program	08/17/2015	12/31/2016	$0	Other	YMCA staff and Dayton staff

Activity - Student Assistance Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student support team to meet monthly to monitor and implement interventions for at risk students	Academic Support Program	08/17/2015	12/31/2016	$0	Other	Administrators, DPP, YSC and counseling staff

Strategy 2:

Academic Interventions - Strategy will work by providing academic interventions. [F/R Lunch, Male, Spec. Ed.] Category:
Persistence to Graduation

Activity - DaytonA Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic and behavioral support program for at risk students	Behavioral Support Program	08/12/2015	12/31/2016	$0	No Funding Required	DPP, Dayton teachers and administration

Strategy 3:

Behavior Interventions - PBIS will be used to address behavior and to provide early intervention for off-task behavior. [All students] Category:
Persistance to Graduation

Activity - PBIS/Success Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Positive behavior intervention and comprehensive guidance lessons, small groups, and in large groups	Behavioral Support Program	08/17/2015	12/31/2016	$0	No Funding Required	All staff

Goal 5: Increase the averaged combined reading and math K-PREP scores from 42.3 to 63.3 by 2018

Measurable Objective 1:

collaborate to increase the overall reading and math for Dayton High School from 42.3 to 63.3 by 07/01/2018 as measured by K-PREP assessment.

Strategy 1:

Standards Based Grading - Implement new SBDM policy requiring grades to consist of 70% summative and 30% formative. Category:
Learning Systems

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train staff on how to grade using the new SBDM policy that closely follows standards based grading.	Professional Learning	08/17/2015	12/31/2016	$2000	Other	Principal, Director of Teaching and Learning,

Strategy 2:

Intervention Program - Students failing need to make up work etc. during a set time each week to help move them from novice to apprentice. [F/R Lunch, Males, Spec. Ed.]

Category: Learning Systems

Activity - SPIN	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Wednesdays for 1 hour, students failing any class use this time to make up missing assignments, correct failed tests, etc.	Academic Support Program	08/26/2015	12/31/2016	$0	No Funding Required	Middle School Teachers
Activity - Homework Help	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

YMCA staff and teachers stay after to help students with homework Mondays, Tuesdays, and Thursdays after school in the library.	Academic Support Program	08/31/2015	12/31/2016	$0	No Funding Required	YMCA staff, and teachers working with the YMCA after school program
Activity - Math Intervention in High School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide math intervention classes and programs for Algebra I, Geometry, and Algebra II.	Academic Support Program	08/17/2015	12/31/2016	$0	No Funding Required	High school math teachers
Activity - Star Math Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use Star Math reports to identify students not Algebra ready and set them up to focus on their largest deficits.	Academic Support Program	09/01/2014	05/29/2015	$2000	SIG Grant	Middle school math teachers
Activity - Read 180	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use the Read 180 program to differentiate strategies to entice readers to increase their foundation in reading and writing skills.	Academic Support Program	08/17/2015	12/31/2016	$70000	SIG Grant	Middle school ELA teachers Freshman ELA teacher
Activity - Study Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Seniors are pulled to focus on meeting their CCR benchmarks	Academic Support Program	11/30/2015	12/31/2016	$3500	District Funding	High school CCR teachers Guidance counselor Administrators

Strategy 3:

Curriculum Development and Alignment - Collaborate to develop and align middle school and high school curriculum that provides a rigorous instruction. [All students]

Category: Continuous Improvement

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Hold weekly PLC meetings to discuss data, student learning, and share strategies.	Professional Learning	08/17/2015	12/31/2016	$0	No Funding Required	The heads of each department Administrators
Activity - Program Review for Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement writing across all content areas.	Direct Instruction	08/17/2015	12/31/2016	$0	No Funding Required	All teachers
Activity - Curriculum Refinement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use benchmark tests to better assess understanding of standards	Direct Instruction	08/17/2015	12/31/2016	$0	No Funding Required	Teachers
Activity - Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning Targets will be posted for every class, every subject. Teachers will refer to the learning targets before, during, and at the end of each class period.	Academic Support Program	08/17/2015	12/31/2016	$0	No Funding Required	Principal
Activity - Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Immediate/timely, specific, and abundant feedback will be given to students on assignments. PLCs will review feedback given at least once a month during PLC meetings.	Academic Support Program	08/17/2015	12/31/2016	$0	No Funding Required	Principal
Activity - Exemplars	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Exemplars will be provided to students two or more times per month in every class. Teachers will document the exemplar used on pacing guides.	Academic Support Program	08/17/2015	12/31/2016	$0	No Funding Required	Principal
Activity - Pacing Guides	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pacing guides will be monitored weekly for the use of standards, exemplars, feedback, and instructional strategies.	Academic Support Program	08/24/2015	12/31/2016	$0	No Funding Required	Principal

Goal 6: Decrease the percentage of Novice Students in each gap group by 10% each year over the next five years, totaling 50% over the next five years.

Measurable Objective 1:

collaborate to decrease the percentage of students in all gap groups scoring Novice by 05/27/2016 as measured by the percentage of students in all gap groups decreasing.

Strategy 1:

7th Grade Math - The 7th grade math teachers will implement specific strategies to decrease the percentage of students scoring Novice in all GAP groups by 10% each year over the next five years.

Category: Continuous Improvement

Activity - STAR Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic Improvement - Students will take a STAR Math test each Friday to monitor their own progress and see areas of growth.	Academic Support Program	08/12/2015	05/27/2016	$0	No Funding Required	7th Grade Math Teachers
Activity - Tenmarks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic Improvement - Students will continue to work on their individual barriers on Tenmarks to work on their math deficiencies.	Academic Support Program	08/12/2015	05/27/2016	$0	No Funding Required	7th Grade Math Teachers
Activity - Small Group	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic Improvement and Using Data to Drive Instruction - Students will participate in small group and engaging activities to increase understanding.	Academic Support Program	08/12/2015	05/27/2016	$0	No Funding Required	7th Grade Math Teachers
Activity - Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic Improvement - The 7th and 8th grade math teachers will research information and resources to support the teachers in data analysis.	Academic Support Program	08/12/2015	05/27/2016	$0	No Funding Required	7th Grade Math Teachers
Activity - Quarterly Progress Report	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic Improvement and Using Data to Drive Instruction - The 7th and 8th grade math teachers will send home a quarterly progress monitoring report from STAR to show each individual child's growth or areas of needed improvement.	Parent Involvement	08/12/2015	05/27/2016	$0	No Funding Required	7th Grade Math Teachers
Activity - Math Content Articles	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Literacy - Students will read a math content related article once a week for enrichment purposes and/or to review a previously learned skill.	Academic Support Program	08/12/2015	05/27/2016	$0	No Funding Required	7th Grade Math Teachers
Activity - 10 For 10 Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using Data to Drive Instruction - Students will be given a weekly 10 for 10 assessment to assess their knowledge of the skills and standards taught each week. The results of these assessments will drive the instruction for the upcoming week.	Academic Support Program	08/12/2015	05/27/2016	$0	No Funding Required	7th Grade Math Teachers

Strategy 2:

7th Grade Reading - The goal for 7th grade reading is to improve the percentage of students scoring proficient and/or distinguished on the KPREP assessment from 40% to 45%.

Category: Continuous Improvement

Activity - Context Clues	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy and Academic Improvement - Students will read passages on various reading levels and during reading, students will annotate the text.	Academic Support Program	08/12/2015	05/27/2016	$0	No Funding Required	7th Grade Reading Teacher

Activity - Graphic Organizers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy - Students will read passages on various reading levels and use a graphic organizer to record the main idea and supporting details. The students will use the graphic organizer to develop a written paragraph to determine the main ideas and supporting details.	Academic Support Program	08/12/2015	05/27/2016	$0	No Funding Required	7th Grade Reading Teacher
Activity - SREE Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy and Academic Improvement - 7th grade students will use the "SREE Model," which stands for Statement, Reason, Evidence, Explanation to write constructed response answers.	Academic Support Program	08/12/2015	05/27/2016	$0	No Funding Required	7th Grade Reading Teacher
Activity - Classroom Observation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic Improvement - The 7th grade reading teacher will observe other teachers to gain a better understanding of how to implement a variety of instructional/engagement strategies.	Professional Learning	08/12/2015	05/27/2016	$0	No Funding Required	7th Grade Reading Teacher, Director of Teaching and

						Learning
Activity - KCTE Conference	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic Improvement - The 7th grade math teacher will attend the KCTE/LA Conference in Lexington and learn additional effective strategies and activities that he can implement in his 7th grade classroom.	Professional Learning	08/12/2015	05/27/2016	$0	No Funding Required	Director of Teaching and Learning, 7th Grade Reading Teacher
Activity - Reports to Parents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic Improvement - Parents will receive regular reports on their students progress in READ 180/CERT.	Parent Involvement	08/12/2015	05/27/2016	$0	No Funding Required	7th Grade Reading Teacher

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Engagement Wheel	Teachers will use the engagement wheel, developed by David Sladkey, to guage opportunity of engagement of students based upon reaching multiple modalities of learning.	Direct Instruction	08/17/2015	12/31/2016	$100	Superintendent Principals Curriculum Coach Teachers
				Total	$100	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

YMCA Dash Program	After School tutoring program that addressed students' emotional, social, and academic needs (tutors are specifically available for students that need assistance in math and ELA.	Academic Support Program	08/17/2015	12/31/2016	$10000	YMCA Coordinator, Teachers, Principal
				Total	$10000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Learning Targets	Learning Targets will be posted for every class, every subject. Teachers will refer to the learning targets before, during, and at the end of each class period.	Academic Support Program	08/17/2015	12/31/2016	$0	Principal
Learning Style Inventory Administration	Every student will be given a learning style inventory through the ILP completion. Learning styles will be used to plan lessons and to plan interventions.	Career Preparation/Orientation	08/17/2015	12/31/2016	$0	Principal Curriculum Coach Counseling Department Teachers
PBIS/Success Sessions	Positive behavior intervention and comprehensive guidance lessons, small groups, and in large groups	Behavioral Support Program	08/17/2015	12/31/2016	$0	All staff

Implement Integration of the Arts	Implement integration of the arts (Drama, Dance, Music, and Art) across the core content classes.	Academic Support Program	08/17/2015	12/31/2016	$0	Arts/Humanities Department Head
Follow-Up	Student Services contact students who have graduated for follow up discussions and to serve as access for post-high support. Follow-up and transition data in TEDS and Infinite Campus.	Academic Support Program	05/01/2016	12/31/2016	$0	FRYSC, Guidance Counselor
Exemplars	Exemplars will be provided to students two or more times per month in every class. Teachers will document the exemplar used on pacing guides.	Academic Support Program	08/17/2015	12/31/2016	$0	Principal
SREE Model	Literacy and Academic Improvement - 7th grade students will use the "SREE Model," which stands for Statement, Reason, Evidence, Explanation to write constructed response answers.	Academic Support Program	08/12/2015	05/27/2016	$0	7th Grade Reading Teacher

Score Tracking	Tracking student performance for meeting benchmarks.	Career Preparation/Orientation	08/17/2015	06/30/2016	$0	Guidance Counselor, Administrators
Reports to Parents	Academic Improvement - Parents will receive regular reports on their students progress in READ 180/CERT.	Parent Involvement	08/12/2015	05/27/2016	$0	7th Grade Reading Teacher
Small Group	Academic Improvement and Using Data to Drive Instruction - Students will participate in small group and engaging activities to increase understanding.	Academic Support Program	08/12/2015	05/27/2016	$0	7th Grade Math Teachers
Graphic Organizers	Literacy - Students will read passages on various reading levels and use a graphic organizer to record the main idea and supporting details. The students will use the graphic organizer to develop a written paragraph to determine the main ideas and supporting details.	Academic Support Program	08/12/2015	05/27/2016	$0	7th Grade Reading Teacher
Peer Observer Training	All teachers will complete the KET peer observation module.	Professional Learning	08/17/2015	12/31/2016	$0	Principal teachers
Dance Curriculum	Dance will be incorporated into physical education classes as well as other academic areas throughout the school.	Academic Support Program	08/17/2015	12/31/2016	$0	Physical Education Teacher Teachers Principal
Quarterly Progress Report	Academic Improvement and Using Data to Drive Instruction - The 7th and 8th grade math teachers will send home a quarterly progress monitoring report from STAR to show each individual child's growth or areas of needed improvement.	Parent Involvement	08/12/2015	05/27/2016	$0	7th Grade Math Teachers
School Based Health Center	Health Services provided by health clinic at LES	Academic Support Program	08/17/2015	12/31/2016	$0	Healthpoint Staff Member

Home Visits	Staff visits the homes of habitually absent students to identify and address barriers for attendance	Academic Support Program	08/17/2015	12/31/2016	$0	SRO, YSC Coordinator, Counselor, DPP,
Program Review for Writing	Implement writing across all content areas.	Direct Instruction	08/17/2015	12/31/2016	$0	All teachers

CIITS PGES Components	Teachers will be trained in the use of CIITS with intentional focus on: • Educator Development Suite (EDS) • Professional Growth Plans • Self-Reflection • Student Growth Goals • Peer Observation	Professional Learning	08/17/2015	12/31/2016	$0	Principal Director of Teaching and Learning
Homework Help	YMCA staff and teachers stay after to help students with homework Mondays, Tuesdays, and Thursdays after school in the library.	Academic Support Program	08/31/2015	12/31/2016	$0	YMCA staff, and teachers working with the YMCA after school program
Feedback	Immediate/timely, specific, and abundant feedback will be given to students on assignments. PLCs will review feedback given at least once a month during PLC meetings.	Academic Support Program	08/17/2015	12/31/2016	$0	Principal
Workeys	Offer the Workeys assessment to students who were unable to become college ready.	Career Preparation/Orientation	08/17/2015	12/31/2016	$0	Guidance Counselor(s)
Tenmarks	Academic Improvement - Students will continue to work on their individual barriers on Tenmarks to work on their math deficiencies.	Academic Support Program	08/12/2015	05/27/2016	$0	7th Grade Math Teachers
DaytonA Academy	Academic and behavioral support program for at risk students	Behavioral Support Program	08/12/2015	12/31/2016	$0	DPP, Dayton teachers and administration
Pacing Guides	Pacing guides will be monitored weekly for the use of standards, exemplars, feedback, and instructional strategies.	Academic Support Program	08/24/2015	12/31/2016	$0	Principal
KCTE Conference	Academic Improvement - The 7th grade math teacher will attend the KCTE/LA Conference in Lexington and learn additional effective strategies and activities that he can implement in his 7th grade classroom.	Professional Learning	08/12/2015	05/27/2016	$0	Director of Teaching and Learning, 7th Grade Reading Teacher
Curriculum Refinement	Use benchmark tests to better assess understanding of standards	Direct Instruction	08/17/2015	12/31/2016	$0	Teachers

Online learning academy	Academic support program for students through the use of PLATO.	Academic Support Program	08/17/2015	12/31/2016	$0	Dayton administration and teachers
Implement integration of Consumerism	Implement integration of consumerism across core content areas.	Academic Support Program	08/17/2015	12/31/2016	$0	Practical Living/Career Studies PLC Lead Teacher
Instructional Strategies	Through the use of professional learning, teachers will gain knowledge of best practice use of Instructional Strategies	Professional Learning	08/17/2015	12/31/2016	$0	Leadership Team Principal
Pathway Development	Reorganize career pathways to maximize effectiveness and allow the opportunity for all students to complete a career pathway.	Career Preparation/Orientation	08/17/2015	12/31/2016	$0	Business Teacher, Principal
Data Notebooks	Teachers will effectively use data notebooks.	Professional Learning	08/17/2015	12/31/2016	$0	Principal
Classroom Observation	Academic Improvement - The 7th grade reading teacher will observe other teachers to gain a better understanding of how to implement a variety of instructional/engagement strategies.	Professional Learning	08/12/2015	05/27/2016	$0	7th Grade Reading Teacher, Director of Teaching and Learning
Professional Learning Communities	Hold weekly PLC meetings to discuss data, student learning, and share strategies.	Professional Learning	08/17/2015	12/31/2016	$0	The heads of each department Administrators
Context Clues	Literacy and Academic Improvement - Students will read passages on various reading levels and during reading, students will annotate the text.	Academic Support Program	08/12/2015	05/27/2016	$0	7th Grade Reading Teacher
Home Contact	Make home visits to those students that are chroniclaly truant.	Parent Involvement	08/17/2015	12/31/2016	$0	Director of Pupil Personnel

Professional Learning Plan	Each teacher will train on the components and expectations for TPGES around the following: • Kentucky Framework for Teaching • Observation Certification • Self-reflection • Student Growth Goal Development based on baseline data• Professional Growth Goal Setting based on self-reflection and student need • Student Voice • Effective Feedback	Professional Learning	08/17/2015	12/31/2016	$0	Principal
Learning Styles & Multiple Intelligences	Through the use of professional learning, teachers will gain understanding about learning styles and multiple intelligences. Lesson plans will reflect intentional planning for varied learning styles.	Professional Learning	08/17/2015	12/31/2016	$0	Principal Leadership Team
SPIN	Wednesdays for 1 hour, students failing any class use this time to make up missing assignments, correct failed tests, etc.	Academic Support Program	08/26/2015	12/31/2016	$0	Middle School Teachers
Implementation Plan	Develop a plan for TPGES and OPGES for 2015-2016: • All leadership will develop knowledge of TPGES and OPGES components and expectations • All teachers will meet with their assigned principal orassistant principal throughout the year for progress and feedback on: self-reflection, student growth goals, professional growth planning, observation, and student voice • Peer Observer responsibilities within the context of PGESframework and expectations will be reviewed	Other	08/17/2015	12/31/2016	$0	Principal Director of Teaching and Learning Assistant principal
Math Content Articles	Literacy - Students will read a math content related article once a week for enrichment purposes and/or to review a previously learned skill.	Academic Support Program	08/12/2015	05/27/2016	$0	7th Grade Math Teachers
Algebra 1.5 Class	Tier 2: Course required for students not meeting classroom expectations of learning in lower algebra classes as well as not meeting CERT benchmarks in math	Academic Support Program	08/17/2015	12/31/2016	$0	High School Algebra Teachers
Math Intervention in High School	Provide math intervention classes and programs for Algebra I, Geometry, and Algebra II.	Academic Support Program	08/17/2015	12/31/2016	$0	High school math teachers
10 For 10 Assessments	Using Data to Drive Instruction - Students will be given a weekly 10 for 10 assessment to assess their knowledge of the skills and standards taught each week. The results of	Academic Support Program	08/12/2015	05/27/2016	$0	7th Grade Math Teachers

	these assessments will drive the instruction for the upcoming week.					
Resources	Academic Improvement - The 7th and 8th grade math teachers will research information and resources to support the teachers in data analysis.	Academic Support Program	08/12/2015	05/27/2016	$0	7th Grade Math Teachers
Awards Program	Recognizing students who are college and/or career ready.	Career Preparation/Orientation	08/17/2015	12/31/2016	$0	Guidance Counselor, Administrators
STAR Math	Academic Improvement - Students will take a STAR Math test each Friday to monitor their own progress and see areas of growth.	Academic Support Program	08/12/2015	05/27/2016	$0	7th Grade Math Teachers
CCR	Required course for all juniors to take during their junior year to improve academic performance.	Career Preparation/Orientation	08/17/2015	12/31/2016	$0	ELA & Math Teacher
				Total	$0	

SIG Grant

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Plato	Tier I (as selected by student scheduling) Tier 2 (mandatory): Structured credit recovery/ blended learning program allowing students to work online at their own pace while receiving high school credits.	Academic Support Program	08/17/2015	12/31/2016	$27000	On-line Academy Teacher
Star Math Intervention	Use Star Math reports to identify students not Algebra ready and set them up to focus on their largest deficits.	Academic Support Program	09/01/2014	05/29/2015	$2000	Middle school math teachers
Read 180	Use the Read 180 program to differentiate strategies to entice readers to increase their foundation in reading and writing skills.	Academic Support Program	08/17/2015	12/31/2016	$70000	Middle school ELA teachers Freshman ELA teacher
Ten Marks	Tier 2: Math program structured and tiered to address students needs and lagging skills in on-grade level math. Parents will be informed of student progress quarterly through a report.	Academic Support Program	08/17/2015	12/31/2016	$2000	MS Math Lab Teacher

Read 180	Tier 2: Structured reading intervention program designed to educate children using their individual reading level and ability. Parents will be informed of student progress quarterly through a report.	Academic Support Program	08/17/2015	12/31/2016	$60000	MS ELA Teachers H.S. ELA Freshman Teacher
Study Island	Additional online resource to support students in math and reading (ELA).	Academic Support Program	08/17/2015	12/31/2016	$0	High School Core Content Teachers
				Total	$161000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Train staff on how to grade using the new SBDM policy that closely follows standards based grading.	Professional Learning	08/17/2015	12/31/2016	$2000	Principal, Director of Teaching and Learning,
Student Assistance Team	Student support team to meet monthly to monitor and implement interventions for at risk students	Academic Support Program	08/17/2015	12/31/2016	$0	Administrators, DPP, YSC and counseling staff
PBIS Implementation	Educate all students on skills in social, self-management, and learning domains. Tier 2: Spotlight students needing additional support in social, self-management, or learning domains and schedule in small group counseling sessions. Tier 3: Individual counseling for students that have the greatest need from the spotlighted students.	Behavioral Support Program	08/17/2015	12/31/2016	$0	All Teachers, Guidance Counselor, Administrators
YMCA 21st Century	Afterschool tutoring and enrichment program	Academic Support Program	08/17/2015	12/31/2016	$0	YMCA staff and Dayton staff
TEDS Workshop	Attend TEDS workshop.	Technology	08/17/2015	12/31/2016	$200	PL/CS Teachers
				Total	$2200	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

4th Bell Intervention	Provide 4th Bell RTI/Intervention to any student not meeting CERT benchmarks.	Academic Support Program	08/17/2015	12/31/2016	$0	Teachers, Guidance Counselor, Administrators
Study Skills	Seniors are pulled to focus on meeting their CCR benchmarks	Academic Support Program	11/30/2015	12/31/2016	$3500	High school CCR teachers Guidance counselor Administrators
				Total	$3500	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
DaytonA	Tier 3: Assign students to an alternative school setting when their behaviors adversely effect the learning of self or others on a continual basis.	Behavioral Support Program	08/17/2015	12/31/2016	$40000	DaytonA Teacher
				Total	$40000	

KDE Needs Assessment

Introduction

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you? What does the data/information not tell you?

Dayton Middle and High School analyzes data on attendance, college readiness, career readiness, persistence to graduation, CERT testing, KPREP, End of Course Exams, 9th grade success, EXPLORE exams, PLAN exams, ACT exams, and behavioral data, four interval times per year. Tell Surveys and Parent surveys are administered and analyzed at least once during this process. The information is reviewed by all staff, which provides narration on strengths, weaknesses, and next steps through a "quarterly report" which is then sent to KDE. In addition Dayton Middle and High School teachers, administrators, and Central office personnel review CERT data two times per year. These exams help us to determine if our current teaching methodologies are working and give us a scope of upcoming college readiness. Our consensus analysis of these areas reflects that there is much work to do in all academic areas at the middle and high school level. KPREP data, when compared to last year's results, tells us 7th grade reading has seen a reduction in the number of proficient/distinguished students for three consecutive years. Seventh grade math had a decrease in number of proficient/distinguished students of more than 10%. Novice students increased by 7% and the number of apprentice students increased by 4.8%. Eighth grade reading saw a reduction in the number of proficient/distinguished students of 7% while novice reduced by 17%. The number of apprentice students in the 8th grade increased by 10%. Eighth grade math saw an increase in those performing at the proficient/distinguished level of 8%. The number of 8th grades at novice reduced was 7%. Social studies saw a large gain of 7 points from the year before. KPREP data does not tell us the number of students who are close to moving to the next level. The data does not tell us what knowledge and skills students are lacking. The data does not tell us what strategies are working and those that are not working for students. Last year's Explore test indicated the highest composite score ever for Dayton Middle School, but less students met college readiness benchmarks than the year before on the same test. Dayton Middle School has much work to do to meet the desired benchmarks.

Writing across all content classes is an area of focus for both the middle and high schools. In addition, we have one, shared score for Program Reviews which also needs to be improved. Teams of teachers are working to develop improvements by sharing strategies among all teachers. Middle school on demand scores indicate that we reduced the number of students performing at the novice level by 50%. We increased the number of students performing at the apprentice level by 7%, and we increased the number of students performing at the proficient and distinguished levels by 11% compared to the year before. High school on demand indicates the following: 10th grade--The number of students performing at the novice level decreased 15%. Apprentice increased 12%, and Proficient/Distinguished increased 3%. 11th grade-- Novice decreased by 3%, apprentice decreased by 14%, and Proficient distinguished increased by 20%. Data does not indicate what instructional practices are driving proficiency or ineffectiveness. To address our needs we are completing a very rigorous process. Data is analyzed by all staff during weekly Wednesday early release meetings and PLCs and then needs are determined through use of the five data questions and analyzing contributing factors. The needs are prioritized by staff and then given to SBDM council for final determination. Data is also analyzed frequently during weekly administrative meetings, and monthly leadership meetings at the district level. Progress monitoring in reading and math are done using Read180, TenMarks, and StarMath which should help identify effective instructional and intervention practices at the middle school. Second, the alignment of the curriculum and visible shared assessments will demonstrate student knowledge and quality questioning prior to taking standardized state tests which should better drive instructional and intervention practices. We are actively working to provide common planning periods for teachers and working to improve the effectiveness of PLC groups and meetings.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

There are many areas of strength in both Dayton Middle and High Schools. Analysis of strengths as described by all Dayton Middle and High School staff are listed below:

ATTENDANCE--percentage present as of late October 1, 2015:

96.29% 7th grade

95.69% 8th grade

94.14%   9th grade

95.05% 10th grade

94.58% 11th grade

93.45% 12th grade

We are on track to have 50 graduating seniors. Sophomores have the highest baseline % in September.

That the Jr. class has grown in numbers since summer and all other classes have decreased. 7, 8 and 10th grades have highest attendance percentages. Senior attendance needs to be improved.

Teacher attendance is 97.9%. All grade levels are above 93% attendance. Teachers are at 98% school attendance. As a school we have 94.88% attendance average which is above the school goal of 94%.

Persistence to Graduation

College Readiness and Career Readiness as of October 1, 2015

We have 9 college ready at 18%

We have 3 with 2/3 contents at 6%

We have 9 with 1/3 contents at 18%

We have 29 out of 50 seniors who have not met a benchmark.

21 students will be College Ready if they reach all benchmarks.

We need 33 total to meet delivery target of 65% set by the state.

Formative Assessment (CERT)

High School Assessment Fall Tesing Window Winter Testing Window

      Goal Actual Goal Actual

ELA/Reading Grade 7 CERT   32% 50%

ELA/Reading Grade 8 CERT   19% 40%

Mathematics Grade 7 CERT   9% 26%

Mathematics Grade 8 CERT   0% 20%

ELA/Reading Grade 9 CERT   40% 60%

ELA/Reading Grade 10 CERT   58% 70%

ELA/Reading Grade 11 CERT   36% 46%

Mathematics Grade 9 CERT   3% 15%

Mathematics Grade 10 CERT   11% 40%

Mathematics Grade 11 CERT   15% 50%

Freshman Success Rates   Goal Actual

ELA/Reading (39/44) Grade Report 100% 89%

English 9/Reading 180 (14/15) Grade Report 100% 93%

Algebra I/Math (54/61) Grade Report 100% 89%

Social Studies (35/53) Grade Report 100% 66%

Science (52/64) Grade Report 100% 81%

Health (49/52) Grade Report 100% 94%

Health/Physical Education Grade Report 100% NA - Offered 2nd Semester

Art I (4/4) Grade Report 100% 100%

Spanish I (22/22) Grade Report 100% 100%

Digital Literacy (44/45) Grade Report 100% 98%

Band (5/5) Grade Report 100% 100%

Students are being successful in their classes. The lowest area is social studies. 91% of freshman are passing freshmen English.

89% are passing Alg 1

94% are passing health

100% passing Spanish

98% passing Digital Literacy

100% passing band and art

66% are passing social studies

KPREP

The data tells us 7th grade reading has seen a reduction in the number of proficient/distinguished students for three consecutive years. Seventh grade math had a decrease in number of proficient/distinguished students of more than 10%. Novice students increased by 7% and the number of apprentice students increased by 4.8%. Eighth grade reading saw a reduction in the number of proficient/distinguished students of 7% while novice reduced by 17%. The number of apprentice students in the 8th grade increased by 10%. Eighth grade math saw an increase in those performing at the proficient/distinguished level of 8%. The number of 8th grades at novice reduced was 7%.

EXPLORE

- Math is up by 4%

- Over 50% of our students are at benchmark in English

- Overall composite is up from last year

PLAN

- We can celebrate that 43% of our students did reach benchmark in English.

- 25% of our students are within 2.5 points of being college ready in reading.

- 37% of our students are within 3.5 points of being college ready in math.

- The fact that our percentage of students meeting benchmark did not decrease on the science portion of the PLAN assessment is a causefor celebration. However, we recognize that this score also did not increase and is also identified as an area of improvement. - Our average for English was 1.3 points higher than the benchmark.
- 22% of our students are within 1.3 points of being benchmark in math. In reading 29% of our students are within 2.3 points of meeting thebenchmark. In science 27% of our students are within 2 points of meeting the benchmark.

ACT

- Reading has the highest percentage of students meeting benchmark.
- English and Math were very close to benchmark.
- The fact that we increased our percentage of students meeting benchmark in reading is a cause for celebration.
- Higher percentage of 2014 juniors met reading benchmark compared to 2013 juniors
- The percentage of students meeting the benchmark in reading increased, even though the sub score remained the same.

EPAS

- The Class of 2014 showed significant EPAS growth from PLAN to ACT.
- Mathematics and Science PLAN scores have shown slow but steady growth for the past 3 years.
- Over half of our kids are scoring proficient on PLAN.
- Our Math scores improved each of the last 3 years.
- We went up in math from 16.7 meeting benchmark to 21.4.
- We met goal for percentage meeting benchmark in reading.
- Reading is slightly up.
- We are up in math - just not at goal YET!

Behavioral Data for the first 4.5 weeks of school.

The goal for DaytonA was to have a MAX of 14 students in the program and we are currently serving 12 full time and 2 part time students.

The goal of the Guidance Counseling Department was to meet the counseling needs of all DHS students and the program has had 402 student contacts and 13 group meetings.

The goal of the Youth Service Center is to remove barriers to learning for all students in need and they met with 95 students with a total of 160 individual contacts.

The ISD and DaytonA program had a goal to decrease female suspensions by 25% and we had a total of 19 days of female suspension (3 females).

The ISD and DaytonA program also had a goal to decrease male suspensions by 25% and we had 4 males suspended for a total of 12 days.

We continuously monitor all assessment data as it is received and are making immediate curriculum changes based upon data in real time. For instance, we give benchmark assessment/practice EOC exams in Algebra II, English 10, Biology, and U.S. History. These practice exams are given for a grade in each of those classes approximately every 6 weeks. Teachers are using Zip Grade or grade cam answer sheets and are grading tests instantly as they are completed, so students receive instant feedback. Zip Grade and Grade Cam compile data regarding the most frequently missed questions, etc. Following every benchmark assessment teachers analyze the data through the PLC process. Part of the analysis is deciding how curriculum can be better aligned vertically so that students are receiving some of the prerequisite skills necessary to pass an end of course exam prior to entering those classes. This has proven to be an eye opening tool to all staff members and has helped all staff to understand that we are one team. We continue to have several new teachers at the high school level. All teachers are trained and involved in the PLC process. New teachers attend a new teacher cadre, and have had the opportunity to

attend various professional development seminars to learn and sustain improvement. We have much to celebrate as referenced above in the staff identified strengths. Our high school AMO rose more than 8 points this year. Our middle school AMO rose more than 3 points this year.

Opportunities for Improvement

What were areas in need of improvement? What plans are you making to improve the areas of need?

We have a gap in achievement between male and female students. Our female students achieve at greater levels in all grades and in all subject areas. To address this we have improved our student monitoring system and are closely looking at student achievement and interventions at the younger grades in the school. There have been several new hires at the high school level the last two years, most of which have been male teachers. We have also hired one male teacher at the middle school to teach English. While this was not directly planned, and they were the most highly qualified of our interviewing candidates; these new, young, adult, male, role model teachers, are providing some impact on our male students through positive examples of what men should be. We have recently seen a decrease in the achievement gap between male and female students as a result of our efforts and expect the gap to continue to close. We remodeled our school library over the summer and have increased our genre of books which appeal to our male population of students. We have literacy request board in the library where students make requests and we order books of their interest. At the middle school level, we purchased the Read 180 program last year to provide reading intervention as many of our students. Much of our male, middle school population receives this instruction for 90 minutes daily. Research shows that the Read180 program's true impact will be felt after year 2. We are currently in year 2. In addition, we have approximately 85% of our students who are eligible for free or reduced lunch due to their socioeconomic status. Our school provides breakfast, lunch, and even dinner to all of our students at no costs. This intervention should reduce the number of hungry kids in our school and remove that barrier to learning. At the middle school, students not meeting benchmarks on CERT testing and classroom assessments are placed in math intervention classes to provide an additional hour of mathematics instruction designed to build existing skills. At the high school level, students not meeting benchmarks on CERT testing, KPREP, and local sources are placed into an intervention bell where remediation occurs in the subjects of math, reading, and English. In addition, students testing novice in reading are placed into a 9th grade Read180 instructional setting where they receive more than 90 minutes of reading and English instruction per day. Curriculum alignment and pacing guides for all curriculum continue to be refined with all members of each department working over numerous days to complete the task. Our PLC process was also identified as an area for improvement, last year. This year, we revamped our PLC process to follow more of the Plan Do Study Act type cycle. Our teacher schedule was changed to allow for common planning where each week teachers meet to work through the PLC process which includes, planning, assessing, sharing strategies and remediating instruction.

Conclusion

Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?

We will continue to develop monitoring tools and implement them across all grade levels with greater frequency. The monitoring systems we have in place now will help teachers to learn which instructional practices demonstrate greater effectiveness. We will place greater emphasis on communicating results to students and parents with greater frequency so that all stake holders can help with school improvement and

achievement. Below are other areas identified by teachers and administrators during a staff meeting dedicated to quarterly report analysis of data:

- Identify students in each grade level who are routinely absent. Implement attendance intervention programs and start knocking on doorsand making calls.
- Emphasize our credit recovery program so that students understand what they can do to graduate. Identify students who may not graduateand implement intervention programs to help these students get to graduation. Data on online learning success.
- Students will take the COMPASS at Gateway.
- Updated data from KYOTE.
- Students to apply for vouchers to take ACT in addition to test given at school.
- ACT prep sessions & use CERT data for classroom instructional planning.
- Continue to look for ways to improve career ready numbers.
- Continue to provide interventions.
- Disciplinary Literacy Instructor pull out targeted students for one-on-one support leading up to Compass/KYOTE.
- Provide juniors, and underclassmen, opportunities to become career ready by scheduling pathways students can enter for career readinessat an earlier grade level.
- Math department needs to backward plan to make sure that all standards are addressed.
- Continue intervention during RTI classes.
- Try to focus on individual student needs / growth - review missed questions / content.
- Identify students who met/did not meet benchmarks in order to address their strengths and weaknesses to move them forward.
- Math and Science departments need to backward plan from their overall goal. All standards need to be addressed in Unit Plans, PacingGuides, and 10 for 10 assessments.
- Utilize CERT to review student answers and allow RTI time for students to work in individual study on CERT for practice in areas deficiency.

- Implement MDC modules
- Implementation of LDC modules, integrating literacy strategies such as close reading, note taking, etc.
- Train teachers to better utilize PLATO and implement into math classes and other content, and utilize free resources such as KhanAcademy.
- Continue re-teaching ten and ten content
- Continue to make parent contacts
- Continue to offer the opportunity to retake and to complete and turn in missing work.
- Continue intervention classes during 4th bell.
- Create intervention plans for students who are failing
- More emphasis must be placed on reading instruction which is being directly addressed through the new Read 180 program.
- Focus during early release meetings on improving classroom instruction through: varied instructional strategies, increasing studentengagement, improving quality of assessments and questioning techniques in our classrooms, improving our assessment literacy and using data to drive decision making.
- ACT prep classes, tutoring, mentoring (pairing students staff member that could check in with them on a regular basis), Incentives.
- Continue Torch Prep, interventions and CCR classes.
- Plan interventions for content other than math and English.
- We need to use practice test data to determine which students are weak in certain areas and provide the appropriate interventions prior totaking the ACT in March. - More ACT Prep and rigorous lessons that focus on improving scores.

- Re-implement a CCR class for science.

- Incentivize the students to do an ACT cram session during the month of February, as well as encourage students to take the DecemberACT.

- Review previous year's data and target the weaknesses.

- Identify the students who did and did not meet EOC benchmarks.

- Identify students who just missed reaching the higher levels, so that we can provide opportunities to move them to the higher level.

- Keep focusing on moving kids up to the next level from where they are.

- Find ways to continue to engage Distinguished.

- Ensure that staff are following procedures of PBIS in order to enact cultural change.

- Continue to provide basic needs and guidance counseling for students as needed. Further identify students who may need these servicesand provide them.

KDE Compliance and Accountability - Schools

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELLKY Survey results.

Goal 1:

Increase the averaged combined reading and math proficiency rating for all student in the non-duplicated GAP group will improve from 38.4 to 61.8 by 2018.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap groups for

Dayton High School from 38.4 to 61.8 by 07/01/2018 as measured by KPREP, EPAS, and EOC Assessments.

Strategy1:

Positive Behavior Support - Addressing behavior barriers to increase engagement & on-task learning in math & reading. [All Students]

Category: Other - Positive Behavior Support

Research Cited:

Activity - PBIS Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Educate all students on skills in social, selfmanagement, and learning domains. Tier 2: Spotlight students needing additional support in social, self-management, or learning domains and schedule in small group counseling sessions. Tier 3: Individual counseling for students that have the greatest need from the spotlighted students.	Behavioral Support Program	08/17/2015	12/31/2016	$0 - Other	All Teachers, Guidance Counselor, Administrators

Activity - DaytonA	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 3: Assign students to an alternative school setting when their behaviors adversely effect the learning of self or others on a continual basis.	Behavioral Support Program	08/17/2015	12/31/2016	$40000 - Title I Part A	DaytonA Teacher

Activity - Home Contact	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Make home visits to those students that are chroniclaly truant.	Parent Involvement	08/17/2015	12/31/2016	$0 - No Funding Required	Director of Pupil Personnel

Goal 2:

Increase the percentage of students who are college and career ready from 56.4 to 65.6 by 2016.

Measurable Objective 1:

collaborate to increase the college and career ready percentage for Dayton High School from 56.4 to 65.6 by 07/01/2016 as measured by

ACT, Compass, KYOTE, WorkKeys, KOSSA, ASVAB, Industry Certifications.

Strategy1:

Professional Development - The strategy will work by providing college and career readiness professional development, visiting other

schools to study college/career readiness and attending the GAP conference. [F/R Lunch, Males, Spec. Ed.] Category: Professional

Learning & Support

Research Cited:

Activity - TEDS Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attend TEDS workshop.	Technology	08/17/2015	12/31/2016	$200 - Other	PL/CS Teachers

Goal 3:

Decrease the percentage of Novice Students in each gap group by 10% each year over the next five years, totaling 50% over the next five years.

Measurable Objective 1:

collaborate to decrease the percentage of students in all gap groups scoring Novice by 05/27/2016 as measured by the percentage of students in all gap groups decreasing.

Strategy1:

10th Grade Biology - The goal for 10th grade biology is to improve the percent of students scoring proficient and/or distinguished from 37.3%

to 40% on the ACT Quality Core End of Course Assessment.

Category: Continuous Improvement

Research Cited:

Activity - Quality Core PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic Improvement - Have the Biology teacher attend a professional learning session on the End of Course Assessment to develop better instructional practices for EOC preparation.	Professional Learning	08/12/2015	05/27/2016	$200 - General Fund	Biology teacher, building administration, Director of Teaching and Learning

Strategy2:

8th Grade Social Studies - The goal for 8th grade social studies is to improve the percentage of students scoring proficient and/or

distinguished on the KPREP assessment from 55.2% to 57%.

Category: Continuous Improvement
Research Cited:

Activity - Analyze and Deconstruct	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Literacy - Students will analyze primary documents and construct Extended Response Essays to enhance their understanding of historical based context.	Academic Support Program	08/12/2015	05/27/2016	$0 - No Funding Required	8th Grade Social Studies Teacher

Strategy3:

11th Grade Writing - The goal for 11th grade writing is to improve the percentage of students scoring proficient/distinguished on the KPREP

On-Demand Writing Assessment from 61.4% to 65%.

Category: Continuous Improvement

Research Cited:

Activity - Analyze Rubric	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic Performance and Literacy - Students will break down the on demand writing rubric together, look at the different writing prompts they will be given, and discuss how writing is essential in the real world.	Academic Support Program	08/12/2015	05/27/2016	$0 - No Funding Required	11th grade English teacher

Strategy4:

8th Grade On-Demand Writing - The goal for 8th grade on-demand writing is to improve the percentage of students scoring proficient and/or

distinguished on the KPREP assessment from 43.3% to 45%.

Category: Continuous Improvement

Research Cited:

Activity - Writing PD's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic Improvement - Mrs. Hawkins will seek out various writing PD opportunities especially those focusing on On-Demand Writing to help in teaching students strategies for completing the On-Demand Writing Prompts.	Professional Learning	08/12/2015	05/27/2016	$300 - SIG Grant	8th Grade ELA teacher, Director of Teaching and Learning

Strategy5:

11th Grade U.S. History - The goal for the 11th grade U.S. History EOC is to improve from 35.9% of students scoring proficient and/or

distinguished to 45% of students scoring proficient and/or distinguished on the ACT Quality Core End of Course Assessment.

Category: Continuous Improvement

Research Cited:

Activity - Quality Core PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic Improvement - U.S. History teacher will attend a Quality Core PD to become more familiar with the EOC assessment and better prepare students for the assessment.	Professional Learning	08/12/2015	05/27/2016	$300 - General Fund	Director of Teaching and Learning, U.S. History teacher

Strategy6:

11th Grade Algebra II - The goal for the Algebra II End of Course Assessment is to increase the percent of students scoring proficient and/or

distinguished on the EOC from 28.1% to 45%. The goal is also to increase the overall NAPD calculation from 42.2 to 45. Category:

Continuous Improvement

Research Cited:

Activity - Quality Core PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible

Academic Improvement - Algebra II teacher will attend a Quality Core PD to gain further knowledge on the EOC assessment.	Professional Learning	11/24/2014	03/27/2015	$300 - General Fund	Director of Teaching and Learning and Algebra II teacher

The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.

Goal 1:

Increase the averaged combined reading and math proficiency rating for all student in the non-duplicated GAP group will improve from 38.4 to 61.8 by 2018.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap groups for

Dayton High School from 38.4 to 61.8 by 07/01/2018 as measured by KPREP, EPAS, and EOC Assessments.

Strategy1:

Learning Styles Inventory - Every student at Dayton Middle/High School will be given a learning styles inventory through the ILP. Results will be used to assist in planning instruction. [All students]

Category: Continuous Improvement

Research Cited:

Activity - Learning Style Inventory Administration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every student will be given a learning style inventory through the ILP completion. Learning styles will be used to plan lessons and to plan interventions.	Career Preparation/ Orientation	08/17/2015	12/31/2016	$0 - No Funding Required	Principal Curriculum Coach Counseling Department Teachers

Strategy2:

Pyramid of Interventions - Develop a tiered intervention plan to address students at different levels (math and reading). [Tier I, Tier II, Tier III]

[All students]

Category: Persistance to Graduation
Research Cited:

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional online resource to support students in math and reading (ELA).	Academic Support Program	08/17/2015	12/31/2016	$0 - SIG Grant	High School Core Content Teachers

Activity - 4th Bell Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide 4th Bell RTI/Intervention to any student not meeting CERT benchmarks.	Academic Support Program	08/17/2015	12/31/2016	$0 - District Funding	Teachers, Guidance Counselor, Administrators

Activity - Read 180	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 2: Structured reading intervention program designed to educate children using their individual reading level and ability. Parents will be informed of student progress quarterly through a report.	Academic Support Program	08/17/2015	12/31/2016	$60000 - SIG Grant	MS ELA Teachers H.S. ELA Freshman Teacher

Activity - Plato	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier I (as selected by student scheduling) Tier 2 (mandatory): Structured credit recovery/ blended learning program allowing students to work online at their own pace while receiving high school credits.	Academic Support Program	08/17/2015	12/31/2016	$27000 - SIG Grant	On-line Academy Teacher

Activity - Ten Marks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 2: Math program structured and tiered to address students needs and lagging skills in on-grade level math. Parents will be informed of student progress quarterly through a report.	Academic Support Program	08/17/2015	12/31/2016	$2000 - SIG Grant	MS Math Lab Teacher

Activity - Algebra 1.5 Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 2: Course required for students not meeting classroom expectations of learning in lower algebra classes as well as not meeting CERT benchmarks in math	Academic Support Program	08/17/2015	12/31/2016	$0 - No Funding Required	High School Algebra Teachers

Activity - YMCA Dash Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After School tutoring program that addressed students' emotional, social, and academic needs (tutors are specifically available for students that need assistance in math and ELA.	Academic Support Program	08/17/2015	12/31/2016	$10000 - Grant Funds	YMCA Coordinator, Teachers, Principal
Activity - CCR	**Activity Type**	**Begin Date**	**End Date**	**Funding Amount & Source**	**Staff Responsible**
Required course for all juniors to take during their junior year to improve academic performance.	Career Preparation/ Orientation	08/17/2015	12/31/2016	$0 - No Funding Required	ELA & Math Teacher

Strategy3:

Positive Behavior Support - Addressing behavior barriers to increase engagement & on-task learning in math & reading. [All Students]

Category: Other - Positive Behavior Support

Research Cited:

Activity - PBIS Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible

Educate all students on skills in social, selfmanagement, and learning domains. Tier 2: Spotlight students needing additional support in social, self-management, or learning domains and schedule in small group counseling sessions. Tier 3: Individual counseling for students that have the greatest need from the spotlighted students.	Behavioral Support Program	08/17/2015	12/31/2016	$0 - Other	All Teachers, Guidance Counselor, Administrators

Activity - Home Contact	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Make home visits to those students that are chroniclaly truant.	Parent Involvement	08/17/2015	12/31/2016	$0 - No Funding Required	Director of Pupil Personnel

Activity - DaytonA	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 3: Assign students to an alternative school setting when their behaviors adversely effect the learning of self or others on a continual basis.	Behavioral Support Program	08/17/2015	12/31/2016	$40000 - Title I Part A	DaytonA Teacher

Strategy4:

Increased Use of Instructional Strategies - Teachers will increase the variety of instructional strategies used daily. [All students]

Category: Continuous Improvement

Research Cited:

Activity - Engagement Wheel	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the engagement wheel, developed by David Sladkey, to guage opportunity of engagement of students based upon reaching multiple modalities of learning.	Direct Instruction	08/17/2015	12/31/2016	$100 - General Fund	Superintendent Principals Curriculum Coach Teachers

All children-were screened for kindergarten readiness. If yes, name the assessment.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of students who are Kindergarten ready.

Goal 1:

Increase the averaged combined reading and math proficiency rating for all student in the non-duplicated GAP group will improve from 38.4 to 61.8 by 2018.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap groups for

Dayton High School from 38.4 to 61.8 by 07/01/2018 as measured by KPREP, EPAS, and EOC Assessments.

Strategy1:

Positive Behavior Support - Addressing behavior barriers to increase engagement & on-task learning in math & reading. [All Students]

Category: Other - Positive Behavior Support

Research Cited:

Activity - Home Contact	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Make home visits to those students that are chroniclaly truant.	Parent Involvement	08/17/2015	12/31/2016	$0 - No Funding Required	Director of Pupil Personnel

Activity - DaytonA	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 3: Assign students to an alternative school setting when their behaviors adversely effect the learning of self or others on a continual basis.	Behavioral Support Program	08/17/2015	12/31/2016	$40000 - Title I Part A	DaytonA Teacher

Activity - PBIS Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Educate all students on skills in social, selfmanagement, and learning domains. Tier 2: Spotlight students needing additional support in social, self-management, or learning domains and schedule in small group counseling sessions. Tier 3: Individual counseling for students that have the greatest need from the spotlighted students.	Behavioral Support Program	08/17/2015	12/31/2016	$0 - Other	All Teachers, Guidance Counselor, Administrators

The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.

N/A (this question does not apply)

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the averaged combined reading and math proficiency rating for all student in the non-duplicated GAP group will improve from 38.4 to 61.8 by 2018.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap groups for

Dayton High School from 38.4 to 61.8 by 07/01/2018 as measured by KPREP, EPAS, and EOC Assessments.

Strategy1:

Learning Styles Inventory - Every student at Dayton Middle/High School will be given a learning styles inventory through the ILP. Results will

be used to assist in planning instruction. [All students]

Category: Continuous Improvement

Research Cited:

Activity - Learning Style Inventory Administration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every student will be given a learning style inventory through the ILP completion. Learning styles will be used to plan lessons and to plan interventions.	Career Preparation/ Orientation	08/17/2015	12/31/2016	$0 - No Funding Required	Principal Curriculum Coach Counseling Department Teachers

Strategy2:

Pyramid of Interventions - Develop a tiered intervention plan to address students at different levels (math and reading). [Tier I, Tier II, Tier III]

[All students]

Category: Persistance to Graduation

Research Cited:

Activity - Plato	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier I (as selected by student scheduling) Tier 2 (mandatory): Structured credit recovery/ blended learning program allowing students to work online at their own pace while receiving high school credits.	Academic Support Program	08/17/2015	12/31/2016	$27000 - SIG Grant	On-line Academy Teacher

Activity - CCR	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Required course for all juniors to take during their junior year to improve academic performance.	Career Preparation/ Orientation	08/17/2015	12/31/2016	$0 - No Funding Required	ELA & Math Teacher

Activity - Read 180	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 2: Structured reading intervention program designed to educate children using their individual reading level and ability. Parents will be informed of student progress quarterly through a report.	Academic Support Program	08/17/2015	12/31/2016	$60000 - SIG Grant	MS ELA Teachers H.S. ELA Freshman Teacher

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional online resource to support students in math and reading (ELA).	Academic Support Program	08/17/2015	12/31/2016	$0 - SIG Grant	High School Core Content Teachers

Activity - 4th Bell Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide 4th Bell RTI/Intervention to any student not meeting CERT benchmarks.	Academic Support Program	08/17/2015	12/31/2016	$0 - District Funding	Teachers, Guidance Counselor, Administrators

Activity - YMCA Dash Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible

After School tutoring program that addressed students' emotional, social, and academic needs (tutors are specifically available for students that need assistance in math and ELA.	Academic Support Program	08/17/2015	12/31/2016	$10000 - Grant Funds	YMCA Coordinator, Teachers, Principal

Activity - Ten Marks	**Activity Type**	**Begin Date**	**End Date**	**Funding Amount & Source**	**Staff Responsible**
Tier 2: Math program structured and tiered to address students needs and lagging skills in on-grade level math. Parents will be informed of student progress quarterly through a report.	Academic Support Program	08/17/2015	12/31/2016	$2000 - SIG Grant	MS Math Lab Teacher

Activity - Algebra 1.5 Class	**Activity Type**	**Begin Date**	**End Date**	**Funding Amount & Source**	**Staff Responsible**
Tier 2: Course required for students not meeting classroom expectations of learning in lower algebra classes as well as not meeting CERT benchmarks in math	Academic Support Program	08/17/2015	12/31/2016	$0 - No Funding Required	High School Algebra Teachers

Strategy3:

Positive Behavior Support - Addressing behavior barriers to increase engagement & on-task learning in math & reading. [All Students]

Category: Other - Positive Behavior Support

Research Cited:

Activity - Home Contact	**Activity Type**	**Begin Date**	**End Date**	**Funding Amount & Source**	**Staff Responsible**
Make home visits to those students that are chroniclay truant.	Parent Involvement	08/17/2015	12/31/2016	$0 - No Funding Required	Director of Pupil Personnel

Activity - PBIS Implementation	**Activity Type**	**Begin Date**	**End Date**	**Funding Amount & Source**	**Staff Responsible**
Educate all students on skills in social, selfmanagement, and learning domains. Tier 2: Spotlight students needing additional support in social, self-management, or learning domains and schedule in small group counseling sessions. Tier 3: Individual counseling for students that have the greatest need from the spotlighted students.	Behavioral Support Program	08/17/2015	12/31/2016	$0 - Other	All Teachers, Guidance Counselor, Administrators

Activity - DaytonA	**Activity Type**	**Begin Date**	**End Date**	**Funding Amount & Source**	**Staff Responsible**
Tier 3: Assign students to an alternative school setting when their behaviors adversely effect the learning of self or others on a continual basis.	Behavioral Support Program	08/17/2015	12/31/2016	$40000 - Title I Part A	DaytonA Teacher

Strategy4:

Increased Use of Instructional Strategies - Teachers will increase the variety of instructional strategies used daily. [All students]

Category: Continuous Improvement

Research Cited:

Activity - Engagement Wheel	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the engagement wheel, developed by David Sladkey, to guage opportunity of engagement of students based upon reaching multiple modalities of learning.	Direct Instruction	08/17/2015	12/31/2016	$100 - General Fund	Superintendent Principals Curriculum Coach Teachers

The school identified specific strategies to increase the average freshman graduation rate.

Goal 1:

Increase the graduation rate from 90.5 to 91.0 by 2017

Measurable Objective 1: collaborate to increase the graduation rate for Dayton High School from 90.5 to 91.0 by 07/01/2016 as measured by successful completion of 25 academic credits..

Strategy1:

Academic Interventions - Strategy will work by providing academic interventions. [F/R Lunch, Male, Spec. Ed.]

Category: Persistance to Graduation

Research Cited:

Activity - DaytonA Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic and behavioral support program for at risk students	Behavioral Support Program	08/12/2015	12/31/2016	$0 - No Funding Required	DPP, Dayton teachers and administration

Strategy2:

Behavior Interventions - PBIS will be used to address behavior and to provide early intervention for off-task behavior. [All students]

Category: Persistance to Graduation

Research Cited:

Activity - PBIS/Success Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Positive behavior intervention and comprehensive guidance lessons, small groups, and in large groups	Behavioral Support Program	08/17/2015	12/31/2016	$0 - No Funding Required	All staff

Strategy3:

Attendance Support - Home visits and School-based Health Center [All students]

Category: Persistance to Graduation

Research Cited:

Activity - Online learning academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic support program for students through the use of PLATO.	Academic Support Program	08/17/2015	12/31/2016	$0 - No Funding Required	Dayton administration and teachers

Activity - YMCA 21st Century	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Afterschool tutoring and enrichment program	Academic Support Program	08/17/2015	12/31/2016	$0 - Other	YMCA staff and Dayton staff

Activity - School Based Health Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Health Services provided by health clinic at LES	Academic Support Program	08/17/2015	12/31/2016	$0 - No Funding Required	Healthpoint Staff Member

Activity - Student Assistance Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student support team to meet monthly to monitor and implement interventions for at risk students	Academic Support Program	08/17/2015	12/31/2016	$0 - Other	Administrators, DPP, YSC and counseling staff

Activity - Home Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff visits the homes of habitually absent students to identify and address barriers for attendance	Academic Support Program	08/17/2015	12/31/2016	$0 - No Funding Required	SRO, YSC Coordinator, Counselor, DPP,

The school identified specific strategies to increase the percentage of students who are college and career ready.

Goal 1:

Increase the percentage of students who are college and career ready from 56.4 to 65.6 by 2016.

Measurable Objective 1:

collaborate to increase the college and career ready percentage for Dayton High School from 56.4 to 65.6 by 07/01/2016 as measured by

ACT, Compass, KYOTE, WorkKeys, KOSSA, ASVAB, Industry Certifications.

Strategy1:

Monitoring Student Achievement - The strategy will work by tracking and rewarding students who meet college/career readiness. [All students]

Category: Career Readiness Pathways

Research Cited:

Activity - Score Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tracking student performance for meeting benchmarks.	Career Preparation/ Orientation	08/17/2015	06/30/2016	$0 - No Funding Required	Guidance Counselor, Administrators

Activity - Awards Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Recognizing students who are college and/or career ready.	Career Preparation/ Orientation	08/17/2015	12/31/2016	$0 - No Funding Required	Guidance Counselor, Administrators

Strategy2:

Professional Development - The strategy will work by providing college and career readiness professional development, visiting other

schools to study college/career readiness and attending the GAP conference. [F/R Lunch, Males, Spec. Ed.] Category: Professional Learning

& Support

Research Cited:

Activity - TEDS Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attend TEDS workshop.	Technology	08/17/2015	12/31/2016	$200 - Other	PL/CS Teachers

Strategy3:

Program Review Improvements - Teachers will collaborate to improve program review components. [All students]

Category: Continuous Improvement

Research Cited:

Activity - Implement integration of Consumerism	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement integration of consumerism across core content areas.	Academic Support Program	08/17/2015	12/31/2016	$0 - No Funding Required	Practical Living/Career Studies PLC Lead Teacher

Activity - Dance Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Dance will be incorporated into physical education classes as well as other academic areas throughout the school.	Academic Support Program	08/17/2015	12/31/2016	$0 - No Funding Required	Physical Education Teacher Teachers Principal

Activity - Implement Integration of the Arts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement integration of the arts (Drama, Dance, Music, and Art) across the core content classes.	Academic Support Program	08/17/2015	12/31/2016	$0 - No Funding Required	Arts/Humanities Department Head

Strategy4:

Career Readiness Support - The strategy will work by developing pathways, providing career opportunities and the successful completion of

Workeys. [All students]

Category: Career Readiness Pathways

Research Cited:

Activity - Pathway Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reorganize career pathways to maximize effectiveness and allow the opportunity for all students to complete a career pathway.	Career Preparation/ Orientation	08/17/2015	12/31/2016	$0 - No Funding Required	Business Teacher, Principal

Activity - Workeys	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Offer the Workeys assessment to students who were unable to become college ready.	Career Preparation/ Orientation	08/17/2015	12/31/2016	$0 - No Funding Required	Guidance Counselor(s)

Strategy5:

Post-Secondary Transition Support - The Student Assistance Team will contact graduates to follow-up for post-high school support. [All students]

Category: Other - Student Assistance Team

Research Cited:

Activity - Follow-Up	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student Services contact students who have graduated for follow up discussions and to serve as access for post-high support. Followup and transition data in TEDS and Infinite Campus.	Academic Support Program	05/01/2016	12/31/2016	$0 - No Funding Required	FRYSC, Guidance Counselor

The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.
Goal 1:

Increase the percentage of students who are college and career ready from 56.4 to 65.6 by 2016.

Measurable Objective 1:

collaborate to increase the college and career ready percentage for Dayton High School from 56.4 to 65.6 by 07/01/2016 as measured by

ACT, Compass, KYOTE, WorkKeys, KOSSA, ASVAB, Industry Certifications.

Strategy1:

Career Readiness Support - The strategy will work by developing pathways, providing career opportunities and the successful completion of

Workeys. [All students]

Category: Career Readiness Pathways

Research Cited:

Activity - Pathway Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reorganize career pathways to maximize effectiveness and allow the opportunity for all students to complete a career pathway.	Career Preparation/ Orientation	08/17/2015	12/31/2016	$0 - No Funding Required	Business Teacher, Principal

Strategy2:

Program Review Improvements - Teachers will collaborate to improve program review components. [All students]

Category: Continuous Improvement

Research Cited:

Activity - Dance Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Dance will be incorporated into physical education classes as well as other academic areas throughout the school.	Academic Support Program	08/17/2015	12/31/2016	$0 - No Funding Required	Physical Education Teacher Teachers Principal

Activity - Implement Integration of the Arts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement integration of the arts (Drama, Dance, Music, and Art) across the core content classes.	Academic Support Program	08/17/2015	12/31/2016	$0 - No Funding Required	Arts/Humanities Department Head

Activity - Implement integration of Consumerism	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement integration of consumerism across core content areas.	Academic Support Program	08/17/2015	12/31/2016	$0 - No Funding Required	Practical Living/Career Studies PLC Lead Teacher

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes		

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	N/A		

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the	Yes		

Label	Assurance	Response	Comment	Attachment
	development and implementation of a Parent Compact and a Parent Involvement Policy.			

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes		

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes		

Label	Assurance	Response	Comment	Attachment

Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment

| Transparency | The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below). | Yes | | |

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educator NonInstructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	Yes		

Label	Assurance	Response	Comment	Attachment

Para-educator NonInstructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only.	Yes		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes		

The Missing Piece

Introduction

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

Stakeholders

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

Jeremy Dodd (Principal)

Scott Meyers (Assistant Principal)

Tony Watts (ERL)

Barbie Lukens (Teacher and Parent)

Lisa Klette (Teacher and Parent)

Barb Lund (Parent and SBDM member)

Angela Gonzalez (parent and SBDM member)

Bonnie Sizemore (Teacher and SBDM member)

Erin Goetz (Teacher and SBDM member)

Angie Buschle (teacher and SBDM member)

Relationship Building

Overall Rating: 2.57

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report their relationship with school staff is about discussing student academic performance and/or behavior.	Apprentice

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-aSecond-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Parents are invited to attend school activities related to their own child and are encouraged to attend parent teacher conferences.	Apprentice

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

Communications

Overall Rating: 2.43

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff sometime provides community organizations with information about academic expectations for parents who use their services.	Apprentice

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	Parent -teacher conferences are held twice a year on school grounds and some teachers send invitations to parents.	Apprentice

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a survey that is sent to parents, with low response rate and results are reported in school improvement plan.	Apprentice

Decision Making

Overall Rating: 2.14

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Proficient

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council encourages parents to serve only on SBDM committees that deal with parent involvement and/or school climate.	Apprentice

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are sometimes encouraged to take part in discussions about school improvement.	Apprentice

	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

Advocacy

Overall Rating: 2.0

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that they are invited to attend meetings to discuss Individual Education Plans, Individual Learning Plans, 504 plans and/or intervention strategies.	Apprentice

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Teachers handle parent complaints but outcomes are not tracked or reported.	Novice

	Statement or Question	Response	Rating
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff makes minimal effort to encourage parents to advocate for their child's academic success.	Apprentice

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

Learning Opportunities

Overall Rating: 2.67

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students The school's curriculum, instructional methods, and student services - The school's decisionmaking process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	School provides open house and family nights for some parents to learn about: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning.	Apprentice

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff exhibits some student work with scoring guide and proficient level work.	Apprentice

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers targeted parent workshops and meetings to help parents develop skills to support their child's learning.	Apprentice

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that welcomes families to visit all classrooms.	Distinguished

	Statement or Question	Response	Rating

6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Proficient

Community Partnerships

Overall Rating: 2.5

	Statement or Question	**Response**	**Rating**
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	Statement or Question	**Response**	**Rating**
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Some teachers ensure that students participate in programs within the community that are linked to student learning.	Apprentice

	Statement or Question	**Response**	**Rating**
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership rarely invites employers to support adult participation in education.	Novice

	Statement or Question	**Response**	**Rating**
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff occasionally collaborates with community agencies to address individual student needs. Information is provided to parents upon request.	Apprentice

	Statement or Question	**Response**	**Rating**
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up).	Proficient

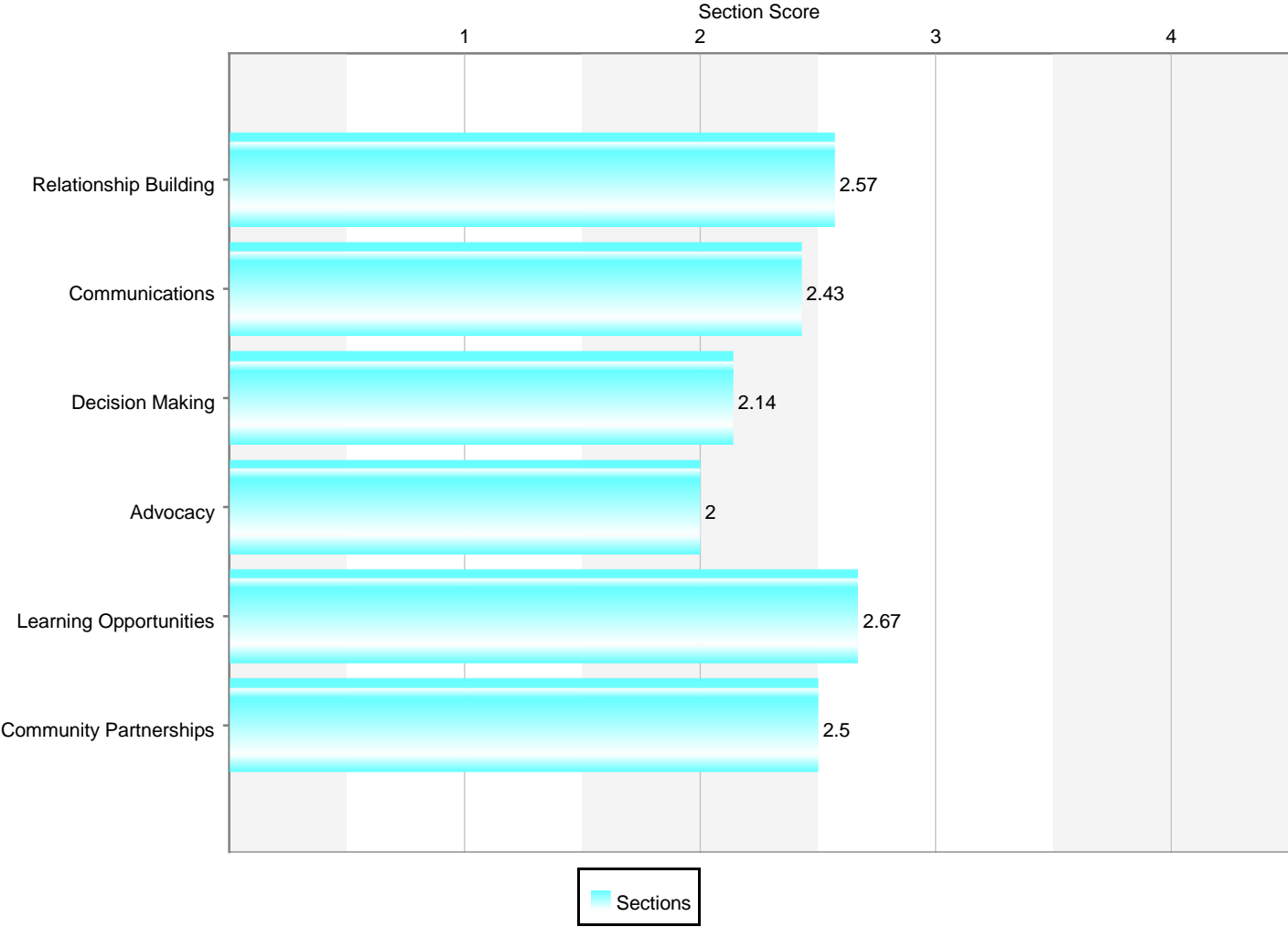|	**Statement or Question**	**Response**	**Rating**
7.6	School staff offers and publicizes communitybased learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	District staff and school leadership ensures all stakeholders are aware of community based learning opportunities that are linked to studentspecific needs.	Distinguished

Reflection

Reflect upon your responses to each of the Missing Piece objectives.

Parents and community members are always welcome at Dayton Middle and High School. Upon entry any visitor is greeted by our two secretaries where visitor badges are given. Our lead secretary has worked at DMS/DHS for 30 years and is well known and liked by community members. DMS/DHS has gone through many stages of development when it comes to parent and community involvement as well as communications. School administration writes an article for the Dayton Community News each month where we share data regarding our school, and encourage parents to visit, volunteer, and become involved in other ways. All school news, events, updates on data, etc. are shared through Infinite Campus Messenger with parents each Friday. In addition, we place all those items on the school's Facebook page and webpage on a regular basis. Our SBDM council has two parents involved, one parent of a middle school student and one parent of a high school student. This past year, parent SBDM election was conducted by our boosters club, and parents voted during our spring club showcase and open house. Despite our communications and efforts, we still have little parental involvement with our school. We have held many parent nights where parents could receive educational opportunities on everything from academics, to pregnancy, depression, and drug abuse. We have offered food and door prizes, but still have little parental involvement. Our community is made up of roughly 3,500 residents. Within town limits there are very few local businesses, making it hard to have business partners. Our limited staff works hard on increasing parental engagement with our school.

Report Summary

Scores By Section

Section Score

1	2	3	4

Relationship Building 2.57

Communications 2.43

Decision Making 2.14

Advocacy 2

Learning Opportunities 2.67

Community Partnerships 2.5

Sections

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The process used to the develop the School Improvement Plan began last year with our intentional planning of the then active CSIP. We spent much time developing our goals, strategies and activities. We wrote them with the broader picture in mind and knowing our goals heading into the future. There was a summer meeting that included members of the district office, the school administrators, teachers, and state consultants. During the initial meetings, the data from NWEA MAP tests and state assessments were reviewed and areas of weakness were identified. During the opening weeks of school students were given the CERT tests instead of MAP testing to provide greater information on college readiness. The principal along with the director of teaching and learning held meetings with individual teachers of various subjects of math, science, English, reading, and US History to develop specific classroom level goals, activities and strategies to dive deeper into a more meaningful and user friendly CSIP. CSIP was presented and reviewed with the parent SBDM members for additions as needed.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

After initial meetings, the entire staff was divided into groups that represented areas that needed to be addressed. Those areas included reading/math proficiency, gap, graduation rate, and college/career readiness. Each team listed reviewed data from state assessments, tell survey results, Dayton High School Big Rock Priorities for 2015-2016, and External Review Improvement Priorities. These groups developed benchmarks towards achieving those goals. Individuals were made accountable for reporting and achieving each area. SBDM counsel made final adjustments and approved the CSIP.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The plan was reported to the staff through email and will be discussed at appropriate times during Wednesday early release meetings. Teachers explain school goals to students and expectations of students during class meetings. The entire CSIP document will soon be uploaded onto the school's web page for review by all stakeholders. A physical copy is also available for stakeholder review in the school's main office.

School Safety Report

Introduction

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes	This is included in the SBDM binder as well as in the teacher handbooks.	

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	No	We do not have a specific policy requiring the development and adoption of an EMP, but it is within our SBDM bylaws as council responsibilities. It reads: "The following issues are within the purview of the School-Based Decision Making Council: School Safety Plan". We review the EMP in August yearly and work closely with local law enforcement to ensure school safety.	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	August 19, 2015	

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes		

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	We review the EMP annually in August prior to adoption.	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	August 12, 2015	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes	Local law enforcement reviewed our EMP last year along with leadership staff at the board building.	

Label	Assurance	Response	Comment	Attachment

| 8. | Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated? | Yes | We need to add secondary routes to our posters. | |

Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	September 2015	

Label	Assurance	Response	Comment	Attachment
10.	Have practices been developed for students to follow during an earthquake?	Yes	We run earthquake drills in the first 30 days of school and within 30 days of the second semester beginning.	

Label	Assurance	Response	Comment	Attachment
11.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	August 18, 2015	

Label	Assurance	Response	Comment	Attachment
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes	Yes. We create a practice drill schedule prior to the school year beginning and include it within the teacher handbooks.	

Equitable Access Diagnostic

Introduction

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of "highly qualified" to "high effective".

Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes		

What are the barriers identified?

High Poverty Rates

Community Perception

Lack of advertisement of our school district

Location of school

Lowest starting salary of all river city schools

What sources of data were used to determine the barriers?

Survey of local schools

Examination of processes and procedures to recruit and hire teachers

Examination of the hiring process

Examination of and revision of SBDM policy for hiring consultation

What are the root causes of those identified barriers?

Poverty

Community Perception

Location

What does the Professional Growth and Effectiveness System data say about the effectiveness of teachers in the school?

83% of teachers received an effective rating.

Equitable Access Strategies

Placement: Describe school policies or procedures that address the assignment of students to ensure low income and minority students are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers who are not identified as low income or minority students.

We are a small school with limited teachers. We review each and every student's schedule to determine the most fitting placement which will ensure college readiness as well as reasonable attainment of career readiness.

Placement: How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?

We use data to determine which courses teachers are assigned. Data is also used to determine if teachers' students are performing at acceptable levels prior to contract renewals. When there appears to be issues with ineffective teaching, discussions are held, professional development is sought, corrective action plans are written, and non-renewal of contracts are done if necessary to make sure our students have the best possible teachers available. Meetings with special education teachers and the special education director are held to collaboratively develop schedules for students with exceptionalities.

Recruitment and Retention: How does the school analyze student level data to design targeted recruitment of effective and diverse teachers?

We review the school's data entirely every quarter. The data is driving our decisions on teacher placement, student placement, decisions to continue contracts, development of interview questions and strategies, etc.

Recruitment and Retention: How does the school recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exceptional Children and Youth?

We post our vacancies on the KEP website, we use our website to advertise vacancies. We attend local teacher job fairs and set up a booth where we give out welcome gifts and share information regarding our schools.

Recruitment and Retention: How does the school retain effective teachers? Identify any incentives.

We have greatly improved our technology in the hands of both students and teachers. We celebrate test score increases, praise individual teachers for their efforts, etc. We have used funds from a grant to provide tuition reimbursement to teachers willing to seek continuing education in order to improve.

Professional Learning: Identify supports, including mentoring and/or induction, provided to meet the needs of first year, inexperienced and out-of-field teachers.

All new teachers have a teacher mentor assigned to them who can provide support and encouragement when needed. We provide a district level monthly new teacher meeting where new teachers work as a group to support each other and conduct professional learning sessions together. Our teacher leadership team has taken responsibility for checking in on our new teachers weekly and providing support as needed. Administration conducts classroom walkthroughs and has conversations with new teachers to provide support.

Professional Learning: Utilizing PGES data, how are the professional learning needs of teachers with an effectiveness rating below accomplished addressed?

Teachers with less than effective ratings are worked with individually and encouraged to attend professional development. Additional supports are provided through our Disciplinary Literacy Instructor to implement better classroom instruction.

Working Conditions: How are TELL Kentucky results being addressed to increase recruitment, retention and professional learning needs of staff?

The TELL survey is used to make determinations on how to best support teachers. 64 areas improved on the most recent TELL survey.

Most areas of decrease were in the area of professional learning and building cleanliness. We are working on improvements in those areas to increase our ability to recruit and retain our effective staff.

Questions

Identify all goals, objectives, strategies and activities created that support equitable access and the responses in this diagnostic.

Increase the averaged combined reading and math proficiency rating for all student in the non-duplicated GAP group will improve from 38.4 to 61.8 by 2018.

    Objective   collaborate to increase the average combined re...

        Strategy   Pyramid of Interventions

            Activity   Read 180

            Activity   Ten Marks

            Activity   Algebra 1.5 Class

            Activity   Plato

            Activity   CCR

            Activity   Study Island

            Activity   YMCA Dash Program

            Activity   4th Bell Intervention

        Strategy   Positive Behavior Support

            Activity   PBIS Implementation

            Activity   DaytonA

            Activity   Home Contact

        Strategy   Increased Use of Instructional Strategies

            Activity   Engagement Wheel

        Strategy   Learning Styles Inventory

            Activity   Learning Style Inventory Administration