



Comprehensive District Improvement Plan

Dayton Independent

200 Clay St
Dayton, KY 41074

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Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

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Phase I - Equitable Access to Effective Educators District Diagnostic

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Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive District Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

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Equitable Access to Effective Educators - District

Label	Assurance	Response	Comment	Attachment
District Equity Data (1)	<p>Complete the District Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the district. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data; TELL results; turnover data.</p> <p>**The district should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:</p>	I acknowledge that I have uploaded the District Equity Data.		District Equity Diagnostic

Provide a brief analysis the of district data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

The District Equity Data did not tell us anything that we did not already know. Here are a few points from the data:

- We have a low percentage of minority students (12%-LES, 10%-DHS).
- We have a high percentage of students on free and/or reduced lunch (84.6% and 85%).
- We have very few ELL students and all of our ELL students are at Lincoln Elementary.
- About 15% of our student population is students with disabilities.
- We have 7 first year teachers in our district.
- We have a more experienced staff at Lincoln Elementary School.
- We have a core group of young teachers at Dayton High School.
- Three of our four principals/assistant principals are in their first year in their current position.

After the data analysis is complete, the district will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

With the high school being labeled a priority school, there has been high teacher turnover the past few years. In our district we have 8 teachers completing KTIP this school year and 24 total teachers that have three years experience or less. Some of those new hires have been an attempt by the administration to bring in more qualified teachers for our students. Another barrier may be our free/reduced lunch rate. Our district free/reduced lunch rate is 85%.

We feel the barriers may be the root causes. For example, some teachers struggle teaching students from low socioeconomic areas.

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Throughout our district, there are a few difficult students to deal with and beginning teachers struggle the most in knowing how to deal with some of those students. Also, individuals from low socioeconomic areas tend to move around a lot which causes Dayton Schools to have a high transient population, which at times, can be difficult deal with.

The root cause to the high free/reduced lunch rate is Dayton Independent Schools resides within the city of Dayton, KY which is low socioeconomic area.

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the District Equity Goals tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the district. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data; TELL results; turnover data. **The district should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:	I acknowledge that I have uploaded the District Equity Goals Data.		District Equity Goals

Strategies and Activities Equitable access to effective educators must be reflected in the Comprehensive District Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the district in meeting the goals set in the previous section. If there are strategies and activities within one of the five major goals of the CDIP, which adequately addresses equitable access, the district may select the appropriate goal, objective, strategies and activities.

OR

The district may create a new goal to address equitable access to effective educators. Once a new goal has been created, the district will need to include appropriate objectives, strategies and activities.

The district may choose to provide an optional narrative response to include any additional information, but this is not required.

Goal 1:

KPREP Combined Reading and Math Proficiency

Measurable Objective 1:

collaborate to increase the combined reading and math KPREP scores for Lincoln Elementary School from 45.2 to 57.6, Dayton Middle School from 46.2 to 57.7, and Dayton High School from 47.4 to 48.6 by 06/01/2017 as measured by by the Next Generation Learners Achievement Data on the School Report Card.

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Strategy1:

Reading Proficiency - As a district, we will provide resources, strategies, and input to Lincoln Elementary School and Dayton Middle/High School to increase Reading Proficiency.

Category: Continuous Improvement

Research Cited:

Activity - "Deeper Dive" Walkthroughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Administrators and building level administrators will complete "Deeper Dive" Walkthroughs on all grade levels and content areas including ELA teachers. The walkthroughs will consist of 20 minute walkthroughs for each teacher and an hour meeting after school to debrief on the walkthroughs. The meeting will be held with all administrators that conducted the walkthroughs and the teachers who were a part of the walkthroughs. Each grade level and content area will have two "Deeper Diver" walkthroughs conducted throughout the year.	Academic Support Program	09/12/2016	04/28/2017	\$0 - No Funding Required	Director of Teaching and Learning, Superintendent, Principals

Activity - Professional Learning Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers, including ELA teachers, will be given the opportunity to attend professional learning opportunities to improve their professional practice. Teachers will share information with staff upon their return.	Professional Learning	08/17/2016	05/26/2017	\$20000 - Title I Part A	Director of Teaching and Learning, Principals, Teachers

Activity - Inspire, Engage, Grow Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers were provided an "Inspire, Engage, Grow Classroom" poster to hang in their classrooms. The "Inspire, Engage, Grow Classroom," is the classroom expectations for a classroom in Dayton Schools. The classroom expectations were shared with teachers at District Opening Day and they are referred to in weekly emails to staff.	Academic Support Program	08/17/2016	05/26/2017	\$0 - No Funding Required	Superintendent, Director of Teaching and Learning

Strategy2:

Math Proficiency - Students will be provided strategies to increase math proficiency.

Category: Continuous Improvement

Research Cited:

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Activity - "Deeper Dive" Walkthroughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Administrators and building level administrators will complete "Deeper Dive" Walkthroughs on all grade levels and content areas including Math teachers. The walkthroughs will consist of 20 minute walkthroughs for each teacher and an hour meeting after school to debrief on the walkthroughs. The meeting will be held with all administrators that conducted the walkthroughs and the teachers who were a part of the walkthroughs. Each grade level and content area will have two "Deeper Diver" walkthroughs conducted throughout the year.	Academic Support Program	09/12/2016	04/28/2017	\$0 - No Funding Required	Director of Teaching and Learning, Superintendent, Principals

Activity - Professional Learning Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers, including Math teachers, will be given the opportunity to attend professional learning opportunities to improve their professional practice. Teachers will share information with staff upon their return.	Professional Learning	08/17/2016	05/26/2017	\$20000 - Title I Part A	Director of Teaching and Learning, Principals, Teachers

Activity - Inspire, Engage, Grow Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers were provided an "Inspire, Engage, Grow Classroom" poster to hang in their classrooms. The "Inspire, Engage, Grow Classroom," is the classroom expectations for a classroom in Dayton Schools. The classroom expectations were shared with teachers at District Opening Day and they are referred to in weekly emails to staff.	Academic Support Program	08/17/2016	05/26/2017	\$0 - No Funding Required	Superintendent, Director of Teaching and Learning

Goal 2:

Novice Reduction

Measurable Objective 1:

collaborate to decrease the percentage of novice students in reading and math by 10 percentage points each year for the next five years by 10/02/2017 as measured by the Next Generation Learners Data on the school report card.

Strategy1:

Intentional Use of Data - Intentionally use data to identify students and provide targeted interventions to decrease novice.

Category: Continuous Improvement

Research Cited:

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Activity - Engaging Students With Poverty in Mind Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Last school year the district purchased Eric Jensen's book, "Engaging Students With Poverty in Mind," for all staff members in the district. This school year, the district included Eric Jensen's work into the "Inspire, Engage, and Grow Classroom" that was shared with all staff members. The district will continue to provide resources from Eric Jensen's work for our staff members.	Professional Learning	08/12/2015	05/26/2017	\$5000 - General Fund	Superintendent, Director of Teaching and Learning

Activity - Professional Learning Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The November Professional Learning Day will be designated to analyze KPREP scores, review individual student scores, and determine next steps for reducing novice percentages in all content areas.	Professional Learning	11/07/2016	11/07/2016	\$0 - No Funding Required	Director of Teaching and Learning, Building Principals, Teachers

Activity - Kagan Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will provide Kagan training on cooperative learning for all teachers in the district. As a district, we will continue to pay for teachers to attend Kagan training, and then bring Kagan to the district.	Academic Support Program	08/17/2016	04/28/2017	\$10000 - Title I Part A	Director of Teaching and Learning, Principals, Teachers

Phase I - GAP Target Assurance

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Introduction

Pursuant to KRS 158.649 (9) The superintendent shall report to the commissioner of education if a school fails to meet its targets to reduce the gap in student achievement for any student group for two (2) consecutive years. The schools improvement plan shall be subject to review and approval by the Kentucky Department of Education and the school shall submit an annual status report. The Department of Education may provide assistance to schools as it deems necessary to assist the school in meeting its goals.

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Gap Target Assurance

Label	Assurance	Response	Comment	Attachment
	As superintendent of the district, I hereby certify that:	The following school(s) have failed to meet their gap target for two (2) consecutive years and are listed in the text box provided below	Lincoln Elementary School Dayton High School	

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Phase I - Needs Assessment

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Introduction

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

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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?**

With all of our data, we are determining the effectiveness of instruction and the growth of students. We review KPREP data, EPAS data, End of Course formative assessments, MAP data, Brigance, CERT, and other data points in making these determinations. Each fall we host a "District Data Day" review. This review of data includes teachers, school administrators, district administrators, and board members. We use information from this day to establish goals and priorities for school improvement planning. It should be noted that academic achievement has continued to increase in all three schools.

LES Trend Data

Math Achievement is up from 62.4 in 2015 to 66.4 in 2016

Gap score of 40.5 and Growth score of 61.3 are at the state average.

Writing scores at LES had an increase from 55.4 in 2014 to a score of 60.3 in 2016.

Language Mechanic scores also increased compared to 2014. In 2014 Language Mechanic scores were 52.7 and in 2016 the scores increased to 60.

DMS Trend Data

Achievement has increased: 60.9 in 2014, to 64.1 in 2015, to 64.5 in 2016

Gap has increased: 39.4 in 2014, to 41 in 2015, to 71.1 in 2016

Growth has increased: 56.2 in 2014, to 60.8 in 2015, to 72.4 in 2016

All achievement areas (Reading, Math, Social Studies, Writing) have increased each year.

DHS Trend Data

Achievement has increased each year. 43.5 in 2014, to 53.7 in 2015, to 65.2 in 2016

Gap has increased each year. 24.5 in 2014 to 37.6 in 2015 to 51.2 in 2016

Growth has increased each year. 48.6 in 2014 to 47.1 in 2015 to 68.4 in 2016.

All achievement areas (Reading, Math, Science, Social Studies, Writing, Language Mechanics) have increased each year with Math, Science, Writing and Language Mechanics being above the state average.

District Trend Data

Overall district scores have increased each year. 61.6 (Needs Improvement) in 2014 to 68.7 (Proficient) in 2015 to 71 (Distinguished) in 2016.

ATTENDANCE Data

District Attendance data shows the district hovering around 94% for the past three years. The attendance trend at district is as follows: 95.17% in 2014, 94.87% in 2015, and 94.74% in 2016.

The attendance trend at the high school is hovering around 93% for the past three years. The attendance trend at the district is as follows: 93.41% in 2014, 93.39% in 2015, and 93.40% in 2016.

data driven decisions for staffing, professional development, learning materials, intervention, and more. The data has led us to create year-long new teacher training, reading interventions, program and staff changes, professional development, book studies, retreats, credit recovery programs, college readiness testing starting in grade 7, improved communication, and new recruiting and hiring practices.

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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?

Being a district that has a small student population allows for us to provide a more immediate response to intervention. A strong RTI program is one of the reasons for the excellent academic growth at Lincoln Elementary. Achievement areas of strength are reading and math. Both of these areas have been core focus areas for the school and have demonstrated consistent growth over the past five years. The area that is of particular strength for Lincoln is growth. Lincoln students have demonstrated excellent growth over the past four years. A strong Response to Intervention program is at the heart of Lincoln's success.

Dayton Middle School is now classified as a Distinguished Middle School. Both reading and math have been a core focus area and have seen consistent improvement over the past three years. A restructured middle school (school within a school) has assisted in identifying these students' needs and has allowed for greater identity for these students and staff.

Dayton High School is now classified as a Distinguished High School. Areas of progress for Dayton High School are Achievement and College and Career readiness. Achievement has increased from 43.5 in 2014 to 53.7 in 2015 to 65.2 in 2016. College and Career numbers have also improved from 35.6 (2012) to 53.8 (2013) to 66.2 (2014) to 71.8 (2015) to 78 (2016). The school has worked to create additional career pathways (Information Processing, and Administrative Support). Students at Dayton High School who are college ready can participate in the Gateway dual credit program (tuition free) and earn up to 24 credit hours.

The past two years has seen a renewed focus on the importance of our early childhood learning programs and student emotional readiness. We have partnered with Head Start and Children Inc. to provide nearly 40 students with All-Day preschool. Adding this piece to our long standing commitment to fund All-Day kindergarten for all students allows for us to increase positive early learning experiences for all students. We have also added strong parenting components with programs such as Born Learning Academy, Me and My School, Book a Week, and Big Box of Books. We have seen a nearly 20% increase in participation in our preschool program since last year. Our kindergarten readiness data supports that we are improving in this area as our numbers have gone from a regional low of 28% ready to over 42% ready over the course of a year. Our district was one of only 25 districts chosen to have a team participate in the School Readiness Summit sponsored by the Governor's Office of Early Childhood Education in 2014-2015 and the superintendent was a mentor at the 2015-2016 conference.

Beyond the cognitive side, we are reaching the affective side of childhood development through our Core Life and PBIS programs. We are also working with our student athletes on learning former Dayton High School and UCLA basketball coach, John Wooden's, Pyramid of Success. We have expanded our health and dental services for students as well, and we have strong collaboration and partnerships with many local social service agencies. We have also made progress in the area of health and wellness by improving our food service department by working with Cook for America to provide more nutritional and "home cooked" meals.

This year all Dayton Independent Schools teachers and staff are doing a collaborative professional development book study on Eric Jensen's book *Engaging Students with Poverty in Mind*. This book has provided us with the research and framework to address our work of providing students with a future story for themselves. Having this "future story" allows them to break the cycle of generational poverty. This study has also focused our work around seven key areas: health and nutrition, vocabulary, effort and energy, mind-set, cognitive capacity, relationships, and stress levels. Simply targeting one area alone will not make the necessary impact to move all students forward. All areas must be targeted in multiple ways for us to reach our mission to GROW each of our Students. We are focusing on using data to measure our SY 2016-2017

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mission of inspiring, engaging, and growing each of students. The data that we will be using to measure our mission statement is: TELL Survey, Student Voice Survey, the Gallup Poll Survey.

Gallup Poll Measures our Mission

Inspire

The adults at my school care about me.

District: 4.01 U.S.: 3.86

My teachers make me feel my schoolwork is important.

District: 4.06 U.S.: 4.02

In the last seven days, someone has told me I have done good work at school.

District: 3.82 U.S.: 3.63

Engage

In the last seven days, I have learned something interesting at school.

District: 3.90 U.S.: 3.90

I have a great future ahead of me.

District: 4.37 U.S.: 4.44

I am involved in at least one activity, such as a club, music, sports, or volunteering.

District: 3.90 U.S.: 4.11

Grow

I know I will graduate from high school.

District: 4.71 U.S.: 4.68

I have at least one teacher who makes me excited about the future.

District: 4.23 U.S.: 4.11

I have a mentor who encourages my development.

District: 3.16 U.S.: 3.50

Student Voice Measures our Mission

Inspire	2015 DHS	2016 DHS	2015 LES	2016 LES
Support	71%	73%	80%	85%
Nurture	65%	67%	81%	82%
Trust	66%	69%	78%	80%

Engage

Transparency 68% 67% 84% 86%

Discipline 55% 58% 44% 51%

Engage 57% 59% 70% 71%

Grow

Understand 66% 68% 76% 80%

In addition, our Director of Teaching and Learning leads all new teachers in a year-long program of orientation and professional development. New teachers to Dayton Schools meet once a month and have in-depth discussions and training related to our mission and teaching goals. Several books are used to lead this development such as *What Great Schools Do Differently*, *Engaging Students with Poverty in Mind*, *Mastery Teaching*, and *First Days of School*. New teachers also participate in the NKCES new teacher training program to connect and collaborate regionally with new teachers. Veteran teachers are often invited to these meetings to lend their expertise in practice and purpose.

Another area of strength for Dayton Independent Schools is the Building Renovations that have taken place the last few years. Three years ago there was a 1.7 million dollar renovation that was completed at Lincoln Elementary School. This project renovated the following: a new secure vestibule, new flooring throughout the building, complete new restrooms, and upgraded student technology in all classrooms. This school year, Dayton High School is undergoing a 1.6 million dollar renovation. With this renovation, there will be a secured entry way, brand new administrative offices, a brand new art classroom, and a brand new "face" to Dayton High School.

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Opportunities for Improvement

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

Working with the community and families to improve emotional readiness and break the cycle of generational poverty is key to our work. Our teachers and staff alone cannot completely make the change that is needed to move EACH student forward. We know that all students in Kentucky do not start at the same point in life and certainly do not have the same childhood experiences, supports, and opportunities. With an 80% free and reduced lunch rate, in the bottom 10% of all school districts in the state, it is important for our staff to continue to research and implement learning strategies and supports for students from poverty. We are working diligently to have students see education as an investment in themselves, not a punishment to be endured. We know our gains will be made through empathy, not sympathy.

Lincoln Elementary School is committed to literacy and is implementing a new reading program in grades K-3 and will continue this into grades 4-6 for this year. They are focused on the reduction of students in the novice category by creating individual learning plans in reading.

Dayton Middle School has placed a strong focus on reading as they are in their second year of the research based reading program Reading 180. A double block of reading has also been created to allow for a greater focus in this area. PBIS and an improved PLC process are the focus for improvement.

Dayton High School has a young and growing staff that is committed to seeing each student achieve. Currently, the staff is focusing on providing intervention to allow for students to acquire the necessary skills and knowledge to be College and Career Ready. A continued focus on End of Course assessments will also remain and formative assessments will continue to be used to improve teaching and learning. Dayton High School is also working to recover credits for students in its Credit Recovery Program. The use of Read 180 and the placement of a Disciplinary Literacy Coach in both schools will continue a much needed focus on literacy. The high school has also worked to align their master schedule to include an intervention block to provide additional instruction and support for students who are not college ready.

Another opportunity for improvement for Dayton Independent Schools is the involvement of parents/guardians and community members in the learning process. In reviewing "The Missing Piece" for Lincoln Elementary School and Dayton High School, data shows that parental/community involvement is more prevalent at Lincoln Elementary School than it is at Dayton High Schools. Of the 39 indicators, Lincoln Elementary School is scoring Proficient and/or Distinguished on 24 of those indicators compared to Dayton High School, which is only scoring Proficient and/or Distinguished on 15 of the 39 indicators. Involving parents and community members in Dayton Schools has always been an opportunity for improvement at Dayton Schools. While students are younger at Lincoln Elementary, parents are more involved, but once students enter high school, parents become less involved in their child's education. It is a goal of the district to continually work with both schools to offer opportunities for parents/guardians and community members to become more involved with Dayton Schools.

Oversight and Monitoring

Describe your processes and interventions for monitoring continuous improvement.

Our focus is on continuous improvement and this is reflected in our mission statement as we highlight the word GROW! The district holds monthly leadership meetings with principals, assistant principals, and district leadership and the focus of each monthly leadership meeting is on improving student achievement. The district also holds a Monday Meeting for district level administrators to discuss our mission statement, academics, student support, professional development, special education, finances, and facilities. Each building holds weekly early dismissal meetings on Wednesday in which building level administrators focus on teaching and learning. The district used to have KASC facilitate a data review day in which schools and district level leaders focused on student data and strategies for improvement. This year the Superintendent and Director of Teaching and Learning facilitated a district data review day in which building level administrators and a group of teachers from each school building focused on student data and strategies for improvement. The team focused on reading and math trend data at each school. The administrators and teachers that attended the district data review day planned and facilitated school specific data analysis sessions at each school. This data analysis laid the ground work for the Needs Assessment for the School Improvement Plan at each school.

This year the District Improvement Plan has strategies, goals, and activities for each area that builds into the accountability model. The layout of the CDIP has changed compared to last year's CDIP. For last year's CDIP, a district representative met with each grade level or content area team to create these strategies, goals, and activities. There were many strategies and activities for each grade level and assessed area. The intent of this year's CDIP was to condense the strategies and activities to focus on the specific activities that are focuses of the district or are activities that district office is involved. There are a couple of activities from the CCR goal and graduation goal that were carried over from last year, but the strategies and activities for the proficiency goal, gap goal and novice reduction goal have changed to address the focuses of the district.

The district also hosts a yearly KASA retreat in the summer to allow for team reflection and growth. The district also participates in school level walkthroughs using the AdvancEd ELEOT document. A district representative is in attendance at school SBDM Council meetings and building level principals and district staff report data at monthly board meetings. The Board of Education and school councils have also started meeting twice a year to discuss strategies, goals, and needs assessments.

The district also works with LES and DHS with the implementation of PBIS. Dayton High School is in it's second year of implementation of PBIS and is working to improve the positive and behavioral supports in place. Lincoln Elementary School is in the process of implementing PBIS. They currently are implementing Core Life school wide and are taking the steps to implement PBIS school wide next school year.

Conclusion

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

The Dayton Independent School District is GROWING in many ways. Our academic achievement has witnessed growth as well as our student enrollment in the past several years. We strongly believe that we are headed in the right direction!

All schools in the district focus on individual students and growing kids. A focus on literacy is prevalent throughout the district as improving student literacy is our gateway to success.

Dayton Independent Schools will continue to live up to its mission of "Inspiring, Engaging, and Growing each of our Students."

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2016-2017 Goals, Objectives, Strategies and Activities

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Overview

Plan Name

2016-2017 Goals, Objectives, Strategies and Activities

Plan Description

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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	KPREP Combined Reading and Math Proficiency - Increase the combined reading and math KPREP scores for Lincoln Elementary School from 45.2 to 70.8, Dayton Middle School from 46.2 to 67.6, and Dayton High School from 47.4 to 63.3 by 2019	Objectives: 1 Strategies: 1 Activities: 9	Organizational	\$6300
2	College and Career Readiness - Increase our current CCR percentage (78%) of students identified as college and/or career ready by 05/26/2017 as measured by the Next Generation Learners Achievement Data on the School Report Card.	Objectives: 1 Strategies: 1 Activities: 7	Organizational	\$11000
3	Graduation Rate - collaborate to increase our graduation rate from 82.4% to 89.2% by 05/26/2017 as measured by the School Report Card Next Generation Learners Data..	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$135000
4	GAP Reduction - collaborate to increase proficiency for students in identified gap groups from 51.2% to 69.5% at LES, from 45% to 65.6% at DMS, from 38.8% to 61.8% at DHS by 05/31/2019 as measured by the School Report Card.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
5	Novice Reduction - collaborate to decrease the percentage of novice students in reading and math by 50% over the next five years.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
6	Professional Learning	Objectives: 1 Strategies: 1 Activities: 7	Organizational	\$12200
7	Early Childhood	Objectives: 1 Strategies: 1 Activities: 7	Organizational	\$133000

Goal 1: KPREP Combined Reading and Math Proficiency - Increase the combined reading and math KPREP scores for Lincoln Elementary School from 45.2 to 70.8, Dayton Middle School from 46.2 to 67.6, and Dayton High School from 47.4 to 63.3 by 2019

Measurable Objective 1:

collaborate to increase the combined reading and math KPREP scores for Lincoln Elementary School from 45.2 to 57.6, Dayton Middle School from 46.2 to 57.7, and Dayton High School from 47.4 to 48.6 by 06/01/2017 as measured by by the Next Generation Learners Achievement Data on the School Report Card.

Strategy 1:

Designing and Deployment of ELA/Math Standards - The Dayton Independent Schools district leadership team will disaggregate all data and work with each school to develop Comprehensive School Improvement Plans and provide resources, strategies, input, and monitoring the Academic Work Plans to increase Reading and Math Proficiency by ensuring a guaranteed and viable curriculum for all by evaluating Academic Work Plans.

Category: Continuous Improvement

Activity - Vertical/Horizontal Planning and Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will provide a structure (PLC Meetings, Early Release Meetings, Flashback Meetings) where teachers can meet in vertical and horizontal planning meetings to plan for instruction and to create and refine Quarterly/Unit Organizers and Curriculum Timelines, as outlined in the Academic Work Plan. District administrators will provide ongoing coaching and feedback to teachers on effective practices for Tier I instruction and curriculum alignment to KCAS. Schools: All Schools	Academic Support Program	12/29/2016	12/29/2017	\$0	No Funding Required	Director of Teaching and Learning, Building Level Principals
Activity - Live Scoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School and district leaders will assist teachers in grades 3-8 with the implementation of a formal system for effectively scoring writing in the classroom and using feedback to improve student understanding of content. Teachers will utilize Live Scoring twice per academic year for the purpose of assessing instruction and coaching students to proficiency by providing them with descriptive, effective feedback in ways that will allow them to improve in their demonstration of understanding through writing. Schools: All Schools	Academic Support Program	12/29/2016	04/28/2017	\$0	No Funding Required	Director of Teaching and Learning, Building Principals, Literacy Coach, Teachers
Activity - Shared Inquiry	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Dayton Independent

<p>The district will provide professional learning opportunities and support to teachers in order to ensure that all teachers are effectively implementing shared inquiry in their classrooms, which are aligned to the Junior Great Books Shared Inquiry models. School and district leadership, through classroom walkthroughs and reviews of unit plans, will monitor to ensure effective use of these strategies in the classroom, with a focus on improved student understanding and mastery of content.</p> <p>Schools: All Schools</p>	<p>Professional Learning, Academic Support Program</p>	<p>12/29/2016</p>	<p>05/26/2017</p>	<p>\$5000</p>	<p>General Fund</p>	<p>Director of Teaching and Learning, Building Principals, Teachers</p>
<p>Activity - Common Literacy Expectations</p>	<p>Activity Type</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resource Assigned</p>	<p>Source Of Funding</p>	<p>Staff Responsible</p>
<p>Teachers will implement common literacy strategies across all grade levels and disciplines (i.e. RACE Writing strategy, Mark It Up Strategies, Common Reading Strategies). The implementation of these strategies will begin in Kindergarten and be structured so that skills can staggered to ensure optimal student success. School and district leadership will monitor to provide assistance to teachers needing support and resources by providing them with on-going, specific feedback on unit plans and teacher created lessons and writing prompts.</p> <p>Schools: All Schools</p>	<p>Academic Support Program</p>	<p>12/29/2016</p>	<p>05/26/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Director of Teaching and Learning, Principals, ELA teachers</p>
<p>Activity - Book a Week Program</p>	<p>Activity Type</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resource Assigned</p>	<p>Source Of Funding</p>	<p>Staff Responsible</p>
<p>To support family involvement and connect literacy in the preschool program to the home, the district will provide opportunities for preschool teachers to provide students with one book to take home each week. Teachers will design and deploy weekly activities to coincide with the book of the week.</p> <p>Schools: Lincoln Elementary School</p>	<p>Academic Support Program</p>	<p>12/29/2016</p>	<p>05/26/2017</p>	<p>\$1300</p>	<p>Grant Funds</p>	<p>Director of Special Education, Preschool Teachers</p>
<p>Activity - "Deeper Dive" Walkthroughs</p>	<p>Activity Type</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resource Assigned</p>	<p>Source Of Funding</p>	<p>Staff Responsible</p>
<p>District and building level administrators will implement a formal system to monitor effective instructional practices and systems for assessment of learning. Using a the district-created "Deeper Dive" Walkthrough protocol, district and school leaders will observe teachers and collect evidence to make decisions regarding professional learning and additional district support to teachers.</p> <p>Schools: All Schools</p>	<p>Academic Support Program</p>	<p>12/29/2016</p>	<p>12/29/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Director of Teaching and Learning, Superintendent, Principals</p>
<p>Activity - Reading One to One</p>	<p>Activity Type</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resource Assigned</p>	<p>Source Of Funding</p>	<p>Staff Responsible</p>

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District office personnel will participate in the Reading One to One Program and work with a student each week for thirty minutes to improve the child's fluency and comprehension skills. The district will monitor to ensure program effectiveness and impact on student learning. Schools: Lincoln Elementary School	Academic Support Program	12/29/2016	04/28/2017	\$0	No Funding Required	District Office Personnel
Activity - Inspire, Engage, Grow Classroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will use the district-created monitoring tool to observe and collect evidence on the district's mission to provide students with learning experiences inside an "Inspire, Engage, Grow Classroom". Feedback will be given to teachers on a regular basis, where district and school leaders will make decisions (based on data) regarding additional support needed to implement this with fidelity. Schools: All Schools	Academic Support Program	12/29/2016	05/26/2017	\$0	No Funding Required	Superintendent, Director of Teaching and Learning
Activity - Quartely Assessment Development and Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will provide a structure for teachers to develop quarterly assessments, as outlined in the district-created Academic Work Plan. The district will monitor the development of these assessments using the rigor and relevance framework. Additionally, district and school leadership will provide assistance to teachers when analyzing this data to make decisions that will impact student learning. Schools: All Schools	Academic Support Program	12/29/2016	05/17/2017	\$0	No Funding Required	Director of Teaching and Learning, Principals

Goal 2: College and Career Readiness - Increase our current CCR percentage (78%) of students identified as college and/or career ready by 05/26/2017 as measured by the Next Generation Learners Achievement Data on the School Report Card.

Measurable Objective 1:

achieve college and career readiness by increasing our current CCR percentage (78%) of students identified as college and/or career ready by 05/26/2017 as measured by the Next Generation Learners Achievement Data on the School Report Card..

Strategy 1:

Continuous Improvement Models for CCR - The district leadership team will collaborate with the school leadership team to monitor the implementation of targeted interventions and focused pathways for seniors that have not met the college and/or career readiness benchmarks. District monitoring and evaluating will take place at weekly leadership meetings, monthly Student Assistance Team Meetings and District Leadership Meetings, Quarterly Reports, and Annual District and School Data Days.

Comprehensive District Improvement Plan

Dayton Independent

Category: Continuous Improvement

Activity - CCR Training and Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District and school leaders, in collaboration with the guidance office, will monitor graduation data, academic progress, and college and career readiness (through an analysis of ACT, KOSSA, WorkKeys, COMPASS, KYOTE and ASVAB assessment data.) District and school leaders and teachers will design specialized courses (e.g. transition courses to practice KYOTE) to support seniors not meeting benchmarks in Mathematics and/or English/Reading and who are not deemed college and/or career ready . The district will provide ongoing support and resources. Schools: Dayton High School	Academic Support Program, Career Preparation/Orientation	12/29/2016	05/26/2017	\$0	No Funding Required	HS Principal, High School Counselor, Director of Teaching and Learning
Activity - CERT Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will continue to provide support to school administration and teachers during CERT Testing, a formal system for measuring progress of students in English, Reading and Mathematics and to determine college readiness and appropriate interventions for students not meeting benchmarks. Schools: Dayton High School	Academic Support Program	12/29/2016	04/28/2017	\$5000	Title I Part A	Director of Teaching and Learning, Principal, Counselor
Activity - Early Bird Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will provide a structure to support students participating in dual credit courses by offering an Early Bird Class at the high school. The district will monitor the effectiveness of this class with academic progress checks for fidelity. Schools: Dayton High School	Academic Support Program	12/29/2016	05/26/2017	\$6000	General Fund	Superintendent, HS Principal
Activity - Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Administration Team (Superintendent, Director of Teaching and Learning, Director of Student Services) will develop and promote Operation Preparation district-wide to promote college and career readiness. Through the use of a monitoring system within the guidance office at the school, the district will provide support to students regarding their ILP completion status, career interests, and their progress towards meeting College Readiness benchmarks as needed. Schools: Dayton High School	Career Preparation/Orientation	02/20/2017	04/28/2017	\$0	No Funding Required	Superintendent, Director of Teaching and Learning, Director of Student Support, HS Counselor

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Dayton Independent

Activity - CCR Monitoring (Tracking)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The district will continue to support and monitor CCR programs. The Director of Teaching and Learning and the School Counselor will continue to create and update a CCR Spreadsheet that will be shared with staff members during weekly PLCs. All juniors will participate in CCR rotation classes, and the district will monitor to ensure progress towards college and/or career readiness is occurring.</p> <p>Schools: Dayton High School</p>	Academic Support Program	12/29/2016	05/19/2017	\$0	No Funding Required	Director of Teaching and Learning, HS Guidance Counselor
Activity - Career Pathways Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The district will support CCR communication between teachers to provide students access to programs that align with career pathways identified in their ILP. The TEDS Coordinator/High School Business Teacher will track the students and progress in these career pathways to make decisions requiring additional district support.</p> <p>Schools: Dayton High School</p>	Career Preparation/Orientation	12/29/2016	05/26/2017	\$0	No Funding Required	TEDS Coordinator, HS Business Teacher
Activity - Individual College and Career Plans (Career Pathways)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The district will provide support to teachers and guidance office to promote career pathway options with eighth grade and ninth grade students. District and school leadership will monitor academic progress of students in meeting career pathways goals to support college and career readiness of all students.</p> <p>Schools: Dayton High School</p>	Career Preparation/Orientation	12/29/2016	05/26/2017	\$0	No Funding Required	Director of Teaching and Learning, HS Guidance Counselors, Teachers

Goal 3: Graduation Rate - collaborate to increase our graduation rate from 82.4% to 89.2% by 05/26/2017 as measured by the School Report Card Next Generation Learners Data..

Measurable Objective 1:

collaborate to increase our graduation rate from 82.4% to 89.2% by 05/26/2017 as measured by the School Report Card Next Generation Learners Data..

Strategy 1:

Learning Culture and Environment - The district and school leadership will collaborate and meet regularly with staff to ensure appropriate support for behavioral, academic, social and emotional needs of all students. District and building leaders will review data to ensure that all students are learning in an optimal environment supportive of their individual needs.

Category: Continuous Improvement

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Dayton Independent

Activity - Student Assistance Team/ABRI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Student Assistance Team at the high school, through a partnership with ABRI, will monitor academic (i.e., CERT, Quarterly Assessments, Academic Progress) and nonacademic (i.e., behavior and attendance) data of all students to support learning with targeted academic and behavioral intervention and enrichment. The district will monitor to ensure program effectiveness and an increase in the academic achievement of all students. Schools: Dayton High School	Behavioral Support Program	12/29/2016	05/26/2017	\$0	No Funding Required	HS Principal, HS counselor, and District office staff
Activity - DaytonA, Credit Recovery. In-School Detention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will continue to monitor the implementation of programs to support students struggling academically, (i.e. "DaytonA", Credit Recovery. In-School Detention). Schools: Dayton High School	Behavioral Support Program	12/29/2016	05/26/2017	\$130000	District Funding	HS Principal, DaytonA teacher, Credit Recovery Teacher
Activity - School Based Health Center	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will continue to provide support for and monitor the implementation of the School-based Health Center, designed to help remove barriers that may exists when students are absent from school when medical treatment its necessary. Schools: All Schools	Behavioral Support Program	12/29/2016	05/26/2017	\$5000	General Fund	Director of Student Services
Activity - Joint SBDM/Board Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will continue to monitor and support effective communication between the SBDM councils, the Board of Education, and district office personnel with bi-annually reviews of the district mission statement, school district goals, and assessment data. Schools: All Schools	Academic Support Program	12/29/2016	11/30/2017	\$0	No Funding Required	Superintendent, Director of Teaching and Learning, Building Principals

Goal 4: GAP Reduction - collaborate to increase proficiency for students in identified gap groups from 51.2% to 69.5% at LES, from 45% to 65.6% at DMS, from 38.8% to 61.8% at DHS by 05/31/2019 as measured by the School Report Card.

Comprehensive District Improvement Plan

Dayton Independent

Measurable Objective 1:

collaborate to increase proficiency for students in identified gap groups at all grade levels by 05/31/2017 as measured by the School Report Card Next Generation Learners Achievement Data.

Strategy 1:

Review, Analyze, and Apply Data - The district leadership team at Dayton Independent School will ensure that schools implement continuous monitoring processes. District monitoring and evaluating will take place at weekly leadership meetings, monthly Student Assistance Team Meetings and District Leadership Meetings, Quarterly Reports, and Annual District and School Data Days.

Category: Continuous Improvement

Activity - Effective Rtl Models (Read 180, Lexia/Reading Plus, Credit Recovery)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will continue to monitor the implementation of intervention and enrichment services for students to support student learning in the non-duplicated gap groups K-12. At Lincoln Elementary, the district will facilitate conversations around data-driven decisions in Advisory Teams to support a research-based school wide RTI model for students scoring below grade level on KPREP and the MAP assessments. The district will provide support to teachers at Dayton MS/HS to target students for additional help through credit recovery programs and scheduling of interventions and enrichment for students (i.e., Read 180, Lexia/Reading Plus), specifically with targeted intervention either during the 4th period block of each day or with double blocked scheduling. The district will monitor to ensure not only that these are being implemented effectively to impact student learning, but are being implemented with fidelity for all students. Schools: Dayton High School, Lincoln Elementary School	Academic Support Program	12/29/2016	05/26/2017	\$0	No Funding Required	LES Principals and Staff, Director of Teaching and Learning

Activity - PBIS Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Director of Student Services will continue to monitor and support work with school personnel to implement PBIS in both school buildings, in order to track progress towards the long term goal of advancing through the next Tier of PBIS intervention based on benchmark assessment from the PBIS committee. Schools: All Schools	Academic Support Program	12/29/2016	05/26/2017	\$0	No Funding Required	Director of Student Services

Goal 5: Novice Reduction - collaborate to decrease the percentage of novice students in reading and math by 50% over the next five years.

Measurable Objective 1:

collaborate to decrease the percentage of novice students in reading and math by 10 percentage points each year for the next five years by 10/02/2017 as measured by the Next Generation Learners Data on the school report card.

Strategy 1:

Continuous Improvement Model - The district and school leadership teams will utilize a systematic approach to regularly and intentionally use and analyze data to identify students scoring below the proficient level in order to provide targeted interventions. Monitoring and evaluating of this will occur in Advisory Team Meetings, PLC Meetings, and Flashback Meetings.

Category: Continuous Improvement

Activity - Assessment Analysis for Effective School Improvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The district will continue to monitor and support administrators and teachers in gathering and analyzing school-specific data (EOC, KPREP, Quarterly Assessments, CERT) to make decisions regarding school-improvement. The district will support schools in the selection of data to be regularly analyzed and reviewed monthly, quarterly, and annually to measure student achievement and will create an actionable "next steps process" for students not scoring proficient and/or distinguished in math, reading, science, and social studies. Data will be communicated in annual "Data Day" analyses, as well as during monthly and quarterly check-ins (SAT meetings, PLC meetings, Early Release Meetings, and other Professional Development opportunities).</p> <p>Schools: All Schools</p>	Academic Support Program	12/29/2016	12/29/2017	\$0	No Funding Required	Director of Teaching and Learning, Superintendent
Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The district will continue to support and monitor the progress of all students at Lincoln Elementary and Dayton Middle/High to provide targeted interventions and enrichment programs to meet the needs of each individual student.</p> <p>Schools: All Schools</p>	Academic Support Program	12/29/2016	05/26/2017	\$0	No Funding Required	Director of Teaching and Learning, Principals, Teachers

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Activity - Academic/Nonacademic Targeted Assistance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The district will continue to monitor both academic and non academic programs to provide support teachers and administrators and maximize resources to support students (ESS, 21st Century Learning Program, School-Based Health Center, etc.)</p> <p>Schools: All Schools</p>	Tutoring	12/29/2016	05/31/2017	\$0	No Funding Required	ESS Coordinator, School Nurse, Director of Student Services, Director of Teaching and Learning, 21st Century Staff Members, Principals

Goal 6: Professional Learning

Measurable Objective 1:

collaborate to increase the percentage of positive responses on the TELL survey professional development section from 61.5% to 70% by 05/26/2017 as measured by the TELL Survey.

Strategy 1:

Continuous Improvement Model - The Dayton Independent district administrative team will provide intentional professional learning experiences for all teachers to improve professional practice and overall satisfaction with Dayton Independent Schools. District will monitor professional learning experiences through a needs assessment and by regularly seeking input from staff.

Category: Professional Learning & Support

Activity - Shared Inquiry Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The district will provide professional learning opportunities and support to teachers in order to ensure that all teachers are effectively implementing shared inquiry in their classrooms, which are aligned to the Junior Great Books Shared Inquiry models. School and district leadership, through classroom walkthroughs and reviews of unit plans, will monitor to ensure effective use of these strategies in the classroom, with a focus on improved student understanding and mastery of content.</p> <p>Schools: All Schools</p>	Professional Learning	12/29/2014	08/31/2017	\$5000	Title I Part A	Director of Teaching and Learning, Building Principals

Activity - New Teacher Induction Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive District Improvement Plan

Dayton Independent

The district will continue to support all new teachers of Dayton Independent Schools by providing them with monthly opportunities to participate in professional learning and coaching sessions as part of a formal induction program. Schools: All Schools	Professional Learning	12/29/2016	12/29/2017	\$0	No Funding Required	Director of Teaching and Learning
Activity - Early Release Wednesdays	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Dayton Independent Schools will continue to support all teachers by providing a structure for intentional professional experiences for all staff members during weekly early release Wednesday meetings. The district will monitor to ensure that an intentional focus remains on district wide curriculum alignment in which content area teachers from all grade levels will meet to create/refine curriculum documents and review/analyze assessments and student work. Schools: All Schools	Professional Learning	12/29/2016	03/31/2017	\$0	No Funding Required	Director of Teaching and Learning, Principals
Activity - New Teacher Regional Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will continue to support teachers in their first year of teaching by providing them with opportunities to participate in the Regional New Teacher Induction Program by the Northern Kentucky Cooperative. These teachers will meet monthly with other first year teachers throughout the Northern Kentucky region and the district will monitor to ensure that these meetings align with the support that is being offered to new teachers during monthly meetings within the district. Schools: All Schools	Professional Learning	12/29/2016	04/28/2017	\$200	Title I Part A	Director of Teaching and Learning, Principals
Activity - KAGAN Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Dayton Independent School district will continue to support cooperative learning in the classrooms by providing opportunities for all teachers throughout the district attend KAGAN workshops. The district will monitor teacher attendance in these meetings to ensure that all teachers have attended at least one KAGAN workshop. The district will integrate protocols within the classroom walkthrough system to monitor the level of implementation of cooperative learning in the classrooms. Schools: All Schools	Professional Learning	12/29/2016	12/29/2017	\$5000	Title I Part A	Director of Teaching and Learning
Activity - Engaging Students With Poverty in Mind Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Dayton Independent

The district will continue to promote Eric Jensen's philosophies of helping students of poverty by continuing their focus on the "Inspire, Engage, and Grow Classroom." Through regular observations of classroom practices, using a district-created protocol, the district will monitor the implementation of strategies aligned with Jensen's work and their newly adopted mission and vision. The district will continue to provide resources from Eric Jensen's work for all staff members.	Professional Learning	12/29/2016	05/31/2017	\$0	No Funding Required	Director of Teaching and Learning, Superintendent
Schools: All Schools						

Activity - Leadership Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will continue to support teachers and administrators of Dayton Independent Schools by providing them with opportunities (i.e., NISL, KASA Leadership Retreat, Roundtables, book studies, Daily Leadership Challenges) to participate in professional learning and coaching sessions specifically targeted their individual growth as leaders. as part of a formal induction program.	Professional Learning	12/29/2016	05/26/2017	\$2000	District Funding	Superintendent, Director of Teaching and Learning
Schools: All Schools						

Goal 7: Early Childhood

Measurable Objective 1:

collaborate to increase the percentage of students determined "Kindergarten Ready" from 42% to 50% by 10/27/2017 as measured by the Brigance Assessment.

Strategy 1:

Learning Culture and Environment - The Dayton Independent School district will collaborate with community partners to regularly monitor and evaluate the early childhood program to ensure quality learning experiences are provided and available for children from birth to five years old living in the community of Dayton.

Category: Early Learning

Activity - Head Start	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Dayton School District will continue to support early childhood learning by collaborating with Head Start to provide opportunities for Head Start staff to teach a preschool class for three and four year old children at Lincoln Elementary School. The district will monitor to support this partnership.	Academic Support Program	12/29/2016	05/31/2017	\$0	No Funding Required	Superintendent, Preschool Director
Schools: Lincoln Elementary School						

Comprehensive District Improvement Plan

Dayton Independent

Activity - Children Inc.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Dayton School District will continue to collaborate with Children Inc. to offer a full day preschool option to our families with children ages 3 - 5. Children Inc. will also provide an after school program for students at LES. The district will monitor to ensure that this is promoting kindergarten readiness for students entering elementary school. Schools: Lincoln Elementary School	Academic Support Program, Community Engagement	12/29/2016	05/26/2017	\$0	No Funding Required	Superintendent, Preschool Director, LES Principal
Activity - United Way Partnership	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Dayton Independent Schools will continue to partner with United Way to provide a number of programs to the families and students of Dayton. Those programs include: Pre - K Works - a group of top level business CEO's and superintendents that brainstorm ways to improve Kindergarten Readiness. Urban Core Collaborative - a program similar to Pre - K works but will school level people. Me and My School - A summer Kindergarten Readiness program intended for children enrolling in Kindergarten. Borne Learning Academy - an innovative school based academy consisting of six workshop sessions that provide parents the tools to help their children succeed in kindergarten and beyond. The district will monitor to ensure that these activities are promoting kindergarten readiness for students entering elementary school. Schools: Lincoln Elementary School	Community Engagement, Parent Involvement	12/29/2016	05/31/2017	\$0	No Funding Required	Superintendent, Director of Preschool
Activity - Book a Week Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Dayton Independent Schools will collaborate with United Way and Scholastic to provide a "Book a Week" to all students enrolled in Lincoln Elementary Schools Preschool. The book, which is sent home each week, will contain strategies in the back of the book that parents can use when reading the book with their child. Schools: Lincoln Elementary School	Academic Support Program, Community Engagement	08/22/2016	05/26/2017	\$13000	Grant Funds	Superintendent, Director of Preschool
Activity - Zones of Regulation Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Comprehensive District Improvement Plan

Dayton Independent

Dayton Independent Schools will support teachers of paraprofessionals of the early childhood program by providing Zones of Regulation Training, which focuses on teaching students skills for self regulation. The district will monitor to ensure that this is being implemented within the early childhood classroom. Schools: All Schools	Professional Learning	12/29/2016	08/25/2017	\$0	No Funding Required	Director of Special Education
Activity - Monitoring of Early Childhood Grant	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Dayton Independent Schools will monitor the implementation of a secured Early Childhood Grant to enhance the preschool program and provide additional resources for our families. Schools: Lincoln Elementary School	Professional Learning, Community Engagement	12/29/2016	05/31/2017	\$120000	Grant Funds	Director of Special Education and Preschool, Superintendent, Principal, Preschool Staff
Activity - School Readiness Summit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will continue to support community engagement and early childhood learning by promoting a district wide early childhood plan. District leaders will monitor to ensure optimal partnerships continue with the community of Dayton and the Early Childhood Council. Schools: Lincoln Elementary School	Professional Learning, Community Engagement	12/29/2016	06/29/2017	\$0	No Funding Required	Superintendent, Director of Preschool, LES Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
New Teacher Regional Meetings	The district will continue to support teachers in their first year of teaching by providing them with opportunities to participate in the Regional New Teacher Induction Program by the Northern Kentucky Cooperative. These teachers will meet monthly with other first year teachers throughout the Northern Kentucky region and the district will monitor to ensure that these meetings align with the support that is being offered to new teachers during monthly meetings within the district.	Professional Learning	12/29/2016	04/28/2017	\$200	Director of Teaching and Learning, Principals
Shared Inquiry Training	The district will provide professional learning opportunities and support to teachers in order to ensure that all teachers are effectively implementing shared inquiry in their classrooms, which are aligned to the Junior Great Books Shared Inquiry models. School and district leadership, through classroom walkthroughs and reviews of unit plans, will monitor to ensure effective use of these strategies in the classroom, with a focus on improved student understanding and mastery of content.	Professional Learning	12/29/2014	08/31/2017	\$5000	Director of Teaching and Learning, Building Principals
KAGAN Training	The Dayton Independent School district will continue to support cooperative learning in the classrooms by providing opportunities for all teachers throughout the district attend KAGAN workshops. The district will monitor teacher attendance in these meetings to ensure that all teachers have attended at least one KAGAN workshop. The district will integrate protocols within the classroom walkthrough system to monitor the level of implementation of cooperative learning in the classrooms.	Professional Learning	12/29/2016	12/29/2017	\$5000	Director of Teaching and Learning
CERT Testing	The district will continue to provide support to school administration and teachers during CERT Testing, a formal system for measuring progress of students in English, Reading and Mathematics and to determine college readiness and appropriate interventions for students not meeting benchmarks.	Academic Support Program	12/29/2016	04/28/2017	\$5000	Director of Teaching and Learning, Principal, Counselor
Total					\$15200	

General Fund

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Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
School Based Health Center	The district will continue to provide support for and monitor the implementation of the School-based Health Center, designed to help remove barriers that may exist when students are absent from school when medical treatment is necessary.	Behavioral Support Program	12/29/2016	05/26/2017	\$5000	Director of Student Services
Early Bird Class	The district will provide a structure to support students participating in dual credit courses by offering an Early Bird Class at the high school. The district will monitor the effectiveness of this class with academic progress checks for fidelity.	Academic Support Program	12/29/2016	05/26/2017	\$6000	Superintendent, HS Principal
Shared Inquiry	The district will provide professional learning opportunities and support to teachers in order to ensure that all teachers are effectively implementing shared inquiry in their classrooms, which are aligned to the Junior Great Books Shared Inquiry models. School and district leadership, through classroom walkthroughs and reviews of unit plans, will monitor to ensure effective use of these strategies in the classroom, with a focus on improved student understanding and mastery of content.	Professional Learning, Academic Support Program	12/29/2016	05/26/2017	\$5000	Director of Teaching and Learning, Building Principals, Teachers
Total					\$16000	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Book a Week Program	Dayton Independent Schools will collaborate with United Way and Scholastic to provide a "Book a Week" to all students enrolled in Lincoln Elementary Schools Preschool. The book, which is sent home each week, will contain strategies in the back of the book that parents can use when reading the book with their child.	Academic Support Program, Community Engagement	08/22/2016	05/26/2017	\$13000	Superintendent, Director of Preschool
Book a Week Program	To support family involvement and connect literacy in the preschool program to the home, the district will provide opportunities for preschool teachers to provide students with one book to take home each week. Teachers will design and deploy weekly activities to coincide with the book of the week.	Academic Support Program	12/29/2016	05/26/2017	\$1300	Director of Special Education, Preschool Teachers
Monitoring of Early Childhood Grant	Dayton Independent Schools will monitor the implementation of a secured Early Childhood Grant to enhance the preschool program and provide additional resources for our families.	Professional Learning, Community Engagement	12/29/2016	05/31/2017	\$120000	Director of Special Education and Preschool, Superintendent, Principal, Preschool Staff

Comprehensive District Improvement Plan

Dayton Independent

Total \$134300

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Leadership Development	The district will continue to support teachers and administrators of Dayton Independent Schools by providing them with opportunities (i.e., NISL, KASA Leadership Retreat, Roundtables, book studies, Daily Leadership Challenges) to participate in professional learning and coaching sessions specifically targeted their individual growth as leaders. as part of a formal induction program.	Professional Learning	12/29/2016	05/26/2017	\$2000	Superintendent, Director of Teaching and Learning
DaytonA, Credit Recovery. In-School Detention	The district will continue to monitor the implementation of programs to support students struggling academically, (i.e. "DaytonA", Credit Recovery. In-School Detention).	Behavioral Support Program	12/29/2016	05/26/2017	\$130000	HS Principal, DaytonA teacher, Credit Recovery Teacher
Total					\$132000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Children Inc.	Dayton School District will continue to collaborate with Children Inc. to offer a full day preschool option to our families with children ages 3 - 5. Children Inc. will also provide an after school program for students at LES. The district will monitor to ensure that this is promoting kindergarten readiness for students entering elementary school.	Academic Support Program, Community Engagement	12/29/2016	05/26/2017	\$0	Superintendent, Preschool Director, LES Principal
Head Start	The Dayton School District will continue to support early childhood learning by collaborating with Head Start to provide opportunities for Head Start staff to teach a preschool class for three and four year old children at Lincoln Elementary School. The district will monitor to support this partnership.	Academic Support Program	12/29/2016	05/31/2017	\$0	Superintendent, Preschool Director

Comprehensive District Improvement Plan

Dayton Independent

United Way Partnership	Dayton Independent Schools will continue to partner with United Way to provide a number of programs to the families and students of Dayton. Those programs include: Pre - K Works - a group of top level business CEO's and superintendents that brainstorm ways to improve Kindergarten Readiness. Urban Core Collaborative - a program similar to Pre - K works but will school level people. Me and My School - A summer Kindergarten Readiness program intended for children enrolling in Kindergarten. Borne Learning Academy - an innovative school based academy consisting of six workshop sessions that provide parents the tools to help their children succeed in kindergarten and beyond. The district will monitor to ensure that these activities are promoting kindergarten readiness for students entering elementary school.	Community Engagement, Parent Involvement	12/29/2016	05/31/2017	\$0	Superintendent, Director of Preschool
School Readiness Summit	The district will continue to support community engagement and early childhood learning by promoting a district wide early childhood plan. District leaders will monitor to ensure optimal partnerships continue with the community of Dayton and the Early Childhood Council.	Professional Learning, Community Engagement	12/29/2016	06/29/2017	\$0	Superintendent, Director of Preschool, LES Principal
Joint SBDM/Board Meeting	The district will continue to monitor and support effective communication between the SBDM councils, the Board of Education, and district office personnel with bi-annually reviews of the district mission statement, school district goals, and assessment data.	Academic Support Program	12/29/2016	11/30/2017	\$0	Superintendent, Director of Teaching and Learning, Building Principals
Student Assistance Team/ABRI	A Student Assistance Team at the high school, through a partnership with ABRI, will monitor academic (i.e., CERT, Quarterly Assessments, Academic Progress) and nonacademic (i.e., behavior and attendance) data of all students to support learning with targeted academic and behavioral intervention and enrichment. The district will monitor to ensure program effectiveness and an increase in the academic achievement of all students.	Behavioral Support Program	12/29/2016	05/26/2017	\$0	HS Principal, HS counselor, and District office staff
Individual College and Career Plans (Career Pathways)	The district will provide support to teachers and guidance office to promote career pathway options with eighth grade and ninth grade students. District and school leadership will monitor academic progress of students in meeting career pathways goals to support college and career readiness of all students.	Career Preparation/Orientation	12/29/2016	05/26/2017	\$0	Director of Teaching and Learning, HS Guidance Counselors, Teachers
Reading One to One	District office personnel will participate in the Reading One to One Program and work with a student each week for thirty minutes to improve the child's fluency and comprehension skills. The district will monitor to ensure program effectiveness and impact on student learning.	Academic Support Program	12/29/2016	04/28/2017	\$0	District Office Personnel

Comprehensive District Improvement Plan

Dayton Independent

Live Scoring	School and district leaders will assist teachers in grades 3-8 with the implementation of a formal system for effectively scoring writing in the classroom and using feedback to improve student understanding of content. Teachers will utilize Live Scoring twice per academic year for the purpose of assessing instruction and coaching students to proficiency by providing them with descriptive, effective feedback in ways that will allow them to improve in their demonstration of understanding through writing.	Academic Support Program	12/29/2016	04/28/2017	\$0	Director of Teaching and Learning, Building Principals, Literacy Coach, Teachers
Zones of Regulation Training	Dayton Independent Schools will support teachers of paraprofessionals of the early childhood program by providing Zones of Regulation Training, which focuses on teaching students skills for self regulation. The district will monitor to ensure that this is being implemented within the early childhood classroom.	Professional Learning	12/29/2016	08/25/2017	\$0	Director of Special Education
CCR Monitoring (Tracking)	The district will continue to support and monitor CCR programs. The Director of Teaching and Learning and the School Counselor will continue to create and update a CCR Spreadsheet that will be shared with staff members during weekly PLCs. All juniors will participate in CCR rotation classes, and the district will monitor to ensure progress towards college and/or career readiness is occurring.	Academic Support Program	12/29/2016	05/19/2017	\$0	Director of Teaching and Learning, HS Guidance Counselor
PBIS Implementation	The Director of Student Services will continue to monitor and support work with school personnel to implement PBIS in both school buildings, in order to track progress towards the long term goal of advancing through the next Tier of PBIS intervention based on benchmark assessment from the PBIS committee.	Academic Support Program	12/29/2016	05/26/2017	\$0	Director of Student Services
Career Pathways Communication	The district will support CCR communication between teachers to provide students access to programs that align with career pathways identified in their ILP. The TEDS Coordinator/High School Business Teacher will track the students and progress in these career pathways to make decisions requiring additional district support.	Career Preparation/Orientation	12/29/2016	05/26/2017	\$0	TEDS Coordinator, HS Business Teacher
Quarterly Assessment Development and Monitoring	The district will provide a structure for teachers to develop quarterly assessments, as outlined in the district-created Academic Work Plan. The district will monitor the development of these assessments using the rigor and relevance framework. Additionally, district and school leadership will provide assistance to teachers when analyzing this data to make decisions that will impact student learning.	Academic Support Program	12/29/2016	05/17/2017	\$0	Director of Teaching and Learning, Principals

Comprehensive District Improvement Plan

Dayton Independent

Effective RtI Models (Read 180, Lexia/Reading Plus, Credit Recovery)	The district will continue to monitor the implementation of intervention and enrichment services for students to support student learning in the non-duplicated gap groups K-12. At Lincoln Elementary, the district will facilitate conversations around data-driven decisions in Advisory Teams to support a research-based school wide RTI model for students scoring below grade level on KPREP and the MAP assessments. The district will provide support to teachers at Dayton MS/HS to target students for additional help through credit recovery programs and scheduling of interventions and enrichment for students (i.e., Read 180, Lexia/Reading Plus), specifically with targeted intervention either during the 4th period block of each day or with double blocked scheduling. The district will monitor to ensure not only that these are being implemented effectively to impact student learning, but are being implemented with fidelity for all students.	Academic Support Program	12/29/2016	05/26/2017	\$0	LES Principals and Staff, Director of Teaching and Learning
Early Release Wednesdays	Dayton Independent Schools will continue to support all teachers by providing a structure for intentional professional experiences for all staff members during weekly early release Wednesday meetings. The district will monitor to ensure that an intentional focus remains on district wide curriculum alignment in which content area teachers from all grade levels will meet to create/refine curriculum documents and review/analyze assessments and student work.	Professional Learning	12/29/2016	03/31/2017	\$0	Director of Teaching and Learning, Principals
Common Literacy Expectations	Teachers will implement common literacy strategies across all grade levels and disciplines (i.e. RACE Writing strategy, Mark It Up Strategies, Common Reading Strategies). The implementation of these strategies will begin in Kindergarten and be structured so that skills can staggered to ensure optimal student success. School and district leadership will monitor to provide assistance to teachers needing support and resources by providing them with on-going, specific feedback on unit plans and teacher created lessons and writing prompts.	Academic Support Program	12/29/2016	05/26/2017	\$0	Director of Teaching and Learning, Principals, ELA teachers
Academic/Nonacademic Targeted Assistance	The district will continue to monitor both academic and non academic programs to provide support teachers and administrators and maximize resources to support students (ESS, 21st Century Learning Program, School-Based Health Center, etc.)	Tutoring	12/29/2016	05/31/2017	\$0	ESS Coordinator, School Nurse, Director of Student Services, Director of Teaching and Learning, 21st Century Staff Members, Principals

Comprehensive District Improvement Plan

Dayton Independent

Assessment Analysis for Effective School Improvement	The district will continue to monitor and support administrators and teachers in gathering and analyzing school-specific data (EOC, KPREP, Quarterly Assessments, CERT) to make decisions regarding school-improvement. The district will support schools in the selection of data to be regularly analyzed and reviewed monthly, quarterly, and annually to measure student achievement and will create an actionable "next steps process" for students not scoring proficient and/or distinguished in math, reading, science, and social studies. Data will be communicated in annual "Data Day" analyses, as well as during monthly and quarterly check-ins (SAT meetings, PLC meetings, Early Release Meetings, and other Professional Development opportunities).	Academic Support Program	12/29/2016	12/29/2017	\$0	Director of Teaching and Learning, Superintendent
CCR Training and Support	District and school leaders, in collaboration with the guidance office, will monitor graduation data, academic progress, and college and career readiness (through an analysis of ACT, KOSSA, WorkKeys, COMPASS, KYOTE and ASVAB assessment data.) District and school leaders and teachers will design specialized courses (e.g. transition courses to practice KYOTE) to support seniors not meeting benchmarks in Mathematics and/or English/Reading and who are not deemed college and/or career ready . The district will provide ongoing support and resources.	Academic Support Program, Career Preparation/Orientation	12/29/2016	05/26/2017	\$0	HS Principal, High School Counselor, Director of Teaching and Learning
Inspire, Engage, Grow Classroom	The district will use the district-created monitoring tool to observe and collect evidence on the district's mission to provide students with learning experiences inside an "Inspire, Engage, Grow Classroom". Feedback will be given to teachers on a regular basis, where district and school leaders will make decisions (based on data) regarding additional support needed to implement this with fidelity.	Academic Support Program	12/29/2016	05/26/2017	\$0	Superintendent, Director of Teaching and Learning
RTI	The district will continue to support and monitor the progress of all students at Lincoln Elementary and Dayton Middle/High to provide targeted interventions and enrichment programs to meet the needs of each individual student.	Academic Support Program	12/29/2016	05/26/2017	\$0	Director of Teaching and Learning, Principals, Teachers
New Teacher Induction Program	The district will continue to support all new teachers of Dayton Independent Schools by providing them with monthly opportunities to participate in professional learning and coaching sessions as part of a formal induction program.	Professional Learning	12/29/2016	12/29/2017	\$0	Director of Teaching and Learning

Comprehensive District Improvement Plan

Dayton Independent

Vertical/Horizontal Planning and Curriculum Alignment	The district will provide a structure (PLC Meetings, Early Release Meetings, Flashback Meetings) where teachers can meet in vertical and horizontal planning meetings to plan for instruction and to create and refine Quarterly/Unit Organizers and Curriculum Timelines, as outlined in the Academic Work Plan. District administrators will provide ongoing coaching and feedback to teachers on effective practices for Tier I instruction and curriculum alignment to KCAS.	Academic Support Program	12/29/2016	12/29/2017	\$0	Director of Teaching and Learning, Building Level Principals
Operation Preparation	District Administration Team (Superintendent, Director of Teaching and Learning, Director of Student Services) will develop and promote Operation Preparation district-wide to promote college and career readiness. Through the use of a monitoring system within the guidance office at the school, the district will provide support to students regarding their ILP completion status, career interests, and their progress towards meeting College Readiness benchmarks as needed.	Career Preparation/Orientation	02/20/2017	04/28/2017	\$0	Superintendent, Director of Teaching and Learning, Director of Student Support, HS Counselor
"Deeper Dive" Walkthroughs	District and building level administrators will implement a formal system to monitor effective instructional practices and systems for assessment of learning. Using a the district-created "Deeper Dive" Walkthrough protocol, district and school leaders will observe teachers and collect evidence to make decisions regarding professional learning and additional district support to teachers.	Academic Support Program	12/29/2016	12/29/2017	\$0	Director of Teaching and Learning, Superintendent, Principals
Engaging Students With Poverty in Mind Resources	The district will continue to promote Eric Jensen's philosophies of helping students of poverty by continuing their focus on the "Inspire, Engage, and Grow Classroom." Through regular observations of classroom practices, using a district-created protocol, the district will monitor the implementation of strategies aligned with Jensen's work and their newly adopted mission and vision. The district will continue to provide resources from Eric Jensen's work for all staff members.	Professional Learning	12/29/2016	05/31/2017	\$0	Director of Teaching and Learning, Superintendent
Total					\$0	

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Vertical/Horizontal Planning and Curriculum Alignment	The district will provide a structure (PLC Meetings, Early Release Meetings, Flashback Meetings) where teachers can meet in vertical and horizontal planning meetings to plan for instruction and to create and refine Quarterly/Unit Organizers and Curriculum Timelines, as outlined in the Academic Work Plan. District administrators will provide ongoing coaching and feedback to teachers on effective practices for Tier I instruction and curriculum alignment to KCAS.	Academic Support Program	12/29/2016	12/29/2017	\$0	Director of Teaching and Learning, Building Level Principals
Live Scoring	School and district leaders will assist teachers in grades 3-8 with the implementation of a formal system for effectively scoring writing in the classroom and using feedback to improve student understanding of content. Teachers will utilize Live Scoring twice per academic year for the purpose of assessing instruction and coaching students to proficiency by providing them with descriptive, effective feedback in ways that will allow them to improve in their demonstration of understanding through writing.	Academic Support Program	12/29/2016	04/28/2017	\$0	Director of Teaching and Learning, Building Principals, Literacy Coach, Teachers
Shared Inquiry	The district will provide professional learning opportunities and support to teachers in order to ensure that all teachers are effectively implementing shared inquiry in their classrooms, which are aligned to the Junior Great Books Shared Inquiry models. School and district leadership, through classroom walkthroughs and reviews of unit plans, will monitor to ensure effective use of these strategies in the classroom, with a focus on improved student understanding and mastery of content.	Professional Learning, Academic Support Program	12/29/2016	05/26/2017	\$5000	Director of Teaching and Learning, Building Principals, Teachers
Common Literacy Expectations	Teachers will implement common literacy strategies across all grade levels and disciplines (i.e. RACE Writing strategy, Mark It Up Strategies, Common Reading Strategies). The implementation of these strategies will begin in Kindergarten and be structured so that skills can staggered to ensure optimal student success. School and district leadership will monitor to provide assistance to teachers needing support and resources by providing them with on-going, specific feedback on unit plans and teacher created lessons and writing prompts.	Academic Support Program	12/29/2016	05/26/2017	\$0	Director of Teaching and Learning, Principals, ELA teachers

Comprehensive District Improvement Plan

Dayton Independent

Assessment Analysis for Effective School Improvement	The district will continue to monitor and support administrators and teachers in gathering and analyzing school-specific data (EOC, KPREP, Quarterly Assessments, CERT) to make decisions regarding school-improvement. The district will support schools in the selection of data to be regularly analyzed and reviewed monthly, quarterly, and annually to measure student achievement and will create an actionable "next steps process" for students not scoring proficient and/or distinguished in math, reading, science, and social studies. Data will be communicated in annual "Data Day" analyses, as well as during monthly and quarterly check-ins (SAT meetings, PLC meetings, Early Release Meetings, and other Professional Development opportunities).	Academic Support Program	12/29/2016	12/29/2017	\$0	Director of Teaching and Learning, Superintendent
School Based Health Center	The district will continue to provide support for and monitor the implementation of the School-based Health Center, designed to help remove barriers that may exist when students are absent from school when medical treatment is necessary.	Behavioral Support Program	12/29/2016	05/26/2017	\$5000	Director of Student Services
"Deeper Dive" Walkthroughs	District and building level administrators will implement a formal system to monitor effective instructional practices and systems for assessment of learning. Using the district-created "Deeper Dive" Walkthrough protocol, district and school leaders will observe teachers and collect evidence to make decisions regarding professional learning and additional district support to teachers.	Academic Support Program	12/29/2016	12/29/2017	\$0	Director of Teaching and Learning, Superintendent, Principals
Joint SBDM/Board Meeting	The district will continue to monitor and support effective communication between the SBDM councils, the Board of Education, and district office personnel with bi-annual reviews of the district mission statement, school district goals, and assessment data.	Academic Support Program	12/29/2016	11/30/2017	\$0	Superintendent, Director of Teaching and Learning, Building Principals
PBIS Implementation	The Director of Student Services will continue to monitor and support work with school personnel to implement PBIS in both school buildings, in order to track progress towards the long term goal of advancing through the next Tier of PBIS intervention based on benchmark assessment from the PBIS committee.	Academic Support Program	12/29/2016	05/26/2017	\$0	Director of Student Services
Inspire, Engage, Grow Classroom	The district will use the district-created monitoring tool to observe and collect evidence on the district's mission to provide students with learning experiences inside an "Inspire, Engage, Grow Classroom". Feedback will be given to teachers on a regular basis, where district and school leaders will make decisions (based on data) regarding additional support needed to implement this with fidelity.	Academic Support Program	12/29/2016	05/26/2017	\$0	Superintendent, Director of Teaching and Learning

Comprehensive District Improvement Plan

Dayton Independent

RTI	The district will continue to support and monitor the progress of all students at Lincoln Elementary and Dayton Middle/High to provide targeted interventions and enrichment programs to meet the needs of each individual student.	Academic Support Program	12/29/2016	05/26/2017	\$0	Director of Teaching and Learning, Principals, Teachers
Shared Inquiry Training	The district will provide professional learning opportunities and support to teachers in order to ensure that all teachers are effectively implementing shared inquiry in their classrooms, which are aligned to the Junior Great Books Shared Inquiry models. School and district leadership, through classroom walkthroughs and reviews of unit plans, will monitor to ensure effective use of these strategies in the classroom, with a focus on improved student understanding and mastery of content.	Professional Learning	12/29/2014	08/31/2017	\$5000	Director of Teaching and Learning, Building Principals
New Teacher Induction Program	The district will continue to support all new teachers of Dayton Independent Schools by providing them with monthly opportunities to participate in professional learning and coaching sessions as part of a formal induction program.	Professional Learning	12/29/2016	12/29/2017	\$0	Director of Teaching and Learning
Early Release Wednesdays	Dayton Independent Schools will continue to support all teachers by providing a structure for intentional professional experiences for all staff members during weekly early release Wednesday meetings. The district will monitor to ensure that an intentional focus remains on district wide curriculum alignment in which content area teachers from all grade levels will meet to create/refine curriculum documents and review/analyze assessments and student work.	Professional Learning	12/29/2016	03/31/2017	\$0	Director of Teaching and Learning, Principals
New Teacher Regional Meetings	The district will continue to support teachers in their first year of teaching by providing them with opportunities to participate in the Regional New Teacher Induction Program by the Northern Kentucky Cooperative. These teachers will meet monthly with other first year teachers throughout the Northern Kentucky region and the district will monitor to ensure that these meetings align with the support that is being offered to new teachers during monthly meetings within the district.	Professional Learning	12/29/2016	04/28/2017	\$200	Director of Teaching and Learning, Principals
KAGAN Training	The Dayton Independent School district will continue to support cooperative learning in the classrooms by providing opportunities for all teachers throughout the district attend KAGAN workshops. The district will monitor teacher attendance in these meetings to ensure that all teachers have attended at least one KAGAN workshop. The district will integrate protocols within the classroom walkthrough system to monitor the level of implementation of cooperative learning in the classrooms.	Professional Learning	12/29/2016	12/29/2017	\$5000	Director of Teaching and Learning

Comprehensive District Improvement Plan

Dayton Independent

Engaging Students With Poverty in Mind Resources	The district will continue to promote Eric Jensen's philosophies of helping students of poverty by continuing their focus on the "Inspire, Engage, and Grow Classroom." Through regular observations of classroom practices, using a district-created protocol, the district will monitor the implementation of strategies aligned with Jensen's work and their newly adopted mission and vision. The district will continue to provide resources from Eric Jensen's work for all staff members.	Professional Learning	12/29/2016	05/31/2017	\$0	Director of Teaching and Learning, Superintendent
Academic/Nonacademic Targeted Assistance	The district will continue to monitor both academic and non academic programs to provide support teachers and administrators and maximize resources to support students (ESS, 21st Century Learning Program, School-Based Health Center, etc.)	Tutoring	12/29/2016	05/31/2017	\$0	ESS Coordinator, School Nurse, Director of Student Services, Director of Teaching and Learning, 21st Century Staff Members, Principals
Zones of Regulation Training	Dayton Independent Schools will support teachers of paraprofessionals of the early childhood program by providing Zones of Regulation Training, which focuses on teaching students skills for self regulation. The district will monitor to ensure that this is being implemented within the early childhood classroom.	Professional Learning	12/29/2016	08/25/2017	\$0	Director of Special Education
Quartely Assessment Development and Monitoring	The district will provide a structure for teachers to develop quarterly assessments, as outlined in the district-created Academic Work Plan. The district will monitor the development of these assessments using the rigor and relevance framework. Additionally, district and school leadership will provide assistance to teachers when analyzing this data to make decisions that will impact student learning.	Academic Support Program	12/29/2016	05/17/2017	\$0	Director of Teaching and Learning, Principals
Leadership Development	The district will continue to support teachers and administrators of Dayton Independent Schools by providing them with opportunities (i.e., NISL, KASA Leadership Retreat, Roundtables, book studies, Daily Leadership Challenges) to participate in professional learning and coaching sessions specifically targeted their individual growth as leaders. as part of a formal induction program.	Professional Learning	12/29/2016	05/26/2017	\$2000	Superintendent, Director of Teaching and Learning
Total					\$22200	

Lincoln Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Comprehensive District Improvement Plan

Dayton Independent

Effective RtI Models (Read 180, Lexia/Reading Plus, Credit Recovery)	The district will continue to monitor the implementation of intervention and enrichment services for students to support student learning in the non-duplicated gap groups K-12. At Lincoln Elementary, the district will facilitate conversations around data-driven decisions in Advisory Teams to support a research-based school wide RTI model for students scoring below grade level on KPREP and the MAP assessments. The district will provide support to teachers at Dayton MS/HS to target students for additional help through credit recovery programs and scheduling of interventions and enrichment for students (i.e., Read 180, Lexia/Reading Plus), specifically with targeted intervention either during the 4th period block of each day or with double blocked scheduling. The district will monitor to ensure not only that these are being implemented effectively to impact student learning, but are being implemented with fidelity for all students.	Academic Support Program	12/29/2016	05/26/2017	\$0	LES Principals and Staff, Director of Teaching and Learning
Book a Week Program	To support family involvement and connect literacy in the preschool program to the home, the district will provide opportunities for preschool teachers to provide students with one book to take home each week. Teachers will design and deploy weekly activities to coincide with the book of the week.	Academic Support Program	12/29/2016	05/26/2017	\$1300	Director of Special Education, Preschool Teachers
Reading One to One	District office personnel will participate in the Reading One to One Program and work with a student each week for thirty minutes to improve the child's fluency and comprehension skills. The district will monitor to ensure program effectiveness and impact on student learning.	Academic Support Program	12/29/2016	04/28/2017	\$0	District Office Personnel
Head Start	The Dayton School District will continue to support early childhood learning by collaborating with Head Start to provide opportunities for Head Start staff to teach a preschool class for three and four year old children at Lincoln Elementary School. The district will monitor to support this partnership.	Academic Support Program	12/29/2016	05/31/2017	\$0	Superintendent, Preschool Director
Children Inc.	Dayton School District will continue to collaborate with Children Inc. to offer a full day preschool option to our families with children ages 3 - 5. Children Inc. will also provide an after school program for students at LES. The district will monitor to ensure that this is promoting kindergarten readiness for students entering elementary school.	Academic Support Program, Community Engagement	12/29/2016	05/26/2017	\$0	Superintendent, Preschool Director, LES Principal

Comprehensive District Improvement Plan

Dayton Independent

United Way Partnership	Dayton Independent Schools will continue to partner with United Way to provide a number of programs to the families and students of Dayton. Those programs include: Pre - K Works - a group of top level business CEO's and superintendents that brainstorm ways to improve Kindergarten Readiness. Urban Core Collaborative - a program similar to Pre - K works but will school level people. Me and My School - A summer Kindergarten Readiness program intended for children enrolling in Kindergarten. Borne Learning Academy - an innovative school based academy consisting of six workshop sessions that provide parents the tools to help their children succeed in kindergarten and beyond. The district will monitor to ensure that these activities are promoting kindergarten readiness for students entering elementary school.	Community Engagement, Parent Involvement	12/29/2016	05/31/2017	\$0	Superintendent, Director of Preschool
Book a Week Program	Dayton Independent Schools will collaborate with United Way and Scholastic to provide a "Book a Week" to all students enrolled in Lincoln Elementary Schools Preschool. The book, which is sent home each week, will contain strategies in the back of the book that parents can use when reading the book with their child.	Academic Support Program, Community Engagement	08/22/2016	05/26/2017	\$13000	Superintendent, Director of Preschool
Monitoring of Early Childhood Grant	Dayton Independent Schools will monitor the implementation of a secured Early Childhood Grant to enhance the preschool program and provide additional resources for our families.	Professional Learning, Community Engagement	12/29/2016	05/31/2017	\$120000	Director of Special Education and Preschool, Superintendent, Principal, Preschool Staff
School Readiness Summit	The district will continue to support community engagement and early childhood learning by promoting a district wide early childhood plan. District leaders will monitor to ensure optimal partnerships continue with the community of Dayton and the Early Childhood Council.	Professional Learning, Community Engagement	12/29/2016	06/29/2017	\$0	Superintendent, Director of Preschool, LES Principal
Total					\$134300	

Dayton High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Comprehensive District Improvement Plan

Dayton Independent

Effective RtI Models (Read 180, Lexia/Reading Plus, Credit Recovery)	The district will continue to monitor the implementation of intervention and enrichment services for students to support student learning in the non-duplicated gap groups K-12. At Lincoln Elementary, the district will facilitate conversations around data-driven decisions in Advisory Teams to support a research-based school wide RTI model for students scoring below grade level on KPREP and the MAP assessments. The district will provide support to teachers at Dayton MS/HS to target students for additional help through credit recovery programs and scheduling of interventions and enrichment for students (i.e., Read 180, Lexia/Reading Plus), specifically with targeted intervention either during the 4th period block of each day or with double blocked scheduling. The district will monitor to ensure not only that these are being implemented effectively to impact student learning, but are being implemented with fidelity for all students.	Academic Support Program	12/29/2016	05/26/2017	\$0	LES Principals and Staff, Director of Teaching and Learning
CCR Training and Support	District and school leaders, in collaboration with the guidance office, will monitor graduation data, academic progress, and college and career readiness (through an analysis of ACT, KOSSA, WorkKeys, COMPASS, KYOTE and ASVAB assessment data.) District and school leaders and teachers will design specialized courses (e.g. transition courses to practice KYOTE) to support seniors not meeting benchmarks in Mathematics and/or English/Reading and who are not deemed college and/or career ready . The district will provide ongoing support and resources.	Academic Support Program, Career Preparation/Orientation	12/29/2016	05/26/2017	\$0	HS Principal, High School Counselor, Director of Teaching and Learning
Student Assistance Team/ABRI	A Student Assistance Team at the high school, through a partnership with ABRI, will monitor academic (i.e., CERT, Quarterly Assessments, Academic Progress) and nonacademic (i.e., behavior and attendance) data of all students to support learning with targeted academic and behavioral intervention and enrichment. The district will monitor to ensure program effectiveness and an increase in the academic achievement of all students.	Behavioral Support Program	12/29/2016	05/26/2017	\$0	HS Principal, HS counselor, and District office staff
DaytonA, Credit Recovery. In-School Detention	The district will continue to monitor the implementation of programs to support students struggling academically, (i.e. "DaytonA", Credit Recovery. In-School Detention).	Behavioral Support Program	12/29/2016	05/26/2017	\$130000	HS Principal, DaytonA teacher, Credit Recovery Teacher
CERT Testing	The district will continue to provide support to school administration and teachers during CERT Testing, a formal system for measuring progress of students in English, Reading and Mathematics and to determine college readiness and appropriate interventions for students not meeting benchmarks.	Academic Support Program	12/29/2016	04/28/2017	\$5000	Director of Teaching and Learning, Principal, Counselor

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Early Bird Class	The district will provide a structure to support students participating in dual credit courses by offering an Early Bird Class at the high school. The district will monitor the effectiveness of this class with academic progress checks for fidelity.	Academic Support Program	12/29/2016	05/26/2017	\$6000	Superintendent, HS Principal
Operation Preparation	District Administration Team (Superintendent, Director of Teaching and Learning, Director of Student Services) will develop and promote Operation Preparation district-wide to promote college and career readiness. Through the use of a monitoring system within the guidance office at the school, the district will provide support to students regarding their ILP completion status, career interests, and their progress towards meeting College Readiness benchmarks as needed.	Career Preparation/Orientation	02/20/2017	04/28/2017	\$0	Superintendent, Director of Teaching and Learning, Director of Student Support, HS Counselor
CCR Monitoring (Tracking)	The district will continue to support and monitor CCR programs. The Director of Teaching and Learning and the School Counselor will continue to create and update a CCR Spreadsheet that will be shared with staff members during weekly PLCs. All juniors will participate in CCR rotation classes, and the district will monitor to ensure progress towards college and/or career readiness is occurring.	Academic Support Program	12/29/2016	05/19/2017	\$0	Director of Teaching and Learning, HS Guidance Counselor
Career Pathways Communication	The district will support CCR communication between teachers to provide students access to programs that align with career pathways identified in their ILP. The TEDS Coordinator/High School Business Teacher will track the students and progress in these career pathways to make decisions requiring additional district support.	Career Preparation/Orientation	12/29/2016	05/26/2017	\$0	TEDS Coordinator, HS Business Teacher
Individual College and Career Plans (Career Pathways)	The district will provide support to teachers and guidance office to promote career pathway options with eighth grade and ninth grade students. District and school leadership will monitor academic progress of students in meeting career pathways goals to support college and career readiness of all students.	Career Preparation/Orientation	12/29/2016	05/26/2017	\$0	Director of Teaching and Learning, HS Guidance Counselors, Teachers
Total					\$141000	

Phase II - Assurances - District

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Introduction

KDE Assurances for Districts

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District Assurances

Label	Assurance	Response	Comment	Attachment
1.	All schools in our district have planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of data and information.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The current school year Comprehensive District Improvement Plan (CDIP) and all our schools Comprehensive School Improvement Plans (CSIPs) are available for stakeholders to examine on the district website.	Yes		

Label	Assurance	Response	Comment	Attachment
3.	All teachers in our district including those providing services to private school students are highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
4.	All paraeducators in our district including those providing services to private school students are highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	All schools in our district notify parents when their children are taught for four or more consecutive weeks by teachers who are not highly qualified. If no, list the schools below.	Yes		

Label	Assurance	Response	Comment	Attachment
6.	Our district 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
7.	Our district has planned strategies to recruit and retain highly qualified teachers.	Yes		

Comprehensive District Improvement Plan

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Label	Assurance	Response	Comment	Attachment
8.	Our district will allocate and spend federal program funds only on programs and activities for identified eligible students and will maintain appropriate financial records in this regard.	Yes		

Label	Assurance	Response	Comment	Attachment
9.	Our district ensures that program funds are targeted to schools that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified as focus or priority schools.	Yes		

Label	Assurance	Response	Comment	Attachment
10.	Our district ensures that all class-size reduction teachers are utilized to reduce class size below the state requirements. Paraprofessionals are utilized to meet the state requirements before hiring any additional teachers serving in that capacity.	Yes		

Label	Assurance	Response	Comment	Attachment
11.	Our district ensures class-size reduction needs are determined by analysis of data compiled through such processes as achievement test results, needs assessments, and class size data reviews.	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Our district ensures that all personnel compensated from federal program funds are performing assignments aligned to the program purpose according to the program plan and appropriate documentation is maintained.	Yes		

Label	Assurance	Response	Comment	Attachment
13.	Our district ensures that private schools have been consulted with regard to available federal funds for use with eligible students and/or teachers according to federal program requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
14.	Our district ensures that services provided to private schools with federal funds are delivered according to specific federal program requirements and appropriate documentation is maintained.	Yes		

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Label	Assurance	Response	Comment	Attachment
15.	Procedures have been established for the identification and tracking of purchases made with federal funds, including the retrieval and/or disposal of materials when no longer needed.	Yes		

Label	Assurance	Response	Comment	Attachment
16.	Our district ensures that all federal program complaint procedures have been communicated to all stakeholders and are properly implemented when applicable.	Yes		

Label	Assurance	Response	Comment	Attachment
17.	Our district maintains proper time and effort documentation for all personnel paid with federal funds according to specific federal program requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
18.	Our district ensures proper maintenance of records according to federal program guidelines.	Yes		

Label	Assurance	Response	Comment	Attachment
19.	Our district has followed the proper procedures for the acquisition of equipment and materials with federal funds.	Yes		

Label	Assurance	Response	Comment	Attachment
20.	Our district ensures that all federal programs are evaluated annually for program effectiveness and compliance.	Yes		

Label	Assurance	Response	Comment	Attachment
21.	Our district ensures that only eligible schools are served by Title I, Part A.	Yes		

Label	Assurance	Response	Comment	Attachment
22.	Our district ensures that low-income data for all schools is taken on the same day.	Yes		

Label	Assurance	Response	Comment	Attachment
23.	Our district ensures that district and school allocations on the Title I Ranking Report correspond with the MUNIS budget.	Yes		

Comprehensive District Improvement Plan

Dayton Independent

Label	Assurance	Response	Comment	Attachment
24.	Our district ensures that there is documentation to support the child count for local institutions for neglected children that was submitted to KDE.	Yes		

Label	Assurance	Response	Comment	Attachment
25.	Our district ensures that set-aside funds for neglected institutions in the district are expended on identified student needs.	Yes		

Label	Assurance	Response	Comment	Attachment
26.	Our district ensures that neglected student needs were identified through consultation with staff at all neglected institutions in the district.	Yes		

Label	Assurance	Response	Comment	Attachment
27.	Our district ensures that Title I funds are reserved and expended to meet the needs of homeless children and youth in non-Title I schools.	Yes		

Label	Assurance	Response	Comment	Attachment
28.	Our district ensures that if it receives more than \$500,000 in Title I, Part A funding, 1% of the total district allocation has been reserved for parent involvement activities and that 95% of the reserved funds has been allocated to eligible schools including eligible private schools.	Yes		

Label	Assurance	Response	Comment	Attachment
29.	Our district ensures that parents are involved in deciding ways in which parent involvement funds are used.	Yes		

Label	Assurance	Response	Comment	Attachment
30.	Our district ensures that there is an annual meeting to inform parents of program requirements, including the right of parents to be involved in planning, review and improvement of parent programs.	Yes		

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Label	Assurance	Response	Comment	Attachment
31.	Our district ensures that all parents of students in Title I schools have been notified that they may request information regarding the professional qualifications of their child's teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
32.	Our district ensures that it communicates with school councils/school staff on an ongoing basis including information on program requirements, analysis of data and review of the schoolwide program (SWP) or targeted assistance (TAS) program plan to ensure compliance and effectiveness.	Yes		

Label	Assurance	Response	Comment	Attachment
33.	Our district ensures that private schools (within and outside the district) serving students from participating public school attendance areas have been contacted to offer equitable services.	Yes		

Label	Assurance	Response	Comment	Attachment
34.	Our district ensures that written affirmation signed by an official from each of the participating private schools that consultation occurred during the design, implementation, and assessment of the Title I activities in the private schools is maintained.	Yes		

Label	Assurance	Response	Comment	Attachment
35.	For any staff member that does not meet the highly qualified teacher status, the district develops an individual plan to assist them with becoming highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
36.	Our district ensures that district and school allocations on the Title II Teacher Quality Program Budget correspond with the MUNIS budget.	Yes		

Label	Assurance	Response	Comment	Attachment
37.	We certify that we are a District of Innovation and attach the approved application.	N/A		

Comprehensive District Improvement Plan

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Label	Assurance	Response	Comment	Attachment
38.	The district certifies it has submitted the required District School Safety Report in ASSIST to verify compliance with SB/HB345 to assure schools are safer places for students and staff and that school safety practices are being developed and are in place.	Yes		

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Phase II - Compliance and Accountability - Districts

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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.

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Planning and Accountability Requirements

The district ensures that teachers are equitably distributed throughout the district to ensure that all students are college and career ready. **Equitable distribution: poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers.**

Goal 1:

College and Career Readiness

Measurable Objective 1:

achieve college and career readiness by maintaining or increasing our current CCR percentage (78%) of students identified as college and/or career ready by 05/26/2017 as measured by the Next Generation Learners Achievement Data on the School Report Card..

Strategy1:

CCR Data - All students and staff will be aware of students' college and/or career readiness.

Category: Career Readiness Pathways

Research Cited:

Activity - Career Pathways	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and counselor will share career pathway options with eighth grade and ninth grade students. Students will be encouraged to enroll in one career pathway throughout high school.	Career Preparation/ Orientation	08/17/2016	05/26/2017	\$0 - No Funding Required	High School Counselor, Teachers

Activity - Career Pathway Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The TEDS Coordinator/High School Business Teacher will track the students and their career pathways.	Academic Support Program	08/17/2016	05/26/2017	\$0 - No Funding Required	TEDS Coordinator/High School Business Teacher

Activity - CCR Tracking Sheet	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Director of Teaching and Learning and the School Counselor will create and update a CCR Spreadsheet that will be shared with staff members. The CCR spreadsheet will be updated each time new college or career readiness measures are met by students.	Academic Support Program	08/17/2016	05/26/2017	\$0 - No Funding Required	Director of Teaching and Learning, High School Counselor

Strategy2:

Targeted Interventions - Teachers will work with seniors that have not met the college readiness benchmarks.

Comprehensive District Improvement Plan

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Category: Continuous Improvement

Research Cited:

Activity - Transition Courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Specialized courses in math and English/Reading will be required for those seniors not meeting ACT benchmarks.	Academic Support Program	08/17/2016	05/26/2017	\$0 - No Funding Required	HS Principal, High School Counselor, Director of Teaching and Learning

Activity - KYOTE Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Seniors not meeting college readiness benchmarks on the ACT will participate in KYOTE practice during their transitional courses.	Academic Support Program	08/17/2016	05/26/2017	\$0 - No Funding Required	High School Math and ELA teachers

The district has identified specific strategies to address areas for improvement identified in the TELL KY survey results.

Goal 1:

KPREP Combined Reading and Math Proficiency

Measurable Objective 1:

collaborate to increase the combined reading and math KPREP scores for Lincoln Elementary School from 45.2 to 57.6, Dayton Middle School from 46.2 to 57.7, and Dayton High School from 47.4 to 48.6 by 06/01/2017 as measured by by the Next Generation Learners Achievement Data on the School Report Card.

Strategy1:

Math Proficiency - Students will be provided strategies to increase math proficiency.

Category: Continuous Improvement

Research Cited:

Activity - Professional Learning Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers, including Math teachers, will be given the opportunity to attend professional learning opportunities to improve their professional practice. Teachers will share information with staff upon their return.	Professional Learning	08/17/2016	05/26/2017	\$20000 - Title I Part A	Director of Teaching and Learning, Principals, Teachers

Strategy2:

Reading Proficiency - As a district, we will provide resources, strategies, and input to Lincoln Elementary School and Dayton Middle/High School to increase Reading Proficiency.

Category: Continuous Improvement

SY 2016-2017

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Research Cited:

Activity - Shared Inquiry	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will pay for all teachers to attend the Junior Great Books Shared Inquiry Training. All trained teachers will implement shared inquiry in their classrooms. Each year additional teachers will attend the training and implement Shared Inquiry in their classrooms.	Academic Support Program	08/17/2016	05/26/2017	\$5000 - General Fund	Director of Teaching and Learning, Building Principals, Teachers

Activity - Professional Learning Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers, including ELA teachers, will be given the opportunity to attend professional learning opportunities to improve their professional practice. Teachers will share information with staff upon their return.	Professional Learning	08/17/2016	05/26/2017	\$20000 - Title I Part A	Director of Teaching and Learning, Principals, Teachers

Goal 2:

Graduation Rate

Measurable Objective 1:

collaborate to maintain a graduation rate of at least 82.4% or higher by 05/26/2017 as measured by the School Report Card Next Generation Learners Data..

Strategy1:

Support Strategies - Work with students who are struggling and falling below grade level.

Category: Continuous Improvement

Research Cited:

Activity - Joint SBDM/Board Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Twice a year both SBDM councils, the Board of Education, and district office personnel will meet to review the district mission statement, review school district goals, and review assessment data.	Academic Support Program	08/17/2016	02/24/2017	\$0 - No Funding Required	Superintendent, Director of Teaching and Learning, Building Principals.

Executive Summary

DRAFT

Introduction

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system 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 system, and the kinds of programs and services that a school system implements to support student learning.

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

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Description of the School System

Describe the school system'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 system serves?

The Dayton Independent School District earned the Distinguished/Progressing category for the first time in 2016 with both the Middle School and the High School earning the same Distinguished/Progressing classification. We are proud of the growth occurring in our district and proud to be the top performing school district along the river in Northern Kentucky. Guiding us in this journey has been our mission to Inspire, Engage, and Grow each of our Students. We now move to a new vision for Dayton Independent Schools that envisions a community that creates a successful academic, social, and physical educational experience for each Student.

The Dayton Independent School District has also become much more financially stable over the past three years. Based on the data on the School Report Card, Dayton Schools had a Fund Balance Percentage of 8.6 in 2014 and in 2016 the Fund Balance Percentage for Dayton Schools was 19.1. Overall, there has been a 122% increase in the Fund Balance Percentage for Dayton Schools.

The Dayton Independent School system serves the small river community of Dayton, Kentucky. Nestled along the Ohio River, Dayton Independent Schools is one of five urban city schools along the Ohio River in Kentucky across from Cincinnati. The school district has a population of nearly 1,000 students (Preschool through 12th grade). The local community is rich in history and is on the cusp of a major real estate development along its riverbank. There is a strong sense of local pride and support from the community.

Dayton Middle/High School is a 7 - 12 building with roughly 350 students. Lincoln Elementary School is a preschool through 6th grade building with approximately 650 students. The student demographic population has been constant over the previous three school years. The free and reduced lunch percentage is currently 85% and that percentage has remained the same for the previous three years. The biggest change in student demographic has been the African American population. The percentage of African American students has doubled over the last three years going from 3.2% in 2014 to 5.8% in 2016. In regards to the teaching staff at Dayton Independent Schools, there has been a 6% increase in the percentage of male teachers over the past three years. In 2014 there were 19% male teachers and in 2016 there were 25% male teachers in the district. The average years of teaching experience has also decreased over the past three years. In 2014, the average years experience of the teaching staff at Dayton Schools was 12.8 and in 2016 the averages years experience of teaching staff at Dayton Schools was 11.3. Just like with the school demographic, the demographics of the city of Dayton has remained constant over the past three years. Dayton is a low socio economic area with multiple rental houses.

Dayton is a very close knit community where many generations of the same families have attended Dayton Schools. Both schools in Dayton are Title I schools with a Youth Service Center located at the high school and a Family Youth Resource Center located at the elementary school. Our faculty at the high school is comprised of 28 certified teachers, 1 guidance counselor, 2 administrators, and 6 classified staff members. Our faculty at the elementary school is comprised of 34 teachers, 2 guidance counselors, 2 administrators and 6 classified staff members. Our student to teacher ratio is approximately 20 to 1.

The teachers, students, and community of Dayton Independent Schools have deep roots in Northern Kentucky and a proud tradition in academics, arts, and athletics. The school community takes pride and careful consideration when working with the students in this district. As a small community, everyone knows everyone, and looks out for one another. In many instances children in this district have had both parents and grandparents attend Dayton Independent Schools. In fact, it is not completely unusual for students' great grandparents to have

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attended Dayton Independent Schools. Teachers understand the pride this school has in its deep-seated traditions and customs and enjoy working in a school system with over 100 years of tradition.

The staff of Dayton School District, in partnership with the parents and community, guide all students in a safe and stimulating environment to develop realistic visions and goals. The mission of Dayton Independent Schools is to Inspire, Engage, and Grow each of our Students. In the spring of 2014, the district engaged its stakeholders in meetings after school with community members including parents, business owners, students, and teachers to create this new mission statement. Teachers and administrators believe that all students in Dayton Independent Schools are capable of reaching college readiness and career readiness. Students at Dayton are encouraged to do their best no matter what barriers they may have or adversity that is in their way.

The district continues to look for ways to improve in the areas of curriculum, instruction, and assessment. In 2016 the district began work on an Academic Work Plan for teachers to help guide them in a process for curriculum development and review, instruction, and assessment. This Academic Work Plan drives the focus of PLC's and Early Release Vertical Content Meetings.

At Lincoln Elementary School, teachers meet weekly to review standards, assessment data, and student work in what they are referring to as Flashback Meetings. These meetings are called Flashback Meetings because the teachers are addressing how they are flashing back to the standards that have previously been taught. Dayton High School is having each content area meet weekly in what they are referring to as PLC's. During these PLC meetings, there is one focus prep teacher that focuses on recent assessment that was given and the teacher shares assessment data. A strong Response to Intervention system is found in both schools. Lincoln Elementary does School Wide RTI and Dayton Middle/High School has all students not meeting college readiness benchmarks in an intervention class to address the needs of the students. Both schools also have active and highly collaborative Students Assistance Teams that meet to reduced barriers to learning for students.

In addition to PLC meetings, there are other opportunities for teachers and administrators to come together to discuss instructional practices. As part of an initiative developed in 2016, the district leadership team created the "Inspire, Engage, and Grow Classroom" to communicate expectations for teachers and staff to further enhance living out our mission. With this model, the district leaders monitor and review programs and instruction. This process, which is referred to as, "Deeper Dive Walkthroughs," was started and has school leaders in classrooms gathering data and sharing out with grade level or content area teams twice a year. After each walkthrough, district and school leaders meet collaboratively with teachers to engage in conversations on findings and collect input from teachers on how they can better support instructional practices.

The Inspire, Engage, and Grow Classroom that was shared with all staff members on District Opening Day lays out what Inspire, Engage, and Grow looks like in the classroom. Those qualities are:

INSPIRE

Students belong

Students have hope

Students are passionate

ENGAGE

Students do the work

Students apply the work

Students reflect on the work

GROW

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Students develop healthy lifestyles

Students develop growth mindsets

Students develop strong relationship skills

Four reflective questions are also apart of the Inspire, Engage, and Grow Classroom. Those reflective questions are a reminder for all staff members. Those questions are:

Who did the work today?

How did I build positive relationships today?

How did students apply their learning today?

How did my students use non-fiction text today?

District leadership is committed to improve culture and climate in both schools by embracing the PBIS model for behavioral support. The district is committed to growing school and district leadership as administrators are attending NISL, KASA Leadership conferences, Leadership Roundtables, visiting other districts and schools, and doing two books studies (How Children Succeed and 21 Irrefutable Laws of Leadership).

Aligning with that commitment to grow leaders, the district is committed to growing teachers by having a New Teacher Induction Program that is delivered by the District and meets ten times a year for all new teachers to Dayton Independent Schools. All brand new teachers also participate in the NKCES New Teacher Regional meetings, which occur monthly.

The district has been proactive in securing grants to provide additional staff support and programing for students. This year Dayton Independent Schools received an early childhood grant for over \$100,000 to improve the learning for our youngest students. The high/middle school have been awarded \$75,000 through the 21st Century Grant. With this grant, in collaboration with our local YMCA Youth Center, we provide after school tutoring, programing, and activities for our students. Currently, the 21st Century coordinator is being housed in the high/middle school to provide complete collaboration between the YMCA and our school. Dayton Schools is a model "One to One Reading" and "One to One Math" district. Our entire district leadership team, the board chairperson, and the board vice-chair serve as reading coaches. We continue to have great community volunteers serve as coaches. This school year, in partnership with the city of Dayton, the city administrator, main street manager, and other city leaders serve as "One to One Reading Coaches."

The district is moving forward in many ways. There have been numerous parent/community events such as Student Led Conferences, Big Box of Books Events, Family Fun Nights and the latest addition of a Born Learning Academy. We have also had an increased focus on early childhood education as we have added Head Start and an all-day Children's Inc. preschool classroom. We have worked to improve our overall communication in the district by improving the webpage, maintaining a district Facebook page, conducting several surveys, and twice a year, having a meeting in which the board of education and the local school councils come together to assess and plan progress. Dayton Schools have also made a concentrated effort to increase communication via monthly articles in the Dayton Community News and Bellevue/Dayton Sun. We have also expanded relationships with Northern Kentucky University and Gateway College to improve opportunities for students post high school.

System's Purpose

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

Throughout the 2013-2014 school year, a committee of teachers, students, administrators, and community members met to rewrite our district mission statement. We have strongly implemented and lived our mission statement since. In only a short period of time, the mission statement has been embraced by students, staff, parents, and community members. Inspire, Engage, and Grow have become key focus words to guide our important work.

This mission statement is read at the beginning of each board meeting to the board members, administrators, and parents and students that are in attendance for Student of the Month recognition. The Board of Education also reviews the mission statement each year at the July board meeting and the district administrative team reviews the mission statement at the district retreat that takes place in July each year. The mission statement is embedded throughout the district in many classrooms and meetings that take place. For example, the high school Student Assistance Team has created a mission statement revolved around the district mission statement and second grade students create goals each January revolved around Inspire, Engage, and Grow.

The purpose of the Dayton Independent School District is best defined through our Vision and Mission Statements:

District Mission Statement

Vision:

Dayton Independent Schools envisions a community that creates a successful academic, social, and physical educational experience for each Student.

Mission:

The mission of Dayton Independent Schools is to Inspire, Engage, and Grow each of our Students.

We INSPIRE our students through our actions, our stories, and our beliefs so they can become whatever they want to become.

We believe in leading by example.

We believe motivation is driven by passion.

We believe attitude drives ability.

We believe enthusiasm is contagious.

We ENGAGE our students in learning experiences that allow for each student to be an active and passionate learner.

We believe our students should be challenged at all levels.

We believe every student has the ability to learn and achieve.

We believe understanding is more important than remembering.

We believe learning needs to be Active, Authentic, and Applied.

We GROW our students into life-long learners who are successful members of their community.

We believe success comes from hard work.

We believe in progress.

We believe growing is continuous.

We believe perseverance is part of learning.

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Notable Achievements and Areas of Improvement

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

NOTABLE ACHIEVEMENTS

The Dayton Independent School District earned the Distinguished/Progressing category for the first time in 2016 with both the Middle School and the High School earning the same Distinguished/Progressing classification. We are proud of the growth occurring in our district and proud to be the top performing school district along the river in Northern Kentucky. Guiding us in this journey has been our mission to Inspire, Engage, and Grow each of our Students. We now move to a new vision for Dayton Independent Schools that envisions a community that creates a successful academic, social, and physical educational experience for each Student.

Dayton Independent Schools are GROWING!

Here we GROW again! We are excited about the continuous progress being made in the district since being ranked 171 out of the 173 school districts in the state in 2012. In a short period of time, Dayton Independent Schools has moved up nearly 100 places on the Kentucky district rankings to 70th. Both Dayton High School and Dayton Middle School are now classified as Distinguished Schools. The District is also classified as a Distinguished District. All three schools have established systems, policies, procedures, and programs to improve student performance. It truly is a new DAY in DAYTON!

Dayton Independent Schools are growing in many ways. Over the past two years, student enrollment has increased compared to years past. For the past nineteen school years our district witnessed a decline in enrollment from 1400 students to a low of 835 students. This is a loss of 30 students each year. We are proud to say that this decline in student enrollment has ceased and Dayton Schools are now growing at one of the fastest rates in the state.

In 2013-2014 and in 2015-2016 both schools and the district participated in audits by the state of Kentucky using the AdvancED model. Both schools and the district received accreditation during this process and the district was deemed to have capacity to lead after losing this status in prior years under prior leadership. Many strengths were noted in all these reviews and growth in many areas were noted.

Currently, our district has worked to add additional student services to assist in reducing barriers to learning. Examples of these would include a school based health and dental clinic, professional school counselors, One to One Reading and Math Coaches, Born Learning Academy, Big Box of Books events, Me and My School Summer program, and 21st Century after school programs at each school. A focus on college and career readiness is evident in gains on the school report card (from 40% to 78%) and in programs offered for students. A comprehensive business/technology career pathway is available for all students starting in ninth grade. Students who reach college benchmarks receive tuition free course work at the urban Gateway Community College. It is now possible to have students career ready by the end of their 10th grade year and then transition to the Gateway dual credit program and earn up to 25 hours of college credit by the end of their senior year.

Indicators on our KY TELL survey indicate that Dayton Independent Schools are a good place to work as teacher satisfaction is at the state average. We are proud of the student focused - student driven atmosphere found on our campus. We get to know students and families by name and by need.

AREAS FOR IMPROVEMENT

1. Goal: Reading/Math Proficiency

Strategy: Provide support to ensure a guaranteed and viable curriculum for all

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2. Goal: College and Career Readiness

Strategy: Targeted interventions and focused pathways

3. Goal: Graduation Rate

Strategy: Collaboratively work to eliminate barriers to learning

4. Goal: Novice Reduction

Strategy: Systematic approach of using data to provide targeted interventions

5. Goal: GAP Reduction

Strategy: Continuously monitor students to ensure academic achievement

6. Goal: Professional Learning

Strategy: Increase educator effectiveness thru a culture of continuous learning

7. Goal: Early Childhood

Strategy: Ensure all students entering kindergarten have the capacity to succeed.

Dayton Schools continues to grow, however, there is always room for improvement. We continue to work with teachers to improve the instruction taking place in the classroom. The district is working with the PLC's at the high school and the Flashback meetings at the elementary school to improve instruction and assessment. For Lincoln Elementary School, a focus has been placed on the third grade where achievement has been significantly lower than other grade levels. The Director of Teaching and Learning and the elementary principal are working with all grade levels but specifically the third grade teachers to intentionally look at assessments, data, and student work.

There are also other areas of improvement that Dayton Schools is focusing on. Those areas are based on the Gallup Poll Survey that is given to all students in grades 5 - 12 and a parent survey that is sent to all parents in Dayton Schools.

Based on the Gallup Poll which was administered in September 2016, there were two areas in which the students of Dayton Schools scored below the national average. Those two areas were:

I am involved in at least one activity, such as a club, music, sports, or volunteering.

Dayton - 3.90 US Average - 4.11

I have a mentor who encourages my development.

Dayton - 3.16 US Average - 3.50

It is the goal of Dayton Schools to work with staff and students to improve in these two areas.

Based on the most recent parent survey that was given, 41.17% of parents responded "Sometimes," "Rarely," or "Never" to the question: My child's teacher and the school give me useful information about how to improve my child's progress.

It is another goal of Dayton Schools to work with Lincoln Elementary and Dayton High School to improve the responses of parents on the question above.

Another area of improvement for Dayton Schools is to increase the percentage of Rank I teachers within the school district. Based on the data on the School Report Card, 13.8% of the teachers at Dayton Independent Schools have a Rank I compared to 29.4% of teachers state wide. It is a goal of Dayton Schools to work with teachers to improve the percentage of teachers with a Rank I.

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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 Dayton Independent School District is GROWING in many ways. Our academic achievement has witnessed growth as well as our student enrollment in the past several years. We strongly believe that we are headed in the right direction!

All schools in the district focus on individual students and growing kids. A focus on literacy is prevalent throughout the district as improving student literacy is our gateway to success.

Dayton Independent Schools will continue to live up to its mission of "Inspiring, Engaging, and Growing each of our Students."

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