

Print Your Plan



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Basic Information

Plan Entity Name: FY 2023 North Dayton School Of Science & Discovery One Plan (0)

Plan Fiscal Year: FY 2023

Cohort #: 3

District IRN: 143529

Plan Status: Plan Approved For Execution

Revision #: 0

Primary Contact: undefined (OEDS_Principal)

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Plan Information

1. Goal #1 of 3

1.1. Root Cause Analysis

Teacher skill set Retaining teachers Training in social emotional learning Cultural Relevant teaching and management

1.2. SMART Goal Statement

By **06/02/2023** we will improve the performance of **All Students, Elementary, Middle School** students at/in **North Dayton School Of Science & Discovery** to increase **5.00 %** in **Behavior** using **Positive Behavior Referrals**.

1.3. Student Measures

1.3.1. Student Measure #1

Every **Quarter, Behavior - Positive Behavior Referrals** of **All Students** will be measured, with a final improvement of **increase 5.00 %** at the end of the plan.

11/01/2022	01/01/2023	04/01/2023	06/01/2023	11/01/2023	01/01/2024	04/01/2024
06/01/2024	11/01/2024	01/01/2025	04/01/2025	06/01/2025		

1.4. Strategies and Actions

1.4.1. Strategy #1: School Climate and Supports

1.4.1.1. Strategy Level: Level 3

1.4.1.2. Description:

Second Step Early Elementary, for grades KindergartenGrade 5, is a universal, classroom-based program designed to increase students school success and decrease problem behaviors by promoting social-emotional competence and self-regulation. The curriculum consists of 2225 weekly lessons divided into four units. It offers direct instruction and teaches skills that strengthen students ability to learn, have empathy, manage emotions, and solve problems. It provides developmentally appropriate explicit skills instruction, with curriculum kits differentiated by grade level, offering content and media that is age-appropriate and engages students in developing skills to enhance their emotion management, situational awareness, and academic achievement.

1.4.1.3. Strategy Rubric 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. Plan Year: 2025, Action Completion:

100% of the teachers will participate in collaborative planning meetings at least once a month to analyze student data and progress, identify areas of need for students, and determine appropriate steps to address academic deficits.

Participants:

- Staff

1.5. Adult Measures

1.5.1. Adult Measure #1

- School Climate and Supports

Every Quarter, Behavior - Walkthrough Data of Elementary Staff and Middle School Staff will be measured, with a final improvement of increase 25.00 % at the end of the plan.

11/01/2022	01/01/2023	04/01/2023	06/01/2023	11/01/2023	01/01/2024	04/01/2024
06/01/2024	11/01/2024	01/01/2025	04/01/2025	06/01/2025		

1.6. Funding Sources

1.6.1. FY

100% of the teachers will participate in collaborative planning meetings at least once a month to analyze student data and progress, identify areas of need for students, and determine appropriate steps to address academic deficits.

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

2. Goal #2 of 3

2.1. Root Cause Analysis

Teacher skill and will set, student intrinsic motivation and attendance.

2.2. SMART Goal Statement

By **06/02/2023** we will improve the performance of **All Students, Seventh Grade, Eighth Grade** students at/in **North Dayton School Of Science & Discovery** to **increase 5.00 percentage points** in **Math** using **State Report Card**.

2.3. Student Measures

2.3.1. Student Measure #1

Every **Quarter, Math - Interim Benchmark Assessments** of **All Students** will be measured, with a final improvement of **increase 5.00 percentage points** at the end of the plan.

11/01/2022	01/01/2023	04/01/2023	06/01/2023	11/01/2023	01/01/2024	04/01/2024
06/01/2024	11/01/2024	01/01/2025	04/01/2025	06/01/2025		

2.4. Strategies and Actions

2.4.1. Strategy #1: Curriculum, Instruction and Assessment

2.4.1.1. Strategy Level: Level 1

2.4.1.2. 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.

2.4.1.3. Strategy Rubric 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.

2.4.1.4. Action Steps

2.4.1.4.1. Plan Year: 2023, Action Completion: 06/02/2023

TBTs will gather data regarding the implementation of the evidence-based strategy and share at the TBT meetings, for the purpose of team growth and learning.

Participants:

2.5. Adult Measures

2.5.1. Adult Measure #1

- Curriculum, Instruction and Assessment

Every **Quarter, Math - Rubric of Seventh Grade Staff and Eighth Grade Staff** will be measured, with a final improvement of **increase 10.00 %** at the end of the plan.

11/01/2022	01/01/2023	04/01/2023	06/01/2023	11/01/2023	01/01/2024	04/01/2024
06/01/2024	11/01/2024	01/01/2025	04/01/2025	06/01/2025		

2.6. Funding Sources

2.6.1. FY 2023

TBTs will gather data regarding the implementation of the evidence-based strategy and share at the TBT meetings, for the purpose of team growth and learning.

General Fund	Title I School Improvement Sub A	Title II-A Supporting Effective Instruction
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3. Goal #3 of 3

3.1. Root Cause Analysis

Student attendance, keeping our students k-8th, retaining teachers, providing social emotional PD to combat the pandemic effects on student social and emotional skills

3.2. SMART Goal Statement

By **06/02/2023** we will improve the performance of **All Students, Second Grade** students at/in **North Dayton School Of Science & Discovery** to **increase 18.00 %** in **English Language Arts** using **Aimsweb**.

3.3. Student Measures

3.3.1. Student Measure #1

Every **Quarter, Reading/Literacy - Aimsweb Progress Monitoring of All Students** will be measured, with a final improvement of **increase 18.00 %** at the end of the plan.

11/01/2022	01/01/2023	04/01/2023	06/01/2023	11/01/2023	01/01/2024	04/01/2024
06/01/2024	11/01/2024	01/01/2025	04/01/2025	06/01/2025		

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:

Reading Mastery is a powerful Direct Instruction remedial reading series that focuses on decoding and comprehension and solves a wide range of problems for struggling readers who are behind grade level. Explicit, step-by-step lessons are organized around two major strands, Decoding and Comprehension.

Reading Mastery is typically taught to students in grades Kindergarten through 2nd grades whose reading is characterized by lack of decoding skills, misidentified words, confusion of similar words, word omissions or insertions, lack of attention to punctuation, and poor comprehension. It is effective with students who have poor attention, poor recall of

directions, or who meet criteria to receive special services. The program provides frequent teacher feedback and built-in opportunities to earn reinforcement throughout each lesson.

Decoding lessons range from instruction in letter sounds and blending to the reading of passages. Comprehension skills cover a range from simple classification and true-false identification to complex analogies, analyses, and comprehension strategies. With progress through each level, students read increasingly more difficult material with accuracy, fluency, solid comprehension and improved study skills.

3.4.1.3. Strategy Rubric 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. Plan Year: 2023, Action Completion: 06/02/2023

TBTs will gather data regarding the implementation of the evidence based strategy and share at the TBT meetings, for the purpose of team growth and learning.

Participants:

3.5. Adult Measures

3.5.1. Adult Measure #1

- Curriculum, Instruction and Assessment

Every Month, Reading/Literacy - Aimsweb Progress Monitoring of Second Grade Staff will be measured, with a final improvement of increase 18.00 % at the end of the plan.

07/31/2022	08/31/2022	09/30/2022	10/31/2022	11/30/2022	12/31/2022	01/31/2023
02/28/2023	03/31/2023	04/30/2023	05/31/2023	06/30/2023	07/31/2023	08/31/2023
09/30/2023	10/31/2023	11/30/2023	12/31/2023	01/31/2024	02/29/2024	03/31/2024
04/30/2024	05/31/2024	06/30/2024	07/31/2024	08/31/2024	09/30/2024	10/31/2024
11/30/2024	12/31/2024	01/31/2025	02/28/2025	03/31/2025	04/30/2025	05/31/2025
06/30/2025						

3.6. Funding Sources

3.6.1. FY 2023

TBTs will gather data regarding the implementation of the evidence based strategy and share at the TBT meetings, for the purpose of team growth and learning.

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