Plan Relationships

Dayton City (043844) - Montgomery County - 2014 - School Improvement Competitive 1003 (g) - Rev 1 - Non-ARRA School Improvement Competitive 1003(g) - Application Number (29)

Sections

Related Goals

G 1) READING/MATH/STEM: By 2015 Dayton Public Schools will be a high achieving school district where 80 % of Pre K-12 students will score proficient or higher in reading & math as measured by district and state assessments in order to ensure all students are college and career ready.

Description:

By 2015 Dayton Public Schools will be a high achieving school district where 80 % of Pre K-12 students will score proficient or higher in reading & math as measured by district and state assessments in order to ensure all students are college and career ready.

Performance Measure:

Student Performance will improve achievement by at least 10 per centage points on annual summative assessments (OAA/OGT, District Designed assessments for non-tested grades) K-2-baseline to be established March 2010; 3-5 - OAT baseline data May 2009; 6-8 - OAT baseline data May 2009; 10- OGT baseline data March 2009; 9, 11, 12 - baseline to be established March 2010

Fiscal Resources

Grant	Notes	2013	2014
Consolidated			
Title I		$11,094,899	$9,625,555
Neglected, Title I		$00	$4,047
Delinquent, Title I-D		$299,843	$285,547
School Improvement Sub A, Title I		$795,950	$1,015,000
Improving Teacher Quality, Title II-A		$2,228,591	$2,170,162
LEP, Title III		$78,368	$89,392
Immigrant, Title III		$12,852	$00
Special Education, Part B-IDEA		$3,968,360	$3,763,930
Early Childhood Spec Education, IDEA		$167,815	$161,626
Consolidated Total:		**$18,646,678**	**$17,115,259**
21st Century			
21st Century		$100,000	$150,000
21st Century Total:		**$100,000**	**$150,000**
Alternative Education Challenge			
Alternative Education Challenge		$75,573	$151,146
Alternative Education Challenge Total:		**$75,573**	**$151,146**
Career-Technical and Adult Education			
Carl D. Perkins Secondary		$00	$596,425
High Schools That Work - Regions		$00	$5,000
Career-Technical and Adult Education Total:		**$00**	**$601,425**

McKinney-Vento Homeless Assistance Program		
McKinney-Vento Homeless Assistance Program	$121,500	$228,634
McKinney-Vento Homeless Assistance Program Total:	**$121,500**	**$228,634**
Early Childhood Education (Entitlement)		
Early Childhood Education	$184,000	$00
Early Childhood Education (Entitlement) Total:	**$184,000**	**$00**
School Improvement Competitive 1003 (g)		
ARRA School Improvement Competitive 1003(g)	$2,375,000,000	$00
Non-ARRA School Improvement Competitive 1003(g)	$935,806	$2,546,655
School Improvement Competitive 1003 (g) Total:	**$2,375,935,806**	**$2,546,655**
Grand Total:	**$2,395,063,557**	**$20,793,119**

S 1.1) Implement an aligned Reading/Math/STEM curriculum that is based on the Academic Content Standards.

Description:

Adult Implementation Indicator: 100% of staff will participate in professional development on new standards and assessments as recorded in tthe district on-line P.D. systme. 100% of teachers will be on pace with the district common standards-based curriculum plan as evidence by Quarterly Periodic Assessment Data. 100% of teachers will deliver instruction within the scope of the pacing guide, as evidenced by Quarterly Periodic Assessment Data- Pk-2, 3-5, 6-8, 9-12. 100% of teachers will deliver instruction within the scope of the pacing guide, as evidenced by walkthroughs, lesson plans, observations. 100% of teachers will follow the pacing guides. Student Performance Indicator: Improve achievement by year targeted district growth on annual/summative assessments (OAA/OGT, PALS, Busstops, KRA-L, Bracken) K-2 - Baseline to be established March 2011, 3-5 - OAT Baseline data May 2011, 6-8 - OAT Baseline data May 2011, 10 - OGT Baseline data March 2011, 9 - Baseline to be established March 2011 11, 12 -Baseline to be established Spring or Fall 2011

S 1.2) Implement an aligned assessment system.

Description:

Implement an aligned assessment system.

S 1.3) Implement a content-rich, pedagogically sound Humanities/Reading/Math/STEM system of instruction.

Description:

Implement a content-rich, pedagogically sound Humanities/Reading/Math/STEM system of instruction.

S 1.4) ESEA 20% Flexibility Waiver Implementation

Description:

Implementation of ESEA 20% Flexibility Waiver by using funds to support early literacy staff and materials; after school instructional activities; teacher collaboration; integrated/cross curriculum learning opportunities; project based learning activities; college and career readiness transition workshops for students and families

S 1.5) Improve Teacher Quality to Impact Student Performance

Description:

Improve Teacher Quality to Impact Student Performance

S 1.6) Systems of Intervention and Special Education (DI)

Description:

Align systems of intervention and special education with scientifically based research curriculum, instruction and assessment and with the state's academic content standards.

S 1.7) Help Me Grow Transition to Kindergarten (E.C.S.E.)

Description:

Transition activities for Pre-K children and their parents, prior to entering Kindergarten.

S 1.8) Outreach to parents of Limited English Proficient (LEP) students

Description:

Outreach to parents of Limited English Proficient (LEP) students to include sending notice of opportunities for, and holding, regular meetings for the purpose of formulating and responding to recommendations from parents of Title I-A students.

S 1.9) Coordination and integration of services of students in special populations (D-1,LEP, MV, spec ed I-N)

Description:

Services and/or programs provided for students with Limited English Proficiency, students with disabilities, neglected or delinquent students, and/or homeless students.

S 1.10) Implement research-based practices (DI)

Description:

Literacy collaborative with coaching; Rigor and Relevance; V-math; and Literacy Voices.

S 1.11) Place-Based Education (PBE) (DI)

Description:

PBE immerses students in local heritage, cultures, landscapes, opportunities and experiences, using these as a foundation for the study of language arts, mathematics, social studies, science and other subjects across the curriculum. PBE emphasizes learning through participation in service projects for local and/or community.

S 1.12) Implement Common Core Transition Plan - Curriculum and Instruction (DI)

Description:

All academic core curriculum K-12 aligned to CCS and new state standards. Implement instructional policy, delivery system and schedule recommendations. Develop model curriculum and integrated units of study (i.e., ELA/social studies, science/math, arts/literacy, etc.).

S 1.13) Implement Common Core Transition Plan - Professional Development (DI)

Description:

Ongoing professional development based upon identified needs. Provide professional development and support to teachers interested in developing model ELA and math lessons for districtwide dissemination. Lead teacher-based teams in analyzing Common Core aligned formative bus stops (3-8) and quarterly assessments.

S 1.14) Implement Common Core Transition Plan - Assessments (DI)

Description:

State field test of new assessment. Review district testing to ensure alignement to state testing requirements (bus stops and periodic). Implement performance-based testing in bus stop and periodic processes.

S 1.15) Monitor and Sustain Common Core Transition Plan - Curriculum and Instruction (DI)

Description:

Based upon the 2014-15 timeline continuum, board approval of district curriculum K-12 organized into integrated thematic units of study aligned to CCS and new state standards.

S 1.16) Monitor and Sustain Common Core Transition Plan - Professional Development (DI)

Description:

Based upon the 2014-15 timeline continuum, ongoing professional development. Publish model lessons K-12 ELA and math linked to instructional planning guide thematic units.

S 1.17) Reconfiguration of Schools to Theme-Based Neighborhood Schools (DI)

Description:

Theme-based schools will be offered based on the schools designation as a focus, early warning, or priority school. Schools will be reconfigured to enhance the educational programming and enrich the opportunities for learning and achievement. Dual-language programs were introduced during the 2012-13 school year at River's Edge Montessori PreK-6 School and Ruskin PreK-8 School. The 2013-14 school year will begin the introduction of "Place-Based" education with each school having a special emphasis or theme which includes: Belle Haven PreK-8 Literacy and Collaborative focused school program, Edison PreK-8 Neighborhood School Center Setting, Medowdale PreK-8 Pre-International Baccalaureate program, Rosa Parks PreK-8 STEM based school program, and Wogaman Intermediate School "placed-based" education program. The theme-based neighborhood high school reconfiguration is an Early College focused initiative at Dunbar High School.

S 1.18) The Creative Curriculum - uniformed preschool curriculum (DI)

Description:

The Creative Curriculum for Preschool is based on five fundamental principles: Positive interactions and relations with adults provide a critical foundation for successful learning; Social-emotional competence is significant in school success; Constructive, purposeful play supports essential learning; the physical environment affects the type and quality of learning interactions; and Teacher-family partnerships promote development and learning.

S 1.19) Implement parent engagement, involvement, and governance training (DI)

Description:

The core principles of parent engagement are to address capacity building, leadership, resource allocation, progress monitoring, access and equity. Parent engagement refers to an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation among schools, families, and community partners to support student learning and achievement.

S 1.20) Monitor and Sustain Common Core Transition Plan - Assessments (DI)

Description:

Based on the 2014-15 timeline continuum, first administration of state test aligned to CCS.

S 1.21) Administrative Leadership Professional Development (DI)

Description:

Ohio's four-stage improvement process provides a structure for aligning processes, tools, and people to significantly improve instructional practices and student performance. The Administrative Leadership Academy will provide administrators and principals the ability and knowledge to bring it all together, their Title I Schoolwide/School Improvement Plan(s), and how these work within the Ohio Improvement Process to implement the four stages of continuous improvement: Stage 1: Identify Critical Needs (CCIP Needs Assessment and Decision Framework); Stage 2: Develop a Focused Plan (Title I Schoolwide Plan/School Improvement Plan and Action Steps at the school level); Stage 3: Implement and Monitor Focused Plan (Implementation of CCIP Strategies and Action Steps at the school level); and Stage 4: Evaluate the Improvement Plan and Process (Annual Title I Schoolwide Evaluation/Review and CCIP Components Review. Performance Measure: High-performing building leadership teams (BLTs), which results in academic achievement.

S 1.22) Provide focused leadership training and technical assistance (DI)

Description:

Training and technical assistance to administrators and principals to foster shared leadership and responsibility for the district and school plans to understand the processes for continuous improvement.

Related District/Agency Plan Action Steps

Related School Plan Action Steps