

DAYTON OAKS ELEMENTARY SCHOOL

SCHOOL IMPROVEMENT PLAN AT A GLANCE 2026-2027

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 PRIORITIES

To be a great school system for all, HCPSS will translate our mission and commitments into strategies and goals that are aligned with these five priority areas.

1. Strengthen Learning & Instruction
2. Cultivate Student Belonging & Well-Being
3. Foster Staff Growth & Engagement
4. Enhance Systemic Planning & Procedures
5. Partner with Families & Community



SCHOOL STRATEGIES, COMMITMENTS, & ACTION STEPS

Reading Strategy:

Statement of Commitment: We commit to implementing a multi-tiered system of support through small group instruction by identifying and utilizing high-impact, evidence-based strategies and interventions to better address the unique learning needs of all students.

Action Steps:

- Staff will engage in regularly scheduled ELA and mathematics data discussions to analyze student performance, identify instructional needs, and develop targeted instructional strategies and interventions to improve student outcomes.
- Staff will engage in structured collaborative planning sessions to develop targeted instructional strategies and interventions that improve student outcomes.

Mathematics Strategy:

Statement of Commitment: We commit to implementing a multi-tiered system of support for instruction and intervention by identifying and utilizing high-impact, evidence-based strategies and interventions to better address the unique learning needs of all students.

Action Steps:

- Staff will engage in regularly scheduled ELA and mathematics data discussions to analyze student performance, identify instructional needs, and develop targeted instructional strategies and interventions to improve student outcomes.
- Staff will engage in structured collaborative planning sessions to develop targeted instructional strategies and interventions that improve student outcomes.

Attendance Strategy:

Statement of Commitment: We commit to continuing to engage and communicate with families about the importance of regular attendance while strengthening partnerships that promote consistent school attendance and support students' academic success.

Action Steps:

- 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 universally implement effective Tier 1

	behavioral health supports and data analysis to include school-wide programs and core instruction designed for all students with ongoing differentiation, data discussions and reflections so that students will experience less exclusionary Action Steps: ● 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 ● Implement school culture and climate initiatives that promote belonging, positive relationships, and culturally responsive practices through PBIS, Social-Emotional Learning (SEL), trauma-informed strategies, conflict resolution, and the consistent implementation of Zones of Regulation (ZOR) to strengthen students' self-regulation skills.
--	--