

Print Your Plan



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Basic Information

Plan Entity Name: FY 2023 Pathway School of Discovery One Plan (0)

Plan Fiscal Year: FY 2023

Cohort #: 2

District IRN: 000138

Plan Status: Plan Agency Approved

Revision #: 0

Primary Contact: undefined (OEDS_Principal)

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Plan Information

1. Goal #1 of 3

1.1. Root Cause Analysis

1. Continuing to acclimate students AND staff to being back in the classroom all year with a full class has been a challenge. 2. Lack of social/emotional development for our students has led to increased challenges. 3. Improving student-student and staff-student relationships is necessary.

1.2. SMART Goal Statement

By **06/09/2023** we will improve the performance of **All Students, Kindergarten, First Grade, Second Grade, Third Grade, Fourth Grade, Fifth Grade, Sixth Grade, Seventh Grade, Eighth Grade** students at/in **Pathway School of Discovery** to **increase 25.00 %** in **out of school suspension incidents** using **Discipline Occurrences**.

1.3. Student Measures

1.3.1. Student Measure #1

Every **Trimester, Behavior - Out of school suspensions** of **All Students** will be measured, with an overall plan improvement of **increase 10.00 %**.

11/30/2022

02/28/2023

06/16/2023

11/30/2023

02/29/2024

06/16/2024

11/30/2024

02/28/2025

06/16/2025

1.4. Strategies and Actions

1.4.1. Strategy #1: School Climate and Supports

1.4.1.1. Strategy Level: Level 4

1.4.1.2. Description:

Implement Leader In Me

1.4.1.3. Embedded Plan Requirement(s):

- This strategy addresses the district improvement requirement for addressing the specific needs of priority or focus in buildings in the LEA Plan ESEA Section 1111.
- This strategy addresses the professional development requirement for LEA Plans in ESEA Section 1114, Section 2102(b)(2)(D), 3115(c)2.

1.4.1.4. Action Steps

1.4.1.4.1. Start Action Step: 2023, End Action Step: 08/09/2022

Leader In Me Refresher PD

Participant(s):

- Teachers
- Staff
- Principals
- Building Leadership
- Support Staff
- Teacher-Based Teams
- Building Leadership Teams
- Related Service Personnel
- Instructional Coaches
- Positive Behavior Intervention Support Team

1.4.1.4.2. Start Action Step: 2023, End Action Step: 09/30/2022

Leader In Me PD with BLT and admin team.

Participant(s):

- Principals
- Building Leadership

1.4.1.4.3. Start Action Step: 2023, End Action Step: 07/01/2023

Achievement and Behavior Support Specialist(s) will work with students whose behaviors significantly interfere with their academic growth in core content areas which result in educational time loss or other challenges to academic achievement. The Achievement and Behavior Specialist will assist students in the responsible thinking process, allowing students to be proactive in making choices that lead to academic success.

Participant(s):

1.4.1.4.4. Start Action Step: 2023, End Action Step: 06/30/2025

The Counselor(s) will work with students who experience difficulty mastering academic concepts in the school and community setting as a result of social-emotional or family issues that result in educational time loss or other challenges to academic achievement.

Participant(s):

- Support Staff
- Related Service Personnel

1.4.1. Strategy #2: Community, Family Engagement

1.4.1.1. Strategy Level: Level 4

1.4.1.2. Description:

Parent Teacher Organization will be developed to meet monthly.
Begin providing translated communications to our EL families.

1.4.1.3. Embedded Plan Requirement(s):

- This strategy addresses the district improvement requirement for addressing the specific needs of priority or focus in buildings in the LEA Plan ESEA Section 1111.

1.4.1.4. Action Steps

1.4.1.4.1. Start Action Step: 2023, End Action Step: 07/27/2022

PTO Meeting

Participant(s):

- Staff
- Principals

- Positive Behavior Intervention Support Team
- Families and community members

1.4.1.4.2. Start Action Step: 2023, End Action Step: 08/03/2022
Parent Training Program

Participant(s):

- Staff
- Principals
- Families and community members

1.4.1.4.3. Start Action Step: 2023, End Action Step: 08/13/2022
EL Family Open House

Participant(s):

- Staff
- Principals
- Families and community organizations.

1.5. Adult Measures

1.5.1. Adult Measure #1

- School Climate and Supports
- Community, Family Engagement

Every **Semester, Family Engagement - Parent Surveys** of **Families and community members** will be measured, with an overall plan improvement of **increase 4.00 %**.

12/31/2022	05/31/2023	12/31/2023	05/31/2024	12/31/2024	05/31/2025
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1.6. Funding Sources

1.6.1. FY 2023

EL Family Open House

Title III Language Instruction for English Learners

1.6.1. FY 2023

Parent Training Program

Title I-A Improving Basic Programs

1.6.1. FY 2023

PTO Meeting

1.6.1. FY 2023

Achievement and Behavior Support Specialist(s) will work with students whose behaviors significantly interfere with their academic growth in core content areas which result in educational time loss or other challenges to academic achievement. The Achievement and Behavior Specialist will assist students in the responsible thinking process, allowing students to be proactive in making choices that lead to academic success.

Title I-A Improving Basic Programs

1.6.1. FY 2023

Leader In Me PD with BLT and admin team.

Title II-A Supporting Effective Instruction

1.6.1. FY 2023

Leader In Me Refresher PD

General Fund Title II-A Supporting Effective Instruction

1.6.1. FY 2023,2024,2025

The Counselor(s) will work with students who experience difficulty mastering academic concepts in the school and community setting as a result of social-emotional or family issues that result in educational time loss or other challenges to academic achievement.

Title I-A Improving Basic Programs

2. Goal #2 of 3

2.1. Root Cause Analysis

National teacher shortage coupled with the impact of the Covid pandemic has created a crisis in education. Legislation will need to be adjusted in order to make the transition to the classroom easier. In addition, pay at all levels of education will need to increase.

2.2. SMART Goal Statement

By **06/30/2025** we will improve the performance of **Watch School, Kindergarten, First Grade, Second Grade, Third Grade, Fourth Grade, Fifth Grade, Sixth Grade, Seventh Grade, Eighth Grade** students at/in **Pathway School of Discovery** to **increase 61.00 all staff positions filled for the start of the school year. in Staffing using A fully staffed building for the opening day of school..**

2.3. Student Measures

2.3.1. Student Measure #1

Every **Month, Fully Staffed School - Fully staffed building of All Students** will be measured, with an overall plan improvement of **increase 61.00 Fully staffed building.**

07/30/2022	08/30/2022	09/29/2022	10/30/2022	11/29/2022	12/30/2022	01/30/2023	02/27/2023	03/30/2023
04/29/2023	05/30/2023	06/29/2023	07/30/2023	08/30/2023	09/29/2023	10/30/2023	11/29/2023	12/30/2023
01/30/2024	02/28/2024	03/30/2024	04/29/2024	05/30/2024	06/29/2024	07/30/2024	08/30/2024	09/29/2024
10/30/2024	11/29/2024	12/30/2024	01/30/2025	02/27/2025	03/30/2025	04/29/2025	05/30/2025	06/29/2025

2.4. Strategies and Actions

2.4.1. Strategy #1: Professional Capital

2.4.1.1. Strategy Level: Level 4

2.4.1.2. Description:

Conduct onsite job fairs once per month in the summer.

2.4.1.3. Embedded Plan Requirement(s):

- This strategy addresses the gap closure requirement for Equitable Access to Effective Educators ESEA Section 1112.

2.4.1.4. Action Steps

2.4.1.4.1. Start Action Step: 2023, End Action Step: 07/12/2022

Job Fair

Participant(s):

- Staff
- Principals
- community members

2.4.1.4.2. Start Action Step: 2023, End Action Step: 08/06/2022

Job Fair

Participant(s):

- Staff
- Principals
- community members

2.4.1.4.3. Start Action Step: 2023, End Action Step: 07/01/2023

Begin staff referral program.

Participant(s):

- Staff
- Principals

2.4.1.4.4. Start Action Step: 2024, End Action Step: 06/30/2025

Instructional staff and administrators will receive on-going job-embedded training. Determine current levels of teacher knowledge and usage.

Participant(s):

2.4.1.4.5. Start Action Step: 2024, End Action Step: 07/01/2024

Offer incentive programs for teachers.

Participant(s):

- Teachers
- Staff

2.4.1. Strategy #2: Leadership, Administration, Governance

2.4.1.1. Strategy Level: Level 3

2.4.1.2. Description:

An 8-week group-based parent-training program designed to improve parenting skills, manage family problems, and enhance positive family relationships, ultimately to prevent problem behavior among youth.

2.4.1.3. Embedded Plan Requirement(s):

- This strategy addresses the district improvement requirement for addressing the specific needs of priority or focus in buildings in the LEA Plan ESEA Section 1111.
- This strategy addresses the gap closure requirement for Equitable Access to Effective Educators ESEA Section 1112.

2.4.1.4. Action Steps

2.4.1.4.1. Start Action Step: 2023, End Action Step: 08/31/2022

Parent and student support training program

Participant(s):

- Families and community members

2.4.1.4.2. Start Action Step: 2023, End Action Step: 06/30/2025

Pathway has the following community partnership to ensure all academic, physical and emotional needs are met: Shoes 4 the Shoeless, Dayton Public Library, Junior Achievement, Girl Scouts of America, Pentecostals of Dayton, Orbit Fun Center, Rave Cinema, The Victoria Theater and RTA, The Montgomery County ESC, The Montgomery County Joint Vocational Center.

Participant(s):

2.4.1.4.3. Start Action Step: 2023, End Action Step: 06/30/2025

Pathway Academy will seek to involve parents in the education of their child(ren) by inviting them to actives at the school throughout the year. The parents will learn about strategies they can use at home with their student(s) as well as what their child(ren) are/is working on in the classroom. The school will participate in One Book, One School. Alliance will pick one book the entire school will read. Every student will get a copy of this book to take home and read with their parents. Then during the school day, they students will discuss the assigned reading that they did at home with their parents. Their will activities as well with this book that students will do at home with their parents. The school will also have a Title I Parent Meeting, a Title I Parent Learning Event, and Black History Night.

Participant(s):

- Teachers

- Staff
- Principals
- Building Leadership
- Support Staff

2.4.1.4.4. Start Action Step: 2023, End Action Step: 06/30/2024

Support and guidance will be provided to teachers with fewer than three years of total teaching experience by building level mentors. Mentors will meet with mentees to share best practices and offer encouragement and support at least monthly but recommended weekly or bi-weekly according to the needs of the mentee. Mentor will attend and participate in mentor training sessions per state requirements and participate in professional development as needed to develop mentoring skills.

Participant(s):

- District Administration
- Principals

2.5. Adult Measures

2.5.1. Adult Measure #1

- Leadership, Administration, Governance

Every **Quarter, retaining staff - Staff Survey of All Staff** will be measured, with an overall plan improvement of **increase 1.00 losing no staff after school starts.**

10/31/2022	12/31/2022	03/31/2023	05/31/2023	10/31/2023	12/31/2023	03/31/2024	05/31/2024	10/31/2024
12/31/2024	03/31/2025	05/31/2025						

2.6. Funding Sources

2.6.1. FY 2023

Parent and student support training program

General Fund

2.6.1. FY 2023

Begin staff referral program.

General Fund

2.6.1. FY 2023

Job Fair

General Fund

2.6.1. FY 2023

Job Fair

General Fund

2.6.1. FY 2023,2024

Support and guidance will be provided to teachers with fewer than three years of total teaching experience by building level mentors. Mentors will meet with mentees to share best practices and offer encouragement and support at least monthly but recommended weekly or bi-weekly according to the needs of the mentee. Mentor will attend and participate in mentor training sessions per state requirements and participate in professional development as needed to develop mentoring skills.

General Fund

2.6.1. FY 2023,2024,2025

Pathway Academy will seek to involve parents in the education of their child(ren) by inviting them to actives at the school throughout the year. The parents will learn about strategies they can use at home with their student(s) as well as what their child(ren) are/is working on in the classroom. The school will participate in One Book, One School. Alliance will pick one book the entire school will read. Every student will get a copy of this book to take home and read with their parents. Then during the school day, they students will discuss the assigned reading that they did at home with their parents. Their will activities as well

with this book that students will do at home with their parents. The school will also have a Title I Parent Meeting, a Title I Parent Learning Event, and Black History Night.

Title I-A Improving Basic Programs

2.6.1. FY 2023,2024,2025

Pathway has the following community partnership to ensure all academic, physical and emotional needs are met: Shoes 4 the Shoeless, Dayton Public Library, Junior Achievement, Girl Scouts of America, Pentecostals of Dayton, Orbit Fun Center, Rave Cinema, The Victoria Theater and RTA, The Montgomery County ESC, The Montgomery County Joint Vocational Center.

General Fund

2.6.1. FY 2024

Offer incentive programs for teachers.

General Fund

2.6.1. FY 2024,2025

Instructional staff and administrators will receive on-going job-embedded training. Determine current levels of teacher knowledge and usage.

Title II-A Supporting Effective Instruction

3. Goal #3 of 3

3.1. Root Cause Analysis

There are a variety of causes that have led to poor math instruction: 1. A math curricular tool was introduced at the start of the pandemic which caused us to dramatically alter the curricular tool to meet the needs of online instruction. Now that we have been in person all year, staff are unfamiliar with the curricular tool even though we have been using it in some form for two years. Additional training would be beneficial to all staff. 2. New or unlicensed staff have been teaching math in grades 4-8. The inconsistency has had a negative impact on the quality of math instruction. 3. Math instruction was much more challenging to translate to virtual instruction resulting in deeper learning loss in math than in reading. Students overall are further behind in math than they are in reading.

3.2. SMART Goal Statement

By **06/09/2025** we will improve the performance of **All Students, All Grades** students at/in **Pathway School of Discovery** to **increase 6.00 %** in **Math** using **District Formative Assessments**.

3.3. Student Measures

3.3.1. Student Measure #1

Every **Quarter, Math - District Formative Assessments** of **All Students** will be measured, with an overall plan improvement of **increase 4.00 %**.

10/31/2022	12/31/2022	03/31/2023	05/31/2023	10/31/2023	12/31/2023	03/31/2024	05/31/2024	10/31/2024
12/31/2024	03/31/2025	05/31/2025						

3.4. Strategies and Actions

3.4.1. Strategy #1: Curriculum, Instruction and Assessment

3.4.1.1. Strategy Level: Level 1

3.4.1.2. Description:

DreamBox Learning is an adaptive, online math program designed to complement classroom instruction. The program is available in grades K-8, but the only qualifying study involved grades K-1. Combining a motivating, game-like environment with a rigorous, standards-aligned curriculum, it responds to learners' actions and decisions by continuously adapting to support student competency with math concepts and promoting strategies for fluency and application.

3.4.1.3. Embedded Plan Requirement(s):

- This strategy addresses the gap closure requirement for Equitable Access to Effective Educators ESEA Section 1112.

3.4.1.4. Action Steps

3.4.1.4.1. Start Action Step: 2023, End Action Step: 08/08/2022

Dreambox PD

Participant(s):

3.4.1.4.2. Start Action Step: 2023, End Action Step: 10/14/2022

Dreambox PD

Participant(s):

- Teachers
- Staff
- Principals

3.4.1.4.3. Start Action Step: 2023, End Action Step: 06/30/2025

Academic Intervention Coach(es) will provide teachers with supplemental, individualized coaching through the year. Academic Intervention Coach(es) will also provide professional development that grows the intervention staff knowledge on how to use data to differentiate instruction in the classroom, utilize effective instructional strategies that meet the varying needs of educationally disadvantaged students, and other core teaching and learning components as necessary.

Participant(s):

- Teacher-Based Teams
- Instructional Coaches

3.4.1.4.4. Start Action Step: 2023, End Action Step: 06/30/2025

Pathway will provide Before/After School and Summer Learning Programs. These programs will employ highly qualified teachers and paraprofessionals to provide tutoring and support to educationally disadvantaged students. Before/After school and summer school tutoring will be targeted and will focus on developing reading and math skills to increase at risk student academic proficiency. Admin and teaching staff who assist in the planning and implementation of both the Before/After School and Summer Learning Program will be compensated for time spent on responsibilities above and beyond what is included in their job descriptions. Paraprofessional staff will work within eye shot and ear shot of a certified teaching staff at all times.

Participant(s):

- Teachers
- Support Staff
- Teacher-Based Teams
- Instructional Coaches
- Positive Behavior Intervention Support Team

3.4.1.4.5. Start Action Step: 2023, End Action Step: 06/30/2025

Paraprofessional(s) will be ESEA Qualified and will work under the direct supervision of a properly licensed teacher. They will provide the following types of instructional assistance: 1) One-on-one or small group instruction for eligible students within the regular classroom, and 2) One-on-one or small group instruction for the general student population, ONLY if it allows the regular classroom teacher to work individually or in smaller groups with the most academically at-risk students in order to increase student achievement in core context areas.

Participant(s):

- Support Staff

3.4.1.4.6. Start Action Step: 2023, End Action Step: 06/30/2025

Pathway would like to increase bi-lingual staffs ability to effectively engage and support English Learner families. As well as navigate through which community, state and federal programs there are to allow for a cohesive whole child approach for our students.. These items would help encourage students to engaged

and have fun while learning in the classroom and at home. Which would in return, increase their overall academic understanding and scores.

Participant(s):

- District Administration
- Principals
- Building Leadership Teams

3.4.1.4.7. Start Action Step: 2023, End Action Step: 06/30/2025

Academic Specialist(s) will plan, present, and monitor supplemental reading opportunities to targeted students through the use of both inclusion and very small group instruction in order to increase student achievement. This position will work in conjunction with the classroom teacher to determine the most appropriate supplemental reading program and related learning strategies for eligible students in the regular classroom setting.

Participant(s):

- Support Staff

3.4.1. Strategy #2: Leadership, Administration, Governance

3.4.1.1. Strategy Level: Level 4

3.4.1.2. Description:

Admin and BLT participate in PLC training to facilitate implementation of Dreambox.

3.4.1.3. Embedded Plan Requirement(s):

- This strategy addresses the district improvement requirement for addressing the specific needs of priority or focus in buildings in the LEA Plan ESEA Section 1111.

3.4.1.4. Action Steps

3.4.1.4.1. Start Action Step: 2023, End Action Step: 07/01/2023

Provide professional learning in determining root cause of achievement issues within the building or district.

Participant(s):

- Teachers
- Staff

3.4.1.4.2. Start Action Step: 2023, End Action Step: 06/30/2023

Provide targeted professional development based upon findings from teacher and principal evaluations .

Participant(s):

- Teachers
- Staff
- Principals

3.4.1.4.3. Start Action Step: 2024, End Action Step: 06/30/2024

Implement with fidelity the tools that were learned through professional development over the prior school year.

Participant(s):

- Teachers
- Staff
- Principals

3.4.1.4.4. Start Action Step: 2025, End Action Step: 06/30/2025

Analyze data gathered over the last year of implementing the learned skills to be able to determine if tools and skills are work. If they are not working, we will need to adjust, if they are working, continue with the plan and incorporate more professional development to account for staff turnover.

Participant(s):

- Principals

▪ Building Leadership

3.5. Adult Measures

3.5.1. Adult Measure #1

- Curriculum, Instruction and Assessment

Every **Quarter, Math - Implementation Data of All Staff** will be measured, with an overall plan improvement of **increase 80.00 %**.

10/31/2022	12/31/2022	03/31/2023	05/31/2023	10/31/2023	12/31/2023	03/31/2024	05/31/2024	10/31/2024
12/31/2024	03/31/2025	05/31/2025						

3.6. Funding Sources

3.6.1. FY 2023

Provide targeted professional development based upon findings from teacher and principal evaluations .

Title II-A Supporting Effective Instruction

3.6.1. FY 2023

Provide professional learning in determining root cause of achievement issues within the building or district.

Title II-A Supporting Effective Instruction

3.6.1. FY 2023

Dreambox PD

Title II-A Supporting Effective Instruction

3.6.1. FY 2023

Dreambox PD

Title II-A Supporting Effective Instruction

3.6.1. FY 2023,2024,2025

Academic Specialist(s) will plan, present, and monitor supplemental reading opportunities to targeted students through the use of both inclusion and very small group instruction in order to increase student achievement. This position will work in conjunction with the classroom teacher to determine the most appropriate supplemental reading program and related learning strategies for eligible students in the regular classroom setting.

Title I-A Improving Basic Programs

3.6.1. FY 2023,2024,2025

Pathway would like to increase bi-lingual staffs ability to effectively engage and support English Learner families. As well as navigate through which community, state and federal programs there are to allow for a cohesive whole child approach for our students.. These items would help encourage students to engaged and have fun while learning in the classroom and at home. Which would in return, increase their overall academic understanding and scores.

Title III Immigrant

3.6.1. FY 2023,2024,2025

Paraprofessional(s) will be ESEA Qualified and will work under the direct supervision of a properly licensed teacher. They will provide the following types of instructional assistance: 1) One-on-one or small group instruction for eligible students within the regular classroom, and 2) One-on-one or small group instruction for the general student population, ONLY if it allows the regular classroom teacher to work individually or in smaller groups with the most academically at-risk students in order to increase student achievement in core context areas.

Title I-A Improving Basic Programs

3.6.1. FY 2023,2024,2025

Pathway will provide Before/After School and Summer Learning Programs. These programs will employ highly qualified teachers and paraprofessionals to provide tutoring and support to educationally disadvantaged students. Before/After school and summer school tutoring will be targeted and will focus on developing reading and math skills to increase at risk student academic proficiency. Admin and teaching staff who assist in the planning and implementation of both the Before/After School

and Summer Learning Program will be compensated for time spent on responsibilities above and beyond what is included in their job descriptions. Paraprofessional staff will work within eye shot and ear shot of a certified teaching staff at all times.

Title I-A Improving Basic Programs

3.6.1. FY 2023,2024,2025

Academic Intervention Coach(es) will provide teachers with supplemental, individualized coaching through the year. Academic Intervention Coach(es) will also provide professional development that grows the intervention staff knowledge on how to use data to differentiate instruction in the classroom, utilize effective instructional strategies that meet the varying needs of educationally disadvantaged students, and other core teaching and learning components as necessary.

Title II-A Supporting Effective Instruction Title I School Improvement Sub A

3.6.1. FY 2024

Implement with fidelity the tools that were learned through professional development over the prior school year.

General Fund

3.6.1. FY 2025

Analyze data gathered over the last year of implementing the learned skills to be able to determine if tools and skills are work. If they are not working, we will need to adjust, if they are working, continue with the plan and incorporate more professional development to account for staff turnover.

General Fund