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Basic Information

Plan Entity Name: FY 2027 North Dayton School of Discovery One Plan (0)
Plan Fiscal Year: FY 2027
Cohort #: 3
District IRN: 143529
Plan Status: Plan Submitted for Agency Review
Revision #: 0
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Plan Information

1. Goal #1 of 3

1. Root Cause Analysis

Root Causes of Chronic Absenteeism for Students with Disabilities **Academic Struggles '||chr(38)||' Engagement** * Students may feel frustrated or discouraged if lessons aren't tailored to their needs. * Missing instruction can widen learning gaps, creating a cycle where students avoid school. **Social-Emotional '||chr(38)||' Behavioral Factors** * Anxiety, depression, or other social-emotional challenges can increase absences. * Negative peer interactions or feeling isolated can reduce motivation to attend school. * School disciplinary actions, like detentions or suspensions, may inadvertently contribute to absenteeism. **Family '||chr(38)||' Environmental Factors** * Caregiver challenges, such as work schedules, health issues, or lack of childcare support, can impact consistent attendance. * Families may underestimate the effect of missing small blocks of instruction, leading to more frequent absences.

2. SMART Goal Statement

By **05/31/2027** we will improve the performance of **All Students, Elementary, Middle School** students at/in **North Dayton School of Discovery** increase to **3.00 %** in **Attendance** using **Attendance**.

3. Student Measures

1. Student Measure #1

Every **Month, Attendance - Insite Attendance Data** of **All Students** will be monitored by **Principal**, with an overall improvement **increase of 3.00 %** by the end of the plan.

06/29/202905/31/202904/30/202903/31/202902/28/202901/31/202912/31/202811/30
/202810/31/202809/30/202808/31/202807/31/202806/30/202805/31/202804/30/2028
03/31/202802/29/202801/31/202812/31/202711/30/202710/31/202709/30/202708/31
/202707/31/202706/30/202705/31/202704/30/202703/31/202702/28/202701/31/2027
12/31/202611/30/202610/31/202609/30/202608/31/202607/31/2026

4. Strategies and Actions

1. Strategy #1: School Climate and Supports

1. Strategy Level: Level 1

2. Description:

A universal, school-wide prevention strategy aimed at reducing behavior problems that lead to office discipline referrals and suspensions, and change perceptions of school safety. Students in the SWPBIS schools received significantly fewer school suspensions than students in schools that did not receive SWPBIS training. Perceptions of safety improved in the schools that implemented SWPBIS but declined in the schools that did not implement SWPBIS.

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: 2027, End Action Step: 05/31/2027

▪ Action steps

Create a tiered protocol that everyone follows:

Tier 1 (1–2 absences)

Friendly text/call: “We missed you. Can we help?”

Tier 2 (3–5 absences or pattern)

Parent conference

Attendance plan (written)

Mentor assigned
Tier 3 (10%+ chronic)
Home visit (if possible)
Case management meeting
Support services activated
Formal attendance contract
Make it automatic: no “waiting to see if it improves.”

- Participant(s):
- Teachers
- Staff
- Principals
- Building Leadership Teams

2. Start Action Step: 2028, End Action Step: 05/31/2028

Set school-wide goals and track them publicly

Action steps

Set 3 clear targets:

overall attendance

chronic absence rate

tardy rate

Post weekly progress (staff + students).

Celebrate gains even if small.

Participant(s):

- Principals

5. Adult Measures

1. Adult Measure #1

- School Climate and Supports

Every **Quarter, Attendance - Insite Data Attendance Tab** of **All Staff** will be monitored by **Principal**, with an overall improvement **increase of 3.00 %** by the end of the plan.

11/01/202601/01/202704/01/202706/01/202711/01/202701/01/202804/01/202806/01/202811/01/202801/01/202904/01/202906/01/2029
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6. Funding Sources

1. FY 2027

Action steps Create a tiered protocol that everyone follows: Tier 1 (1–2 absences) Friendly text/call: “We missed you. Can we help?” Tier 2 (3–5 absences or pattern) Parent conference Attendance plan (written) Mentor assigned Tier 3 (10%+ chronic)

Home visit (if possible) Case management meeting Support services activated Formal attendance contract Make it automatic: no “waiting to see if it improves.”

Title I-A Improving Basic Programs

2. FY 2028

Set school-wide goals and track them publicly Action steps Set 3 clear targets: overall attendance chronic absence rate tardy rate Post weekly progress (staff + students). Celebrate gains even if small.

Title I-A Improving Basic Programs

2. Goal #2 of 3

1. Root Cause Analysis

Root Causes of Literacy Gaps The school has identified several key factors contributing to gaps in student literacy achievement: 1. ****Chronic Student Absenteeism:**** Consistent attendance is a challenge, limiting students’ exposure to core instruction and targeted interventions. 2. ****Students Enrolling Below Grade Level:**** Many students enter the school significantly below grade-level expectations, creating large academic gaps that must be addressed to meet grade-level standards. 3. ****Staffing and Certification:**** A significant portion of instructional staff hold ****substitute licenses**** with minimal formal teacher preparation, impacting instructional consistency and effectiveness. 4. ****Teacher Turnover:**** Staff turnover during the ****2024–2025 school year**** disrupted continuity of instruction, particularly in foundational literacy grades, contributing to inconsistent student progress.

2. SMART Goal Statement

By **05/31/2028** we will improve the performance of **k-2 students , Elementary** students at/in **North Dayton School of Discovery** to **increase 10.00 %** in **Reading/Literacy** using **NWEA Assessment** .

3. Student Measures

1. Student Measure #1

Every **Quarter, Reading/Literacy - District Formative Assessments** of **k-2 students** will be monitored by **Principal**, with an overall improvement **increase of 10.00 %** by the end of the plan.

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4. Strategies and Actions

1. Strategy #1: Curriculum, Instruction and Assessment

1. Strategy Level: Level 4

2. Description:

William H. Sadlier, Inc.- From Phonics to Reading ; Copyright 2020

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: 2027, End Action Step: 05/31/2028

Build a 120-minute K–2 literacy block minimum:

30 min PTR (phonics)

30–45 min Reading Mastery (skills + controlled text)

30–45 min Wit & Wisdom (read-aloud, vocab, writing)

15–20 min intervention/enrichment

Put the literacy block first thing in the day if possible.

Create a master schedule where:

no pull-outs occur during PTR instruction

interventionists push-in during small group time

Non-negotiable: phonics instruction cannot be shortened or skipped.

Participant(s):

- Staff
- Principals
- Building Leadership
- Support Staff

5. Adult Measures

1. Adult Measure #1

- Curriculum, Instruction and Assessment

Every **Semester, Reading/Literacy - Walkthrough Data** of **Elementary Staff** will be monitored by **Instructional Coach/es, Principal, Dean Team**, with an overall improvement **increase of 10.00 %** by the end of the plan.

01/01/202706/01/202701/01/202806/01/202801/01/202906/01/2029

6. Funding Sources

1. FY 2027,2028

Build a 120-minute K–2 literacy block minimum: 30 min PTR (phonics) 30–45 min Reading Mastery (skills + controlled text) 30–45 min Wit & Wisdom (read-aloud, vocab, writing) 15–20 min intervention/enrichment Put the literacy block first thing in the day if possible. Create a master schedule where: no pull-outs occur during PTR instruction interventionists push-in during small group time Non-negotiable: phonics instruction cannot be shortened or skipped.

Title II-A Supporting Effective Instruction

3. Goal #3 of 3

1. Root Cause Analysis

Root Causes of Mathematics Performance Gaps The school has identified several root causes contributing to lower mathematics achievement: 1. **Instructional Capacity:** A number of instructional staff hold **substitute licenses** and lack formal teacher preparation, which impacts instructional quality and consistency in mathematics. 2. **Student Mobility:** Students who newly enroll at NDSD often perform significantly below grade-level expectations compared to peers who have been continuously enrolled, creating gaps that are difficult to close within a short timeframe. 3. **Tutoring Participation:** Student attendance and engagement in after-school tutoring—particularly in **grades 5–8 mathematics**—remain a challenge. Although targeted tutoring is funded through **Title I**, participation rates in upper grades are low, limiting the effectiveness of these supports. To address these challenges, the school will continue to prioritize **mathematics-focused professional development**, strengthen instructional coaching, and focus on **student retention and stability** to reduce the impact of high mobility and improve long-term achievement outcomes.

2. SMART Goal Statement

By **05/31/2028** we will improve the performance of **All Students, 3rd-5th Grade Students with an IEP** 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 - District Formative Assessments of Middle School Students** will be monitored by **Principal**, with an overall improvement **increase of 3.00 %** by the end of the plan.

11/01/202601/01/202704/01/202706/01/202711/01/202701/01/202804/01/202806/01/202811/01/202801/01/202904/01/202906/01/2029

4. Strategies and Actions

1. Strategy #1: Curriculum, Instruction and Assessment

1. Strategy Level: Level 4

2. Description:

Coaching Model (High-impact, non-evaluative)

Coaching Cycle (4 weeks per teacher)

Each cycle includes:

Pre-brief (15 min)

Identify focus skill (ex: discourse, CFUs, modeling)

Agree on “what success looks like”

Observation/modeling (30–45 min)

Coach does one:

co-teach

model lesson

observe teacher

Debrief (20 min within 48 hours)

1 glow, 1 grow

teacher practices 1 strategy

Follow-up visit (15–20 min)

track implementation + student response

Coaching Focus Areas (rotate)

Using high-quality tasks (not watered down)

Strong math talk routines

Better questioning sequences

Explicit vocabulary + language supports

Error analysis + misconception-based re-teach

Small group instruction

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: 2027, End Action Step: 05/31/2029

PLC Structure (45 minutes weekly)

Agenda:

Review standard and success criteria

Analyze student work (common exit ticket)

Identify misconceptions + plan re-teach

Plan next lesson's questions and CFUs

Assign intervention groupings

Tools

Common exit ticket aligned to standard

Student work protocol: What did they do? What does it show? What's next?

Participant(s):

- Teachers
- Staff
- Principals
- Building Leadership

5. Adult Measures

1. Adult Measure #1

- Curriculum, Instruction and Assessment

Every **Quarter, Math - Walkthrough Data** of **Sixth Grade Staff, Seventh Grade Staff and Eighth Grade Staff** will be monitored by **Principal, Instructional Coach/es**, with an overall improvement **increase of 3.00 %** by the end of the plan.

11/01/202601/01/202704/01/202706/01/202711/01/202701/01/202804/01/202806/01
/202811/01/202801/01/202904/01/202906/01/2029

6. Funding Sources

1. FY 2027,2028,2029

PLC Structure (45 minutes weekly) Agenda: Review standard and success criteria
Analyze student work (common exit ticket) Identify misconceptions + plan re-teach
Plan next lesson's questions and CFUs Assign intervention groupings Tools Common
exit ticket aligned to standard Student work protocol: What did they do? What does it
show? What's next?

Title I-A Improving Basic Programs