

Dayton School District #8

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Work Session Meeting

Tuesday, September 9, 2025

The Board of Directors of Dayton School District No. 8 met a Board Training Session on Tuesday, September 9, 2025 in the District Board Room

CALL TO ORDER/PLEDGE OF ALLEGIANCE

Board Chair Larry Ringnalda called the Regular Board Meeting to order at 6:03 PM and led the Pledge of Allegiance to the American Flag.

ATTENDANCE

Board Members	Administrators/Board Secretary
Larry Ringnalda, Chair	Amy Fast Superintendent
Kraig Albright, Vice Chair	
Veronica Palmer	Molly Arce, District Secretary
Pieper Sweeney	Stephanie Oliveira
Ann Coleman	Student Board Members
Terri Paysinger	Ryan Crosser
<i>Christopher Wytoski - arrived at 6:20</i>	<i>Kendra Fuller</i>

Discussion

Current Enrollment Update

Superintendent Amy Fast provided an update on the current enrollment for the 2024-25 school year, reporting a total district enrollment of 830 students across all campuses.

Enrollment Breakdown by School and Grade Level:

Grade School – 319 Students

- Kindergarten – 43
- 1st Grade – 44
- 2nd Grade – 56
- 3rd Grade – 68
- 4th Grade – 58
- 5th Grade – 50

Junior High – 205 Students

- 6th Grade – 72
- 7th Grade – 71
- 8th Grade – 62

High School – 306 Students

- 9th Grade – 75
- 10th Grade – 74
- 11th Grade – 82
- 12th Grade – 73
- Alternative Education – 2

Grade Elementary Update

Dayton Grade School Priorities

Presented by: Assistant Principal Jeff Taylor, Dayton Elementary School

Mr. Taylor provided an overview of Dayton Grade School's (DGS) instructional priorities and master scheduling efforts for the 2024–25 school year. From March through June, and again at the beginning of August, a team of dedicated educators met to create a master schedule designed to support all learners and maximize the talents and effectiveness of all staff.

The team began by identifying three key priorities for Dayton Grade School.

Priority 1: K-2 Literacy

Goal: Ensure that 95% of students are reading at grade level by the end of Grade 2.

Strategies and Actions:

- Lower class sizes in grades K–2.
- Avoid combination (“blend”) classes whenever possible (a 2/3 blend was required this year).
- Retain the Spanish Literacy Program as a standalone subject taught by a dedicated teacher. Expand Spanish Literacy through Grade 3 this year to strengthen multilingual proficiency and align with best practices.
- Maintain common prep and PLC time at each grade level, with Late Start Mondays focused on RCD (Rigorous Curriculum Design) work and professional development dedicated to reading and engagement strategies.

Priority 2: Grades 3–5 Support for Students Below Grade Level

Goal: Strengthen instructional supports for students performing below grade level in core content areas.

Strategies and Actions:

- Implement a more rigorous and structured MTSS process that guides teachers in tracking intervention progress and using data to drive decisions.
- Dedicate intervention time for SpEd and Title I services, ensuring students remain in the classroom for all core instruction.
- Enhance coordination among specialists (EL, LRC, Speech, EGC, Title I) to reduce pull-outs and increase student inclusion in classroom learning.
- Provide professional development for all staff on best-practice instructional strategies.
- Hire an additional teacher to deliver Spanish Literacy instruction for third grade and support English Learners in grades 3–5 with both English Language Acquisition and core content instruction.

Priority 3: High Levels of Student Engagement and Belonging

Goal: Foster engagement, inclusion, and connection among all students.

Strategies and Actions:

- Reduce student pull-out to promote belonging and consistency in daily schedules.
- Continue PBIS and attendance initiatives that encourage excitement for school and create a sense of unity

through all-student activities.

- Ensure every student has trusted adults in the building they can name.
 - Provide professional development focused on classroom engagement strategies that promote discussion, thinking, and student ownership of learning.
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Individualized Instruction Block

Mr. Taylor explained that the intervention block was intentionally designed so students receiving supports (IEP, ELD, Title I) can access services without missing core content instruction.

New Curriculum: ECRI (Enhanced Core Reading Instruction)

Mr. Taylor described the adoption of the ECRI model to strengthen foundational literacy instruction for K-2 students.

Key Components:

- Targeted Intervention: Small-group Tier 2 support for struggling readers.
 - Structured Literacy: Aligns with the science of reading.
 - Professional Development: Training for teachers to improve consistency and instructional quality.
 - Skills Focus: Phonemic awareness, phonics, fluency, vocabulary, and comprehension.
 - Evidence-Based: Proven to improve reading outcomes through aligned Tier 1 and Tier 2 instruction.
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Professional Learning Communities (PLC) and Meeting Coordination

Mr. Taylor outlined the district's coordinated meeting structure to support the implementation of these priorities.

Average Teacher Schedule Overview:

- Every Monday: Professional Development and Grade-Level Team Meetings (Tier 1 MTSS process).
- Some Tuesdays: MTSS Level 2 or 3 meetings, or optional collaboration with specialists.
- One Wednesday per Month: Leadership or PBIS meeting.
- One Thursday per Month: IEP meetings.
- One Friday per Month: Reserved for follow-up MTSS Level 2 or 3 meetings.

District-wide, meeting times have been intentionally structured to give teachers dedicated space for collaboration and student-focused discussions. Second and fourth Tuesdays are designated for meetings with specialists, and time is reserved following Monday PD for Tier 1 SST meetings.

Board Discussion

Board members expressed appreciation for the thoughtful planning, data-driven focus, and collaborative structure supporting student learning at Dayton Grade School. Discussion included the positive impact of Spanish Literacy expansion, teacher collaboration time, and the implementation of ECRI.

Junior High/High School Update

Creating a Culture of Professionalism and Teamwork

Presented by:

- Robin VanBuren, High School Principal
- Jami Fluke, Junior High Principal
- Nicole Long, Junior High/High School Assistant Principal

The administrative team shared their collective vision for fostering a culture of professionalism, teamwork, and shared growth across the junior high and high school campuses.

Setting the Vision

The presentation began by emphasizing a culture grounded in trust, collaboration, and growth — inspired by the philosophy of Ted Lasso:

“Believe in each other, believe in our students.”

The leaders described their focus on building a professional environment that encourages open communication, mutual respect, and a shared commitment to student success.

Building Our Team

Key initiatives to strengthen team culture and professional collaboration include:

- Establishing shared norms for professionalism and clear expectations for conduct and communication.
 - Promoting transparent communication and shared leadership across staff teams.
 - Encouraging cross-campus collaboration between junior high and high school teams to ensure continuity of instruction and support.
 - Conducting staff culture resets throughout the year to reinforce mission and shared purpose.
 - Beginning StrengthsFinder work to identify individual and collective staff strengths, using those insights to build stronger, more balanced teams.
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Using Data to Guide Our Work (Junior High Focus)

Principal Fluke shared that data dashboards and assessment tools have been instrumental in identifying areas of need.

Key Points:

- Data revealed critical proficiency gaps in reading and math.
 - The junior high has implemented early identification systems and targeted interventions using platforms such as IXL and Read 180.
 - The focus is on embedding interventions within the school day to ensure equitable access and minimize lost instructional time.
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Repurposing Resources to Strengthen Support (Junior High)

The junior high strategically repurposed staff and FTE to create new intervention opportunities:

- Read 180 Intervention Class – designed for struggling readers.
 - IXL Math Intervention Class – focused on targeted skill development.
 - Embedded intervention blocks allow students to receive support without missing core instruction.
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Expanding Opportunities (High School)

Principal VanBuren highlighted ongoing work to expand student access and opportunities through:

- Adding new Career & Technical Education (CTE) programs.
 - Developing an equitable Expanded Options system for college and career readiness.
 - Creating a systematized approach to open periods to promote consistency and accountability.
 - Expanding advanced and stacked class options to maximize opportunities within a small-school model.
 - Ensuring that all pathways are high quality, inclusive, and accessible to every student.
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Professional Reflection: “Hard Defines Greatness”

The leadership team facilitated discussion around key quotes and ideas presented during the administrative retreat and staff welcome-back meetings, including:

- “Obstacles can be opportunities.”
- “Our language can expand or diminish.”
- “Please take responsibility for the energy you bring into the space.”
- “Somebody’s learning how to be a person by watching you.”

Closing Message: Culture + Data = Student Success

The administrative team summarized their philosophy with the following formula:

Culture + Data = Student Success

- Professional culture = stronger teams
- Data-driven supports = better outcomes
- Expanded opportunities = a more equitable future

Together, the team emphasized a shared belief that every student can succeed in Dayton when supported by a collaborative and professional staff culture.

Board Discussion

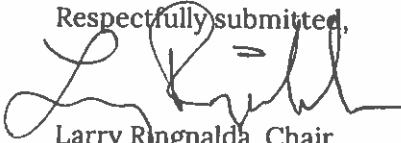
Board members expressed appreciation for the thoughtful, unified leadership approach and the focus on both staff culture and instructional excellence. They commended the principals for aligning professional development, data use, and culture-building efforts across both campuses.

Superintendent Amy Fast shared her reflections from the staff welcome-back event. She expressed how encouraging and contagious the sense of unity and enthusiasm was among staff. Dr. Fast highlighted that it was inspiring to see such a strong culture of professionalism, teamwork, and shared growth emerging across the junior high and high school campuses.

She commended Principals Robin VanBuren and Jami Fluke, along with Assistant Principal Nicole Long, for their leadership and intentional efforts to foster collaboration and positivity within their teams — noting that the energy felt at the start of the year set a powerful tone for the work ahead.

The Board Chair adjourned the meeting at 6:53 PM.

Respectfully submitted,



Larry Ringnald, Chair
Dayton Board of Education



Molly Arce, Board Secretary
Dayton Board of Education

