

DAYTON OAKS ELEMENTARY SCHOOL

DOES School Profile

SCHOOL IMPROVEMENT PLAN AT A GLANCE 2024-2025

DAYTON OAKS ELEMENTARY SCHOOL: VISION & MISSION

Vision: Every child is engaged and inspired in a rigorous and empowering environment, in order to develop a love of learning, discover strengths, and excel in all endeavors.

Mission: The Dayton Oaks School community will provide a safe, nurturing environment that fosters individual potential through academic excellence, appreciation of diversity and commitment to life-long learning.

HCPSS EQUITY FRAMEWORK

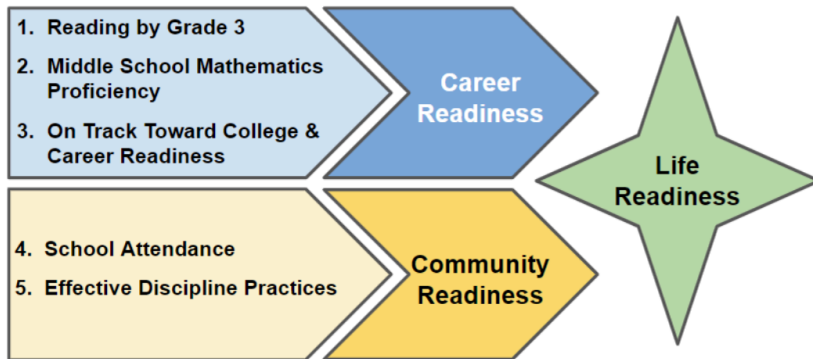
Belonging: All students, staff, and families experience belonging; and each person's physical, social, and emotional needs are met.

Opportunity & Access: All students, staff, and families can access pathways that expose them to high-quality learning experiences.

Instructional Excellence: All students and staff are provided with the resources necessary to deliver and experience high-quality instruction.

Engaged & Inspired Learners: All students and staff are empowered to shape their teaching and learning experiences.

HCPSS FIVE FOCUS AREAS



SCHOOL STRATEGIES, COMMITMENTS, & ACTION STEPS

Reading Strategy:

Statement of Commitment: We commit to implementing all components of literacy instruction while providing Tier 1 instruction so that students will have the optimum amount of instructional time with Tier 1 and Tier 2 or 3 when necessary.

Action Steps:

- Implement all components and expectations for the ELA instructional block
- Ensure that the master schedule allows staff who provide supplemental support to students to access identified students with the frequency, duration, and group composition as outlined by the program requirements and central office expectations.
- Engage in collaborative planning to ensure consistency of literacy instruction and teaching the intent of the standards.
- Engage in professional learning with the literacy coach on the science of reading and effective instructional strategies. Apply learning to instructional practice.
- Use literacy walkthrough tools to assess the fidelity of implementation of literacy instruction and engage in team feedback and reflection to make adjustments to refine instructional practice.
- Use entrance and exit criteria to identify Tier 2 and 3 supports
 - Monitor and catalog student progress aligned with systemic expectations for tiered supports
 - Use the data to refine interventions
 - Exit students who meet progress benchmark
- Include Multilingual Learner (ML) English language proficiency levels, student backgrounds, and time in the ELD programming as part of data meetings, discussions, and instructional decision making.

Mathematics Strategy:

Statement of Commitment: We commit to applying effective formative and summative assessment strategies so that students will receive meaningful feedback and targeted instruction aligned to needs that supports their understanding and mastery of content standards.

Action Steps:

- Use and score common curriculum-based assessments to monitor student mastery of content

- Review and use data to make instructional decisions to respond to student learning needs using an established data protocol.
- Apply formative assessment strategies during classroom activities to provide meaningful feedback
 - Make adjustments to lessons based on formative assessment data
 - Collaborate with team to discuss effective strategies for addressing misconceptions and/or student gaps in understanding

Attendance Strategy:

Statement of Commitment: We commit to engaging in regular attendance meetings and in timely communication with families regarding student attendance so that each student and family will be more **informed** about their own student’s attendance and system policy.

Action Steps:

- Begin positive relationships with families from the start of school (e.g. welcome phone call, back-to-school night).
- Work with school staff (through professional learning, repeated communications, etc.) to establish consistent and accurate attendance data collection (e.g., teachers consistently taking attendance), reporting (e.g., entering into Synergy), and reviewing (e.g., using Hoonuit dashboards).
- Ensure attendance team meetings are occurring at least monthly.
- Follow attendance procedures to communicate with families including the initial Call of Care and Concern procedure and follow up letter; generate & send attendance letter based on the attendance data. Begin the process at the classroom level.
- Identify school-based staff who keep in regular contact with students with attendance concerns (e.g., homeroom teacher, nurse, liaison, etc.)
- Recognize good and improved attendance.

Discipline Strategy:

Statement of Commitment: We commit to creating a positive school culture that prioritizes healthy relationships and grows a culture of belonging so that students will experience less exclusionary discipline as evidenced by overall suspension rates.

Action Steps:

- Engage in training about the essential elements/components of positive school culture and their associated measures
- Professional learning with school-based staff on how to grow a culture of Belonging
- Professional learning for all staff to include basic knowledge of MTSS with a focus on developmentally appropriate tier 1 concepts that cut across initiatives (relationship building, behavior specific praise, recognize successes and teach social emotional skills)
- Monitor staff actions to cultivate Belonging, including:
 - Demonstrating Proficiency or above of Domain 2 Components
 - Welcoming and greeting students daily
 - Acknowledging that absent students were missed
 - Celebrating attendance and well-being
- Implementation of school culture and climate initiatives with a focus on belonging,

	relationships, cultural responsiveness with dignity, respect, & mutual concern (PBIS, SEL, trauma-informed strategies, conflict resolution)
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