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Print by: Vyborny, Victoria

Email:

Basic Information

Plan Entity Name: FY 2024 North Dayton School of Discovery One Plan (0)

Plan Fiscal Year: FY 2024

Cohort #: 3

District IRN: 143529

Plan Status: Plan Submitted for Agency Review

Revision #: 0

Primary Contact: undefined (OEDS Principal)

Primary Contact Email: (not available)

Primary Contact Phone: (317) 504-1236

Address:

Plan Information

1. Goal #1 of 3

1. Root Cause Analysis

- parent knowledge on the importance of school - transportation from the district being consistent - schools need more support from the courts when handling truancy

2. SMART Goal Statement

All Students students in **Kindergarten** will **decrease 10.00 %** in **chronic absenteeism** at/in **North Dayton School of Discovery** by **05/31/2026** as measured with **Attendance**.

3. Student Measures

1. Student Measure #1

Every **Quarter, chronic absenteeism - Attendance of Kindergarten Students** will be monitored by **Principal, Staff**, with an annual improvement of **decrease 3.30 %** resulting in an overall improvement of **decrease 10.00 %** by the end of the plan.

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

10/31/2025 12/31/2025 03/31/2026 05/31/2026

4. Strategies and Actions

1. Strategy #1: School Climate and Supports

1. Strategy Level: Level 4

2. Description:

North Dayton School of Discovery will implement the PLC process, including attendance data as a priority line item on agendas.

3. Embedded Plan Requirement(s):

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

4. Action Steps

1. Start Action Step: 2024, End Action Step: 05/31/2024

The administrative team will prioritize attendance by making it a priority line item on the BLT and TBT agenda, bi-weekly. The Principal will display updated attendance data for analyzation and collaboration as a BLT team. We will look at:

- chronic absenteeism by school, grade and class
- absenteeism compared to last year of to date
- the team will implement short timeline attendance incentive challenges
- Deans will include attendance at monthly moral focus assemblies, celebrating students coming to school
- FSL will continue to follow up with attendance corrective action plans and partner with families who are truant
- Notices and letters will continue to go out to families of truant student/s
- the school will have an attendance trophy, giving it to the weekly winner announced every Friday on announcements
- ABSS team will make attendance calls, daily, in addition to the automated class
- each classroom will have an attendance incentive in addition to school-wide

Participant(s):

- Staff
- Principals
- Building Leadership
- Support Staff
- Teacher-Based Teams

2. Start Action Step: 2025, End Action Step: 05/30/2025

The administrative team will prioritize attendance by making it a priority line item on the BLT and TBT agenda, bi-weekly. The Principal will display updated attendance data for analyzation and collaboration as a BLT team. We will look at:

- chronic absenteeism by school, grade and class
- absenteeism compared to last year of to date
- the team will implement short timeline attendance incentive challenges
- Deans will include attendance at monthly moral focus assemblies, celebrating students coming to school
- FSL will continue to follow up with attendance corrective action plans and partner with families who are truant
- Notices and letters will continue to go out to families of truant student/s
- the school will have an attendance trophy, giving it to the weekly winner announced every Friday on announcements
- ABSS team will make attendance calls, daily, in addition to the automated class
- each classroom will have an attendance incentive in addition to school-wide

Participant(s):

- Staff
- Principals
- Building Leadership
- Support Staff
- Teacher-Based Teams
- Building Leadership Teams

3. Start Action Step: 2026, End Action Step: 05/29/2026

The administrative team will prioritize attendance by making it a priority line item on the BLT and TBT agenda, bi-weekly. The Principal will display updated attendance data for analyzation and collaboration as a BLT team. We will look at:

- chronic absenteeism by school, grade and class
- absenteeism compared to last year of to date
- the team will implement short timeline attendance incentive challenges
- Deans will include attendance at monthly moral focus assemblies, celebrating students coming to school

- FSL will continue to follow up with attendance corrective action plans and partner with families who are truant
- Notices and letters will continue to go out to families of truant student/s
- the school will have an attendance trophy, giving it to the weekly winner announced every Friday on announcements
- ABSS team will make attendance calls, daily, in addition to the automated class
- each classroom will have an attendance incentive in addition to school-wide

Participant(s):

- Staff
- Principals
- Building Leadership
- Support Staff
- Teacher-Based Teams
- Building Leadership Teams

5. Adult Measures

1. Adult Measure #1

- School Climate and Supports

Kindergarten Staff will be monitored for **Attendance - Participation** every **Quarter** by **Principal** with an annual improvement of **decrease 3.30 %** and an overall improvement of **decrease 10.00 %** by the end of the plan

10/31/2023	12/31/2023	03/31/2024	05/31/2024	10/31/2024	12/31/2024	03/31/2025	05/31/2025
				/2025			
		10/31/2025		12/31/2025		03/31/2026	
				05/31/2026			

6. Funding Sources

1. FY 2024

The administrative team will prioritize attendance by making it a priority line item on the BLT and TBT agenda, bi-weekly. The Principal will display updated attendance data for analyzation and collaboration as a BLT team. We will look at: -chronic absenteeism by school, grade and class - absenteeism compared to last year of to date - the team will implement short timeline attendance incentive challenges - Deans will include attendance at monthly moral focus assemblies, celebrating students coming to school - FSL will continue to follow up with attendance corrective action plans and partner with families who are truant - Notices and letters will continue to go out to families of truant student/s - the school will have an attendance trophy, giving it to the weekly winner announced every Friday on announcements - ABSS team will make attendance calls, daily, in addition to the automated class - each classroom will have an attendance incentive in addition to school-wide

General Fund Title I-A Improving Basic Programs ARP ESSER

2. FY 2025

The administrative team will prioritize attendance by making it a priority line item on the BLT and TBT agenda, bi-weekly. The Principal will display updated attendance data for analyzation and collaboration as a BLT team. We will look at: -chronic absenteeism by school, grade and class - absenteeism compared to last year of to date - the team will implement short timeline attendance incentive challenges - Deans will include attendance at monthly moral focus assemblies, celebrating students coming to school - FSL will continue to follow up with attendance corrective action plans and partner with families who are truant - Notices and letters will continue to go out to families of truant student/s - the school will have an attendance trophy, giving it to the weekly winner announced every Friday on announcements - ABSS team will make attendance calls, daily, in addition to the automated class - each classroom will have an attendance incentive in addition to school-wide

General Fund Title I-A Improving Basic Programs ARP ESSER

3. FY 2026

The administrative team will prioritize attendance by making it a priority line item on the BLT and TBT agenda, bi-weekly. The Principal will display updated attendance data for analyzation and collaboration as a BLT team. We will look at: -chronic absenteeism by school, grade and class - absenteeism compared to last year of to date - the team will implement short timeline attendance incentive challenges - Deans will include attendance at monthly moral focus assemblies, celebrating students coming to school - FSL will continue to follow up with attendance corrective action plans and partner with families who are truant - Notices and letters will continue to go out to families of truant student/s - the school will have an attendance trophy, giving it to the weekly winner announced every Friday on announcements - ABSS team will make attendance calls, daily, in addition to the automated class - each classroom will have an attendance incentive in addition to school-wide

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2. Goal #2 of 3

1. Root Cause Analysis

- Teacher retention - Student retention - Teacher internal movement, placing staff strategically based on data and priority grades - Continued professional development in the PLC process

2. SMART Goal Statement

Using **AIMS Web Spring Benchmark** , **All Students** students in **Second Grade** attending **North Dayton School of Discovery** will **increase 15.00 %** in **End of Year AIMS Web Goal** by **05/29/2026**.

3. Student Measures

1. Student Measure #1

Every **Month, Reading/Literacy - AIMS web progress monitoring** of **kinder, first and second** will be monitored by **Principal, Instructional Coach/es, Title Paras**, with an annual improvement of **increase 5.00 %** resulting in an overall improvement of **increase 15.00 %** by the end of the plan.

07/30/202308/30/202309/29/202310/30/202311/29/202312/30/202301/30/202402/28
/202403/30/202404/29/202405/30/202406/29/202407/30/202408/30/202409/29/2024
10/30/202411/29/202412/30/202401/30/202502/27/202503/30/202504/29/202505/30
/202506/29/202507/30/202508/30/202509/29/202510/30/202511/29/202512/30/2025
01/30/202602/27/202603/30/202604/29/202605/30/202606/29/2026

4. Strategies and Actions

1. Strategy #1: Curriculum, Instruction and Assessment

1. Strategy Level: Level 4

2. Description:

Students will be screened utilizing NWEA screener. In grades kinder, first and second, students will be placed in ability groups with AIMS web as the progress monitoring tool. Students will participate in balanced literacy groups during ELA, receiving lessons from reading master and corrective readings. Title paras will progress monitor students bi-weekly and benchmark students in the fall, winter and spring.

Inexperienced and new-to-North Dayton staff and paras will receive consistent informal observations, weekly coaching and feedback utilizing the coaching cycle and key levers to support their professional growth.

3. Embedded Plan Requirement(s):

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

4. Action Steps

1. Start Action Step: 2024, End Action Step: 05/31/2024

DOI, dean of intervention, will coach and supervise the literacy process around AIMS web, corrective reading, reading mastery, and progress monitoring of student performance. The DOI and Principal will review

AIMS web data to assess the amount of students in each tier (off-track, on track, and emerging to on track). Observations and embedded professional development of the tool will happen at bi-weekly one on ones between paras and DOI. The principal will not only monitor data but assess implementation on building walk throughs.

Inexperienced and new-to-North Dayton staff and paras will receive consistent informal observations, weekly coaching and feedback utilizing the coaching cycle and key levers to support their professional growth.

Participant(s):

- Staff
- Principals
- Teacher-Based Teams
- Instructional Coaches
- title paras

2. Start Action Step: 2025, End Action Step: 05/30/2025

DOI, dean of intervention, will coach and supervise the literacy process around AIMS web, corrective reading, reading mastery, and progress monitoring of student performance. The DOI and Principal will review AIMS web data to assess the amount of students in each tier (off-track, on track, and emerging to on track). Observations and embedded professional development of the tool will happen at bi-weekly one on ones between paras and DOI. The principal will not only monitor data but assess implementation on building walk throughs. Inexperienced and new-to-North Dayton staff and paras will receive consistent informal observations, weekly coaching and feedback utilizing the coaching cycle and key levers to support their professional growth.

Participant(s):

- Staff
- Principals
- Teacher-Based Teams
- Instructional Coaches
- title paras

3. Start Action Step: 2026, End Action Step: 05/29/2026

DOI, dean of intervention, will coach and supervise the literacy process around AIMS web, corrective reading, reading mastery, and progress monitoring of student performance. The DOI and Principal will review AIMS web data to assess the amount of students in each tier (off-track, on track, and emerging to on track). Observations and embedded professional development of the tool will happen at bi-weekly one on ones between paras and DOI. The principal will not only monitor data but assess implementation on building walk throughs. Inexperienced and new-to-North Dayton staff and paras will receive consistent

informal observations, weekly coaching and feedback utilizing the coaching cycle and key levers to support their professional growth.

Participant(s):

- Teachers
- Staff
- Principals
- Teacher-Based Teams
- Instructional Coaches
- title paras

5. Adult Measures

1. Adult Measure #1

- Curriculum, Instruction and Assessment

Every **Quarter, AIMS - Implementation Data** of **Title Paras** will be monitored by **Principal, Instructional Coach/es**, with an annual improvement of **increase 5.00 %** resulting in an overall improvement of **increase 15.00 %** by the end of the plan.

10/31/2023 12/31/2023 03/31/2024 05/31/2024 10/31/2024 12/31/2024 03/31/2025 05/31/2025 10/31/2025 12/31/2025 03/31/2026 05/31/2026

2. Adult Measure #2

- Curriculum, Instruction and Assessment

Principal will monitor **Staff - Teacher Turnover Percentage** for **Returning Staff** each **182 days** resulting in an overall improvement of **decrease 4.00 %** by the end of the plan.

10/29/2024 04/29/2025 10/28/2025 04/28/2026 06/29/2026

6. Funding Sources

1. FY 2024

DOI, dean of intervention, will coach and supervise the literacy process around AIMS web, corrective reading, reading mastery, and progress monitoring of student performance. The DOI and Principal will review AIMS web data to assess the amount of students in each tier (off-track, on track, and emerging to on track). Observations and embedded professional development of the tool will happen at bi-weekly one on ones between paras and DOI. The principal will not only monitor data but assess implementation on building walk throughs. Inexperienced and new-to-North Dayton staff and paras will receive consistent informal observations, weekly coaching and feedback utilizing the coaching cycle and key levers to support their professional growth.

General Fund ARP ESSER Title I-A Improving Basic Programs Title II-A Supporting

Effective Instruction

2. FY 2025

DOI, dean of intervention, will coach and supervise the literacy process around AIMS web, corrective reading, reading mastery, and progress monitoring of student performance. The DOI and Principal will review AIMS web data to assess the amount of students in each tier (off-track, on track, and emerging to on track). Observations and embedded professional development of the tool will happen at bi-weekly one on ones between paras and DOI. The principal will not only monitor data but assess implementation on building walk throughs. Inexperienced and new-to-North Dayton staff and paras will receive consistent informal observations, weekly coaching and feedback utilizing the coaching cycle and key levers to support their professional growth.

General Fund ARP ESSER Title I-A Improving Basic Programs Title II-A Supporting

Effective Instruction

3. FY 2026

DOI, dean of intervention, will coach and supervise the literacy process around AIMS web, corrective reading, reading mastery, and progress monitoring of student performance. The DOI and Principal will review AIMS web data to assess the amount of students in each tier (off-track, on track, and emerging to on track). Observations and embedded professional development of the tool will happen at bi-weekly one on ones between paras and DOI. The principal will not only monitor data but assess implementation on building walk throughs. Inexperienced and new-to-North Dayton staff and paras will receive consistent informal observations, weekly coaching and feedback utilizing the coaching cycle and key levers to support their professional growth.

General Fund ARP ESSER Title I-A Improving Basic Programs Title II-A Supporting

Effective Instruction

3. Goal #3 of 3

1. Root Cause Analysis

- Teacher retention - Student retention -Intentional PD on standards 4 and 5 - Student behavior

2. SMART Goal Statement

By **05/29/2026** we will improve the performance of **All Students, Sixth Grade, Seventh Grade, Eighth Grade** students at/in **North Dayton School of Discovery** to **increase 10.00 %** in **Math** using **State Report Card**.

3. Student Measures

1. Student Measure #1

Every **Quarter, Math - Interims of Grades 6th, 7th and 8th** will be monitored by **Principal, Classroom Teacher/s, Intervention Specialists, Instructional Coach/es**, with an annual improvement of **increase 3.30 %** resulting in an overall improvement of **increase 10.00 %** by the end of the plan.

10/31/202312/31/202303/31/202405/31/202410/31/202412/31/202403/31/202505/31
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4. Strategies and Actions

1. Strategy #1: Curriculum, Instruction and Assessment

1. Strategy Level: Level 4

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.

Inexperienced and new-to-North Dayton staff and paras will receive consistent informal observations, weekly coaching and feedback utilizing the coaching cycle and key levers to support their professional growth.

3. Embedded Plan Requirement(s):

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

4. Action Steps

1. Start Action Step: 2024, End Action Step: 05/31/2024

Invest in a math instructional coach in the investment plan.

Continue allocating funds toward PLC PD and utilizing the PLC coalition to guide and drive data meetings focusing on the PLC 4 questions.

Title para will focus on magics, bubble students on the state test for small group learning.

The school will focus on mathematical standards 4 and 5. The math teacher lead will continue to facilitate vertical alignment math meetings on PD days.

Teachers will attend Ron Clark Math PD

Inexperienced and new-to-North Dayton staff and paras will receive consistent informal observations, weekly coaching and feedback utilizing the coaching cycle and key levers to support their professional growth.

Participant(s):

- Staff
- Principals
- Building Leadership
- Support Staff
- Teacher-Based Teams
- Building Leadership Teams

2. Start Action Step: 2025, End Action Step: 05/30/2025

Invest in a math instructional coach in the investment plan.

Continue allocating funds toward PLC PD and utilizing the PLC coalition to guide and drive data meetings focusing on the PLC 4 questions.

Title para will focus on magics, bubble students on the state test for small group learning.

The school will focus on mathematical standards 4 and 5. The math teacher lead will continue to facilitate vertical alignment math meetings on PD days.

Teachers will attend Ron Clark Math PD

Inexperienced and new-to-North Dayton staff and paras will receive consistent informal observations, weekly coaching and feedback utilizing the coaching cycle and key levers to support their professional growth.

Participant(s):

- Staff
- Principals
- Building Leadership
- Support Staff
- Teacher-Based Teams

- Building Leadership Teams
 - Instructional Coaches
3. Start Action Step: 2026, End Action Step: 05/29/2026

Invest in a math instructional coach in the investment plan.

Continue allocating funds toward PLC PD and utilizing the PLC coalition to guide and drive data meetings focusing on the PLC 4 questions.

Title para will focus on magics, bubble students on the state test for small group learning.

The school will focus on mathematical standards 4 and 5. The math teacher lead will continue to facilitate vertical alignment math meetings on PD days.

Teachers will attend Ron Clark Math PD

Inexperienced and new-to-North Dayton staff and paras will receive consistent informal observations, weekly coaching and feedback utilizing the coaching cycle and key levers to support their professional growth.

Participant(s):

- Staff
- Principals
- Building Leadership
- Support Staff
- Teacher-Based Teams
- Building Leadership Teams

5. Adult Measures

1. Adult Measure #1

- Curriculum, Instruction and Assessment

Every **Quarter, Math - Interims of Middle School Staff** will be monitored by **Principal**, with an annual improvement of **increase 3.30 %** resulting in an overall improvement of **increase 10.00 %** by the end of the plan.

10/31/202312/31/202303/31/202405/31/202410/31/202412/31/202403/31/202505/31

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6. Funding Sources

1. FY 2024

Invest in a math instructional coach in the investment plan. Continue allocating funds toward PLC PD and utilizing the PLC coalition to guide and drive data meetings focusing on the PLC 4 questions. Title para will focus on magics, bubble students on the state test for small group learning. The school will focus on mathematical standards 4 and 5. The math teacher lead will continue to facilitate vertical alignment math meetings on PD days. Teachers will attend Ron Clark Math PD Inexperienced and new-to-North Dayton staff and paras will receive consistent informal observations, weekly coaching and feedback utilizing the coaching cycle and key levers to support their professional growth.

Title I-A Improving Basic Programs Title II-A Supporting Effective Instruction General
Fund ARP ESSER

2. FY 2025

Invest in a math instructional coach in the investment plan. Continue allocating funds toward PLC PD and utilizing the PLC coalition to guide and drive data meetings focusing on the PLC 4 questions. Title para will focus on magics, bubble students on the state test for small group learning. The school will focus on mathematical standards 4 and 5. The math teacher lead will continue to facilitate vertical alignment math meetings on PD days. Teachers will attend Ron Clark Math PD Inexperienced and new-to-North Dayton staff and paras will receive consistent informal observations, weekly coaching and feedback utilizing the coaching cycle and key levers to support their professional growth.

Title I-A Improving Basic Programs Title II-A Supporting Effective Instruction General
Fund ARP ESSER

3. FY 2026

Invest in a math instructional coach in the investment plan. Continue allocating funds toward PLC PD and utilizing the PLC coalition to guide and drive data meetings focusing on the PLC 4 questions. Title para will focus on magics, bubble students on the state test for small group learning. The school will focus on mathematical standards 4 and 5. The math teacher lead will continue to facilitate vertical alignment math meetings on PD days. Teachers will attend Ron Clark Math PD Inexperienced and new-to-North Dayton staff and paras will receive consistent informal observations, weekly coaching and feedback utilizing the coaching cycle and key levers to support their professional growth.

Title I-A Improving Basic Programs Title II-A Supporting Effective Instruction General
Fund ARP ESSER