



KDE Comprehensive School Improvement Plan-Priority School

Dayton High School

Dayton Independent

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Dayton, KY 41074

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Introduction

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

Comprehensive Improvement Plans shall be reviewed and updated 30-60-90 days after the required annual submission. Collaboration and review of all plans and required components shall involve education recovery staff as assigned.

Executive Summary

Introduction

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

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

Description of the School

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

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

Dayton Middle/High School is the only middle/high school for Dayton, Kentucky. The aging population of Dayton's housing, and the incorporation of light industrial warehouses that replace old homes are contributing to a population decline. The community of Dayton Kentucky is 95% white and the median income is \$34,000. 85% of all students qualify for free and reduced lunch and the unemployment rate stands at 10.3%. Dayton Middle/High School includes grades seven through twelve and serves 363 students. The student population demographics are: 93.3% white, 4% African American, 0.6% Asian, 2% Hispanic. 13.2% of students receive special education services. Females make up 56.5% of students. Dayton is a very close knit community where generations of families have attended Dayton Schools. We are a Title I school with a Youth Service Center. Our faculty is comprised of 26 certified teachers, 1 guidance counselor, 2 grant provided professional school counselors, 1 instructional coach, 2 administrators, and 5 classified staff members. Our student to teacher ratio is approximately 20 to 1. Demographics of the staff are as follows: 11.3 average years of teaching, 30.8% Male, 69.2% Female, 13.3% Bachelors degree, 60% Masters degree, and 13.1% Rank I.

During the economic boom of the late 1990s to 2004, there was an exodus of families out of the city that resulted in a smaller population of students in the school, and a higher percentage of students that qualify for free and reduced lunch. Four years ago the district was just coming to terms with this new reality when the recession occurred, and further drove up unemployment in the community. Over the last three years Dayton Middle/High School has had several challenges. While the number of teachers available to students was being cut each year, the former superintendent was indicted for stealing a quarter million dollars from the district. He was sentenced to federal prison last year. The theft and prison sentencing of our former superintendent, along with less than outstanding test scores have hurt the reputation of Dayton Independent Schools. Those events have left a feeling of distrust from the community. However, there is hope on the horizon. After a declining student population for the past 13 years, Dayton Middle and High School increased student enrollment last year. This academic year our enrollment increased again. The community view of the school seems to be improving and we have recently received several positive sources of feedback regarding improvements being made. It now appears that the parents who were formerly choosing to send their students to other schools are coming back to Dayton and enrolling them here. The increased student enrollment likely means that teacher reductions are now over and we can look to build our programs again. Dayton Middle and High Schools have both received grant funds as well. These funds are being used to purchase academic programs, such as Read 180 to reach our struggling readers. Teachers are being sent to professional development trainings to better hone their skills, and available technology for both students and teachers has vastly improved. The student to tablet ratio stands at 2:1. The result of these recent changes has led to more engaged students and better classroom instructional strategies this academic year.

During the 2011-2012 school year, the mission statement of both the middle and high schools were revised. There were multiple meetings held during and after school with staff, parents, and other community members. This collaborative effort produced the following mission statements for both schools:

Dayton Middle School strives to provide a safe, stable, academically challenging environment that transitions students from elementary to
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high school, while preparing them to take responsibility for themselves and their future success by uncovering each student's potential. Dayton High School will challenge students through high academic and social expectations to become college and/or career ready.

Our school's focus is on continuous improvement. We frequently review data on attendance, college readiness, career readiness, persistence to graduation, MAP testing, KPREP, End of Course Exams, freshman success, EXPLORE exams, ACT exams, behavioral data, and other data as it is deemed appropriate. This is done at a minimum of four times per year. After each review, we create strategies to improve and predict upcoming obstacles in order to become proactive rather than reactive. In summary, data drives our decisions for continuous school improvement. As a faculty, we realize that the work will never be complete and eagerly accept that challenge. The school mission statements will be reviewed again this year to determine if they truly reflect our devotion to academic and social success.

In 2009 a significant number of staff left the district. From the high school building, nine certified staff positions were left vacant, including the school principal, assistant principal, and seven teachers. For three consecutive years beginning in the 2007/2008 school year, a different group of administrators led the school. In 2009/2010 a new principal took over and served in that role for 3 years before moving to a role of Director of Teaching and Learning in Dayton Independent Schools. In 2013-2014 Jeremy Dodd took over and is our current principal.

School's Purpose

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

At Dayton High School, we will challenge all students through high academic and social expectations to become college and career ready. The school engaged its stakeholders in after school meetings with community members including parents, business owners, students, and teachers to create the mission statement. For the 2014-2015 school year, the school district rolled out a new mission statement, which states:

The Mission of Dayton Independent Schools is to INSPIRE, ENGAGE, and GROW each of our Students.

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

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

The school embodies the mission through well communicated goals and collaboration. Each instructional department has developed a 30-60-90 day plan with well communicated, and measurable outcomes and reviews progress toward those goals at monthly PLC meetings. These goals help drive student achievement. The plan is visible in the school and shared with all stakeholders including at monthly SBDM meetings.

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

Benchmarking and progress monitoring student achievement to ensure quality instruction is an important component to reaching the schools goals. Utilizing standardized testing measures, students are tested regularly to demonstrate that they are on grade level. In grades seven and eight, students not at grade level in reading and math are monitored weekly using Ten Marks, Star Math, and Read180. NWEA MAP testing is delivered three times a year and those scores are shared with parents and students, along with classroom teachers. Students participate in school wide practice testing at least two times a year in preparation for the ACT, PLAN, and Explore tests. This year, Dayton High School will utilize the ACT Quality Core Benchmark Assessments in order to prepare students for end of course exams in English 10, Algebra 2, Biology, and History. In addition, DHS has purchased Study Island test preparation programs. Study Island has pre-made practice tests for the ACT, End of Course, and others. These practice courses are used in our CCR classrooms to better prepare our students.

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Notable Achievements and Areas of Improvement

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

The school has had many notable achievements in the last few years. In 2012 the school had the largest percentage increase on the ACT in the state, and it was the seventh largest gain in overall points of 238 schools. The school also scored well above the state average in on-demand writing for 2012. The establishment of progress monitoring for reading and math has helped measure student progress and ensured quality student programs. The school looks at MAP testing to drive instruction and has implemented an on-line credit recovery program using PLATO to assist in keeping students on track toward graduation. PLC groups meet monthly and look at student work, student failure, review 30/60/90 plans, adjust curriculum, as well as evaluate student test data to make decisions about interventions. PLC groups meet an additional time every 6 weeks to discuss student performance on practice benchmark assessments, design new assessments, and discuss vertical alignment of curriculum to better prepare students for EOC exams.

The school has received several financial grants in the past 3 years. The "PEP" grant allowed the school to add a physical fitness center with over \$30,000 in equipment, as well as, added school programming and professional development. The 21st Century Grant was received in January of 2013 and will allow for over \$75,000 in after school programming that will promote academic achievement and physical fitness. A professional school counselor grant provided the school with two professional school counselors, along with teacher professional development. In 2014, the school was awarded with the School Improvement Grant (SIG) which allowed us to hire an instructional coach, add the Read 180 program for middle school students behind in reading, purchase K-PREP coaching books, and allowed us to purchase new tablets for our students and staff. The student to tablet ratio now stands at 2:1 in both the middle and high schools.

Both students and staff have received awards over the past 3 years. Angela Buschle received a national award for her work in special education. Six students in band received regional honors and membership in Northern Kentucky's High School Band Symposium. Our DECA Club has had students qualify and participate in national competitions over each of the past 3 school years. In addition, members of the school track and cross country team have competed in the state track competition.

The school is committed to creating numerous arts opportunities for the students. These students perform throughout the community. The high school band participated in many public performances each year and students participate and attend art shows in the community. In addition to showing art in the community, the middle/high school runs a fine arts fair in the spring. The school received a mini-grant from the Greater Cincinnati Fund for involving students in outreach programs and field trips to experience art in business and building throughout Cincinnati.

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

The school is continuing to work towards college and career readiness for all students. Attaining reading and math proficiency are still the major goals driving school instruction. The school is also working on building on its strengths in the arts and business department. Since 2013, the school district has worked and continues to work on improving its dual credit offerings through NKU and Gateway Community College. By the end of the 2013-2014 academic year, 100% of Dayton High School graduates were accepted into some form of higher education. What a great accomplishment!

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

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

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

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

Teachers routinely stay after school to aid students wanting to score better on their ACT test, or just help with classroom lessons from that day. Last school year, sophomores and juniors participated in an ACT boot camp program called Torch Prep to better prepare for ACT testing. We plan to continue our involvement in that program this year and beyond. Another after school program, DECA, often has over 16 students qualifying for a national competition. The local YMCA works collaboratively with our school to provide tutoring after school as well as various clubs such as cooking and archery.

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

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Plan for KDE Comprehensive School Improvement Plan-Priority School 2015 .

Overview

Plan Name

Plan for KDE Comprehensive School Improvement Plan-Priority School 2015 .

Plan Description

2015 CSIP Plan

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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	Increase the averaged combined reading and math proficiency rating for all student in the non-duplicated GAP group will improve from 34.7 to 60.9 by 2017.	Objectives: 1 Strategies: 4 Activities: 14	Organizational	\$129100
2	Increase the percentage of students who are college and career ready from 59.5 to 62.3 by 2015.	Objectives: 1 Strategies: 5 Activities: 13	Organizational	\$6400
3	Increase the graduation rate from 84.1 to 87.6 by 2016	Objectives: 1 Strategies: 3 Activities: 9	Organizational	\$2400
4	Increase the averaged combined reading and math K-PREP scores from 41.2 to 62.5 by 2017	Objectives: 1 Strategies: 3 Activities: 16	Organizational	\$78000
5	Next Generation Professionals--Teachers Increase the percentage of effective teachers from ____% in 2015 to ____% in 2020.	Objectives: 1 Strategies: 1 Activities: 7	Organizational	\$0

Goal 1: Increase the averaged combined reading and math proficiency rating for all student in the non-duplicated GAP group will improve from 34.7 to 60.9 by 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap groups for Dayton High School from 34.7 to 45.3 by 06/01/2015 as measured by KPREP, EPAS, and EOC Assessments.

Strategy 1:

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

Category: Persistence to Graduation

Activity - Read 180	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 2: Structured reading intervention program designed to educate children using their individual reading level and ability. Parents will be informed of student progress quarterly through a report.	Academic Support Program	09/01/2014	12/31/2015	\$60000	SIG Grant	MS ELA Teachers
Activity - Ten Marks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 2: Math program structured and tiered to address students needs and lagging skills in on-grade level math. Parents will be informed quarterly of student progress quarterly through a report.	Academic Support Program	09/02/2014	12/31/2015	\$2000	SIG Grant	MS Math Lab Teacher
Activity - Algebra 1.5 Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 2: Course required for students not meeting MAP benchmarks in math	Academic Support Program	08/14/2014	12/31/2015	\$0	No Funding Required	High School Algebra Teachers
Activity - Plato	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier I (as selected by student scheduling) Tier 2 (mandatory): Structured credit recovery/ blended learning program allowing students to work online at their own pace while receiving high school credits.	Academic Support Program	08/14/2014	12/31/2015	\$27000	SIG Grant	On-line Academy Teacher
Activity - CCR	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Required course for all juniors to take during their junior year to improve academic performance.	Career Preparation/Orientation	08/14/2014	12/31/2015	\$0	No Funding Required	ELA & Math Teacher

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Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Additional online resource to support students in math and reading (ELA).	Academic Support Program	10/17/2014	12/31/2015	\$0	SIG Grant	High School Core Content Teachers

Activity - YMCA Dash Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After School tutoring program that addressed their emotional, social, and academic needs (tutors are specifically available for students that need assistance in math and ELA.	Academic Support Program	10/01/2014	12/31/2015	\$0	No Funding Required	YMCA Coordinator & Principal

Strategy 2:

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

Category: Other - Positive Behavior Support

Activity - Success Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Educate all students on skills in social, self-management, and learning domains. Tier 2: Spotlight students needing additional support in social, self-management, or learning domains and schedule in small group counseling sessions. Tier 3: Individual counseling for students that have the greatest need from the spotlighted students.	Behavioral Support Program	10/01/2014	05/29/2015	\$0	Other	Grant Counselors

Activity - DaytonA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 3: Assign students to an alternative school setting that struggle functioning in the regular classroom environment.	Behavioral Support Program	08/14/2014	12/31/2015	\$40000	Title I Part A	DaytonA Teacher

Activity - CDW Intervention for Truancy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Group intervention and individual intervention to prevent chronic truancy.	Other	08/14/2014	12/31/2015	\$0	No Funding Required	Director of Pupil Personnel

Activity - Home Contact	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Make home visits to those students that are chronically truant.	Parent Involvement	08/14/2014	12/31/2015	\$0	No Funding Required	Director of Pupil Personnel

Strategy 3:

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

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Category: Continuous Improvement

Activity - Engagement Wheel	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the engagement wheel, developed by David Sladkey, to gauge opportunity of engagement of students based upon reaching multiple modalities of learning.	Direct Instruction	08/13/2014	12/31/2015	\$100	General Fund	Superintendent Principals Curriculum Coach

Activity - Strategy of the Week	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
For 18 weeks, the first day of each week, the principal will email to all teachers a description of an instructional strategy. The following week, each teacher will use and document in pacing guides the use of the instructional strategy. The curriculum coach will monitor pacing guides for use of the instructional strategy.	Direct Instruction	01/05/2015	12/31/2015	\$0	No Funding Required	Principal Curriculum Coach

Strategy 4:

Learning Styles Inventory - Every student at Dayton Middle/High School will be given a learning styles inventory and results will be used to plan instruction. [All students]

Category: Continuous Improvement

Activity - Learning Style Inventory Administration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every student will be given a learning style inventory. Lists will be created by department of student learning styles by subgroups of students. The learning style inventory results will be used in ILPs with students. Learning styles will be used to plan lessons and to plan interventions.	Career Preparation/Orientation	01/05/2015	12/31/2015	\$0	No Funding Required	Principal Curriculum Coach Counseling Department

Goal 2: Increase the percentage of students who are college and career ready from 59.5 to 62.3 by 2015.

Measurable Objective 1:

collaborate to increase the college and career ready percentage for Dayton High School from 59.5 to 62.3 by 06/01/2015 as measured by K-PREP Assessment.

Strategy 1:

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

Category: Career Readiness Pathways

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Activity - Awards Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Recognizing students who are college and/or career ready.	Career Preparation/Orientation	08/01/2014	06/01/2015	\$0	No Funding Required	Guidance Counselor(s)

Activity - Score Tracking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tracking student performance for meeting benchmarks.	Career Preparation/Orientation	08/01/2014	06/01/2015	\$0	No Funding Required	Guidance Counselor(s)

Strategy 2:

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

Category: Career Readiness Pathways

Activity - Pathway Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Explore creating more pathways.	Career Preparation/Orientation	08/01/2014	06/01/2015	\$0	No Funding Required	Business Teacher, Principal

Activity - Career Ready Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Offer different ways to establish career readiness (MOS/KOSSA).	Career Preparation/Orientation	08/01/2014	06/01/2015	\$5400	Perkins	Business Teacher, Guidance Counselor(s), Principal

Activity - Workeys	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Offer the Workeys assessment to students who were unable to become college ready.	Career Preparation/Orientation	08/01/2014	06/01/2015	\$0	No Funding Required	Guidance Counselor(s)

Strategy 3:

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

Category: Professional Learning & Support

Activity - February PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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A PD will be given covering college and career readiness goals/data.	Professional Learning	02/02/2015	05/01/2015	\$0	No Funding Required	Business Teacher, Director of Teaching and Learning
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Activity - CCR Observation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CCR teachers observed another school that utilizes a CCR program.	Career Preparation/Orientation	10/01/2014	12/31/2015	\$200	Other	CCR Teachers

Activity - TEDS Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attend TEDS workshop.	Technology	09/01/2014	12/31/2015	\$200	Other	PL/CS Teachers

Activity - GAP Conference	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attend Bridging the GAP conference for CCR.	Other	09/01/2014	12/31/2015	\$600	Other	Principal

Strategy 4:

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

Category: Other - Student Assistance Team

Activity - Follow-Up	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student Services contact students who have graduated for follow up discussions and to serve as access for post-high support. Follow-up and transition data in TEDS and Infinite Campus.	Academic Support Program	05/01/2015	12/31/2015	\$0	No Funding Required	FRYSC, Staff

Strategy 5:

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

Category: Continuous Improvement

Activity - Dance Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Dance will be incorporated into physical education classes.	Academic Support Program	08/13/2014	12/31/2015	\$0	No Funding Required	Physical Education Teacher Principal

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Activity - Communication about Arts with parents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be frequently informed about arts and humanities programs through principal emails.	Parent Involvement	01/05/2015	12/31/2015	\$0	No Funding Required	Principal
Activity - Wellness Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop, implement and monitor a school level wellness policy.	Policy and Process	01/05/2015	05/29/2015	\$0	No Funding Required	Principal

Goal 3: Increase the graduation rate from 84.1 to 87.6 by 2016**Measurable Objective 1:**

collaborate to increase the graduation rate for Dayton High School from 84.1 to 85.1 by 06/01/2015 as measured by K-PREP results.

Strategy 1:

Attendance Support - Home visits, Truancy Diversion Program, Morning wake-up calls, and School-based Health Center [All students]

Category: Persistence to Graduation

Activity - Home Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff visits the homes of habitually absent students to identify and address barriers for attendance	Academic Support Program	08/01/2014	06/01/2015	\$0	No Funding Required	SRO, YSC Coordinator, Counselors, DPP, Attendance Clerk
Activity - Truancy Diversion Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention with students with six or more absences. This is used to develop good attendance habits and improve their overall school experience. This is done by using education, prevention, accountability and treatment and if applicable to address the issues surrounding truancy.	Academic Support Program	12/01/2014	12/31/2015	\$0	No Funding Required	Judges, CDW, School Administration, SRO, DPP
Activity - Morning Wake-up Calls	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff calls habitually tardy students before school starts each morning	Academic Support Program	09/01/2014	12/31/2015	\$2400	Other	Dayton Staff Member

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Activity - School Based Health Center	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Health Services provided by health clinic at LES	Academic Support Program	08/01/2014	12/31/2015	\$0	No Funding Required	Healthpoint Staff Member
Activity - Online learning academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic support program for students	Academic Support Program	01/01/2013	12/31/2015	\$0	No Funding Required	Dayton administration and teachers
Activity - YMCA 21st Century	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Afterschool tutoring and enrichment program	Academic Support Program	08/01/2014	12/31/2015	\$0	Other	YMCA staff and Dayton staff
Activity - Student Assistance Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student support group to implement interventions for at risk students	Academic Support Program	08/01/2009	12/31/2015	\$0	Other	Administrator s, DPP, YSC and counseling staff

Strategy 2:

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

Category: Persistence to Graduation

Activity - DaytonA Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academy and behavioral support program for at risk students	Behavioral Support Program	08/01/2013	12/31/2015	\$0	No Funding Required	DPP, Dayton teachers and administration

Strategy 3:

Behavior Interventions - A complete system will be developed to address behavior and to provide early intervention for off-track behavior. [All students]

Category: Persistence to Graduation

Activity - PBIS/Success Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Positive behavior intervention and comprehensive guidance lessons, small groups, and in large groups	Behavioral Support Program	09/01/2014	12/31/2015	\$0	No Funding Required	All staff
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Goal 4: Increase the averaged combined reading and math K-PREP scores from 41.2 to 62.5 by 2017

Measurable Objective 1:

collaborate to increase the overall reading and math for Dayton High School from 41.2 to 47.5 by 05/29/2015 as measured by K-PREP assessment.

Strategy 1:

Standards Based Grading - Explore the possibility of using standards based grading to assess student understanding. [All students]

Category: Learning Systems

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Explore training staff on how to effectively implement standards based grading.	Professional Learning	01/05/2015	12/31/2015	\$2000	Other	Principal, Director of Teaching and Learning, Curriculum Coach

Strategy 2:

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

Category: Learning Systems

Activity - SPIN	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Wednesdays for 1 hour, students failing any class use this time to make up missing assignments, correct failed tests, etc.	Academic Support Program	09/01/2014	05/29/2015	\$0	No Funding Required	Middle School Teachers

Activity - Homework Help	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive School Improvement Plan-Priority School

Dayton High School

YMCA staff and teachers stay after to help students with homework Mondays, Tuesdays, and Thursdays after school in the library.	Academic Support Program	09/01/2014	05/29/2015	\$0	No Funding Required	YMCA staff, and teachers working with the YMCA after school program
Activity - Intervention Bell for Math and Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CCR time used to pull Tier 3 students in math and reading	Direct Instruction	09/01/2014	05/29/2015	\$4000	District Funding	Middle School Math and Reading Teachers
Activity - Math Intervention in High School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide a math intervention classes and programs for Algebra I, Geometry, and Algebra II.	Academic Support Program	09/01/2014	05/29/2015	\$0	No Funding Required	High school math teachers
Activity - Reading Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Library bell added to Middle School curriculum as a reading intervention with supplemental reading.	Academic Support Program	09/01/2014	05/29/2015	\$0	No Funding Required	Middle School ELA Dept.
Activity - Star Math Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use Star Math reports to identify students not Algebra ready and set them up to focus on their largest deficits.	Academic Support Program	09/01/2014	05/29/2015	\$2000	SIG Grant	Middle school math teachers
Activity - Read 180	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use the Read 180 program to differentiate strategies to entice readers to increase their foundation in reading and writing skills.	Academic Support Program	09/01/2014	05/29/2015	\$70000	SIG Grant	Middle school ELA teachers
Activity - Study Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Seniors are pulled to focus on meeting their CCR benchmarks	Academic Support Program	12/01/2014	05/29/2015	\$0	No Funding Required	High school CCR teachers

Strategy 3:

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

KDE Comprehensive School Improvement Plan-Priority School

Dayton High School

Category: Continuous Improvement

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hold monthly PLC meetings to discuss 30/60/90 day plans and share strategies.	Professional Learning	09/01/2014	05/29/2015	\$0	No Funding Required	The heads of each department
Activity - Program Review for Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement writing across all content areas.	Direct Instruction	09/01/2014	05/29/2015	\$0	No Funding Required	All teachers
Activity - Curriculum Refinement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use benchmark tests to better assess understanding of standards	Direct Instruction	09/01/2014	05/29/2015	\$0	No Funding Required	Teachers
Activity - Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning Targets will be posted for every class, every subject. Teachers will refer to the learning targets before, during, and at the end of each class period.	Academic Support Program	01/05/2015	12/31/2015	\$0	No Funding Required	Principal Curriculum Coach
Activity - Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Immediate/timely, specific, and abundant feedback will be given to students on assignments. PLCs will review feedback given once a month during monthly PLC meetings.	Academic Support Program	01/05/2015	12/31/2015	\$0	No Funding Required	Principal Curriculum Coach
Activity - Exemplars	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Exemplars will be provided to students two or more times per month in every class. Teachers will document the exemplar used on pacing guides.	Academic Support Program	01/05/2015	12/31/2015	\$0	No Funding Required	Principal Curriculum Coach
Activity - Pacing Guides	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pacing guides will be monitored weekly for the use of standards, exemplars, feedback, and instructional strategies.	Academic Support Program	08/18/2014	12/31/2015	\$0	No Funding Required	Curriculum Coach Principal

Goal 5: Next Generation Professionals--Teachers Increase the percentage of effective teachers from _____% in 2015 to _____% in 2020.

Measurable Objective 1:

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

Strategy 1:

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

Category: Professional Learning & Support

Activity - Implementation Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a plan for TPGES and OPGES for 2014-2015 implementation: <ul style="list-style-type: none"> • All leadership will develop knowledge of TPGES and OPGES components and expectations • All teachers will meet with their assigned principal or assistant principal throughout the year for progress and feedback on: self-reflection, student growth goals, professional growth planning, observation, and student voice • Peer Observer responsibilities within the context of PGES framework and expectations will be reviewed 	Other	08/01/2014	12/31/2015	\$0	No Funding Required	Principal Director of Teaching and Learning
Activity - Peer Observer Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will complete the KET peer observation module.	Professional Learning	08/01/2014	12/31/2015	\$0	No Funding Required	Principal
Activity - Professional Learning Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each teacher will train on the components and expectations for TPGES around the following: <ul style="list-style-type: none"> • Kentucky Framework for Teaching • Observation Certification • Self-reflection • Student Growth Goal Development based on baseline data • Professional Growth Goal Setting based on self-reflection and student need • Student Voice • Effective Feedback 	Professional Learning	08/01/2014	12/31/2015	\$0	No Funding Required	Principal

KDE Comprehensive School Improvement Plan-Priority School

Dayton High School

Activity - CIITS PGES Components	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in the use of CIITS with intentional focus on: <ul style="list-style-type: none">• Educator Development Suite (EDS)• Edviation (formerly PD 360)• Professional Growth Plans• Self-Reflection• Student Growth Goals• Peer Observation	Professional Learning	08/01/2014	12/31/2015	\$0	No Funding Required	Principal Director of Teaching and Learning
Activity - Data Notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn about the effective use of data notebooks and begin to implement their use.	Professional Learning	01/05/2015	12/31/2015	\$0	No Funding Required	Principal
Activity - Instructional Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the use of Edviation and other professional learning, teachers will gain knowledge of best practice use of Instructional Strategies	Professional Learning	01/05/2015	12/31/2015	\$0	No Funding Required	Curriculum Coach Leadership Team Principal
Activity - Learning Styles & Multiple Intelligences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the use of Edviation and other professional learning, teacher will gain understanding about learning styles and multiple intelligences. Lesson plans will begin to reflect intentional planning for varied learning styles.	Professional Learning	01/05/2015	12/31/2015	\$0	No Funding Required	Principal Leadership Team Curriculum Coach

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
DaytonA	Tier 3: Assign students to an alternative school setting that struggle functioning in the regular classroom environment.	Behavioral Support Program	08/14/2014	12/31/2015	\$40000	DaytonA Teacher
Total					\$40000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Explore training staff on how to effectively implement standards based grading.	Professional Learning	01/05/2015	12/31/2015	\$2000	Principal, Director of Teaching and Learning, Curriculum Coach
CCR Observation	CCR teachers observed another school that utilizes a CCR program.	Career Preparation/Orientation	10/01/2014	12/31/2015	\$200	CCR Teachers
YMCA 21st Century	Afterschool tutoring and enrichment program	Academic Support Program	08/01/2014	12/31/2015	\$0	YMCA staff and Dayton staff
Morning Wake-up Calls	Staff calls habitually tardy students before school starts each morning	Academic Support Program	09/01/2014	12/31/2015	\$2400	Dayton Staff Member
Success Sessions	Educate all students on skills in social, self-management, and learning domains. Tier 2: Spotlight students needing additional support in social, self-management, or learning domains and schedule in small group counseling sessions. Tier 3: Individual counseling for students that have the greatest need from the spotlighted students.	Behavioral Support Program	10/01/2014	05/29/2015	\$0	Grant Counselors
Student Assistance Team	Student support group to implement interventions for at risk students	Academic Support Program	08/01/2009	12/31/2015	\$0	Administrators, DPP, YSC and counseling staff

KDE Comprehensive School Improvement Plan-Priority School

Dayton High School

TEDS Workshop	Attend TEDS workshop.	Technology	09/01/2014	12/31/2015	\$200	PL/CS Teachers
GAP Conference	Attend Bridging the GAP conference for CCR.	Other	09/01/2014	12/31/2015	\$600	Principal
Total					\$5400	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Score Tracking	Tracking student performance for meeting benchmarks.	Career Preparation/Orientation	08/01/2014	06/01/2015	\$0	Guidance Counselor(s)
Pacing Guides	Pacing guides will be monitored weekly for the use of standards, exemplars, feedback, and instructional strategies.	Academic Support Program	08/18/2014	12/31/2015	\$0	Curriculum Coach Principal
Peer Observer Training	All teachers will complete the KET peer observation module.	Professional Learning	08/01/2014	12/31/2015	\$0	Principal
Reading Intervention	Library bell added to Middle School curriculum as a reading intervention with supplemental reading.	Academic Support Program	09/01/2014	05/29/2015	\$0	Middle School ELA Dept.
Study Skills	Seniors are pulled to focus on meeting their CCR benchmarks	Academic Support Program	12/01/2014	05/29/2015	\$0	High school CCR teachers
Learning Targets	Learning Targets will be posted for every class, every subject. Teachers will refer to the learning targets before, during, and at the end of each class period.	Academic Support Program	01/05/2015	12/31/2015	\$0	Principal Curriculum Coach
Home Contact	Make home visits to those students that are chronically truant.	Parent Involvement	08/14/2014	12/31/2015	\$0	Director of Pupil Personnel
DaytonA Academy	Academy and behavioral support program for at risk students	Behavioral Support Program	08/01/2013	12/31/2015	\$0	DPP, Dayton teachers and administration
Home Visits	Staff visits the homes of habitually absent students to identify and address barriers for attendance	Academic Support Program	08/01/2014	06/01/2015	\$0	SRO, YSC Coordinator, Counselors, DPP, Attendance Clerk
Math Intervention in High School	Provide a math intervention classes and programs for Algebra I, Geometry, and Algebra II.	Academic Support Program	09/01/2014	05/29/2015	\$0	High school math teachers
Feedback	Immediate/timely, specific, and abundant feedback will be given to students on assignments. PLCs will review feedback given once a month during monthly PLC meetings.	Academic Support Program	01/05/2015	12/31/2015	\$0	Principal Curriculum Coach

KDE Comprehensive School Improvement Plan-Priority School

Dayton High School

Online learning academy	Academic support program for students	Academic Support Program	01/01/2013	12/31/2015	\$0	Dayton administration and teachers
Professional Learning Plan	Each teacher will train on the components and expectations for TPGES around the following: <ul style="list-style-type: none"> • Kentucky Framework for Teaching • Observation Certification • Self-reflection • Student Growth Goal Development based on baseline data • Professional Growth Goal Setting based on self-reflection and student need • Student Voice • Effective Feedback 	Professional Learning	08/01/2014	12/31/2015	\$0	Principal
Homework Help	YMCA staff and teachers stay after to help students with homework Mondays, Tuesdays, and Thursdays after school in the library.	Academic Support Program	09/01/2014	05/29/2015	\$0	YMCA staff, and teachers working with the YMCA after school program
School Based Health Center	Health Services provided by health clinic at LES	Academic Support Program	08/01/2014	12/31/2015	\$0	Healthpoint Staff Member
Truancy Diversion Program	Intervention with students with six or more absences. This is used to develop good attendance habits and improve their overall school experience. This is done by using education, prevention, accountability and treatment and if applicable to address the issues surrounding truancy.	Academic Support Program	12/01/2014	12/31/2015	\$0	Judges, CDW, School Administration, SRO, DPP
Learning Styles & Multiple Intelligences	Through the use of Edviation and other professional learning, teacher will gain understanding about learning styles and multiple intelligences. Lesson plans will begin to reflect intentional planning for varied learning styles.	Professional Learning	01/05/2015	12/31/2015	\$0	Principal Leadership Team Curriculum Coach
Pathway Development	Explore creating more pathways.	Career Preparation/Orientation	08/01/2014	06/01/2015	\$0	Business Teacher, Principal
Dance Curriculum	Dance will be incorporated into physical education classes.	Academic Support Program	08/13/2014	12/31/2015	\$0	Physical Education Teacher Principal
Instructional Strategies	Through the use of Edviation and other professional learning, teachers will gain knowledge of best practice use of Instructional Strategies	Professional Learning	01/05/2015	12/31/2015	\$0	Curriculum Coach Leadership Team Principal
Exemplars	Exemplars will be provided to students two or more times per month in every class. Teachers will document the exemplar used on pacing guides.	Academic Support Program	01/05/2015	12/31/2015	\$0	Principal Curriculum Coach

KDE Comprehensive School Improvement Plan-Priority School

Dayton High School

Communication about Arts with parents	Parents will be frequently informed about arts and humanities programs through principal emails.	Parent Involvement	01/05/2015	12/31/2015	\$0	Principal
CDW Intervention for Truancy	Group intervention and individual intervention to prevent chronic truancy.	Other	08/14/2014	12/31/2015	\$0	Director of Pupil Personnel
Data Notebooks	Teachers will learn about the effective use of data notebooks and begin to implement their use.	Professional Learning	01/05/2015	12/31/2015	\$0	Principal
Wellness Policy	Develop, implement and monitor a school level wellness policy.	Policy and Process	01/05/2015	05/29/2015	\$0	Principal
February PD	A PD will be given covering college and career readiness goals/data.	Professional Learning	02/02/2015	05/01/2015	\$0	Business Teacher, Director of Teaching and Learning
Algebra 1.5 Class	Tier 2: Course required for students not meeting MAP benchmarks in math	Academic Support Program	08/14/2014	12/31/2015	\$0	High School Algebra Teachers
Workeys	Offer the Workeys assessment to students who were unable to become college ready.	Career Preparation/Orientation	08/01/2014	06/01/2015	\$0	Guidance Counselor(s)
Strategy of the Week	For 18 weeks, the first day of each week, the principal will email to all teachers a description of an instructional strategy. The following week, each teacher will use and document in pacing guides the use of the instructional strategy. The curriculum coach will monitor pacing guides for use of the instructional strategy.	Direct Instruction	01/05/2015	12/31/2015	\$0	Principal Curriculum Coach
Professional Learning Communities	Hold monthly PLC meetings to discuss 30/60/90 day plans and share strategies.	Professional Learning	09/01/2014	05/29/2015	\$0	The heads of each department
PBIS/Success Sessions	Positive behavior intervention and comprehensive guidance lessons, small groups, and in large groups	Behavioral Support Program	09/01/2014	12/31/2015	\$0	All staff
Follow-Up	Student Services contact students who have graduated for follow up discussions and to serve as access for post-high support. Follow-up and transition data in TEDS and Infinite Campus.	Academic Support Program	05/01/2015	12/31/2015	\$0	FRYSC, Staff
Awards Program	Recognizing students who are college and/or career ready.	Career Preparation/Orientation	08/01/2014	06/01/2015	\$0	Guidance Counselor(s)
CCR	Required course for all juniors to take during their junior year to improve academic performance.	Career Preparation/Orientation	08/14/2014	12/31/2015	\$0	ELA & Math Teacher

KDE Comprehensive School Improvement Plan-Priority School

Dayton High School

CIITS PGES Components	Teachers will be trained in the use of CIITS with intentional focus on: • Educator Development Suite (EDS) • Edivation (formerly PD 360) • Professional Growth Plans • Self-Reflection • Student Growth Goals • Peer Observation	Professional Learning	08/01/2014	12/31/2015	\$0	Principal Director of Teaching and Learning
Program Review for Writing	Implement writing across all content areas.	Direct Instruction	09/01/2014	05/29/2015	\$0	All teachers
SPIN	Wednesdays for 1 hour, students failing any class use this time to make up missing assignments, correct failed tests, etc.	Academic Support Program	09/01/2014	05/29/2015	\$0	Middle School Teachers
YMCA Dash Program	After School tutoring program that addressed their emotional, social, and academic needs (tutors are specifically available for students that need assistance in math and ELA.	Academic Support Program	10/01/2014	12/31/2015	\$0	YMCA Coordinator & Principal
Curriculum Refinement	Use benchmark tests to better assess understanding of standards	Direct Instruction	09/01/2014	05/29/2015	\$0	Teachers
Learning Style Inventory Administration	Every student will be given a learning style inventory. Lists will be created by department of student learning styles by subgroups of students. The learning syle inventory results will be used in ILPs with students. Learning styles will be used to plan lessons and to plan interventions.	Career Preparation/Orientation	01/05/2015	12/31/2015	\$0	Principal Curriculum Coach Counseling Department
Implementation Plan	Develop a plan for TPGES and OPGES for 2014-2015 implementation: • All leadership will develop knowledge of TPGES and OPGES components and expectations • All teachers will meet with their assigned principal or assistant principal throughout the year for progress and feedback on: self-reflection, student growth goals, professional growth planning, observation, and student voice • Peer Observer responsibilities within the context of PGES framework and expectations will be reviewed	Other	08/01/2014	12/31/2015	\$0	Principal Director of Teaching and Learning
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Engagement Wheel	Teachers will use the engagement wheel, developed by David Sladkey, to guage opportunity of engagement of students based upon reaching multiple modalities of learning.	Direct Instruction	08/13/2014	12/31/2015	\$100	Superintendnt Principals Curriculum Coach
Total					\$100	

KDE Comprehensive School Improvement Plan-Priority School

Dayton High School

SIG Grant

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Read 180	Use the Read 180 program to differentiate strategies to entice readers to increase their foundation in reading and writing skills.	Academic Support Program	09/01/2014	05/29/2015	\$70000	Middle school ELA teachers
Star Math Intervention	Use Star Math reports to identify students not Algebra ready and set them up to focus on their largest deficits.	Academic Support Program	09/01/2014	05/29/2015	\$2000	Middle school math teachers
Study Island	Additional online resource to support students in math and reading (ELA).	Academic Support Program	10/17/2014	12/31/2015	\$0	High School Core Content Teachers
Read 180	Tier 2: Structured reading intervention program designed to educate children using their individual reading level and ability. Parents will be informed of student progress quarterly through a report.	Academic Support Program	09/01/2014	12/31/2015	\$60000	MS ELA Teachers
Ten Marks	Tier 2: Math program structured and tiered to address students needs and lagging skills in on-grade level math. Parents will be informed quarterly of student progress quarterly through a report.	Academic Support Program	09/02/2014	12/31/2015	\$2000	MS Math Lab Teacher
Plato	Tier I (as selected by student scheduling) Tier 2 (mandatory): Structured credit recovery/ blended learning program allowing students to work online at their own pace while receiving high school credits.	Academic Support Program	08/14/2014	12/31/2015	\$27000	On-line Academy Teacher
Total					\$161000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention Bell for Math and Reading	CCR time used to pull Tier 3 students in math and reading	Direct Instruction	09/01/2014	05/29/2015	\$4000	Middle School Math and Reading Teachers
Total					\$4000	

Perkins

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Career Ready Opportunities	Offer different ways to establish career readiness (MOS/KOSSA).	Career Preparation/Orientation	08/01/2014	06/01/2015	\$5400	Business Teacher, Guidance Counselor(s), Principal

Total \$5400

KDE Needs Assessment

Introduction

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

DRAFT

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?

What does the data/information not tell you?

Dayton Middle and High School analyzes data on attendance, college readiness, career readiness, persistence to graduation, MAP testing, KPREP, End of Course Exams, 9th grade success, EXPLORE exams, PLAN exams, ACT exams, and behavioral data, four interval times per year. Tell Surveys and Parent surveys are administered and analyzed. The information is reviewed by all staff, which provides narration on strengths, weaknesses, and next steps through a "quarterly report" which is then sent to KDE. In addition Dayton Middle and High School teachers, administrators, and Central office personnel review NWEA MAP data three times per year. These exams help us to determine if our current teaching methodologies are working.

Our consensus analysis of these areas reflects that there is much work to do in all academic areas at the high school level. Middle school students are performing much better than high school students and are showing progress in many areas, particularly in the area of mathematics. Mathematics scores have increased for three straight years in the middle school. Social Studies and writing need to be the focus of improvement for middle school testing. Recent Explore test results indicate the highest composite score ever for Dayton Middle School. However, Dayton Middle School still has not reached the desired benchmarks. Writing across all content classes is an area of focus for both the middle and high schools. In addition, we have one, shared score for Program Reviews which also needs to be improved. Teams of teachers are working to develop improvements by sharing strategies among all teachers.

Data is analyzed by all staff during weekly Wednesday early release meetings and PLCs and then needs are determined through use of the five data questions and analyzing contributing factors. The needs are prioritized by staff and then given to SBDM council for final determination.

With information and data provided, Dayton Middle/High School determines the number of students who are proficient in reading and math.

Data does not indicate what instructional practices are driving proficiency or ineffectiveness. To address this need the school is completing a very rigorous process. First, progress monitoring in reading and math using Read180, TenMarks, StarMath should help identify effective instructional and intervention practices at the middle school. Second, the alignment of the curriculum and visible shared assessments will demonstrate student knowledge and quality questioning prior to taking standardized state tests which should better drive instructional and intervention practices. We are actively working to provide common planning periods for teachers and working to improve the effectiveness of PLC groups and meetings.

Areas of Strengths

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

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

ATTENDANCE

- All of our attendance figures except for 10th grade have improved
- We have experienced an increase in the number of 10th, 11th, and 12th grade students
- Overall student count and attendance has improved
- Teacher attendance has improved
- Attendance is up in all grade levels from last June except for 10th, and they are extremely close.
- Total attendance is up! Teacher attendance is up.
- Teacher attendance is up from last year (The increase of 93 to 95%).

Persistence to Graduation

- The data reports that no students were retained in middle school in the 2013-2014 school year
- Our actual graduation percentage was higher than our goal percentage.
- Exceeded graduation goal. We reached our goal last year of 82.9% with reaching 85.7%.
- We met our 2014 goal for graduation rate and dropout rate.

College Readiness and Career Readiness

- We already have 11 students college ready as of 12-15-2014.
- We already have 2 students that are considered career ready.
- We already have 6 students that are considered college and career ready.
- We are on track to meet or surpass our goal by the end of the year.

Formative Assessments (MAP)

- 8th grade reading and 7th grade English = at least half of our students are at proficient.
- 8th grade Reading and 7th grade ELA scores are at 50% Proficiency for the most recent MAP testing.
- 50% of students in ELA Reading 8 and ELA English 7 are at or exceeding benchmark
- Most tested areas are close to 50% proficiency
- Reading 12 and English 10 are close to 50% proficiency
- 9th grade appears to be performing at a higher level than last year in ELA/Reading and Math.
- ELA English grew by 11% from grade 9 to 10

Freshman Success Rates

- Five electives met the goal of 100% freshman passing.
- In three out of four core subject areas increased their freshman passing rates.
- Freshman interventions appear to be working in the core areas.

KPREP

- Our percentage of novice decreased in all areas for 7th grade.
- The percent of students proficient/distinguished increased in all tested areas for the 7th grade.
- Data tells us that 8th grade novice percentages decreased in math.

EXPLORE

KDE Comprehensive School Improvement Plan-Priority School

Dayton High School

- Math is up by 4%
- Over 50% of our students are at benchmark in English
- Overall composite is up from last year

PLAN

- We can celebrate that 43% of our students did reach benchmark in English.
- 25% of our students are within 2.5 points of being college ready in reading.
- 37% of our students are within 3.5 points of being college ready in math.
- The fact that our percentage of students meeting benchmark did not decrease on the science portion of the PLAN assessment is a cause for celebration. However, we recognize that this score also did not increase and is also identified as an area of improvement.
- Our average for English was 1.3 points higher than the benchmark.
- 22% of our students are within 1.3 points of being benchmark in math.
- In reading 29% of our students are within 2.3 points of meeting the benchmark.
- In science 27% of our students are within 2 points of meeting the benchmark.

ACT

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

EPAS

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

Behavioral Data

- The fact that our student services and youth service programs have reached out and helped 143 students and 113 students respectively is a cause for celebration.
- 113 students received counseling services
- Female suspension has decreased from 15 days from this time last year.

We are continuing to monitor all assessment data as it is received and are making immediate curriculum changes based upon data in real time. For instance, we are now giving benchmark assessment/practice EOC exams in Algebra II, English 10, Biology, and U.S. History. These practice exams are given for a grade in each of those classes approximately every 6 weeks. Teachers are using Zip Grade answer sheets and are grading tests instantly as they are completed, so students receive instant feedback. Zip Grade also compiles data regarding the most frequently missed questions, etc. Following every benchmark assessment, all staff participate in a PLC group where the testing data is analyzed. Part of the analysis is deciding how curriculum can be better aligned vertically so that students are receiving some of the prerequisite skills necessary to pass an end of course exam prior to entering those classes. This has proven to be an eye opening tool to all staff members and has helped all staff to understand that we are one team. There are several new teachers at the high school level this year, as the need for staffing changes became evident during last year's academic calendar. These new teachers are involved in PLC meetings, a new teacher cadre, and have had the opportunity to attend various professional development seminars to learn and sustain

improvement.

We have much to celebrate as referenced above in the staff identified strengths. Perhaps our most glaring reason to celebrate is the continued academic growth with our middle school students as evidenced by the highest ever EXPLORE test results.

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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?

We have a large gap in achievement between male and female students, as our female students achieve at greater levels in all grades and in all subject areas. To address this we have improved our student monitoring system and are closely looking at student achievement and interventions at the younger grades in the school. There have been several new hires at the high school level, all of which have been male teachers. While this was not planned, and they were the most highly qualified of our interviewing candidates; these new, young, adult, male, role model teachers, are providing some impact on our male students through positive examples of what men should be. We are exploring the types of literature that our male population likes to read and funding improvements for our library. At the middle school level, we have purchased the Read 180 program to provide reading intervention. Much of our male, middle school population receives this instruction for 90 minutes daily. In addition, we have approximately 85% of our students who are eligible for free or reduced lunch due to their socioeconomic status. Our school provides breakfast, snack, lunch, and even dinner to all of our students at no costs. This intervention should reduce the number of hungry kids in our school and remove that barrier to learning. At both the middle and high schools, students not meeting benchmarks on MAP testing and classroom assessments are placed in math intervention classes to provide an additional hour of mathematics instruction designed to build existing skills. Curriculum alignment and pacing guides for all curriculum continue to be refined with all members of each department working over numerous days to complete the task.

Conclusion

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

We will continue to develop monitoring tools and implement them across all grade levels with greater frequency. The monitoring systems we have in place now will help teachers to learn which instructional practices demonstrate greater effectiveness. We will place greater emphasis on communicating results to students and parents with greater frequency so that all stake holders can help with school improvement and achievement. Below are other areas identified by teachers and administrators during a staff meeting dedicated to quarterly report analysis of data:

- Provide professional development to staff of varied instructional strategies
- Review use of standards to ensure rigor in each classroom
- Ensure analysis of high quality assessments
- Increase student engagement strategies
- Offer group counseling for students in need.
- Keep close tabs on students that are transitioning out of DaytonA (alternative classroom) into regular population .
- Continue to contact parents and use the PLP tab for documentation of such contacts.
- Identify problem students and implement behavior interventions.
- Seek alternatives for out of school suspension. Figure out why kids are being suspended and find ways to prevent.
- Contract with outside therapists to provide our high risk students opportunities for personal growth.
- Increase the amount of quality writing our students are doing.
- Require writing across the curriculum; in every class and in every subject.
- Refining plan for On-Demand Writing.
- Identify specific areas of weakness (Math and Reading) in current junior class and offer interventions prior to ACT administration this year.
- Continue math and reading intervention.
- Increase student goals and offer more ACT opportunities and skill building.
- Use the CCR PowerPoint recognition assemblies to praise students for their accomplishment of being college and/or career ready.
- Create visual reminders of student successes in the hallways to encourage improvement.
- ACT prep classes, tutoring, mentoring (pairing students staff member that could check in with them on a regular basis), Incentives.
- Continue Torch Prep, interventions and CCR classes. Plan interventions for content other than math and English.
- Use practice test data to determine which students are weak in certain areas and provide the appropriate interventions prior to taking the ACT in March.
- Provide incentives for students to do an ACT cram session during the month of February, as well as encouraging students to take the December ACT.
- Decreasing the number of novice in all areas in an opportunity for improvement.
- Moving apprentice students to the proficient level is a big opportunity.
- Continue with interventions.
- Continue to develop career pathways for future students.
- Check in with students to push them to success. Intentionally target and move students to college and career ready.
- Visible recognition for students that meet college readiness or both college and career ready.
- We need to continue working with our students who are currently on career pathways to prepare them for certification exams.
- Work with our seniors to prepare them for COMPASS, ACT, and KYOTE exams so that we can increase our college readiness numbers.

- Increase our number of career ready students by preparing them for KOSA and other certification exams.
- Celebrate successes.

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The Missing Piece

Introduction

This Missing Piece diagnostic is a comprehensive performance assessment tool that proposes specific school-level descriptors for the six objectives of the Commissioner's Parent's Advisory Council. They include provisions that every student in Kentucky will have a parent, or another adult, who knows how to support that student's academic achievement. These objectives support Kentucky education laws as it recognizes the importance of parent involvement (KRS 158.645) (KRS.160.345) (KRS 156.497) (KRS 158-031) (KRS 157.3175)

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Stakeholders

School staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic

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

- Jeremy Dodd (Principal)
- Scott Meyers (Assistant Principal)
- Lisa Klette (Teacher and Parent)
- Michael Rowe (ERS)
- Michelle Cassady (ERL)
- Reviewed by SBDM committee (includes teachers & parents)
- 57 households responded to the surveys

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Relationship Building

School staff builds productive, personal relationships with parents of all their students.

Overall Rating: 2.71

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

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

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

	Statement or Question	Response	Rating
4.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

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

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

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

Communications

Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs.

Overall Rating: 2.43

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

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

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

	Statement or Question	Response	Rating
4.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Student achievement data or achievement results are communicated informally to parents by school staff.	Apprentice

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

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

	Statement or Question	Response	Rating
7.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

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Decision Making

School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

Overall Rating: 2.0

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

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

	Statement or Question	Response	Rating
3.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

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

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

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

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

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Advocacy

For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

Overall Rating: 2.33

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

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

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

	Statement or Question	Response	Rating
4.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School council has a policy and a process to resolve issues or complaints and outcomes are sometimes tracked and reported to the council.	Apprentice

	Statement or Question	Response	Rating
5.	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

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

Learning Opportunities

School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

Overall Rating: 2.17

	Statement or Question	Response	Rating
1.	Parents have multiple opportunities to learn about and discuss the following: <ul style="list-style-type: none"> - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys 	School provides open house and family nights for some parents to learn about: <ul style="list-style-type: none"> • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. 	Apprentice

	Statement or Question	Response	Rating
2.	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff provides parents with information about their child's academic progress and the progress of the school.	Apprentice

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

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

	Statement or Question	Response	Rating
5.	School council has a classroom observation policy that welcomes families to visit all classrooms.	School staff allows parents to visit regular education classrooms upon request. There is no school policy.	Novice

	Statement or Question	Response	Rating
6.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Proficient

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Community Partnerships

School staff engages and partners with community members to plan and implement substantive work to improve student achievement.

Overall Rating: 2.67

	Statement or Question	Response	Rating
1.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership periodically meets with some business leaders to discuss information on student achievement.	Apprentice

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

	Statement or Question	Response	Rating
3.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Employer-partners adopt practices to promote and support parent and volunteer participation in students' education.	Apprentice

	Statement or Question	Response	Rating
4.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

	Statement or Question	Response	Rating
5.	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up.)	School staff and parents have seamless integration of consistent and sustained family support services from school and the community to reduce student barriers to learning.	Distinguished

	Statement or Question	Response	Rating
6.	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

Reflection

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

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

1. Relationship Building

Strengths: Areas of strength include maintaining a welcoming environment to parents. Some efforts to welcome visitors to the building are evident. The staff follows a plan to collect information for student learning needs.

To further enhance the welcome experience at Dayton High School, office and teaching staff would benefit from a customer service training and possibly creating a parent waiting room in the hallway to allow computer/tv access that communicates important information about the school or upcoming events.

Weaknesses: Plans for improvement include creating a welcome packet and bag (including t-shirt with Dayton logo) for new students. Also, developing protocols for calling home after the first day or two of a new student's first day to answer any questions or address any needs the student or parents may have.

2. Communication

Strength: Areas of strength include the school's communication with parents.

To sustain the area of strength, the school has written a communication plan. Exploring and create other avenues to communicate with parents such as Facebook, email distribution through IC, and using the All Call system are being explored and utilized as another means of communication.

Weaknesses: Areas of weakness would include involving community in student achievement. Historically, little information has been shared with the community except via the community newspaper or school website. However, the district initiatives involve sharing student achievement with community (flyers), posting them at the local businesses, and announcements made at sporting events.

3. Decision Making

Strength: The school adopts measureable objectives and plans.

Weaknesses: Some suggested plans for improving this standard include having SBDM meetings off of the school grounds in an effort to bring school news to the community. Plans to educate staff & parents about the roles & responsibilities of SBDM members need to be designed and delivered during an early release.

4. Advocacy

Strengths: Areas of strength include the use of wide variety of resources and programs which advocate for student needs. The Youth Service Center provides referrals to community agencies and social services for health related issues. Meet monthly with an advisory council. Other services include: substance abuse prevention, education and counseling; summer and part-time job development; Career Exploration; Pregnancy Prevention and Teen Parent Support; and assistance with crisis funding if funding is available.

Continuation of services provided by the Youth Service Center will aid in sustaining this area of strength.

Weaknesses:

Plans for improvement include educating staff and parents about advocacy. Efforts have been made to identify and rescheduling students who have repeatedly failed two or more classes during the first semester. Their new schedule includes a Study Skill class where the students receive assistance to work on missing assignments or homework help during the school day. Expectations and communication for the Study Skill class need to be further defined and implemented.

5. Learning Opportunities

Strengths: Areas of strength include the engagement of stakeholders with progress of students. While this is deemed as a strength, there is

much work that needs to occur to improve this indicator.

Actions implemented to sustain area of strength include continuing to involve students in their academic progress. Currently, students set goals for MAP, KPrep and ACT testing. The results from practice testing are shared with students. In some classes, teachers are piloting standards based grading system to encourage student ownership of their learning.

Weaknesses: Areas of weakness include training parents to support their child's learning and developing a classroom visitation policy.

Plans to improve include development of parent trainings to help support their child's learning. Developing a SBDM classroom visitation policy would be the first step towards improving this indicator.

6. Community Partnerships

Strengths: Areas of strength include the development of community-based learning programs provided by the YMCA and funded by the 21st Century grant.

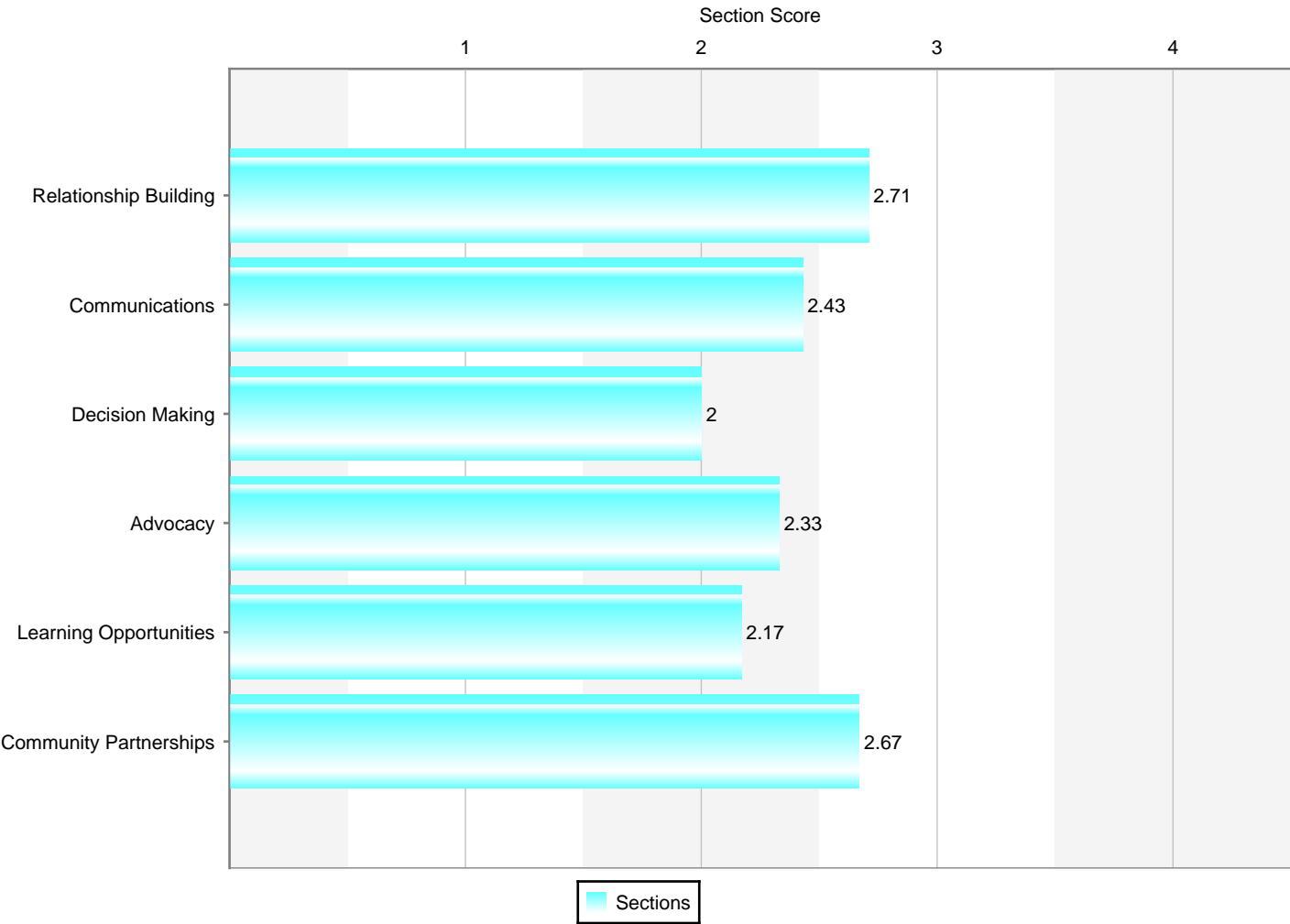
Actions implemented to sustain the area of strength include further development of programs by the YMCA, communicating these programs, and building stronger community involvement with this community resource.

Weaknesses: Areas of improvement include maintaining a directory of community resources and developing more extensive partnerships with community agencies to address student needs.

Plans to make improvement in these areas of need include developing a directory of community resources that could be included in the welcome packet for new parents and by providing contact information via the school website.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

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

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Improvement Planning Process

Improvement Planning Process

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

The process used to develop the School Improvement Plan began with a summer meeting that included members of the district office, the school administrators, teachers, and state consultants. During the initial meetings, the data from NWEA Maps tests and state assessments were reviewed and areas of weakness were identified. During the opening weeks of school, grade level meetings were directed by the principal who communicated the plan and the goals to the students of Dayton Middle/High School. Students understood their role in achieving the goals, and teachers understood their role in monitoring progress towards the goals.

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

After initial meetings, the entire staff was divided into groups that represented areas that needed to be addressed. Those areas included reading/math proficiency, gap, graduation rate, and college/career readiness. Each team listed reviewed data from state assessments, test survey results, Dayton High School Big Rock Priorities for 2014-15, and External Review Improvement Priorities. These groups developed benchmarks towards achieving those goals. Individuals were made accountable for reporting and achieving each area. The teams meet every thirty days to review progress. An open meeting was held for review of the data and for community and parent input. SBDM counsel made final adjustments and approved the CSIP.

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

The plan was reported to the staff during Wednesday early release meetings. Students learn their role in the plan and goals they are expected to achieve from meeting with their teachers. Parent and community meetings are held during the school year. The entire CSIP document has been uploaded onto the school's web page for review by all stakeholders. A physical copy is also available for stakeholder review in the school's main office.

KDE Assurances - School

Introduction

KDE Assurances - School

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Assurances

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

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

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	No	Dayton High School does not service Preschool and Kindergarten.	

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

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

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes		

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

KDE Comprehensive School Improvement Plan-Priority School

Dayton High School

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

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes	Dayton High School is not a targeted-assistance school.	

KDE Comprehensive School Improvement Plan-Priority School

Dayton High School

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes	Dayton High School is not a targeted-assistance school.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes	Dayton High School is not a targeted-assistance school.	

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

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

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance planning components into the existing school improvement planning process.	Yes	Dayton High School is not a targeted-assistance school.	

KDE Comprehensive School Improvement Plan-Priority School

Dayton High School

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

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

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website and linked to our district website. (provide the website link below)	Yes		

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

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only	Yes		

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

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

Compliance and Accountability - High Schools

Introduction

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

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

DRAFT

Planning and Accountability Requirements

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

Goal 1:

Increase the percentage of students who are college and career ready from 59.5 to 62.3 by 2015.

Measurable Objective 1:

collaborate to increase the college and career ready percentage for Dayton High School from 59.5 to 62.3 by 06/01/2015 as measured by K-PREP Assessment.

Strategy1:

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

Category: Other - Student Assistance Team

Research Cited:

Activity - Follow-Up	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student Services contact students who have graduated for follow up discussions and to serve as access for post-high support. Follow-up and transition data in TEDS and Infinite Campus.	Academic Support Program			05/01/2015	12/31/2015	\$0 - No Funding Required	FRYSC, Staff

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the averaged combined reading and math proficiency rating for all student in the non-duplicated GAP group will improve from 34.7 to 60.9 by 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap groups for Dayton High School from 34.7 to 45.3 by 06/01/2015 as measured by KPREP, EPAS, and EOC Assessments.

Strategy1:

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

[All students]

Category: Persistence to Graduation

Research Cited:

Activity - Algebra 1.5 Class	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 2: Course required for students not meeting MAP benchmarks in math	Academic Support Program			08/14/2014	12/31/2015	\$0 - No Funding Required	High School Algebra Teachers

Activity - Read 180	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 2: Structured reading intervention program designed to educate children using their individual reading level and ability. Parents will be informed of student progress quarterly through a report.	Academic Support Program			09/01/2014	12/31/2015	\$60000 - SIG Grant	MS ELA Teachers

Activity - CCR	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Required course for all juniors to take during their junior year to improve academic performance.	Career Preparation/ Orientation			08/14/2014	12/31/2015	\$0 - No Funding Required	ELA & Math Teacher

Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional online resource to support students in math and reading (ELA).	Academic Support Program			10/17/2014	12/31/2015	\$0 - SIG Grant	High School Core Content Teachers

Activity - Plato	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier I (as selected by student scheduling) Tier 2 (mandatory): Structured credit recovery/ blended learning program allowing students to work online at their own pace while receiving high school credits.	Academic Support Program			08/14/2014	12/31/2015	\$27000 - SIG Grant	On-line Academy Teacher

Activity - YMCA Dash Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After School tutoring program that addressed their emotional, social, and academic needs (tutors are specifically available for students that need assistance in math and ELA.	Academic Support Program			10/01/2014	12/31/2015	\$0 - No Funding Required	YMCA Coordinator & Principal

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Activity - Ten Marks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 2: Math program structured and tiered to address students needs and lagging skills in on-grade level math. Parents will be informed quarterly of student progress quarterly through a report.	Academic Support Program			09/02/2014	12/31/2015	\$2000 - SIG Grant	MS Math Lab Teacher

Goal 2:

Increase the graduation rate from 84.1 to 87.6 by 2016

Measurable Objective 1:

collaborate to increase the graduation rate for Dayton High School from 84.1 to 85.1 by 06/01/2015 as measured by K-PREP results.

Strategy1:

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

Category: Persistence to Graduation

Research Cited:

Activity - DaytonA Academy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academy and behavioral support program for at risk students	Behavioral Support Program			08/01/2013	12/31/2015	\$0 - No Funding Required	DPP, Dayton teachers and administration

Goal 3:

Increase the averaged combined reading and math K-PREP scores from 41.2 to 62.5 by 2017

Measurable Objective 1:

collaborate to increase the overall reading and math for Dayton High School from 41.2 to 47.5 by 05/29/2015 as measured by K-PREP assessment.

Strategy1:

Intervention Program - Students failing need to make up work etc. during a set time each week to help move them from novice to apprentice.

[F/R Lunch, Males, Spec. Ed.]

Category: Learning Systems

Research Cited:

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Activity - SPIN	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Wednesdays for 1 hour, students failing any class use this time to make up missing assignments, correct failed tests, etc.	Academic Support Program			09/01/2014	05/29/2015	\$0 - No Funding Required	Middle School Teachers

Activity - Homework Help	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
YMCA staff and teachers stay after to help students with homework Mondays, Tuesdays, and Thursdays after school in the library.	Academic Support Program			09/01/2014	05/29/2015	\$0 - No Funding Required	YMCA staff, and teachers working with the YMCA after school program

Activity - Intervention Bell for Math and Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CCR time used to pull Tier 3 students in math and reading	Direct Instruction			09/01/2014	05/29/2015	\$4000 - District Funding	Middle School Math and Reading Teachers

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

Goal 1:

Increase the graduation rate from 84.1 to 87.6 by 2016

Measurable Objective 1:

collaborate to increase the graduation rate for Dayton High School from 84.1 to 85.1 by 06/01/2015 as measured by K-PREP results.

Strategy1:

Behavior Interventions - A complete system will be developed to address behavior and to provide early intervention for off-track behavior. [All students]

Category: Persistence to Graduation

Research Cited:

Activity - PBIS/Success Sessions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Positive behavior intervention and comprehensive guidance lessons, small groups, and in large groups	Behavioral Support Program			09/01/2014	12/31/2015	\$0 - No Funding Required	All staff

Strategy2:

Attendance Support - Home visits, Truancy Diversion Program, Morning wake-up calls, and School-based Health Center [All students]

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Category: Persistence to Graduation

Research Cited:

Activity - Home Visits	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff visits the homes of habitually absent students to identify and address barriers for attendance	Academic Support Program			08/01/2014	06/01/2015	\$0 - No Funding Required	SRO, YSC Coordinator, Counselors, DPP, Attendance Clerk

Activity - Morning Wake-up Calls	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff calls habitually tardy students before school starts each morning	Academic Support Program			09/01/2014	12/31/2015	\$2400 - Other	Dayton Staff Member

Activity - YMCA 21st Century	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Afterschool tutoring and enrichment program	Academic Support Program			08/01/2014	12/31/2015	\$0 - Other	YMCA staff and Dayton staff

Activity - Truancy Diversion Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention with students with six or more absences. This is used to develop good attendance habits and improve their overall school experience. This is done by using education, prevention, accountability and treatment and if applicable to address the issues surrounding truancy.	Academic Support Program			12/01/2014	12/31/2015	\$0 - No Funding Required	Judges, CDW, School Administration, SRO, DPP

Activity - School Based Health Center	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Health Services provided by health clinic at LES	Academic Support Program			08/01/2014	12/31/2015	\$0 - No Funding Required	Healthpoint Staff Member

Activity - Online learning academy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic support program for students	Academic Support Program			01/01/2013	12/31/2015	\$0 - No Funding Required	Dayton administration and teachers

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Activity - Student Assistance Team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student support group to implement interventions for at risk students	Academic Support Program			08/01/2009	12/31/2015	\$0 - Other	Administrators, DPP, YSC and counseling staff

Strategy3:

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

Category: Persistence to Graduation

Research Cited:

Activity - DaytonA Academy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academy and behavioral support program for at risk students	Behavioral Support Program			08/01/2013	12/31/2015	\$0 - No Funding Required	DPP, Dayton teachers and administration

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

Goal 1:

Increase the percentage of students who are college and career ready from 59.5 to 62.3 by 2015.

Measurable Objective 1:

collaborate to increase the college and career ready percentage for Dayton High School from 59.5 to 62.3 by 06/01/2015 as measured by K-PREP Assessment.

Strategy1:

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

Category: Continuous Improvement

Research Cited:

Activity - Communication about Arts with parents	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be frequently informed about arts and humanities programs through principal emails.	Parent Involvement			01/05/2015	12/31/2015	\$0 - No Funding Required	Principal

Activity - Wellness Policy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop, implement and monitor a school level wellness policy.	Policy and Process			01/05/2015	05/29/2015	\$0 - No Funding Required	Principal

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Activity - Dance Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Dance will be incorporated into physical education classes.	Academic Support Program			08/13/2014	12/31/2015	\$0 - No Funding Required	Physical Education Teacher Principal

Goal 2:

Increase the averaged combined reading and math K-PREP scores from 41.2 to 62.5 by 2017

Measurable Objective 1:

collaborate to increase the overall reading and math for Dayton High School from 41.2 to 47.5 by 05/29/2015 as measured by K-PREP assessment.

Strategy1:

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

Category: Continuous Improvement

Research Cited:

Activity - Program Review for Writing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement writing across all content areas.	Direct Instruction			09/01/2014	05/29/2015	\$0 - No Funding Required	All teachers

Activity - Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Immediate/timely, specific, and abundant feedback will be given to students on assignments. PLCs will review feedback given once a month during monthly PLC meetings.	Academic Support Program			01/05/2015	12/31/2015	\$0 - No Funding Required	Principal Curriculum Coach

Goal 3:

Next Generation Professionals--Teachers Increase the percentage of effective teachers from ____% in 2015 to ____% in 2020.

Measurable Objective 1:

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

Strategy1:

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

Category: Professional Learning & Support

Research Cited:

Activity - Learning Styles & Multiple Intelligences	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the use of Edviation and other professional learning, teacher will gain understanding about learning styles and multiple intelligences. Lesson plans will begin to reflect intentional planning for varied learning styles.	Professional Learning			01/05/2015	12/31/2015	\$0 - No Funding Required	Principal Leadership Team Curriculum Coach

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

Goal 1:

Increase the averaged combined reading and math proficiency rating for all student in the non-duplicated GAP group will improve from 34.7 to 60.9 by 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap groups for Dayton High School from 34.7 to 45.3 by 06/01/2015 as measured by KPREP, EPAS, and EOC Assessments.

Strategy1:

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

Category: Persistence to Graduation

Research Cited:

Activity - Algebra 1.5 Class	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 2: Course required for students not meeting MAP benchmarks in math	Academic Support Program			08/14/2014	12/31/2015	\$0 - No Funding Required	High School Algebra Teachers

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Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional online resource to support students in math and reading (ELA).	Academic Support Program			10/17/2014	12/31/2015	\$0 - SIG Grant	High School Core Content Teachers

Goal 2:

Increase the percentage of students who are college and career ready from 59.5 to 62.3 by 2015.

Measurable Objective 1:

collaborate to increase the college and career ready percentage for Dayton High School from 59.5 to 62.3 by 06/01/2015 as measured by K-PREP Assessment.

Strategy1:

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

Category: Professional Learning & Support

Research Cited:

Activity - February PD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A PD will be given covering college and career readiness goals/data.	Professional Learning			02/02/2015	05/01/2015	\$0 - No Funding Required	Business Teacher, Director of Teaching and Learning

Activity - TEDS Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attend TEDS workshop.	Technology			09/01/2014	12/31/2015	\$200 - Other	PL/CS Teachers

Activity - CCR Observation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CCR teachers observed another school that utilizes a CCR program.	Career Preparation/Orientation			10/01/2014	12/31/2015	\$200 - Other	CCR Teachers

Activity - GAP Conference	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attend Bridging the GAP conference for CCR.	Other			09/01/2014	12/31/2015	\$600 - Other	Principal

Strategy2:

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

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Category: Career Readiness Pathways

Research Cited:

Activity - Career Ready Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Offer different ways to establish career readiness (MOS/KOSSA).	Career Preparation/ Orientation			08/01/2014	06/01/2015	\$5400 - Perkins	Business Teacher, Guidance Counselor(s), Principal

Activity - Pathway Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Explore creating more pathways.	Career Preparation/ Orientation			08/01/2014	06/01/2015	\$0 - No Funding Required	Business Teacher, Principal

Activity - Workeys	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Offer the Workeys assessment to students who were unable to become college ready.	Career Preparation/ Orientation			08/01/2014	06/01/2015	\$0 - No Funding Required	Guidance Counselor(s)

Strategy3:

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

Category: Career Readiness Pathways

Research Cited:

Activity - Awards Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Recognizing students who are college and/or career ready.	Career Preparation/ Orientation			08/01/2014	06/01/2015	\$0 - No Funding Required	Guidance Counselor(s)

Activity - Score Tracking	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tracking student performance for meeting benchmarks.	Career Preparation/ Orientation			08/01/2014	06/01/2015	\$0 - No Funding Required	Guidance Counselor(s)

Strategy4:

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

Category: Other - Student Assistance Team

Research Cited:

KDE Comprehensive School Improvement Plan-Priority School

Dayton High School

Activity - Follow-Up	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student Services contact students who have graduated for follow up discussions and to serve as access for post-high support. Follow-up and transition data in TEDS and Infinite Campus.	Academic Support Program			05/01/2015	12/31/2015	\$0 - No Funding Required	FRYSC, Staff

Strategy5:

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

Category: Continuous Improvement

Research Cited:

Activity - Wellness Policy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop, implement and monitor a school level wellness policy.	Policy and Process			01/05/2015	05/29/2015	\$0 - No Funding Required	Principal

Activity - Communication about Arts with parents	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be frequently informed about arts and humanities programs through principal emails.	Parent Involvement			01/05/2015	12/31/2015	\$0 - No Funding Required	Principal

Activity - Dance Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Dance will be incorporated into physical education classes.	Academic Support Program			08/13/2014	12/31/2015	\$0 - No Funding Required	Physical Education Teacher Principal