Dayton Elementary School (8017)
2026-2027 School Improvement Plan

Revised September 2026

Tippecanoe School Corporation (7865)

Lafayette, IN

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EXECUTIVE SUMMARY

School Improvement Plan Introduction

The comprehensive Indiana School Improvement Plan aligns the improvement requirements for schools under Title I and The Student Achievement Plan (SAP) for focus and priority schools. The following people were involved in the development of this School Improvement Plan: Ryan Simmons, Principal; Brandy Cain, Special Education Teacher; Nicole Emerick, Kindergarten Teacher; Mindy Stader, 1st Grade Teacher; Heather Frauhiger, 2nd Grade Teacher; Liz Miller, 3rd Grade Teacher; Hannah Vaughn, 4th Grade Teacher; Amy Ekey, 5th Grade Teacher; Sarah Harmon, ⅘ High Ability Teacher; Catherine Thomas, Special Education Teacher; Tina Evans, Title I Teacher; Carmen Bordner, Instructional Coach; Jordan Jones, Student Services Coordinator and Alexis Maynard, Student Support Specialist.

Description of the School and Community

The Tippecanoe School Corporation is a comprehensive K-12 public school corporation located in north central Indiana, about one hour north of Indianapolis. Established in 1962, TSC encompasses 437 square miles in Tippecanoe County. Portions of Lafayette, West Lafayette, and the main campus of Purdue University are within the district boundaries. TSC operates two high schools, six middle schools, and 11 elementary schools serving approximately 14,000 students. The district draws students from suburban areas of Greater Lafayette, and outlying rural areas. To address continued growth, TSC has created a long-range building program, which will add additional schools and classrooms in the future.

Dayton Elementary is a small community school just east of Interstate 65. The facility includes a large grounds area that houses baseball and softball fields, two parking lots, a set of playgrounds, and the building itself. Dayton Elementary School has an enrollment of 411 students. Of those 411 students, 48% qualify for free and reduced lunch. Ethnically, Dayton is 72.2% White students, 13.6% Hispanic, 6.8% African American, 6.3%, Multiracial or other, .5% Asian, and .5% American Indian. Dayton also has quite a large Special Needs population with 20.4% of the student body qualifying and receiving special education services.

Vision Statement

The Dayton Elementary staff developed the Vision Statement.

Creating a Community of Learners and Leaders.

We believe this vision statement encompasses everything that is important to us at Dayton Elementary. We enjoy and appreciate the partnerships we have in the community. We also strive to build a community in our classrooms and our school. It is important that we not only create learners in our school but also leaders in our society. This also goes for our staff. We are lifelong learners and leaders in our school community.

The Building Leaders Framework:

At Dayton Elementary, we believe in reaching the whole child. This is why we are a school that focuses on building leaders. We believe and reinforce the following paradigms at Dayton Elementary.

1. Everyone can be a leader.
2. Change starts with me.
3. Educators empower students to lead their own learning.
4. Develop the whole person.

All adults in our community are living by these core convictions daily and as a result, show the following attitudes and actions:

Students are asked to represent the 3 R's of being responsible, respectful, and ready to learn. These expectations are posted throughout the school building. All students will be engaged in their learning. Students are asked to show respect and take responsibility for their education. They will learn important team-building skills by working in small and large groups. They will demonstrate mastery through a variety of authentic assessments and experiences. All students accept challenges, show motivation, and put forth their personal best.

As a result of these efforts, our school's student achievement data goals are as follows:

1. 65% of students will pass the ILEARN English Language Arts and Math.
2. 85% of students will be at or above grade level reading according to our Scholastic Next Steps Benchmark tests at the end of the school year.
3. 65% of students in Grades K-2 will be at or above grade level on the EOY i-Ready Reading Diagnostic.
4. Our school will have a 95% or higher attendance rate.

Inclusive Recess

At Dayton Elementary School, our school supports inclusive play through a handicap accessible playground structure. Our students also utilize social and emotional learning at recess. Students learn conflict resolution and inclusion on the playground, which in turn, carries over to the classroom.

Notable Achievements and Areas of Improvement

Math is still a focus at Dayton Elementary School. We will continue to improve Math instruction by analyzing i-Ready diagnostic, checkpoint data, and ILEARN scores to determine if there is a trend or a specific area of need in the subject of math. In addition, we can group students based on i-Ready data in Grades K-5. This can be used to identify math intervention groups that may happen inside or outside of the classroom. We will also be working with our interventionist and Title I department to provide interventions to meet the needs of our students.

English/Language Arts is also an area of focus at Dayton Elementary School. We will continue to monitor English/Language Arts data by analyzing i-Ready scores, ILEARN, Scholastic Next Steps, Fundations, and classroom assessments to see which specific areas need to be targeted. Students will be grouped with students of a similar ability level to increase cooperative learning. We will also work with our interventionist and Title I department to provide interventions to meet the needs of our students.

Additional Information

Description and Location of Curriculum

Dayton Elementary School's curriculum is based on the Indiana Academic Standards located at http://www.doe.in.gov/standards. Curriculum maps based on these standards are located in the Principal's Office for inspection by members of the public and have been updated as of 2024.

Title and Description of Assessment Instruments to be Used in Addition to ILEARN

Certified teaching staff will administer benchmark assessments 3 times per year. Reading benchmark assessment, Scholastic Next Steps, will be administered to students in grades K-4 at the beginning of the year. This assessment will be administered at the beginning, middle, and end of the year for students in Grades K-3 and students below level in Grade 4. The i-Ready diagnostic will be given as a math and reading diagnostic tool in Grades K-5 and will be administered at the beginning, middle, and end of the school year. The Dyslexia Universal Screener will also be administered Grades K-2. Additionally, IREAD will be administered in the Spring for students in Grades 2 and 3.

IMPROVEMENT PLAN STAKEHOLDER INVOLVEMENT

1. *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.*

Dayton Elementary reached out to stakeholders through the school newsletter to seek input on the improvement plan. Input was solicited from students, teachers, parents, and community representatives through a stakeholder survey. The survey was completed electronically, which allowed stakeholders to complete the survey and submit their input at a time that was convenient to their schedules.

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

The Dayton Elementary School Improvement Team is comprised of Dayton Elementary staff members. As data was analyzed, ideas were generated, and decisions made, this information was shared with stakeholders who indicated a desire to remain involved in the process. These stakeholders were then able to provide their input which factored into the final school improvement plan.

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

The school improvement plan is uploaded to the Dayton Elementary website. Notice is provided annually, and the plan is accessible via the school website.

STUDENT PERFORMANCE DIAGNOSTIC

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum.

ISTEP+ (Prior to the 2018-2019 school year)/ILEARN (Starting in 2018-2019) Data. There are no ILEARN or IREAD-3 scores for 2019-2020 because of the COVID-19 closure.

INDICATOR	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26	State
Student Enrollment	399	404	393	368	370	385	399	387	371	N/A
IREAD, Grade 3 Passing Percentage	88	89.4	COVID	80.0	79.7	96.8	89.3	90.6	94.0	88.7
3-5 ISTEP+/ILEARN Math	60	57.8	COVID	49.0	47.3	54.5	45.3	50.8	54.2	48.6
3-5 ISTEP+ Math/ILEARN (Free)	49.6	42.9	COVID	36.6	33.0	45.0	34.3	40.0	36.5	29.4
3-5 ISTEP+ Math/ILEARN (Paid)	69.6	57.1	COVID	60.0	61.2	61.3	55.7	64.4	68.6	53.8
3-5 ISTEP+ Math/ILEARN (Special Ed)	8.3	20.6	COVID	26.6	12.5	20.0	17.2	15.6	21.6	17.7
3-5 ISTEP+ Math/ILEARN (Gen Ed)	67.6	61.6	COVID	55.0	59.6	62.2	49.7	58.1	62.1	48.1
3-5 ISTEP+ Math/ILEARN (ELL)	N/A	35.6	COVID	37.5	Suppressed	Suppressed	31.3	27.3	16.7	19.8
INDICATOR	17-18	18-19	COVID	20-21	21-22	22-23	23-24	24-25	25-26	State
3-5 ISTEP+/ILEARN LA	71	51.6	COVID	39.0	38.0	53.9	49	52.6	60.0	41.7
3-5 ISTEP+ LA/ILEARN (Free)	62.7	30.1	COVID	22.0	25.3	42.5	40.4	42.7	42.4	29.0
3-5 ISTEP+LA/ILEARN(Paid)	77.3	69.6	COVID	60.0	49.5	62.2	57.7	64.4	74.3	52.9
3-5 ISTEP+ LA/ILEARN (Special Ed)	27.5	10.6	COVID	9.6	6.3	20.0	17.2	21.9	13.5	13.5

3-5 ISTEP+ LA/ILEARN (Gen Ed)	**80.3**	**58.3**	**COVID**	**46.3**	**48.6**	**61.5**	**54.5**	**58.7**	**71.2**	**48.2**
3-5 ISTEP+ LA/ILEARN (ELL)	**N/A**	**33.6**	**COVID**	**25.0**	**Suppressed**	**Suppressed**	**31.3**	**9.1**	**25.0**	**15.3**
Grade 3 ISTEP+/ILEARN Math	**52**	**56**	**COVID**	**57**	**55**	**69.2**	**48**	**60.7**	**62.3**	**51.9**
Grade 3 ISTEP+/ILEARN LA	**67**	**48**	**COVID**	**43**	**49**	**63.1**	**50**	**56.0**	**64.2**	**40.8**
Grade 4 ISTEP+/ILEARN Math	**67**	**58**	**COVID**	**46**	**56**	**48.4**	**54**	**48.3**	**58.5**	**52.0**
Grade 4 ISTEP+/ILEARN LA	**74**	**46**	**COVID**	**37**	**33**	**51.6**	**53**	**48.3**	**61.0**	**42.2**
Grade 4 ISTEP+/ILEARN Science	**58**	**48**	**COVID**	**44**	**50**	**48.4**	**Not Available**	**43.9**	**47.6**	**43.8**
Grade 5 ISTEP+/ILEARN Math	**64**	**52**	**COVID**	**44**	**31**	**45.3**	**34**	**43.5**	**40.0**	**42.0**
Grade 5 ISTEP+/ILEARN LA	**76**	**58**	**COVID**	**37**	**32**	**46.9**	**44**	**53.6**	**54.5**	**42.2**
Attendance Rate	**97.1**	**97.0**	**96.6**	**94.6**	**95.0**	**95.8**	**95.6**	**95.0**	**96.1**	**N/A**
Number of Students Suspended	**19**	**15**	**10**	**6**	**5**	**6**	**12**	**15**	**11**	**N/A**
Number of Out of School Suspensions	**20**	**22**	**15**	**8**	**4**	**2**	**7**	**4**	**12**	**N/A**
Number of In School Suspensions	**7**	**3**	**1**	**0**	**3**	**5**	**5**	**17**	**4**	**N/A**

NWEA/i-Ready Data Comparison

MATH

Red and Green Scores are when Comparing DES RIT Scores to the Norm RIT scores or when showing growth from each assessment of i-Ready.

Grade	DES Winter RIT 2025 NWEA	TSC Winter RIT 2025 NWEA	Norm Winter RIT 2025 NWEA	DES Spring RIT 2025 NWEA	TSC Spring RIT 2025 NWEA	Norm Spring RIT 2025 NWEA	BOY Fall 2025 i-Ready Inform	MOY Winter 2025 i-Ready Inform	EOY Spring 2026 i-Ready Inform
K	152.1	154.0	148.3	162.2	164.7	159.0	15% at or above grade level	42% at or above grade level	64% at or above grade level
1st	173.0	173.9	166.0	180.1	181.5	176.1	8% at or above grade level	33% at or above grade level	53% at or above grade level
2nd	189.1	185.7	179.1	196.5	191.5	188.5	20% at or above grade level	52% at or above grade level	69% at or above grade level
3rd	N/A	N/A	N/A	N/A	N/A	N/A	21% at or above grade level	35% at or above grade level	67% at or above grade level
4th	N/A	N/A	N/A	N/A	N/A	N/A	25% at or above grade level	43% at or above grade level	57% at or above grade level
5th	N/A	N/A	N/A	N/A	N/A	N/A	26% at or above grade level	38% at or above grade level	37% at or above grade level

LANGUAGE ARTS

Red and Green Scores are when Comparing DES RIT Scores to the Norm RIT scores or when showing growth from each assessment of i-Ready.

Grade	DES Winter RIT 2025 NWEA	TSC Winter RIT 2025 NWEA	Norm Winter RIT 2025 NWEA	DES Spring RIT 2025N NWEA	TSC Spring RIT 2025 NWEA	Norm Spring RIT 2025 NWEA	BOY Fall 2025 i-Ready Inform	MOY Winter 2025 i-Ready Inform	EOY Spring 2026 i-Ready Inform
K	148.7	150.5	144.0	156.5	158.3	153.0	28% at or above grade level	65% at or above grade level	85% at or above grade level
1st	169.2	168.4	160.7	175.8	175.0	168.6	31% at or above grade level	58% at or above grade level	78% at or above grade level
2nd	185.6	182.6	175.0	193.4	189.6	182.5	47% at or above grade level	70% at or above grade level	81% at or above grade level
3rd	N/A	N/A	N/A	N/A	N/A	N/A	67% at or above grade level	77% at or above grade level	90% at or above grade level
4th	N/A	N/A	N/A	N/A	N/A	N/A	34% at or above grade level	48% at or above grade level	56% at or above grade level
5th	N/A	N/A	N/A	N/A	N/A	N/A	35% or or above grade level	42% at or above grade level	58% at or above grade level

Areas of Notable Achievement

1. **Which areas demonstrate positive growth and are above expected levels of performance? (Cohort groups, TSC, and State)**
   - Grades K-5 showed growth on the i-Ready ELA assessment during the MOY and EOY window.
   - Grade 3 IREAD scores increased from 90.6% in 24-25 to 94% in 25-26.
   - Grade 3-5 Math ILEARN pass rate increased from 50.8% in 24-25 to 54.2% in 25-26.
   - Grade 3-5 ELA ILEARN pass rate increased from 52.6% in 24-25 to 60.0% in 25-26.
   - Grade 3-5 ELA IlLEARN paid lunch students pass rate increased from 64.4% in 24-25 to 74.3% in 25-26.
   - Grade 3-5 ELA ILEARN general education pass rate increased from 58.7% in 24-25 to 71.2% in 25-26.
   - Total number of suspended students dropped from 15 in 24-25 to 11 in 25-26.

2. **Which area indicates the highest performance?**
   - Grade 3-5 ILEARN ELA pass rate increased 7.4% compared to 24-25.
   - Grade 3-5 ILEARN ELA pass rate for paid lunch students increased 8.9% compared to 24-25.
   - Grade 3-5 ILEARN ELA general education students increased 12.5% compared to 24-25.
   - Grade 3-5 ILEARN ELA ELL students pass rate increased 15.9% compared to 24-25.
   - Grade 3 ILEARN ELA pass rate was 23.4% above the state average.
   - Grade 4 ILEARN ELA pass rate was 18.8% above the state average.
   - Grade 5 ILEARN ELA pass rate was 12.3% above the state average.

3. **Which subgroups show a trend toward increasing performance?**
   - Grade 3-5 ILEARN ELA ELL pass rate increased from 9.1% in 24-25 to 25.0% in 25-26.
   - Grade 3-5 ILEARN Math special education pass rate increased from 15.6% in 24-25 to 21.6% in 25-26.
   - Grade 3-5 ILEARN ELA paid lunch students pass rate increased from 64.4% in 24-25 to 74.3% in 25-26.
   - Grade 3-5 ILEARN ELA general education students pass rate increased from 58.7% in 24-25 to 71.2% in 25-26.

Areas in Need of Improvement

1. **Which areas are below expected levels of performance? (Cohort groups, TSC, and State)**
   - Grade 5 ILEARN Math is below the state average pass rate.
   - Grade 5 ILEARN Math showed negative growth on the i-Ready assessment from the MOY to EOY in 25-26.
   - Grade 3-5 ILEARN ELL Math decreased from 27.3% in 24-25 to 16.7% in 25-26.
   - Grade 3-5 ILEARN ELA Special Education pass rate decreased from 21.9% in 24-25 to 13.5% in 25-26.
   - Number of Out-Of-School Suspensions increased from 24-25 to 25-26.
   - Grade 3-5 ILEARN Math free lunch student pass rate decreased from 40.0% in 24-25 to 36.5% in 25-26.

2. **Which area indicates the lowest performance?**
    - ❖ Grade 5 ILEARN math pass rate was 40.0%, which was below the state average of 42.0%.
    - ❖ Grade 3-5 ILEARN ELA special education pass rate decreased from 21.9% in 24-25 to 13.5% in 25-26.
    - ❖ Grade 3-5 ILEARN ELL math pass rate decreased from 27.3% in 24-25 to 16.7% in 25-26.

LITERACY INSTRUCTION

Description of Program

Dayton Elementary implements a 90 minute reading block K-5. Each literacy block contains a mini-lesson, phonics instruction using Fundations for K-2 and i-Ready reading for K-5, vocabulary instruction, and time to read books at instructional and independent levels.

According to the most recent data (2025-2026), we had 60.0% of our students passing the English Language Arts ILEARN. Our goal is that we will have 65% of students score a proficient score on the ILEARN English/Language Arts Test.

Goal 1: 65% of Dayton Elementary School students in Grades 3-5 will demonstrate proficiency by passing the ILEARN English/Language Arts portion and/or 65% of students in Grades K-2 will show improvement in the i-ready Reading Diagnostic (Grades K-2) from Fall 2026 to Spring 2027.

Strategy 1: Students identified as needing support according to Scholastic Next Steps and/or i-Ready will receive Tier 2 support as space allows through Phonics for Reading. Pull out will begin mid-September and continue to the end of the school year. Tina Evans is responsible.

Strategy 2: Teachers in grades K-5 will utilize Scholastic Next Steps leveling systems and i-Ready to drive instruction and monitor student literacy growth. Leveling will take place from August 2025-April 2027, with benchmarks a minimum of three times per year in most grades. All teachers in grades K-5 are responsible.

Strategy 3: Teachers in grades K-5 utilize Lucy Calkins' Writing Units of Study, Smekens, and i-Ready writing to increase students' understanding of writing components. Writing instruction will begin in September of the 2026-2027 school year and will continue until the end of the year. All teachers in grades K-5 are responsible.

Strategy 4: Teachers in grades K-5 will present weekly direct vocabulary instruction and/or word work. Instruction will begin in August of the 2026-2027 school year and will continue until the end of the year. All teachers in grades K-5 are responsible.

Strategy 5: Teachers in Grades K-2 will utilize Fundations and i-Ready reading to focus specifically on phonemic awareness and word study. Teachers will utilize both programs on a daily basis in their classrooms, providing direct instruction to students and in interventions. All teachers in Grades K-2 are responsible.

MATHEMATICS INSTRUCTION

Description of Program: Dayton Elementary implements a minimum 60 minute Math instructional block. Teachers utilize the i-Ready Math textbook, supplemental materials, and technology based resources such as IXL and i-Ready.

According to the most recent data (2025-2026 ILEARN scores), we had 54.2% of our students passing the Math portion of ILEARN.

Goal 1: 65% of Dayton Elementary School students in Grades 3-5, will demonstrate proficiency by passing the Math portion of the ILEARN and/or 65% of students in Grades K-2 will show improvement in the i-Ready Math Diagnostic (Grades K-2) from Fall 2026 to Spring 2027.

Strategy 1: Students in grades 3-5 will receive direct instruction from Highly Qualified teachers, and receive push in support from a Title I aide, classroom interventionist, or an inclusion teacher. Support will begin in September 2026 and continue through the school year. Dr. Simmons and 3-5 classroom teachers are responsible.

Strategy 2: Teachers have received training on how to accurately read i-Ready reports to monitor and measure growth. All teachers in grades K-5 are responsible.

Strategy 3: K-5 teachers will supplement i-Ready Math instruction with technology-based resources such as IXL and Khan Academy. Supplementation will begin in September 2026 and continue until the end of the school year. All teachers in grades K-5 are responsible.

Strategy 4: K-5 teachers will focus on Fact Fluency. Students who achieve proficiency will be recognized on the school Math Fact Master Wall. Implementation will begin in September 2026 and continue until the end of the school year. All teachers in grades K-5 are responsible.

TITLE 1 SCHOOLWIDE PLAN REQUIREMENTS

The school assures the following requirements have been met (Sections 111(b)(1), 1114 (b)(1)(A), and 1309 (s) of the Elementary and Secondary Education Act (ESEA).

Assurance 1: A Comprehensive Needs Assessment of the whole school has been completed.
Comment: The needs assessment was sent out to all school parents and staff members so they had the opportunity to provide their thoughts on family engagement, establishing academic goals, the school's strengths, areas of concern, providing a safe and healthy environment, instructional methods, technology use and building a community of support and respect. The answers that were gathered from this needs assessment were then used to help complete the school improvement plan for this school year.

Assurance 2: There is implementation of schoolwide reform strategies that provide opportunities for all children to meet proficient and advanced levels of student academic achievement.
Comment: Dayton Elementary provides an enriched and accelerated curriculum for students. Teachers and parents complete recommendation sheets to determine who will be assessed for possible qualifications. This process occurs each spring for grades 1-5. All students in Kindergarten and 1st grade receive IDEA lessons from the IDEA teacher. Qualifying 2nd-5th grade students will be placed in a self-contained 2/3 or 4/5 high

ability class. High ability classroom teachers will daily offer those students a rigorous and accelerated curriculum. Additionally, general education teachers will use differentiated, small group instruction based on student text levels and/or assessment data in reading and math to continue to challenge students on a daily basis.

Dayton Elementary teachers will utilize the scope and sequence for the i-Ready reading series to guide on-level direct instruction during the core 90 minute reading block K-5. During the 90 minute reading block, the classroom teacher and, when available, highly qualified instructional assistants, will work with students for 30 minutes in small groups or one-on-one to provide explicit instruction with leveled texts or self-selected good fit books.

Assurance 3: There is implementation of schoolwide reform strategies that use effective methods and instructional strategies that are based on scientifically based research that: strengthens the core academic program, increases the amount of learning time, includes strategies for serving underserved populations, includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards, address how the school will determine if those needs of the children have been met, and are consistent with, and are designed to implement state and local improvement plans, if any.

Comment: Grade level teachers, Title I staff, and the building administrator will meet to discuss student data collected through the Scholastic Next Steps, i-Ready, classroom assessments, and ILEARN to determine students in need of secondary interventions. Students identified as at-risk or not making adequate progress will receive targeted interventions 2-5 times per week outside of the 90 minute reading block, when possible, by a highly qualified instructional assistant or certified teacher. Specific interventions include, but are not limited to Leveled Literacy Intervention, Reading Eggs, Phonics for Reading, Easy CBM, Fundations, IXL, Khan Academy, and i-Ready Reading and Math. Progress will be monitored to determine if interventions should change.

Assurance 4: There are highly qualified teachers in all core content area classes.

Comment: To ensure that all of our students are taught by highly qualified teachers and paraprofessionals, we will 1) hire only highly qualified teachers and paraprofessionals 2) help those who are not highly qualified to develop and implement a personalized plan for becoming highly qualified, 3) make sure that highly qualified teachers and paraprofessionals teach our low-achieving students.

The Tippecanoe School Corporation maintains an expectation that all teachers are highly qualified in elementary classrooms and Title I positions. Corporation expectations include: 1) All teachers holding a valid Indiana Teaching License. 2) Identification of how each teacher qualifies as highly qualified whether by Pearson Core, PRAXIS, NTE, HOUSSE, or CAS. 3) Many instructional assistants in the school are highly qualified. The corporation maintains the expectation that any future instructional assistants will be highly qualified after their first year in the school. 4) Information is available at the corporation and school level for an instructional assistant candidate to become highly qualified before hiring can occur. 5) A list is maintained at the building level and with the corporation personnel office of all teachers and instructional assistants and their highly qualified status and method for qualification. 6) If a teacher is found to not be HQ in a particular area, a plan is developed for this teacher to become highly qualified, or the teacher is moved to a position in which they are highly qualified. Support is offered at the building and corporation level about how to complete the licensing exams. First and second year teachers in TSC are mentored in the SEEDS program by Dr. BeAnn Younker where they receive additional professional development and mentoring.

Assurance 5: There is high quality and on-going professional development for teachers, principals, and paraprofessionals.

Comment: Dayton Elementary School has a daily Instructional Improvement Block prior to the start of the school day from 8:15-8:45. During this time teachers participate in collaboration, problem solving meetings,

and direct instruction on various aspects of curriculum instruction including vocabulary development, small group literacy best practices, mathematical practices, and behavioral interventions and practices. Training will be provided by the Principal or designated staff member with specialized knowledge and training. Some topics during the 2026-2027 school year will be on i-Ready and i-Ready data, behavior management, ML resources, Conscious Discipline, math screener identification, dyslexia, math facts, grade level collaboration, and ILEARN/IREAD- 2 and 3 prep.

The Title I Lead Teacher, principal, and/or instructional coach, will meet periodically with Title I aides to provide direct instruction in best practices in reading and math, review running record data, and provide support.

Assurance 6: There are strategies to attract high-quality, highly qualified teachers to this school.
Comment: Central Office Administration will continue to advertise the SEEDS program to prospective new teachers on an ongoing basis to attract highly qualified teachers. Building principals and central office staff will attend Teacher Recruitment Fairs at colleges throughout the state. To ensure that highly qualified teachers teach students, we will 1) review teacher qualifications annually, 2) assign only highly qualified teachers to low achieving students and 3) encourage our highly qualified teachers to stay at our school by continuing to have a close partnership with Purdue University. Dayton Elementary will continue to participate in teacher education through Purdue's Block program. Dayton Elementary will also continue to host Student Teachers. By establishing partnerships with our local university and community, we will continue to attract highly qualified teachers. Dayton Elementary will also encourage our highly qualified teachers to remain by providing a supportive and caring environment and by providing high quality professional development opportunities.

Assurance 7: There are strategies to increase parental involvement, such as literacy services.
Comment: The strategy chair will provide resources and ideas that will assist teachers in providing opportunities to keep parents actively involved in their child's education. The Title I Lead Teacher will provide information to parents regarding math and reading support via newsletter. The importance of parent involvement will be stressed during professional development.

On the Title I website https://www.tsc.k12.in.us/departments/student-services parents will be able to click on an icon that will link them to the Indiana Parent Information and Resource Center (PIRC) at www.fscp.org. Parents will be informed of this website during the Annual Title I meeting in August/September. There will also be a link on our school website and information in the monthly school newsletter.

Assurance 8: The school will provide individual academic assessment results to parents. If so, describe how this will be done.
Comment: Report cards will continue to be sent home quarterly by all classroom teachers. This information will include students' grades for each quarter and comments that document students' strengths and/or weaknesses. Information regarding the Scholastic Next Steps, i-Ready, and ILEARN (Grades 3-5) assessments will be communicated to parents when available. Assessment results will be written in a language that the child's family understands.

Assurance 9: There are strategies to involve parents in the planning, review, and improvement of the school-wide plan.
Comment: Parents will be invited in the fall to attend a Title I parent information meeting to inform them of their school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in those programs and all other required IDOE components. A second, virtual meeting is also offered to the parents. Documentation including an agenda and a parent sign-in sheet will be kept in preparation for a DOE monitoring visit. Parents were consulted, via email and personal contact, for input

on the schoolwide plan.

Parents, Title I staff, and administrators are invited to participate in the annual review/revision of the School-Parent Involvement Policy at the corporation and school level. This policy will be written with meaningful parent input and include all the IDOE requirements. This policy will be reviewed each spring and distributed at the beginning of each school year to all parents.

Assurance 10: There are plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool.
Along with our annual "Kindergarten Round Up" and the meeting that our corporation-wide preschool transition committee will be holding with area preschools, TSC will hold a workshop for incoming kindergarten students and their parents each spring. Parents and students will attend an evening workshop where they will learn about the kindergarten curriculum. Prospective students will be able to participate in a variety of learning opportunities during the event and receive a book and other readiness supplies to use over the summer.

Assurance 11: There are opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement.
Comment: Teachers utilize time during the Instructional Improvement Block to analyze assessment results and collaborate on strategies to maximize the improvement of student achievement. Teachers also are the driving force in the school's Response to Intervention collaborative meetings where all data is reviewed by the RTI team to develop customized plans for student achievement. Team members include Teacher, Principal, Parent or Guardian, School Psychologist, and additional staff as deemed relevant to the individual student's needs.

Assurance 12: There are activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of academic achievement are provided with effective, timely additional assistance.
Comment: Grade level teachers, Title I staff, and the building administrator will meet to discuss student data collected through the Scholastic Next Steps, i-Ready, and ILEARN checkpoints, to determine students in need of secondary interventions. Students identified as at-risk or not making adequate progress will receive targeted interventions 2-5 times per week outside of the 90 minute reading block, when possible, by a highly qualified instructional assistant or certified teacher. Progress will be monitored to determine if interventions should change.

Assurance 13: The school participates in the coordination and integration of federal, state, and local funds; and resources such as in-kind services and program components.
Comment: Dayton Elementary participates in the coordination of funding sources such as Title III, Gifted and Talented grant, and General Fund to assure customized and seamless instructional services for our students.