



“Create trusted Family and Community Partnerships that support student success!”

Dayton Independent School District

Lincoln Elementary and Dayton Middle/High Community Schools Action Plan

For help, see: [ACTION PLAN GUIDE](#) and [SELF ASSESSMENT](#)

1. Population, Desired Results, and Indicators

All students of Lincoln Elementary (LES) and Dayton Middle/High (DM/HS) School:

- are physically, mentally, socially and emotionally healthy.
- are equipped to transition and succeed in their chosen pathway.
- live and learn in stable and supportive environments.
- experience robust partnerships between school, family and community.
- succeed academically and elementary students enter Kindergarten ready to learn.

These desired results were addressed and discussed over a total of 6 community engagement meetings with Staff, Leadership Team, Community Partners, Parents and Students. Two of the meetings held were with the Family Resource Center Advisory Council. The Advisory council consists of parents, staff and community partners. During the Advisory Council meetings, the FRYSC needs assessment, which is a survey distributed to families and staff addressing students' needs, were reviewed by the council and students' needs were identified. The greatest needs identified were student attendance and students' mental health. Three Leadership meetings were held with the leadership team consisting of both Principals and assistant principals from the Elementary and Middle/High school, Academic Instructional Coach, Super Intendent, Preschool and Special Needs Director, Families in Transition Coordinator. One parent attended one of the meetings and a community partner attended another one of the three meetings. FRYSC did not attend as the YSC was on medical leave and a FRC had not been hired for the Elementary School yet. The Leadership Team met after each Community meeting to discuss the results from the questions answered along with reviewing school data from our school report card, IC data regarding attendance, behaviors and grades, testing scores, Benchmark Assessments and FRYSC Needs Assessments. Four Community Meeting were held. Two were held in the evening where community partners, staff, parents and board members attended. At the first meeting the community answered the following three questions:

- I want schools that are....
- I want a community that is....
- I want students and families that are...

Two meetings were held directly after school to try and get more staff and student feedback. Staff, students and community partners attended these meetings. The three prior questions were asked along with three additional questions...

- What do we want our students to know?
- What do we want our students to be able to do?
- What do we want our students to be like?

The final meeting was held in the evening when the plan was revealed. Staff, parents, board members and

community partners attended this meeting. The following Action Plan was developed based on the recommendations and outcomes provided by participants in these meetings.

The District Director also attended over 7 additional meetings with Educate NKY to discuss the areas of After school Alliance and Family Engagement. Along with 3 individual meetings with 2 staff members and a community partner who either were not able to attend any of the meetings or who wanted to talk more at length regarding concerns and ideas.

Attendance, Behavior, and Course/Academic Performance are the headline indicators that will be monitored to see if we are achieving the desired results above.

2. What is the story behind the curve?

Dayton Independent staff are committed to meeting the needs of our students where they live by building relationships with our families in their community.

- Bright Spots and Why:

Building relationships with families:

- Dayton Independent School District partners with Health Point Community Care to offer medical care to students and families. At Lincoln Elementary 39% and at the Middle/High School 34% of students currently utilize the partnership between the district and Health Point. Services available are well care visits, sick visits, sports physicals and immunizations. This allows students to be seen on campus so that they are not missing hours of academic learning time. Students can also receive dental services through our partnership with the School Smiles Program.
- Dayton Independent School District has a District Mental Health Coordinator and three full time therapists on campus to provide mental health services to our students and families regardless of their ability to pay. This service eliminates financial and transportation barriers.
- Dayton Independent Partners with the Free Store Food Bank of Great Cincinnati to provide weekend power packs for our Elementary School Students. The district also has an onsite food pantry that families and students can utilize for food insecurities.
- Dayton Independent is 94% free and reduced based on the federal household income guidelines. Dayton provides all students with free breakfast, lunch and dinner.
- LES also has therapist on campus through North Key Community care whom we have a partnership with. 14% of the students at Lincoln are currently being seen by a therapist on campus.
- Partnership meetings/conferences are held 4 times a year to discuss student's growth. LES has a 99% success rate of parents attending these conferences via in person or phone conference. This allows parents/guardians to build a partnership together to ensure student success. DMHS will continue efforts to increase the percentage of parents/guardians who attend conferences at DMHS.
- Welcome home visits and or meetings with new families. This is completed with 100% of families that enroll after the beginning of the new school year.
- The Science of Reading was introduced to LES in the 21-22 school year. This program is designed to be instructional and intentional for each grade level and to build upon skills learned each year. The first year was a learning year for staff designed to build excitement and confidence in staff in order to pass it on to students. The program was implemented into the classrooms the 22-23 school year and has been used since. In the fall

of 21-22 our 3rd graders were reading at a 1.5-19% grade level and this year our now 5th graders in the spring of 23-24 are reading at a 5.2-39% grade level.

- Dayton Independent holds a back-to-school event yearly to assist students and families in getting ready for back to school. Community partners attend and offer support. YMCA 21st Century Program for after school and summer tutoring and enrichment. Community Action offers several resources including Head Start all day preschool, basic needs resources such as assistance with bills, parenting support etc. Cornerstone Christian Church offers school supplies and food assistance.

As a district we have worked over the last several years to form strong partnerships with outside agencies to be able to offer services for students and their families inside of our school buildings. Within the city limits of Dayton, Kentucky we have inadequate services that are offered to the citizens. Our town does not offer many of the basic necessities that our students and families need to thrive. For example, our town does not have a grocery store, but rather three small mini marts (two of which are attached to gas stations), which offer no fresh foods available for purchase. Our town does not currently have dentists, health practitioners or mental health providers. The town does now have a pharmacy and a pediatricist in town, but again the medical services are limited.

We believe that by building strong partnerships with our families, it helps to build trust and open communication in order to work towards meeting EACH child's needs – academic, medical, social emotional, nutritional, school attendance, etc. Our Board of Education has built in three family engagement days into our school calendar, which has helped us to build these needed stronger partnerships by fostering more conversations with our students and their "people". As we move into our fourth school year with these built-in days, we continue to survey families to receive feedback, impact and possible next steps to enhance these days. We use this data to work closely within district and school teams to always evolve these Family Engagement Days to enhance the effectiveness in building strong partnerships. Family engagement is critical and although we feel like this is a strength in our school district, we always believe there are ways to strengthen our work WITH and FOR our students and their families.

We are confident that by forging more intentional conversations WITH school members, community members and families they will lead to successful outcomes for our students and their families. By collaborating, we can ALL know how to help meet our students' needs.

- Areas of Concern and Why:
- Student chronic absenteeism (attendance/transient) along with lack of engaging family involvement. 24% of the students at Lincoln Elementary have been identified as chronically absent according to the KCSI ABC Indicators. 14% of students have been identified as McKinney Vento (Homeless population at Lincoln Elementary School). 34% of students at Dayton Middle/High School have been identified as chronically absent according to the KCSI ABC Indicators. 10% of students at Dayton Middle/High school Have been identified as McKinney Vento.
- Student Learning mental health and social/emotional well-being. Although we have seen growth in our students in reading at LES the National Percentile is 50%. According to the Family Resource Centers 23-24 Needs assessment survey, parents and teachers identified mental health as one of the top three areas of concern for students. Combined with chronic absenteeism, when students are not at school, they cannot receive the support they need to be academically successful or socially and emotionally ready to learn. according to the KCSI ABC Indicators.

An additional area of concern for Dayton Middle/High School:

- Student learning/mental health and social emotional needs.

According to the Youth Service Center’s Recent 2024 Needs assessment Survey at DMHS:

Parents, students and staff Identified: Dealing with anger, self-esteem issues and counseling as the top three areas of concern across the board.

Dealing with anger:

Parents-25%

Students-58.6%

Staff-82.6%

Self Esteem:

Parents-36.3%

Students-50.6%

Staff-73.9%

Counseling for Teens:

Parents-33.8%

Students-37%

Staff-73.9%

3. Locally Set Indicators (Performance Measures based on Areas of Concern)

-% of students who were listed as chronically absent from the previous school year will decrease.

-% of students’ learning, mental health/social emotional needs will be met within the school year allowing them to be more effective academically as evidenced in students grades and to show improvement in emotional regulations and social interactions as observed by teachers and staff.

-% of students will develop skills in reading with the support of the school staff through the Science of Reading.

-% of students will develop skills and strategies with the support of their families through the Science of Reading.

Strategy Action Plan for Active Family and Community Engagement

I. Locally Set Indicator(s)/Performance Measure(s):

-% of students who were listed as chronically absent from the previous school year will decrease.

-% of students’ mental health/social emotional needs will be met within the school year allowing them to be more

effective academically as evidenced in students grades and to show improvement in emotional regulations and social interactions as observed by teachers and staff.

-% of students will develop skills in reading with the support of the school staff through the Science of Reading.

-% of students will develop skills and strategies with the support of their families through the Science of Reading.

II. Existing programs/strategies/partnerships with context:

-Intentional partnership conferences held with families to focus on student's areas of need 4 times per year.

-Welcome Meetings held with student and family in the school to introduce school staff and to discuss students' academic, social and emotional needs to assist the student in their academic success while at our school. The school will discuss resources available for students and families, academic goals and expectations, student's academic needs, areas of need and struggles. The goal of the welcome meeting is to set the student up for academic success from the start. The importance of student's attendance and school expectations are discussed with the family to alleviate barriers potentially interfering with the student's school success.

-GROW family sessions to educate families on areas of concern as identified by them through survey's given at sessions. Partner with Various community partners to bring information to families. (Brighton Center, Cooperative Extension, Etc.) Expand program to focus on areas of concern as identified in Community and Leadership meetings and FRC parent/guardian needs assessment. (Chronic Absenteeism and parents' role)

-District wide back to school event will be held to address families and students physical/emotional health and back to school basic needs. Several community partners will be attendance from Health Point for medical needs to St. Elizabeth for yearly screenings to the Health Department for WIC sign up and drug disposal kits, medical lock boxes etc. Partnerships with Charities Guild for students to order new back-to-school shoes, receive free back packs through Realize to Act, school supplies from GE Aerospace and many more.

-Parent/Guardian/teacher Conferences-Intentional to ensure students' academic, mental and social emotional needs are being met. Four days out of the school year are set aside for these conferences. Staff are provided with specific instructions and information to share with parents/guardian during these conferences. For example, all students took the Clifton's Strength Talent assessment which is an assessment that helps you discover what you naturally do best, learn how to develop your greatest talents into strengths and use your personalized results and reports to maximize your potential. These results were shared with parents during one of the four conferences.

III. New strategy/ies and/or partnerships with input from students, families, and staff:

-To increase parent and family awareness of the importance of their students' education through communication the district plans to partner with (Apptegy) to create a district wide app for families to download on their phones. Parents have reported to staff and through FRYSC survey's that they do not always receive school information via forms sent home, some reported not having Facebook or other media platforms and others reported that the website can be difficult to navigate and find current information on. Parents did report that the best way to reach them is on their phones and that if there was something (simpler) that they might like that better. This app. will be a one stop shop for all communication with a live stream feed for new information and updates. As a district staff could assist

families in downloading the app. During partnership days.

-Develop a systematic approach to parent partnership days. Provide professional development for staff district wide to assist them with confidence, resources and tools to effectively communicate with parents/guardians during conferences.

-LES will develop Science of Reading parent engagement group literacy nights. Invite parents to participate in parent training sessions and provide them with the resources they would need to support literacy at home. We continue to work diligently to evolve our Family Engagement Days in order to ensure consistent effectiveness. Moving forward, we will develop a more systematic approach to these days to include:

- Consistently surveying families at both schools to receive feedback
- Scheduling these days as a district team to ensure:
 - similar goals are being focused on for each of the four engagement days`
 - varying times are offered for convenience of families
- Reporting 100% of our students and families have attended!! This can and will be done!

*Lincoln Elementary embarked on our Science of Reading learning journey three years ago. During this time our teachers, support staff and administrators have all been involved in deep professional learning, coaching and beginning implementation of SOR. This has included a shift in our practices and instructional strategies. We are now confident and excited to bring our families into this work. Collaborating with our First Grade Teacher Team, Literacy Intervention Specialist, Principal, FRC Coordinator, and our District Director of Community Schools, will pilot a series of family engagement workshops to help our families learn simple, yet critical strategies that they can engage in with their children at home. During these workshops, guardians/parents will receive any manipulatives/resources/etc that will help with their involvement from home. We are hopeful that parents would also be willing to share their new wealth of knowledge to support efforts within the classroom setting by volunteering.

IV. Alignment with FRYSC CPP, CSIP, CDIP, etc:

The LES Family Engagement Events will support the Family Resource Center (FRC) CPP in the following areas:

- Collaborating with staff (Media Specialist, Literacy coaches, Etc.) to host family engagement GROW Sessions.
- Inviting community partners in to assist families with local resources (SNAP, Medical Card sign ups)
- Back to school event to ensure that students are ready and prepared to return to school in the fall.

CSIP & CDIP

-The LES Science of Reading Parent Learning nights will help support literacy at home by training and providing the tools necessary for parents to work with their child at home. Manipulatives would be used during the training and parents would be able to take them home afterwards.

-The District Wide GROW sessions will support families with understanding of students' academic, health, social emotional and basic need through partnerships with community partners who provide education in these areas of need identified by our families. Families also be equipped with educational manipulatives to work with their children at home.

Pipelines that align with this Pillar are:

- Encouraging family and community involvement.
- Community cased support for students.
- Social, health, nutrition, and mental health services.

<p>V. Lead for this pillar and their role/organization: Stephanie P^onder and Georgia Nelson-Harris will be the lead^s and develop a small subgroup in the Dayton School District to meet monthly to discuss areas of concern.</p>			
<p>A. Performance Measures for Active Family and Community Engagement (Monitored every 4-6 weeks)</p>			
Indicate New (N) or Existing (E) Strategy	How much did we do?	How well did we do it?	Is anyone better off?
<p>Existing-Intentional partnership conferences held with families.</p> <p>NEW-Provide professional development for staff for these conferences to ensure they are effective and intentional so that parents/guardians want to attend and be invested in their student</p>	<p>__#of families that attended the conference.</p> <p>__# of staff who attend Professional Development</p>	<p>__%/# Families who report learning something from the conference.</p>	<p>__%/# of families and community members reporting an increase in their skills to support students' education at home and/or at school.</p>
<p>Existing- Welcome Meetings for new and incoming families.</p>	<p>__# of new families to engaged in welcome meetings</p>	<p>__%/# of new families attending meetings</p>	<p>__%/# of families reporting feeling welcome to the district</p>
<p>New-Family Learning Opportunities</p>	<p>__# of families who attended family engagement events</p>	<p>__%/# of families utilizing what they learn during the family learning times</p>	<p>__%/# of families and teachers reporting that students whose parents attended the learning opportunities are doing better in the area covered.</p>
<p>New- District Wide App. (Apptegy)</p>	<p>__# of families signed up to use app</p>	<p>__%/# of educators implementing the use of the app builds relationships with two-way communication that link to learning with families.</p>	<p>-%/#of educators who report increased knowledge and skills in how to partner effectively with families utilizing the app.</p>
<p>B. School Year Breakdown for Active Family and Community Engagement</p>			
Milestones	Person/Role/Organization / Partnership Responsible	Timeline	Budget/Donation Needs/ (Who)
<p>We will hold our back-to-school event on August 1st to assist families and students to ensure they have everything they need to begin school and be</p>	<p>This will be a collaboration with the FRYSC, FIT coordinator in the district, community partners (Glow Salon, A Cut Above,</p>	<p>Back to School (July-Sept) Started Organizing in April</p>	<p>Back to School Event No Cost</p>

<p>successful.</p> <p>Parent engagement Learning GROW session 1</p>	<p>Charities Guild, Realize to Act, Brighton Center, CAC Headstart, Health Point, St. Elizabeth, Skoolaid, NKY Health Department, Care Closet, Polic and Fire Department, Etc.)</p> <p>This will be a collaboration with the FRYSC, FIT coordinator, community partner (speaker for session).</p>	<p>First Session September 2024</p>	<p>Food 75 people X \$15.00=\$1,125.00 Childcare G.C.-10 people x 50.00=\$500.00 Bags-50 Families x \$20.00 per bag=1000.00 Speaker 300.00 a session</p>
<p>Parent engagement learning GROW sessions 2 and 3</p> <p>Science of Reading Parent Program</p>	<p>This will be a collaboration with the FRYSC, FIT coordinator, community partner (speaker for session).</p> <p>LES Staff, Reading League Coaches.</p>	<p>Fall (Oct.- Dec) Session 2 in October Session 3 in November</p> <p>Fall Session for parents</p>	<p>Food 75 people X \$15.00=\$1,126.00 x 2=\$2,250.00 Childcare G.C.- people x 50.00= \$500.00 x 2=\$1,000.0. Bags-50 Families x \$20.00per bag=1000.00 Speaker 300.00 a session</p> <p>Resources for families to help support literacy at home. These would be used during a parent training and parents would take home to practice with students. 150 families \$1369.72 Food for literacy training nights for parents.</p> <p>Food 200 people X \$15.00=\$1125.00 X 3=\$3,375.00 3 sessions separated by combined grade levels.</p>
<p>Parent engagement learning GROW sessions 4, 5 and 6</p>	<p>This will be a collaboration with the FRYSC, FIT</p>	<p>Spring (Jan-June)</p>	<p>Food 75 people X \$15.00=\$1,125.00 X</p>

	coordinator, community partner (speaker for session).		3=\$3,375.00 Childcare G.C.-10 people x 50.00= \$500.00 x 3= 1500.00 Bags-50 Families x \$20.00 per bag=1000.00 x 3=3000.00 Speaker 300.00 a session x 3= 900.00
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Strategy Action Plan for Integrated Student Supports

I. Locally Set Indicator(s)/Performance Measure(s):

-% of students who were listed as chronically absent from the previous school year will decrease.

-% of students' learning, mental health/social emotional needs will be met within the school year allowing them to be more effective academically as evidenced in students grades and to show improvement in emotional regulations and social interactions as observed by teachers and staff.

-% of students will develop skills in reading with the support of the school staff through the Science of Reading.

-% of students will develop skills and strategies with the support of their families through the Science of Reading.

II. Existing programs/strategies/partnerships with context:

-Dayton Independent School District partners with Health Point Community Care to offer medical care to students and families. At Lincoln Elementary 39% and at the Middle/High School 34% of students currently utilize the partnership between the district and Health Point. Services available are well care visits, sick visits, sports physicals and immunizations. This allows students to be seen on campus so that they are not missing hours of academic learning time. Students can also receive dental services through our partnership with the School Smiles Program.

-Dayton Independent School District has a District Mental Health Coordinator and three full time therapists on campus to provide mental health services to our students and families regardless of their ability to pay. This service eliminates financial and transportation barriers.

-Dayton Independent Partners with the Free Store Food Bank of Great Cincinnati to provide weekend power packs for our Elementary School Students. The district also has an onsite food pantry that families and students can utilize for food insecurities.

-Dayton Independent is 94% free and reduced based on the federal household income guidelines. Dayton provides all students with free breakfast, lunch and dinner.

-LES also has therapist on campus through North Key Community care whom we have a partnership with. 14% of the students at Lincoln are currently being seen by a therapist on campus.

-LES has implemented a Tiered Attendance Program. LES goal is 9 or less is best. The Program Consists of three Tiers:

Tier I defined as missing 5%or less of the total school days (9 days absent for the year or 1 per month)

Tier II defined as missing 6%-10% of the total school days (10-17 days absent for the year)

Tier III defined as missing 11% or greater of the total school days (18 days absent or 2 per month)

Last School year at LES

Tier I 185 students missed less than 5% or 9 days which gives us 48.5% of our 381 student population

Tier II 125 students missed 6%-10% days which gives us a 33% of our 381 student population

Tier III 71 students missed greater than 10% or 18 days which gives us 19% of our 381 student population

After implementing this program and hearing the feedback from students, parents and staff we will emphasize our focus on Teir I as this is where we have seen the overall greatest impact and heard positive responses from students, parents and staff. Parents reported that their child is excited to come to school so that their class can ring the bell for all in attendance. Students reported being upset if they are ill and cannot go to school. Students are even reminding parents to schedule appointments after school hours. Staff reported the excitement and positivity in the classroom when all are present. Staff also mentioned how nice it is when all are present and they do not need to repeat instructions or lesson plan.

Tier I that we will focus and consist of the following:

- Universal letter about school goal and attendance sent home
- Teacher encourage good attendance through classroom conversation (all present ring bell for school to hear)
- Weekly grade level attendance banner
- Basic information sheet about the importance of attendance/articles posted

We will monitor and collect data in the following areas of Tier I for attendance:

- Monthly incentives (Perfect or less than 5 for the year) at assemblies/lunch treat reward grade levels
- Weekly average grade level attendance and post for all to see.

III. New strategy/ies and/or partnerships with input from students, families, and staff:

The tier attendance program was rolled out at LES this past school year and will be implemented in the middle/high school this school year. The Dayton School District will work together as a whole to address and identify those students and families who are not meeting attendance goals.

Tier I that we will focus and consist of the following:

- Universal letter about school goal and attendance sent home
- Teacher encourage good attendance through classroom conversation
- Weekly grade level attendance banner
- Basic information sheet about the importance of attendance/articles posted

We will monitor and collect data in the following areas of Tier I for attendance:

- Monthly incentives (Perfect or less than 5 for the year) To be determined in middle/ high school as this will look a little different from the grade school. We will ask students and tweak as needed. (food is usually a good incentive for all ages)
- Weekly average grade level attendance and post for all to see. (Students have reported that they are motivated by competition)

IV. Alignment with FRYSC, CPP, CSIP, CDIP etc....:

FRYSC CPP

The tiered attendance program will support the FRYSC CPP in the following areas:

- Decrease in the number of students who are considered chronically absent.
- Increase attendance through daily and weekly check- ins and by offering incentives.

VI. Lead for this pillar and their role/organization:

Assistant Principals will lead the Tiered Attendance Program and develop subgroup in the Dayton Independent school District to meet monthly to discuss areas of concerns. They will also discuss families and barriers that those families are facing to get students to school. Parents and students will be invited to be part of this subgroup.

A. Performance Measures for Integrated Student Supports (Monitored every 4-6 weeks)

Indicate New (N) or Existing (E) Strategy	How much did we do?	How well did we do it?	Is anyone better off?
Existing and New- Tiered Attendance Program	___#/% of students who increased their quarterly attendance.	___%/# of students who have improved attendance.	___ %/# of students in the program who have an increase in academic performance as reported on their quarterly report card.

B. School Year Breakdown for Integrated Student Supports

Milestones	Person/Role/Organization / Partnership Responsible	Timeline	Budget/Donation Needs/ (Who)
Tiered attendance Program	Assistant Principal, LES,	Back to School (July-Sept)	Incentives- School wide weekly announcements- weekly banner to display attendance.-no cost Daily each grade level

		<p>All Year</p> <p>All Year</p>	<p>has an attendance bell-no cost</p> <p>Monthly-recognition assembly homeroom with best attendance incentive (Food incentive party for each homeroom in each grade level) 7 grade level winners average of 25 students per homeroom cost 300.00 for all 7.</p> <p>Yearly incentive students 9 days or less acknowledged at assembly 300.00 for 60% of our students.</p> <p>Tracking forms and stickers- weekly forms and stickers for an average of monitoring about 270 students 500.00</p> <p>Promotional materials (Posters, yard signs, calendars, magnets)- 3000.00</p>
Tiered attendance Program		Fall (Oct.- Dec)	
Tiered attendance Program		Spring (Jan-June)	

Strategy Action Plan for Expanded and Enriched Learning Time and Opportunities

I. Locally Set Indicator(s)/Performance Measure(s):

-% of students who were listed as chronically absent from the previous school year will decrease.

-% of students’ mental health/social emotional needs will be met within the school year allowing them to be more effective academically as evidenced in students grades and to show improvement in emotional regulations and social

interactions as observed by teachers and staff.

-% of students will develop skills in reading with the support of the school staff through the Science of Reading.

-% of students will develop skills and strategies with the support of their families through the Science of Reading.

I. Existing strategy/ies and/or partnerships with context:

-The Science of Reading was introduced to LES in the 21-22 school year. This program is designed to be instructional and intentional for each grade level and to build upon skills learned each year. The first year was a learning year for staff designed to build excitement and confidence in staff in order to pass it on to students. The program was implemented into the classrooms the 22-23 school year and has been used since. In the fall of 21-22 our 3rd graders were reading at a 1.5-19% grade level and this year our now 5th graders in the spring of 23-24 are reading at a 5.2-39% grade level.

-Parent/Guardian/teacher Conferences-Intentional to ensure students' academic, mental and social emotional needs are being met. Four days out of the school year are set aside for these conferences. Staff are provided with specific instructions and information to share with parents/guardian during these conferences. For example, all students took the Clifton's Strength Talent assessment which is an assessment that helps you discover what you naturally do best, learn how to develop your greatest talents into strengths and use your personalized results and reports to maximize your potential. These results were shared with parents during one of the four conferences.

II. New strategy/ies and/or partnerships with input from students, families, and staff:

- Expand the Science of Reading program into the Middle and High school as identified by community and staff as an area of need. The community and staff identified this as a bright spot in the grade school and asked about it being implemented in the middle and high school. The leadership team agreed and were looking into expanding this into the Middle and High School for the upcoming school year anyhow. The district will continue it's partnership with the reading league by hiring 7 coaches to equip teachers and administrators in the Middle and High School with evidence-based reading instruction so that we can implement the Science of Reading Program into the Middle and High school.

-Portrait of a Learner program: According to KDC website: A Portrait of a Learner is an agreed-upon set of school or district-level aspirations for what every learner will know and be able to do when they leave school. That exit may happen at the end of elementary school, middle school, high school graduation or at any other checkpoint along the way. The Kentucky statewide PoL identifies the skills students need to be prepared for an ever-changing world that is driven by technology, human interaction and innovation. This portrait gives school leaders and teachers the framework to design instruction in a way that promotes real-world competencies and job readiness.

The ultimate goal of PoL is to better align students and future employers, communities, higher education and families who depend on districts to prepare students for their future after graduation.

The District will be adopting this program and implementing it in all grades kindergarten through twelfth grade.

III. Alignment with FRYSC CPP, CSIP, CDIP, etc.:

-Through the collaboration with the program of PoL in supporting with students as a whole and developing a

plan based on their interests and strengths to set them up for success through all stages of their academic career and plans after graduation.

V.

Lead for this pillar and their role/organization:

District wide group including leadership, staff, community partners and students.

A. Performance Measures for Expanded and Enriched Learning Time (Monitored every 4-6 weeks)

Indicate New (N) or Existing (E) Strategy	How much did we do?	How well did we do it?	Is anyone better off?
Existing-Science of Reading	_%/# of students who are on or above grade level in reading	_%/# of students who have increased their reading scores	_%/# of students who show an increase in academic performance in all areas
New- Portrait of a Learner	_%/# of students reporting career readiness skills learned through POL	_%/# of students reported as receiving career skills through POL	_%/# students working with community through POL
Existing-Parent/Guardian Conferences	_%/# of parents/guardians who attend conferences	_%/# conferences held with students' parent/guardian	_%/# of students that increased their academic success within courses in which their guardians have conferences with educators.

B. School Year Breakdown for Expanded and Enriched Learning Time

Milestones	Person/Role/Organization / Partnership Responsible	Timeline	Budget/Donation Needs/ (Who)

Strategy Action Plan for Collaborative Leadership and Practices to Support High-Quality Teaching and Learning

I. Locally Set Indicator(s)/Performance Measure(s):

-% of students who were listed as chronically absent from the previous school year will decrease.

-% of students' mental health/social emotional needs will be met within the school year allowing them to be more effective academically as evidenced in students grades and to show improvement in emotional regulations and social interactions as observed by teachers and staff.

-% of students will develop skills in reading with the support of the school staff through the Science of Reading.

-% of students will develop skills and strategies with the support of their families through the Science of Reading.

II. Existing programs/strategies/partnerships with context:

- FRYSC Advisory Council that consists of staff, community partners, existing school partnerships with community agencies, students if YSC and parents- Meet monthly to discuss FRYSC budget, student's needs, ongoing programs and ways to reduce barriers to student learning. Each component of the FRYSC CPP is discussed and strategies to try and make them high quality.

III. New strategy/ies and/or partnerships with input from students, families, and staff:

-Expand the Science of Reading program into the Middle and High school as identified by community and staff as an area of need. The community and staff identified this as a bright spot in the grade school and asked about it being implemented in the middle and high school. The leadership team agreed and were looking into expanding this into the Middle and High School for the upcoming school year anyhow. The district will continue its partnership with the reading league by hiring 7 coaches to equip teachers and administrators in the Middle and High School with evidence-based reading instruction so that we can implement the Science of Reading Program into the Middle and High school.

-Portrait of a Learner PD will be held with staff to discuss the program and the district's goal in implementing this into our district for our students. A committee will be formed among staff, students and community partners to develop what we think a portrait of a learner looks like. The following three questions were already presented at two of our community meetings to see if this was something out community would be interested in and to see if their thoughts and ideas aligned with some of the district's ideas:

-What do we want our students to know?

-What do we want our students to be able to do?

-What do we want our students to be like?

- The Leadership team will meet monthly and this grant will be included in the minutes to ensure we are collecting the data needed and following the action plan.
- The DD will hold additional Community meetings with students, staff and community member to discuss action plan, data and goals.

IV. Alignment with FRYSC CPP, CSIP, CDIP, etc. :

The Advisory Council is a FRYSC council that the DD will participate in on a bi-monthly bases.

The Science of Reading Program aligns with the CSIP and CDIP to help increase proficiency in literacy for students.

This also aligns with the following pipeline:

- High-quality programs in and out of the classroom.

V.

Lead for this pillar and their role/organization?

The District Director of Teaching and Learning will be the lead and develop a small sub group to include the literacy coaches at each school along with other key players in the Dayton School District to meet monthly to discuss area of concern.

A. Performance Measures for Collaborative Leadership (Monitored every 4-6 weeks)

Indicate New (N) or Existing (E) Strategy	How much did we do?	How well did we do it?	Is anyone better off?
Existing-FRYSC Advisory Councils	__# of educators and families who participate in the FAC.	__%/# of professional learning opportunities provided to educators and families through the FAC.	__ %/# of educators and guardians who report they have decision making role in academic and nonacademic outcomes.
New-Science of Reading Coaching	__%/# of educators who participate in the coaching	__%/# of educators who are confident in implementing this into their class	__%/# of educators who see academic outcomes with students in their classrooms.
Portrait of a Learner PD	__%/# of educators who participate in the PD	__%/# of educators who are confident in implementing this program with their students	__%/# of educators who see positive outcomes

B. School Year Breakdown for Collaborative Leadership			
Milestones	Person/Role/Organization / Partnership Responsible	Timeline	Budget/Donation Needs/ (Who)
Science of Reading Coaching with the Reading League	Year round partnership with the Reading League	Back to School (July-Sept) Fall (Oct-Dec) Spring (Jan-June)	Year round coaching with 7 coaches for staff- \$20,700.00