Cover Page

Please Note: You may only type in the gray areas.

District	**DISTRICT Mailing Address**			
Dayton Independent Schools	**Street Address 1**	200 Greendevil Lane		
Name of District Contact	**Street Address 2**			
Ryan Kellinghaus	**City**	Dayton	**ZP**	41074
Position	**Phone**	859-292-7486		
Principal is AWESOME!	**CONTACT Mailing Address** (if different)			
Email	**Street Address 1**			
Ryan.Kellinghaus@dayton.kyschools.us	**Street Address 2**			
Submission Date (office use only)	**City**		**ZIP**	
	Phone			

District Name	**NCES ID#**	**Total Awarded**
Dayton Independent Schools	2101530	$

	School Name	**NCES ID#**	**Intervention**
1	Dayton High School	00316	Transformation Model
2			Transformation Model
3			Transformation Model
4			Transformation Model
5			Transformation Model
6			Transformation Model

Kentucky Department of Education
Section 1003g LEA Application
Transformation Model

District Verification

The District, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants (SIG) program, including the assurances contained herein and the conditions that apply to any waivers that the District receives through this application.

Assurances: A district must include the following assurances in its application for a School Improvement Grant.

The district must assure that it will—

(1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school, or each priority and focus school, that the LEA commits to serve consistent with the final requirements;

(2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school, or priority and focus school, that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;

(3) Report to the SEA the school-level data required under section III of the final requirements, including baseline data for the year prior to SIG implementation.

(4) Ensure that each Tier I and Tier II school, or each priority and focus school, that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.

Superintendent Signature — Date: 5/9/17

Mary McCormick — ID 563127
Notary Public — My commission expires: 9/13/20

Notary seal

District Actions

Please Note: You may only type in the gray areas.

Describe the district's capacity to use school improvement funds to provide adequate resources, related support, and oversight to the identified school in order to implement, fully and effectively, the required activities of the intervention model it has selected. This could include, but is not limited to, district staff dedicated to provide support to SIG schools, additional funding and use of external resources.

The narrative theme of this grant is Dayton Independent Schools, specifically at high school, has completed the first stages of a transformation process. The argument for being a recipient of this School Improvement Grant is to further the capacities established these last three to five years, enabling the facilitation of a learning environment to prepare students to successfully transition into the dynamic 21st century manufacturing, and high technology economy in Northern Kentucky, and Cincinnati, Ohio, specifically through the transformation components of instructional reform strategies (data driven), professional development, evaluation system, data collection, and recruitment retention of staff.

Dayton High School was recognized by the Kentucky Department of Education as a Priority School during the 2010-2011 school year. At the time, Dayton Independent School District placed 171 out of 173 school districts in the state. The January 2016, Diagnostic Review found the district has sufficient capacity, concluding: "Diagnostic Review Team believes that four of these Improvement Priorities have been addressed satisfactorily with evidence supporting the partial implementation of three, and one Improvement Priority is addressed again as part of this report[1]." This 2016 report affirmed progress the District had made going into February 2014 Diagnostic Review which found the Improvement Priority, Deficiency 3, from November 2011, had been satisfactorily met through Comprehensive District Improvement Plan "goals are focused on literacy and numeracy." The restructuring of Central Office and the middle and high schools up to the 2014 Diagnostic Review came with a lot of growing pains. Yet well worth all the effort, because as of the 2015-2016 school year report card, Dayton Independent Schools ranked 70 out of 173 districts, while Dayton High School produced an overall Annual Measureable Objective score of 76.1, allowing for a Distinguished/Progressing classification for the first time ever in the school's history.

The present School Improvement Grant application imagines a post-Distinguished learning environment, a setting where every student accesses blended learning through the technologies funded by the grant, including, Tier I classes, Tier II expanding upon the current model of personalized learning, and pathways being readily available for students to master skills and certifications in fields related to computer technology. Looked at differently, the capacities from this School Improvement Grant will meet student demand for more readiness in technology-related fields. Of approximately sixty graduates of the 2016-2017 class, 13 percent have identified an ambition the school presently does not have the capacities for them to access (see two charts below).

[1] Report of the Diagnostic Review Team for Dayton Independent. January 31, 2016 - February 3, 2016. Retrireved from: http://education.ky.gov/school/prischedrecov/Documents/Dayton%20Independent%20District%20Diagnostic%20Review%20Report.pdf

2016-2017 Seniors Identifying IT as their College Ambition:

College	Major
Northern Kentucky University	Information Technology
Eastern Kentucky University	Computer Science
Eastern Kentucky University	Information Technology
Northern Kentucky University	Computer Engineering
Northern Kentucky University	Computer Game Design

Related Field:

College	Major
Thomas More	Engineering
Thomas More	Civil Engineering
Thomas More	Engineering

The District's capacity in leading the transformation at the high school is perhaps most evident through the anticipated College and Career Ready rate for Dayton High School being 95 percent this year, school year 2016-2017. This remarkable rate is a reflection of the reciprocal strengthening between the district staff and school staff since 2010-2011, of aligned vision, allocation of resources to support stronger outcomes, and training of administration and staff to deliver quality services to students. Consider the trajectory presented in the chart below:

College & Career Ready:

Year	Accountability Points with Bonus
2008-2009	2
2009-2010	14
2010-2011	21
2011-2012	32
2012-2013	55.8
2013-2014	66.2
2014-2015	71.8
2015-2016	78

2016-2017 (projected)	95

Taken these previous charts together in the larger context of college and career readiness, what the data demonstrates is Dayton is reaching its maximum capacity on what it is capable of doing within the existing model of educational delivery. For instance, if one unpacks the numbers further, one sees most Certifications are in the Microsoft Office suite (see chart below):

Dayton Career Ready Certifications:

2016-2017

69 Total Students	**54 Excel**	**61 Word**	**53 PowerPoint**	**4 Access**	**50 (3 Required)**
Percentage	78.26%	88.41%	76.81%	5.80%	72.46%

2015-2016

17 Total Students	**17 Excel**	**17 Word**	**17 PowerPoint**	**0 Access**	**17 (3 Required)**
Percentage	100%	100%	100%	0%	100%

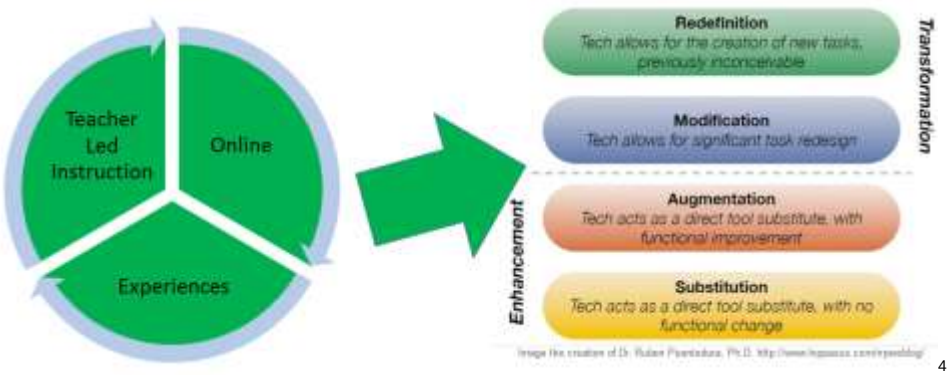
This progression of College and Career Ready rate has been driven through increases in performance in the ACT -- school year 2016-2017 projected average composite score is 20.7, above the state average -- along with increases in number of students Career Ready by passing at least three of the certifications identified in the chart above. However, these certifications -- and the digital experiences they represent -- do not align directly with what business and industry is demanding of its workforce in Northern Kentucky. In short, current Dayton graduates, despite meeting and now exceeding state expectations, continue to suffer in a skills gap necessary to go into the identified fields that 13 percent of this year's graduates have identified postsecondary fields of Information Technology and Computer Science.

How much better prepared future graduates will be in making this transition having had experiences like a blended learning Tier 1 environment, project-based learning, and opportunities to be of real service through experiences like GotIT, the student tech support team? In order to better prepare students for postsecondary fields of the 21st century, a blended framework of professional practice will be created, taking advantage of the renewed autonomy of local school systems of the recent passage of Senate Bill One. The School Board and Superintendent, along with school staff, will revise a framework continuing the Danielson Framework for Teaching along with Robinson and Aronica's eight core competencies.[2] Teachers will be trained and students will become versed in eight core competencies (i.e., Curiosity, Creativity, Criticism (Critical Thinking), Communication, Collaboration, Compassion,

[2] Retrieved from http://www2.research.uky.edu/pimser/p12mso/tmi/Meeting%20Resources/Teachers/Summer%202014/July%202014%20Resources/Kentucky%20Framework%20for%20Teaching.pdf

Composure, and Citizenship) in order to become more equipped for success beyond high school. Robinson and Aronica suggest that successful, creative schools create a system around these core competencies, which derive holistically from four basic purposes of education: economic, cultural, social, and personal.[3] Their research challenges educators to rethink "schooling", which is what leadership and educators at Dayton wish to do with the support of this grant.

With these eight core competencies informing a new framework of professional practice, Leadership at Dayton envisions a paradigm-shift in courses beyond the more teacher-centered, traditional 19th and 20th century offering currently available to students to an online learning model of personalized, student-paced experiences. For further input on design considerations, the core group of strategic planners for this grant -- including, the Superintendent, School Board Chair, Director of Teaching and Learning, District Technology Coordinator, school principal, three teachers, and school board chair -- took an exploratory trip to Cupertino, California, and afterwards presented to the whole staff their reflections. Out of this conversation, there is consensus on moving forward through Dr. Ruben Puentedura's thesis of not just mere Substitution of technology for existing core educational competencies, but a full Transformation through the SAMR model (see graphic below).



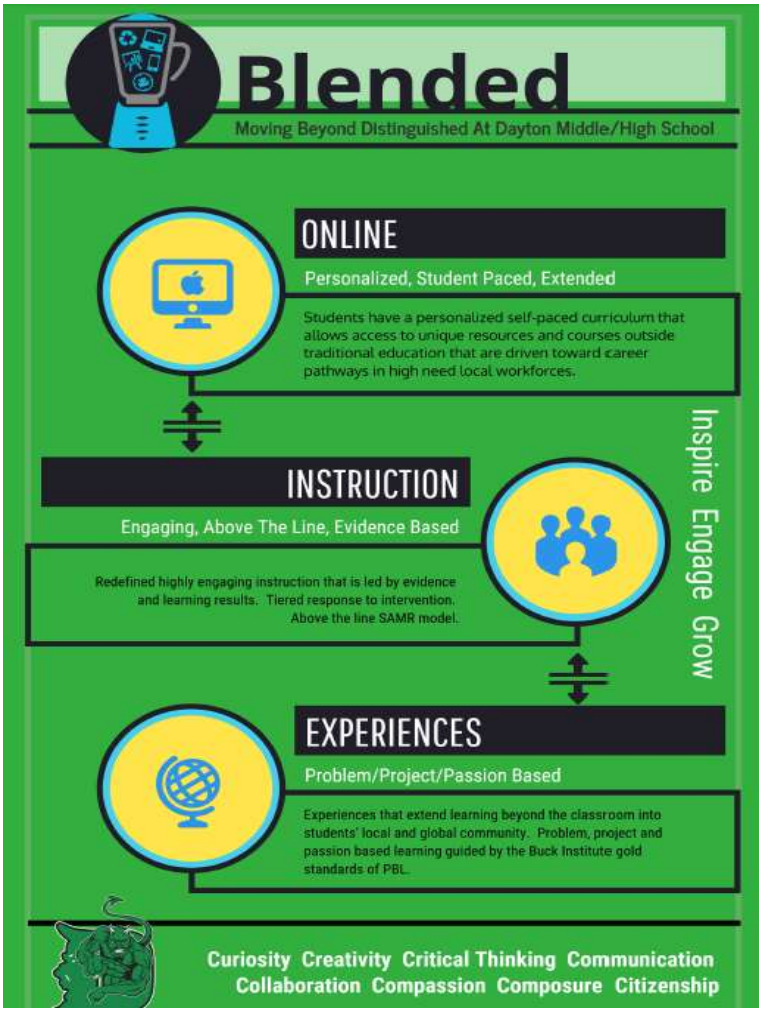
[4]

In the future learning space this School Improvement Grant will facilitate, evidence of student learning through blended and project-based constructs will inform teacher planning of a continuation of highly engaging instruction (see Appendix article: *8 Examples of Transforming Lessons Through the SAMR Cycle)*.

Imagine if you will a school that has taken the above mentioned and designed a new, richer, more rigorous program than before, one that moves beyond what a Distinguished school is traditionally known as, where 'distinguished' is simply "re-imaged." The learning environment is rich in blended learning, coupled with three new ideas for PBL" problem, project, and passion-based learning. Students also have access to a personalized learning program, including standards-based instruction through pathways designed *for* each student individually. The once priority school is producing global citizens, competitive not only in the Ohio River area, but students who can access skills leading to new certifications in fields related to computer technology, and in today's digital age, this make opportunities endless. District and school leaders and educators see Dayton High as such and have

[3] Robinson, K., & Aronica, L. (2016). *Creative schools: the grassroots revolution that's transforming education*. NY, NY: Penguin Books.
[4] SAMR (nd.). Drink Wine Teacher Wiki. Copyright 2017 Tangient LLC. Retrieved from: https://drinkwine.wikispaces.com/SAMR

taken all they've learned in the last few months to craft a new image for the school, which looks like this:



To continue the visioning towards the model above, the Superintendent, in support of the model, has led a book study with the aforementioned planning group reading Michael Horn and Heather Staker's *blended: Using Disruptive Innovation to Improve Schools*. The conversation centered around the importance of providing capacity and support for teachers, because the transformation will "require all the expertise of the traditional model *plus* new expertise in managing digital devices and in integrating

data across all the supplemental online experience…"[5] To support this transformation, the district will provide intensive support in both curriculum and instruction and technology primarily through the positions of Director of Teaching and Learning, and the District Technology Coordinator Network Administrator and Systems Engineer.

With this grant, external resources include:

- Formal partnership with Northern Kentucky University to add capacity to Dayton's transformation to a blended learning environment, through their expertise in managing a customer support operation supporting hardware and software solutions for administration, faculty, and students on campus, whereby the:
    - Chief Information Officer will support a full mentorship program with Dayton High School
    - Several times a year, Dayton High School students selected for the *Greendevil Operations Technical Instruction Team* (GotIT), will be matched with students who are participating in Internships, Work Study, in the Norse Tech Bar
    - Several times a year, Dayton GotIT students will travel to Northern Kentucky University campus to shadow their Mentors in the Norse Tech Bar, as well as interact with other areas of the Chief Information Officer's Department, such as Information Technology Technicians installing hardware throughout campus.
    - Through this partnership, Dayton GotIT students will have positive role models in both the soft skills customer service expects, as well as technical skills of business and industry
- Assistance from the Northern Kentucky Educational Cooperative for Educational Services, which will support:
    - Project-based Learning
    - Blended Learning
    - Continuation of coaching during Early Release professional learning session with literacy and math content groups and across the four core content areas
- Partnership with the Academic and Behavioral Response to Intervention (ABRI) group with the University of Louisville, which will extend continued support to the school's Student Assistance Team, in efforts to provide sustainability involving:
    - Positive Behavior Instructional Support
    - Expertise and training in data management and analysis
    - Academic Response to Intervention for all students

If not all Priority Schools are served, explain why the school(s) will not be served and provide supporting documentation for the decision.

Dayton Middle School will be served under a separate SIG grant.

District Budget Narrative

Districts have the option of withholding funds for district level services to support the selected model in each identified SIG school. The application must contain complete budget information for each year of the grant cycle for the district. If a district chooses not to reserve funds for district level services, a

[5] Horn, M. & Staker, H. (2015). *blended: Using Disruptive Innovation to Improve Schools.* (pp. 75). San Francisco: Jossey-Bass.

line item budget must be submitted showing that no funds will be withheld.

If funds are reserved for district level activities, identify how the district intends to use the school improvement funds for each school(s) it will serve and explain how these expenditures correlate with the schools' intervention model to address the causes and contributing factors to low student achievement at each of the schools.

No funds will be withheld by the district to provide district level services.

Identify the multiple state and federal funds to be coordinated with the intervention model and tell how they will be utilized to improve student achievement. (May include but are not limited to Family Resource/Youth Service Centers, Preschool, Professional Development, Title I, Title II, Title III funds etc.)

In addition to secured funds acquired through this grant, district leadership has agreed to commit the following funding sources towards the intervention model for efforts to improve student achievement:

1. **General Fund:**
   - **a.** Library Media Specialist - Beginning with the 2017-2018 school year, the district has pledged a new allocation for a full-time certified position, which will directly support teachers in the blended learning initiative.
   - **b.** Literacy Specialist - Continuing into its third year in 2017-2018, the district is providing an allocation for a full-time certified position that will directly support all teachers in the effective implementation of content area literacy.
   - **c.** Web Hosting Service - The district will provide this service again during the upcoming school year to allow the school to promote upcoming events, post curriculum timelines, celebrate success, and provide up-to-date information to all key stakeholder groups regarding school activities.
   - **d.** HelpDesk Software - The district technology department will provide four SolarWinds Web Help Desk technician licenses for students to use in the District Helpdesk software. The district technology department will renew this license annually. This software will allow the student technicians to experience a helpdesk ticketing system, time management, and documenting support tickets; just as a helpdesk in the private or higher education environments.
2. **Title I Funds:**
   - **a**. Title I monies presently fund an additional high school math teacher and a DaytonA Alternative School Coordinator for the students needing identified alternative school services. Funding the DaytonA Alternative School Coordinator assists in preventing students from dropping out of school and serves those students most at risk for failure by targeting behavioral disruptions to the regular classroom learning environment. Additionally, Title I funds also provide an additional teacher to target mathematics intervention services for students not performing at a proficient level in math. Progress Monitoring programs, which will directly support the intervention model, such as CERT, and intervention programs such as Lexia (http://www.lexialearning.com) and Reading Plus (https://www.readingplus.com), are also provided with Title I funding.
3. **Safe Schools Funds:**
   The district will use Safe Schools funds to pay for the Infinite Campus Voice Messenger

System, a calling program to inform parents and other stakeholders about upcoming events and promote school safety. Additionally, a School Resource Officer is provided.

4. **Transportation Funds:**
   The district will cover travel expenses for students participating in the technology mentor partnership with Northern Kentucky University.
5. **Novice Reduction Grant Funds:**
   Federal Funds, such as Title I funding used to provide a summer Novice Reduction Grant for the school, provided by the Kentucky Department of Education, will provide summer programming targeting novice students for intervention services in reading, mathematics and writing. These funds will also directly support the school improvement intervention model by providing school-wide mathematics intervention programs such as ALEKS (https://www.aleks.com). ALEKS is provided with this grant for the 2017-2018 school year.

Identify the services, personnel and financial supports the district will provide and tell how they align to the school(s') intervention model.

Dayton Independent Schools, including the school board, the superintendent, key staff and influential stakeholders in the community, have demonstrated (since the awarding of the last School Improvement Grant in July of 2014) the capacity to articulate a vision of success and implement a system of practices to fully and effectively execute a transformation model at Dayton High School. The authenticity of this commitment is affirmed through the district's on-going enrichments to the Comprehensive District Improvement Plan (CDIP), and establishing the conditions necessary for the Dayton High School leadership, faculty and staff to create a learning environment to "Inspire, Engage and Grow" all students. These conditions include aligning all policies and resources to the CDIP, such as: sustaining a robust collaborative and supportive working relationship with Dayton High School, expecting and supporting the principal to continue as the school's instructional leader, and communicating the vision and strategic plan to the public in a highly visible way to support Dayton High School to make decisions that will be supported by parents, guardians and the larger community.

The transformation component instructional reform strategies (data driven) is such a centerpiece of this grant, because Dayton Independent Schools is reflective of the need to continue the gains made in the last two years since the last School Improvement Grant award. Additional capacity-building is sought through this transformation application. As turnaround research demonstrates, there is often a "plateau-effect" for schools making significant gains in a short time period, similar to the recent success at Dayton High School. Researchers, like Richard Elmore, illustrate this plateau-effect through a deficiency in resources, failure to implement systems of continuous improvement, or a failure to integrate systems to meet student's unique needs. Dayton is arguably a textbook example of a school that with additional support will be able to enhance and refine the systems built over the last three to five years, whereupon these intervention systems have produced the dramatic initial results in the transformation effort.

The District of Dayton Independent Schools, in collaboration with Kentucky Department of Education, Office of Continuous Improvement and Support education recovery staff, is fully committed to support and monitor implementation of the next phase of intervention to ensure sustainability of recent academic achievement and further increase student achievement and readiness for the 21st century

workforce through multiple means, including:

- Ongoing support from district leadership -- specifically, the Director of Teaching and Learning, District Technology Coordinator, the Director of Pupil Personnel, and District Finance Officer -- to collaborate with the high school, as well as provide oversight, ensuring maximum fidelity of implementation of all systems of intervention and transformation outlined in the grant;
- In determination with the high school principal, fiscal and mentoring support of a dedicated Certified Staff member who will split their duties between teaching and sustainability management, specifically providing in-school, 'day-to-day' monitoring of the implementation of the grant, including coordination of Tier I and Tier II teachers progress monitoring of math and literacy data, as well as serving as coordinating liaison in project management between Central Office, school administration, teachers, external partners for deliverables, professional learning, etcetera;
- In determination with the high school principal, fiscal and mentoring support to the Certified Staff members splitting their duties between teaching and coaching for literacy and math, respectively, continuing the roll out of professional learning opportunities that have produced achievement gains in the last three to five years -- including, one-on-one coaching, departmentalized engagement through the Professional Learning Community, and entire staff training -- as well as, support the systemic transformation to a blended and project-based learning experience for teachers and students, who, in turn, will work to build capacity of all teaching staff to create sustainability of the transformation model long after grant funds are no longer available;
- Collaboration with the high school principal from the Director of Teaching and Learning to manage and support two grant-funded Classified Instructional Assistants whose job descriptions support teachers and students -- including individual students with or without an Individualized Educational Plan -- in literacy and math, respectively, as well as executive function skills essential to management of project-based learning -- similar to a research assistant one might access on a college campus;
- Leadership and supervision by the Director of Teaching and Learning and the District Technology Coordinator, in conjunction with the high school principal, of one grant-funded Certified and one Classified Technical Support staff who will coordinate the roll out of a blended and project-based learning experience for teachers and students;
- Leadership and supervision by the Director of Teaching and Learning and the District Technology Coordinator, in conjunction with the high school principal, of one grant-funded Online Learning Instructor responsible for continued evolution and implementation of the successful online learning and credit recovery programs to support students staying on-track for graduation while also removing barriers of access to courses not available in the master schedule;
- Leadership and supervision by the Director of Teaching and Learning and the District Technology Coordinator, in conjunction with the high school principal, of a district-funded Library Media Specialist who will teach no more than three classes related to project-based learning experiences, as well as supervise district-funded Classified Library Media Coordinator who together manage logistics -- in cooperation of the Certified and Classified Technical Support staff -- of technologies purchased through the grant;
- Evolution of successful school year 2016-2017 initiative, the 'Deeper Dive' walkthroughs, to be

completed monthly by district leadership, in conjunction with school leadership, to identify and provide teachers feedback specific to curriculum and instruction indicators of effective teaching, including the addition of those indicators supporting the transition to a blended and project-based learning environment;

- Continued capacity-building from district leadership in collaboration with school leadership for full implementation of the revised school year 2016-2017 *Professional Learning Communities (PLC) Protocol*, which includes continuous improvement through the *Plan, Do, Study, Act Model*, as well as an expansion of protocol to include a feature of reflection on teaching a specific informational text, and indicators related to highly effective blended and project-based learning;
- Enhanced professional learning opportunities organized by the Director of Teaching and Learning, in concert with the high school principal and grant related specialists, coaches and assistants, to shift teachers to successfully assess and provide feedback in the constructs of mastery and performance-based grading, featuring development of and analyses of all assessments, including, *Classroom Embedded Assessment (CEA)* -- in addition to formative, summative unit assessments: *Through-Course Tasks (TCT)*, interim benchmark assessments, Live Scoring model for student writing feedback (across all four Core Content areas), and high-stakes assessment (i.e. ACT);
- Further leadership from the Director of Teaching and Learning, facilitating periodic professional learning by department for full calendar year curricular planning in each course preparation, expanding the successful school year 2016-2017 model to training aligned to clearly articulated expectations of blended and project-based learning; e.g. the Buck Institute, the gold standard for project-based learning;
- Determination of a framework of professional practice and accompanying professional learning opportunities, by the Director of Teaching and Learning, cooperating with the high school principal and grant related specialists, coaches and assistants, in the creation of a framework for curriculum, instruction, grading and feedback to respond to student work through continued differentiated instruction, which will address the needs of all learners, including special education and English Language Learners, as well support teachers' transition to a blended and project-based experience;
- Systemic monitoring and communication by the Director of Teaching and Learning and the District Technology Coordinator on the progress of integration of newly-purchased, grant-funded technologies as aligned to teaching and learning expectations articulated in documents of professional practice;
- Monitoring by the Director of Teaching and Learning of all levels of student data so as to provid-e focused direction towards a continuation of improved student achievement, as represented through the Comprehensive District Improvement Plan, and associated communications and professional learning;
- Technical expertise and project management by the District Technology Coordinator to install all grant-funded technologies;
- Ongoing technical support and facilitation of professional learning by the District Technology Coordinator, in cooperation with the high school principal and grant-related specialists, coaches and assistants, to successfully integrate all grant-funded technologies into a transformed learning experience for teachers and students of blended and project-based learning;

- Continued district-level administrative support and community advocacy for student enrollment into advanced courses for dual-credit college learning experiences -- especially those most relevant to the individual pathway (i.e., advanced manufacturing, information technology, programming, logistics), as well as preferences of students, in particular high demand fields of the technology sector in business and industry -- as provided by Gateway Community & Technical College and other future partners, like Northern Kentucky University

Transformation Model - Permissible Activities

Districts are not required to address "permissible activities". However, if a district does include permissible activities it may do so in the spaces below.

Identify the district pre-implementation activities (e.g., family and community engagement, review/selection of external providers, staffing, professional development and support, prepare for accountability measures) that will occur. Explain how these activities will prepare the school for successful implementation of the model. Any expenses related to pre-implementation must be reflected the district budget.

Since school year 2010-2011, when Dayton was identified as a Priority School, the superintendent, district leadership and the principal, as well as, school-level leadership and all family and community resources have leveraged all available capacity in the last three to five years of a roll-out of a system of interventions. Though a principal has never been removed at Dayton as part of a specified transformation process, a significant milestone in the development of this School Improvement Grant was the role of district leadership engaging Site-Base Decision Making Council in the selection of a new principal at high school in July 2016. There was a stated commitment to recruit and select an individual with experience in facilitating 21st century digital educational experiences - including collaboration, communication, critical thinking, and creativity. The ultimate selection proved a strong match, Principal Kellinghaus has been a Special Education teacher, an Assistant Principal, and the Coordinator of Expanded Learning Opportunities for the Northern Kentucky MakerSpace program with Boone County Schools (see *Northern Kentucky MakerSpace teams with Boone County students for hands-on internships* article in the Appendix).

As discussed throughout this grant narrative, the context in which Dayton schools functions is one of chronic poverty. The pre-implementation plan for this School Improvement Grant is rooted in the belief that this funding is vital to enable a complete plan for a sustained system of continuous academic and economic development for Dayton, Kentucky. If the first School Improvement Grant awarded in July, 2014 was for the transformation within Dayton schools, this School Improvement Grant through pre-implementation strategic planning is viewed as means to transform the surrounding community.

Dayton High School is the only high school for Dayton, Kentucky, a community with a mix of families who have attended Dayton schools for generations, versus those among an increasing transient population taking advantage of cheaper rental property as they move between Northern Kentucky's small towns. The demographics of Dayton Kentucky are:

- Community:
  - 97.07% white and the median income is $37,786
  - unemployment rate stands at 5.6%
  - Owner-occupied housing unit rate, 2011-2015, 58.8%
- Students

- Approximately 85% of all students qualify for free and reduced lunch
- Both Dayton Middle and High School sit on the same campus and includes grades seven through twelve, serving 357 students.
- The student population demographics are: 90.76% white, 6.44% African American, 0.28% Asian, 2.24% Hispanic
- 12.04% of students receive special education services

Dayton is a Title I school with a Youth Service Center. However, there is a significant new development under construction called the Manhattan Harbor Project. This development of housing and condos is estimated to be approximately $400 million dollars total, and when completed will more than double the current tax base of the city. With the academic progress of the last couple of years, and the Kentucky Department of Education identifying a Distinguished District in October, 2016, parent/guardians formerly choosing to send their students elsewhere are enrolling them in Dayton. As a result of these phenomena, there is real opportunity to break the poverty cycle.

This context was very much on the minds of the preliminary planning group: all of which had spent the 2015-2016 school year deeply engaged in the book study *Engaging Students with Poverty in Mind* by Eric Jensen. Again, the preliminary planning group includes the Superintendent, School Board Chair, Director of Teaching and Learning, District Technology Coordinator, three teachers, and the Education Recovery staff. To see examples of prior digital transformation, especially in this context of socio-economic inequality, like a tale of 'two cities' in Northern Kentucky, members of the preliminary planning group toured Fort Thomas Highlands (January 23rd), and Newport Independent Schools (February 3rd). Both school systems were gracious in their time and responsiveness to questions about lessons learned in their own conversion to a complete digital learning platform. One of the most significant lessons the group here took to heart was the importance of an intentional, slow rollout of the technologies accompanied by trainings for teachers first, then students (see response in the *Timeline* and *Annual Goals* sections).

In addition to local travels, members of the preliminary planning group participated in the Executive Briefing at Apple Headquarters in Cupertino, California (March 14). The travels provided invaluable considerations for the group, which initially gathered December 6, 2016, and then met every Tuesday for at least an hour and half starting on February 21st, anticipating the Request for Proposal. As members of the group identified other models for consideration related to aspects of the grant, communications extended to the following schools, systems: Eminence Independent Schools, Robertson Public Schools, Lincoln County Schools, Lloyd High School, Boone County Schools, Partnership for a Competitive Workforce, Gateway Community & Technical College, and Northern Kentucky University.

The Superintendent purchased *blended: Using Disruptive Innovation to Disrupt Schools,* and led members in discussion in the weekly meetings around different implementation strategies. Consistently throughout these months of planning, articles and websites were forwarded from a group member to an ongoing group email of all members.

Additionally, school and district leaders created a student focus group for the purpose of collecting input from students at both the high school and middle school on the blended learning initiative as well as the type of device that students might prefer should the district be able to secure a way to obtain them.

- During an exploration day, school and district leadership engaged students, two from middle and two from high, in a conversation about what school improvement meant and what their perception was on the progress that had been made at Dayton Independent.

- After some discussion on 21st Century Learning and 'soft' skills that students might need to be successful upon graduation of high school, the student group generated a list of what they felt was still need to move their school forward, and what they see being implementing in other schools that made them successful that might work for Dayton. The most suggested idea was technology. Students shared ideas of how they might use technology in the classroom and how their teachers might use it to better engage them in the classroom or better meet their needs and so on.
- A discussion around internet access occurred and a Tiered Access plan was explained. The District Technology Coordinator and Principal outlined what a three-tiered access model would look like if Dayton deploys such a model for the students with a blended learning initiative. The first tier is the basic internet access – Infinite Campus, School Web site, Schoology (LMS), any specific Educational resources needed. Tier Two would be assigned to students after they return their AUP (Acceptable Use Policy form – term may change). This would give students access to searching and additional online resources. Tier Three would be assigned to students that pass a Digital Driver's License course. This course is designed to education students on the 9 elements of digital citizenship. After getting their License, students would be able to access even more resources – including YouTube, Facebook, etc. but still be in compliant with the CIPA laws. Students thought this would be a great incentive for students.
- After some extensive conversation, the group was given some extended time to explore multiple devices, including: Apple Macbook Air 11, Dell Latitude 3350 Edu – education edition, Microsoft Surface Pro 4 Tablet, and the Lenovo MIIX 510 Tablet. These devices were chosen to help guide students in the decision making process, e.g. Tablet or Laptop (Windows or Mac). Students had opportunities to create presentations and explore programs on each device. After spending time, they completed a survey to give administrators feedback.
- After the day, each student was given the option to use one of the devices each day for the following week in their classes for note taking and projects and then to provide additional feedback to the principal. They also were asked to obtain some feedback from peers in their classes.

School Application

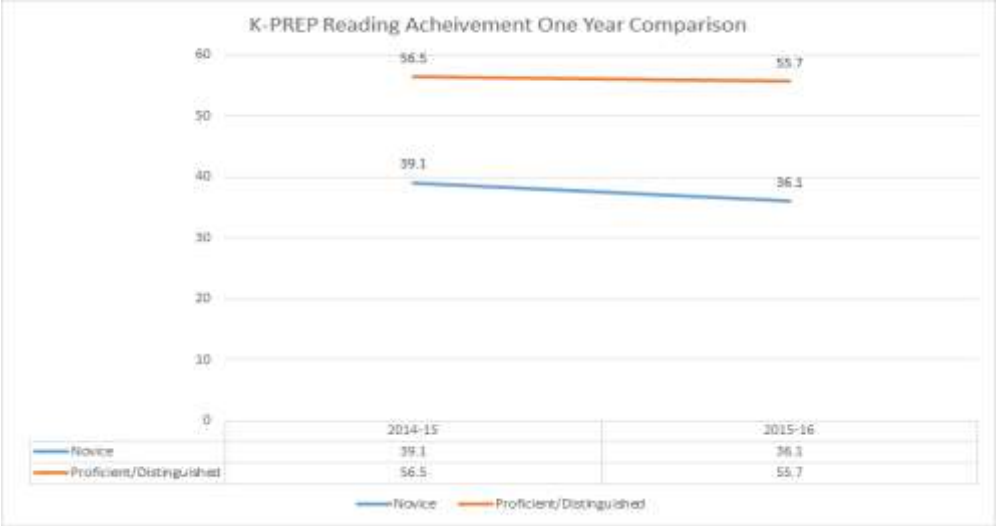
District	Dayton Independent Schools
School	Dayton High School

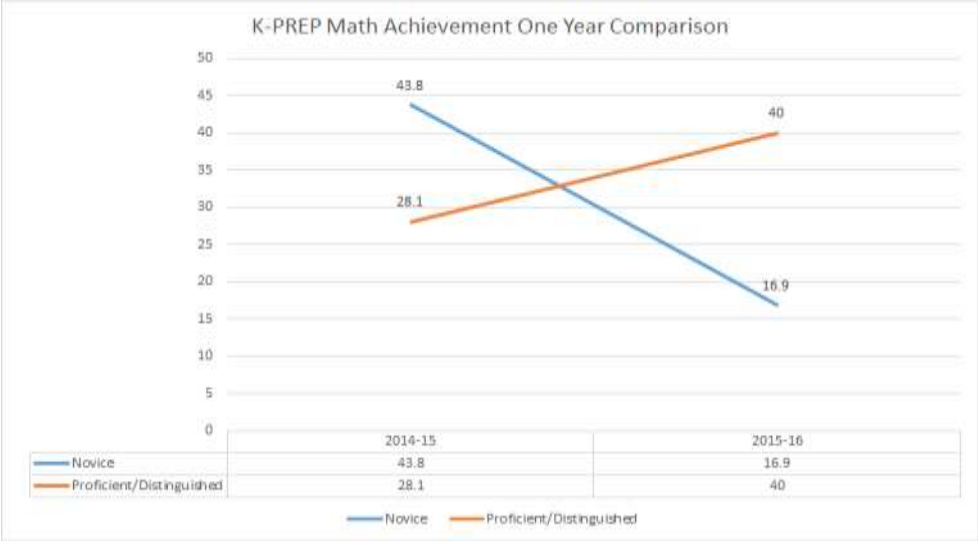
Please Note: You may only type in the gray areas.

Commitment To Serve

Identify the school-level literacy and math data from the most recent state assessment and describe what it reveals about student achievement. Include specific information regarding achievement gaps.

There have been significant gains in literacy and math in the last year, both in the development of systems to service these outcomes, as well as the actual data from the metrics themselves. As the first chart below illustrates, high school literacy on the Kentucky Performance Rating for Educational Progress test in the last year remained stable around 55 percent for the percent Proficient and Distinguished, while the Novice rate of 36.1 reduced by three percent from the previous year. Significantly, Dayton reached milestone of parity with state averages in both metrics. As the second chart illustrates, math achievement made historic gains with an increase of percent Proficient/Distinguished from the prior year of 28.1 to 40 percent, and an equally historic reduction in Novice from 43.8 to 16.9 percent. Dayton High School's math achievement for Novice is now well below the state average, and on par for percent Proficient/Distinguished.





It is important to understand the role the previous School Improvement Grant played as a catalyst in the most recent year's growth. An award to this current application will be a continuation of a sound investment in school transformation, and further provide Dayton the capacities to both sustain the gains while evolving the learning experience for students to be best prepared for the 21st century.

Identify the school-level non-cognitive data and explain how these factors affect student achievement. Non-cognitive data must include attendance, behavior referrals, and suspension and retention rates.

Address dropout and graduation rates, if applicable.

Dayton's needs are real and profound, and as the case being made in this application demonstrates -- Dayton Independent Schools in the last five years has a proven record of making right and proper use of supplemental funds for an improved learning experience. The progress made since being labeled a Priority School is laudable and noteworthy, but the recent success has only just begun to provide for the knowledge and skills students need to be successful in the 21st century.

Superintendent Brewer, since onboarding July 1, 2013, in his leadership role has made it his mission to build systemic supports to close the achievement gap. Part of this work has been his facilitating a conversation with the community to better understand the systemic challenges of enrollees to Dayton Independent Schools. One feature has been the promotion and use, where applicable, of the Adverse Childhood Experience (ACE) screener. In and around this conversation is the awareness of the effects of toxic stress on the learner, and the fact that a positive, emotionally stable relationship with an adult promotes transcendent qualities, like resilience. This understanding and belief in the role of the educator in Dayton Schools is reflected in the mission "inspire, engage, and grow." Specifically within engage, is the practice of facilitating a sense of belonging within the learning environment.

The belief system of creating an environment that embraces each and every child with systemic supports is what Superintendent Brewer's tenure has been most characterized by, and is significant in light of the data presented in the chart below. This chart was put together using United States Census and Northern Kentucky Tri Ed data for Superintendent Brewer's role as President of Northern Kentucky Cooperative Educational Services, and reveals the stark non-cognitive inequalities in the region. Note, this data represents the 2014-15 academic cycle, which is the most recent available economic data to represent non-cognitive correlations.

As the chart below demonstrates, the poverty rank of Dayton Independent Schools is 163 of the 173 Kentucky school systems. The median household income is $36,424, which is comparable to Newport and Covington, and almost half of those households in Ft. Thomas, Boone County, and Beechwood. Research on poverty demonstrates a correlation between a child's upbringing in the home, and their readiness for school. As a corollary, only 27.7 percent of Dayton students entered kindergarten ready in 2015; only Newport Independent Schools has a lower readiness rating, by 3.1 percent.

Non-Cognitive Data Comparison of Northern Kentucky School Districts:

District	2014 District Overall Score	2014 District Overall Rank	2015 District Overall Score	2015 District Overall Rank	% SPED Rank	Kindergarten Readiness	% Poverty Rank	Median Household Income
Fort Thomas Independent	81.5	2	82.5	1	6%/1	83.5%	16%/2	$60,756
Beechwood Independent	80.2	4	80.4	2	8%/4	72.7%	16%/3	$65,477
Walton-Verona Independent	76.4	6	76.4	7	8%/6	67.9%	44%/25	n/a
Campbell County	73.7	14	73.1	21	15%/145	62.3%	38%/13	$54,306
Kenton County	70.4	43	71.4	34	12%/78	56.5%	35%/7	$54,270
Boone County	71.2	33	70.5	46	10%/25	56.1%	32%/5	$67,225
Ludlow Independent	65.2	108	68.2	85	16%/150	56.1%	60%/99	n/a
Dayton Independent	**61.6**	**152**	**65.6**	**125**	**18%/165**	**27.7%**	**72%/163**	**$36,424**
Erlanger Independent Schools	65.3	106	65.5	126	12%/84	35.9%	61%/106	$57,482
Bellevue Independent	63.2	132	63.4	155	12%/70	62%	70%/156	$53,805
Southgate Independent	60.0	157	63.1	158	22%/172	44%	54%/72	n/a
Silver Grove Independent	56.0	171	61.7	162	24%/173	50%	68%/148	n/a
Covington Independent	58.6	164	59.3	170	18%/164	46.8%	79%/169	$35,352
Newport Independent	56.4	169	57.1	172	11%/48	24.6%	79%/170	$35,000

How are socio-economic phenomena in Northern Kentucky affecting Dayton Independent Schools? The impact is substantial, and having a greater influence on the overall context of a student's life each year. As the chart below makes clear, the key indicator of poverty status -- free and/or reduced meal status -- is representing a greater percentage of the student body over time. Free status, the highest need category, has increased 13.1 percent of the student body in the last two years to a total of 80.6 percent. This compared to the state average of 55.4%, albeit in a context where the state at large is the fourth poorest state in the United States.[6]

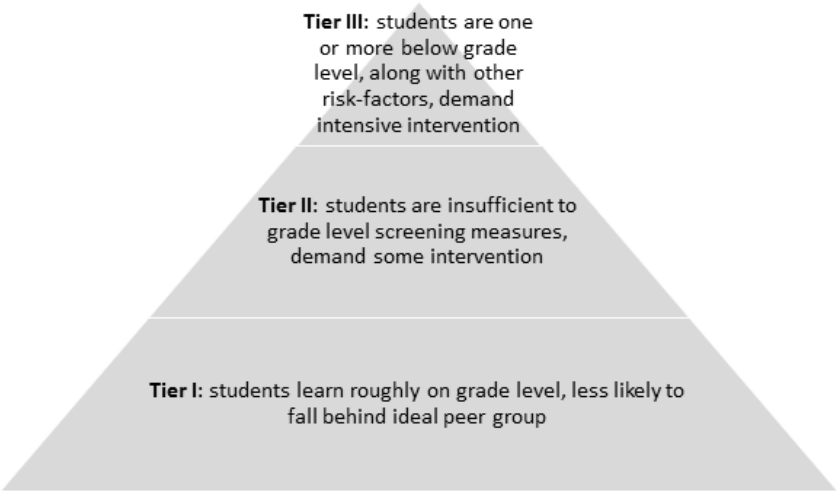
Free/Reduced Lunch Rate (combined middle and high schools):

	2013-14		2014-15		2015-16	
	Total	Percent	Total	Percent	Total	Percent
Free	231	67.5	255	70.1	286	80.6

[6] American Community Survey (n.d.). United States Census. Retrieved on April 24, 2017 from: https://factfinder.census.gov/faces/nav/jsf/pages/searchresults.xhtml?refresh=t#acsST

Reduced	**34**	**9.9**	**29**	**8.0**	**16**	**4.5**

If one imagines the ***Response to Intervention Pyramid*** below, and an ideal learning environment contains a minimum of 80% of students who are on grade level, in other words Tier One, what this data indicates is that the job of educating has more and more barriers each calendar cycle at Dayton Independent Schools. As district and school administrators continue to engage with liaisons throughout the community, the refrain is absentee ownership of rental property will only continue to increase for the foreseeable future.



Imagining this **Response to Intervention Pyramid**, and its inverse being the process of school transformation, the metaphor of moving a mountain is apt when characterizing the recent success Dayton Independent Schools has had. Despite the academic gains, the school, and school system, are far from reaching the proverbial mountaintop, and believe these School Improvement Grant funds will support a vision of learning that will allow our students to transcend the circumstances of their upbringing.

Let us consider further data sources that represent how these contextual factors, like the influences on a lack of school readiness, plays out over time.

Transient Population

Attendance for the high school has been stagnant the last three years (see chart below), averaging between 93 to 94 percent. The rate is below the state average, and is considered to be an area of growth among the members of school's Leadership Team. The purport of this application is a vision for a transformative learning experience through blended learning. From the many discussions that have provided input for this grant, there is a consensus among all parties a more rich learning environment -- one more student centered, with strong technology integration, and relevant to life -- is both needed, and will promote greater attendance through increased engagement.

Attendance Rate

**** as indicated by the Kentucky Department of Education School Report Card Data***

	2013-14		2014-15		2015-16	
	School	State	School	State	School	State
Rate	93.8	94.6	93.4	94.5	93.4	94.5

Derived from the 2016-2017 Quarterly Report

*****a Tool by the Kentucky Department of Education for Progress Monitoring in Priority Schools***

Percentage of Students Present at School	Goal (% Present)	October 2017 Present	December 2017 Present	March 2017 Present	AVERAGE PERCENT FOR EACH GRADE
Grade 7	94.00%	96.67%	96.16%	94.62%	95.82%
Grade 8		95.37%	94.16%	92.33%	93.95%
Grade 9		93.15%	91.98%	90.78%	91.97%
Grade 10		95.56%	93.41%	91.86%	93.61%
Grade 11		93.65%	92.30%	91.59%	92.51%
Grade 12		94.68%	92.64%	90.75%	92.69%
OVERALL AVERAGE FOR EACH QUARTER		94.85%	93.44%	91.99%	

While the school needs to make a continuous effort at **improving student attendance,** there are some systems in place to target student attendance. The Student Assistance Team, which includes the principal, assistant principals, Director of Pupil Personnel, teachers, Youth Service Center Director, and guidance counselor, meets months and reviews student attendance and identifies students who are presently truant or at-risk for becoming truant. One goal of this team is work with students and their families to remove some of the socio-ecomonic barriers in order to make attendance more feasible in certain circumstances. The counseling department meets individually with students whom are frequently absent in order to address the psychological barriers as well. Currently, the school also uses morning announcements to remind students of the importance of regular school attendance. The school secretary also makes phone home to each student who is not present in school to verify that the parent or guardian is aware of the student's absence from school. If a student has several unexcused absences, a member of the Student Assistance Team will schedule a home visit. All of this communication with a child's family is documented in the child's PLP within Infinite Campus.

A recent review of the school's attendance data reveals the following:

Plus:

- The school has identified a goal of 94% for student attendance. 9th grade students have met that goal all year. 10th grade students have met the goal twice, and 10th and 12th grade students have met the goal once.
- Student attendance over the year is strongest among 7th grade students and has been fairly consistent year to year, with the exception of the last year.
- Middle school attendance is relatively high and above or VERY NEAR the goal of 94% (95.82% for 7th grade, 93.95% for 8th grade)
- Student attendance started off relatively high in high school grades, with the highest overall average being seen at the 10th grade, with 93.61%

Delta:

- Data continues to show that student attendance continues to fall short of state averages year after year, according to data trends on Kentucky Department of Education's School Report Card.
- Similarly, data from the Quarterly Report also tells us that, as a whole, attendance drops as the school year progresses.
- Overall, the student attendance rate needs to improve for each grade.
- The attendance rate has never climbed above the state average.

School leaders and staff agree that poor student attendance has an adverse effect on student achievement, no doubt, and considering the barriers that students of Dayton face, interventions must be put in place to continue our school's success. Moving to a blending and performance-based learning model would allow teachers to reach students through different modes of teaching, engage students on a higher level of learning, by reaching various learning styles that have been unobtainable before, and bring more students to school on regular basis.

Graduation Rate 5-year adjusted cohort (combined middle and high school)**:**

	2013-14		2014-15		2015-16	
	School	State	School	State	School	State
5-year adjusted cohort	85.4	87.5	90.5	89.0	93.9	88.6
4-year adjusted cohort			71.7	88.7		

Plus:

- While the school fell below 2.1 pts the state average for the 5-year adjusted cohort data in 2013-2014, it found itself above the state for two consecutive years following (1.5 points above the state in 2014-2015, and 5.3 points in 2015-2016).

Delta:

- The school was 17.0 points below the state for the 4-year adjusted cohort data in 2014-2015. There was no reports 4-year adjusted cohort data for either of the other two reported years in

the data table, per KDE.

Dropout Rate (combined middle and high school)**:**

	2013-14		2014-15		2015-16	
	School	State	School	State	School	State
Rate	1.5	1.7	0.9	1.5	1.9	1.5

Plus:

- The school dropout rate for two consecutive years from 2013-2104 to 2014-2015 was above the state average, with a decline from one year to the next.

Delta:

- The dropout rate at the school increased from 0.9 to 1.9 from the 2014-2015 school year to 2015-2016.

Retention Rate (combined middle and high school)**:**

	2013-14		2014-15		2015-16	
	School	State	School	State	School	State
Rate	6.5	2.1	0.0	1.8	8.7	1.9

Plus:

- According to School Report Card data, the school's Retention Rate declined from 6.5 in 2013-2014 to 0.0 in 2014-2015, which was also below the state average for that particular school year.

Delta:

- The school's Retention Rate increased from 0.0 in 2014-2015 to 8.7 in 2015-2016, which is 6.8 points higher than the state average.

Behavioral Events (combined middle and high school)**:**

	2013-14		2014-15		2015-16	
	Students	Events	Students	Events	Students	Events
Rate	245	246	328	328	115	270

Behavior Events by Socio-Economic Status (combined middle and high school):

	2013-14		2014-15		2015-16	
	Students	Events	Students	Events	Students	Events
Free Meal Status	212	212	294	294	79	245
Reduced Meal Status	6	6	14	14	3	4
Paid Meal Status	27	28	20	20	13	21
Total	245	246	328	328	95	270

Suspensions In-School and Out-of-School (combined middle and high school):

	2013-14		2014-15		2015-16	
	Students	Events	Students	Events	Students	Events
Out-of-School	84	84	109	110	58	111
In-School	126	126	192	192	66	151

Plus:

- The number of students involved in behavior events has decreased since the 2013-2014 school year, from to total of 245 to 95 students.
- Fewer students received in-school and out-of-school suspensions in 2015-2016 than in any other academic school year.
- While more than 200 students receiving free lunch services were involved in behavior offenses for two consecutive years (in 2013-2014 and in 2014-2015), only 79 demonstrated behavior offenses in 2015-2016, which was a significant decline from previous years.
- in 2015-2016, 115 students were involved in a behavior offense. This is nearly third of the number (328) seen a year prior.

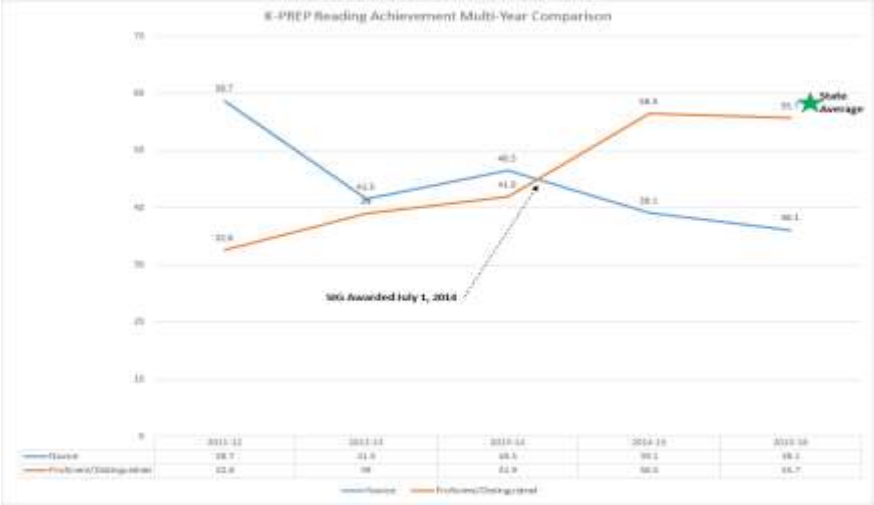
Delta:

- For each school year represented in the chart, there have been more than 100 reported cases of both in-school and out-of school suspensions, with the exception of 2013-2014, in which 84 out-of-school suspensions occurred.
- in 2013-2014, 245 students were involved in some type of behavioral offense; this number increased to 328.

Based on the academic and non-cognitive data, identify the causes and contributing factors to low student achievement and performance gaps in literacy and math. Include an analysis of these factors that demonstrates the need for improvement.

A significant part of the story of this transformation has been the progression of reading and math achievement. The story really began with the transition of the Principal in 2010-2011 to a leadership role at the District level as the Director of Teaching and Learning, and onboarding of a new Principal. Together, they wrote the School Improvement Grant the Kentucky Department Education bestowed in the Cohort Three cycle. Dayton High School was awarded $485,380 for fiscal years 2014 through 2017. As is evident from the itemized expenditures below, in the last three years Dayton has allocated the lion's share of the grant monies to support advancement in both literacy and math.

These School Improvement Grant funds have facilitated the capacity for Dayton High School's transformation in reading. As the line graph below illustrates, the journey out of Priority Status has seen a precipitous decline in the number of Novice students, from 58.7 to 36.1 percent in five years. In a positive inverse trend, the number of students who are Proficient and Distinguished has risen from 32.6 to 55.7 percent. The additional capacities the Student Improvement Grant provide starting in school year 2014-2015 makes possible the tipping point in reducing the Novice and accelerating more students to being on grade level per the Kentucky Performance Rating for Educational Progress accountability criteria. Reading achievement is now comparable to the state average, because of the progress these past years.

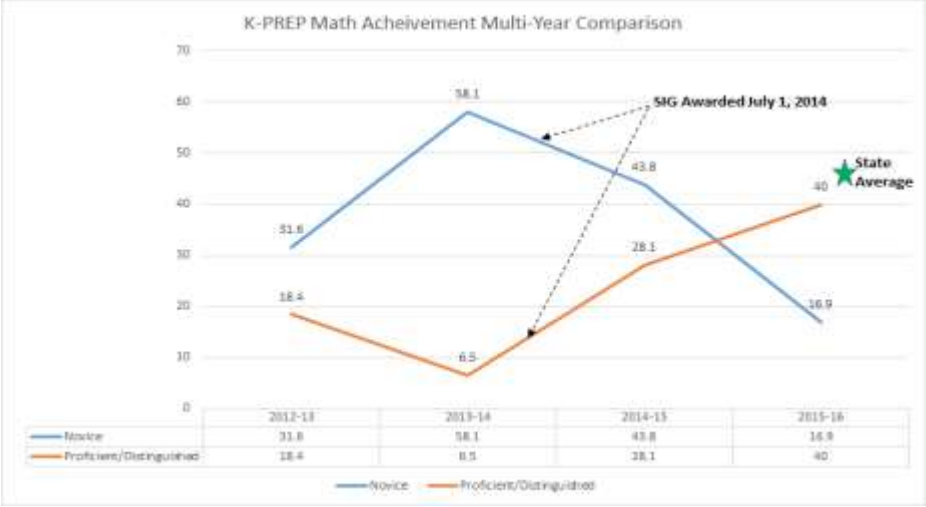


High School Reading Achievement:

Year	Number Accountable 100 days enrolled		Percent Novice		Percent Apprentice		Percent Proficient		Percent Distinguished		Percent Proficient/ Distinguished		NAPD Calculation	
	School	State	School	State	School	State	School	State	School	State	School	State	School	State

2015-16	61	50,281	36.1	33.7	8.2	9.9	45.9	40.4	9.8	16	55.7	56.4	59.8	61.4
2014-15	69	49,674	39.1	34	4.3	9.2	43.5	44.1	13	12.6	56.5	56.8	58.7	61.4
2013-14	43	48,663	46.5	33.5	11.6	11.1	34.9	41.5	7	13.9	41.9	55.4	47.7	61
2012-13	41	47,407	41.5	33.9	19.5	10.3	39	45.2	0	10.6	39	55.8	48.8	61
2011-12	46	47,876	58.7	36.4	8.7	11.4	28.3	41.5	4.3	10.7	32.6	52.2	37	57.9

A point of pride in the math department is the achievement results since being labeled a Priority School in school year 2010-2011. Similar to the success in reading, the School Improvement Grant funds have facilitated the capacity for Dayton High School's transformation in math. The graph and chart below highlight the reduction in the number of Novice students, from 31.6 to 16.9 percent in four years; note the 2011-2012 school year math available is not available from the Kentucky Department of Education. While the number of students who are Proficient and Distinguished has risen from 18.4 to 40 percent. Again, the additional capacities the Student Improvement Grant provide starting in school year 2014-2015 makes possible the tipping point in math, like reading, to reduce the Novice and increase those Proficient and Distinguished. Dayton High School math performance is now comparable to the state average performance, and we are excited to write this next chapter of growth through a second School Improvement Grant to be awarded for the start of the 2017-2018 school year.



High School Math Achievement:

Year	Number Accountable 100 days enrolled		% Novice		% Apprent		% Prof		% Dist.		% P/D		NAPD Calc	
	School	State	School	State	School	State	School	State	School	State	School	State	School	State
2015-16	65	46,681	16.9	21.1	43.1	36.6	35.4	32.1	4.6	10.1	40	42.3	61.6	60.6

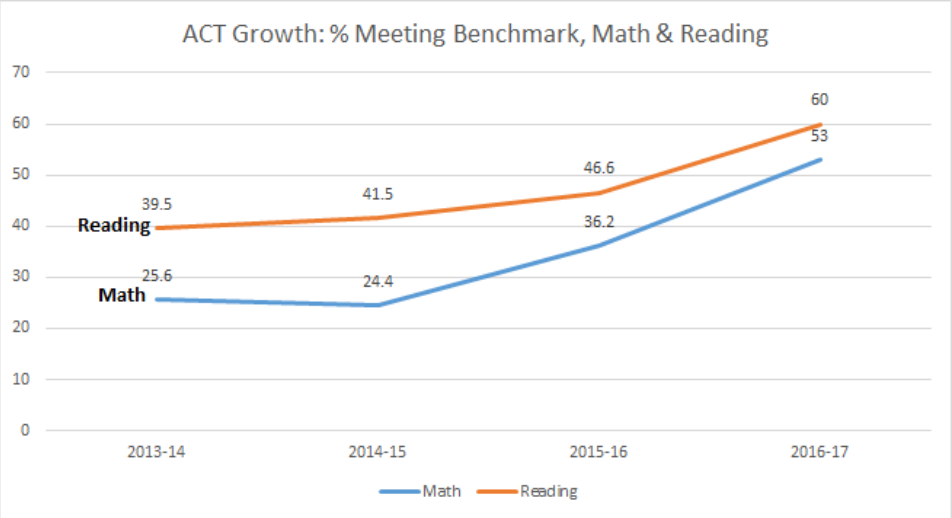
2014-15	32	46,671	43.8	23.5	28.1	38.4	18.8	29.9	9.4	8.3	28.1	38.2	42.2	57.4
2013-14	31	44,852	58.1	24.3	35.5	37.8	6.5	27.9	0	10	6.5	37.9	24.3	56.8
2012-13	38	44,117	31.6	24.8	50	39.2	18.4	27.6	0	8.4	18.4	36	43.4	55.6
2011-12	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Demographic Population by Group (combined middle and high school):

	2013-14		2014-15		2015-16	
	Total	Percent	Total	Percent	Total	Percent
White (Not Hispanic)	324	94.7	339	93.1	321	90.4
African American	10	2.9	16	4.4	24	6.8
Hispanic	5	1.5	6	1.6	8	2.3
Two or More Races	1	0. 3	1	0.3	1	0.3

Summarize the most recent Diagnostic Review results. Based on the results, identify the literacy and math resources and related supports that are needed based on the audit.

Through this grant, the stated goals for math and literacy are for 75 percent of students to be at a minimum proficient on the ACT by school year 2019-2020, and for a higher proficiency level of 90 percent through the formative assessment, the *College Equipped Readiness Tool* (CERT). The necessary resources and supports to fulfill these goals are outlined throughout this grant, and Dayton schools maintain the prudence of a continuation of support through the School Improvement Grant given the return on investment since the time of the last award, July 2014; as evidenced in the following graph.



Going into the January 2016 Diagnostic Review, Dayton High School was able to report out from the October 2015 Kentucky Department of Education School Report Card, the 19th highest Annual Measurable Objective growth out of 228 high schools. This historic growth was the result of many systemic initiatives being put in place and monitored, including: Professional Learning Community with protocol for clear expectations of reflective analysis through Plan, Do, Study, Act cycle of continuous improvement; implementation of Positive Behavior Intervention System; Student Assistance Team to identify and mentor students at-risk of dropping out; grading policy 70% summative, 30% formative, and prohibition of grading behavior; intentional scheduling in tier two intervention classes for students not meeting grade level benchmarks; Dual Credit College pathway partnership with Gateway Technical and Community College; Credit Recovery Laboratory; staffing Disciplinary Literacy Coach; and, 10 for 10 weekly quizzes to acclimate students to ACT-like pace and rigor.

Coming out of the January 2016 Diagnostic Review, the following Improvement Priorities were identified:

- **3.7** (first in order of listing): Develop an induction, mentoring and coaching program to support teachers in effectively implementing the school's instructional process to ensure high levels of student learning.
- **5.4** (second): Engage in a continuous, school-wide process to collect, analyze and apply learning from multiple measures of student achievement. Compile and analyze longitudinal data about student learning, readiness levels and instruction and use findings to evaluate the effectiveness of programs.
- **3.4**: Implement a supervision and evaluation process whereby school leaders monitor and effectively adjust professional practice to ensure student success.
- **3.1**: Implement an equitable and challenging curriculum that provides all students opportunities to develop learning, thinking and life skills that leads to success at the next level.

Less and less there is a culture where it is not acceptable to blame students. Rather, as the Superintendent uses as a metaphorical device, how can we raise one arm up in our aspiration, and with the other arm lift someone else up alongside us? These contextual features are reflected in Professional Learning Community conversations, Early Release, and in how the school more frequently and meaningfully celebrates teachers and students growth.

Regarding support for improved process of data analysis (Improvement Priorities 5.4 and 3.4), since the last 2016 Diagnostic Review, the District and the Office of Continuous Improvement have supported the Principal

and staff in systemic improvements. The Diagnostic Review highlighted:

- *...The lack of multiple measures… suggested that the school is dependent on lagging measures (EOC, Explore, PLAN), rather than leading measures… to effectively adjust classroom instruction…*
- *…most PLCs function in a "check list" or "compliance" mindset as opposed to truly disaggregating and interpreting data and changing instructional practices.*

In response, the following actions have been taken:

- Administration double-down on commitment to attend all Professional Learning Communities (PLC)
- Administration review PLC Guided Questions, and commit to asking these at appropriate time during each PLC
- Administration commit to canceling the PLC if teacher(s) do not have necessary data and evidence
- PLC Protocol revised with Teacher Leadership Team input, then whole staff input before school year is out
    - Determine how formative and summative assessments will both be treated in the 'Study'
- Administration double down on communicating expectation of data and evidence for PLC Protocol, and identify specific non-negotiable graphs to discuss for every unit of study from GradeCam

In response to Improvement Priority 3.4, "implement a supervision and evaluation process whereby school leaders monitor and effectively adjust professional practice to ensure student success," Dayton schools interprets this to mean teachers must differentiate, and better respond to student understanding and misunderstanding within an "equitable and challenging curriculum" (Improvement Priority 3.1). The Diagnostic Review highlighted:

- *EOC data below state averages*
- *Did not meet non-duplicated gap group targets for Social Studies and Writing*
- *"Classroom observation data… revealed mixed results, suggesting that the school has not developed effective processes for the supervision and monitoring of instructional effectiveness…"*
- *68% of staff agreed/strongly agreed with…'all teachers monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practices.*
- *48% of student agreed/strongly agreed with the statement 'all of my teachers change their teaching to meet my learning needs.*
- *Documentation from teacher interviews indicated that while instructional walkthroughs occurred, specific feedback and coaching for teachers from administration was limited.*

Among the actions the school has committed to in response to this feedback:

- Resume training and support to staff, through the Literacy Committee (District-wide) on development of synthesized learning targets (content standard + reading passage(s) + writing product) at the Unit of Study level;
- Develop/Update Walk-through Instrument, the "Deeper Dive"
- Create a walk-through schedule
    - Stick to it
- Schedule specific share-out times with teachers to review data, and listen to their responses

Beyond these actions, which are being sustained, there is a compelling gap in the vision and delivery of learning that Dayton schools will not be able to close short of facilitating a more student-centered learning sequences that are both customized to the unique student and collaborative in nature, along with more digitally-oriented experience. This is the rationale for the overwhelming need for this grant.

For example, professional learning of $2,900 for one year will be a catalyst for teachers and staff to implement

a train the trainer model based on their accessing new knowledge and skills through trainings of Kagan, Buck Institute, other local experts like Catherine Burger Kaye, as well as $4,127 for conferences like Kentucky networks of English, science, math, reading, and technology. The Apple Academy in the original version of the grant is null. Further technology purchases through grant, like $12,000 for ALEKS and $1,620 for Lexia, will sustain the Tier II individualized learning engagement that has produced strong results in school year 2016-2017. The $40,000 afforded for technology purchases will supplement obsolete computers from purchase through previous grant monies, as well expand available inventory of computers for expansion of Tier II services along with increased infusion into the Tier I space of blended learning. The $5,960 afforded for forty Apple TV devices are neither student or teacher devices, but will allow for projection from device throughout the school.

For example, in the Tier I space teachers will more effectively be able to analyze and respond to students' misunderstandings through the $33,500 purchase of Schoology, a learning management platform.

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Dayton's gains as documented throughout this application are real, and significant, but research and common sense both tell us that the ceiling for this growth is much lower without a continued transformation of the learning experience.

To further this point, take Improvement Priority 3.1, for example, in response to the identification of the following actions have been taken:

- The SY2016-17 Master Schedule vertically aligned planning for the four main subject areas
    - Tier II
        - Subject specific teachers be maximized for Tier II classes
        - Online reading intervention implemented for 10th grade RTI classes (recommend Reading Plus)
        - Identification of all students in the building at a 3-6th grade reading level, and an appropriate online intervention be provided (recommend Lexia)
        - Schedule a collaborative teacher (at least two days a week) in all R180 classes
- Disciplinary Literacy Specialist establishes a schedule where she meets with all Core teachers multiple times in a nine weeks to collaborate on integration of literacy in planning and instruction

Improvement Priority 3.1 is arguably the most consequential of all those identified: "... develop learning, thinking and life skills that leads to success at the next level." It is the culmination of all labors, and outgrowth of all the other Improvement Priorities. Improvement Priority 3.1 is the specificity and spirit of the intention of this grant. Recall the framing of the narrative response to the first question above: "The argument for being a recipient of this School Improvement Grant is to further the capacities established these last three to five years, enabling the facilitation of a learning environment to prepare students to successfully transition into the dynamic 21st century manufacturing, and high technology economy in Northern Kentucky, and Cincinnati, Ohio, specifically through the transformation components of instructional reform strategies (data driven), professional development, evaluation system, data collection, and recruitment retention of staff." Dayton has substantively transformed the interior dynamic of the work and culture around teaching and learning, and as the aforementioned student demand for more readiness to high-tech sectors reflects there is substantial need through this School Improvement Grant to facilitate the final phase of the transformation process so students are as prepared as any of their peers in applications for postsecondary opportunities.

Describe the process used to select the Transformation Model to meet the improvement needs of the school.

In 2014, as preliminary activity in preparation for the last grant, personnel, including the Site Based Decision Making Council were briefed by an individual from the Kentucky Department of Education on the four

turnaround options. The then principal shared these options with the faculty and staff of Dayton High School and the Board of Education. Following an examination of the four models, the decision was made to adopt the 'transformation option.' The Dayton SBDM Council reviewed the 'transformation option' during an open meeting, and discussed such considerations as: 1) Dayton High School is the only high school in the district, so "school closure" was not a viable option; 2) due to the due to the small size of the district, approximately 870 students, and certification obstacles posed by tenured high school teachers being assigned to the elementary school, the "re-staffing" option was not viable; 3) finally, the 'external management' option was closely examined with the assistance of personnel from the Kentucky Department of Education, and the District Administrative Team evaluated the external management option, but chose not to pursue it. Since this commitment to 'transformation' in 2014, as data and evidence presented in this application makes apparent, Dayton High School has fulfilled its stated goals.

Specifically, the stated goals for the district to build capacity at Dayton High School that will allow it to meet the Kentucky Department of Education expectations to exit Priority Status, which the district and school leadership teams' believe will occur in October, 2017, and then continue to improve after exiting. The desire to build capacity within the school and the district is one of the district's primary goals, and the transformation option seems it has been best suited to have met this overarching goal of increasing capacities, particularly as evidenced through Dayton High School achieving Distinguished status on the October, 2016 School Report Card. This success, as made possible through the 'transformation' effort included key components of transformation, including: 1) implementation of the Kentucky Department of Education's Teacher Growth and Effectiveness System, a rigorous, transparent and equitable evaluation system for teachers that takes data on student growth into account; 2) celebrate school leaders, teachers, and other staff who increase student achievement and graduation rates; 3) conduct ongoing, high-quality, job-embedded professional development aligned to the school's comprehensive instructional program; 4) implement strategies to recruit, place, and retain staff with the skills necessary to meet the needs of students; 5) use data to identify and implement an instructional program that is research based and vertically aligned from one grade to the next, as well as aligned with state academic standards, and promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students; 6) increase learning time, particularly at the Tier II level; 7) and, provide ongoing mechanisms for family and community engagement. As the data in math and literacy illustrate, Dayton Independent Schools have been good stewards of the 2014 School Improvement Grant, right in the selection of the 'transformation' model, and successful in the implementation of the aforementioned objectives and strategies.

This 2017 School Improvement Grant, as discussed and decided upon by the principal, School Based Decision Making Council, the Superintendent, and the School Board, agree to continue the transformation model of the 2014 application, while expanding the objectives and strategies to further the capacities of the school from where it is now. The premise of this School Improvement Grant is to further the capacities established these last three to five years, enabling the facilitation of a learning environment to prepare students to successfully transition into more meaningful and relevant postsecondary opportunities afforded in the 21st century economic region of Northern Kentucky. The stated objectives and strategies of this application focus heavily on the transformation components of instructional reform strategies (data driven), professional development, evaluation system, data collection, and recruitment retention of staff.

Transformation Model Required Activities

Please Note: You may only type in the gray areas.

Describe the process to replace the principal and select a new one. Documentation must be submitted verifying the hire date for the new principal.

During the initial leadership assessment of Fall 2011, the audit team found the principal to have capacity to lead the transformation process, therefore was not removed. In the summer of 2013, he took a new position with the Central Office as Director of Teaching and Learning, and the SBDM Council of Dayton High School selected a new principal. In the *summer* of 2016, he vacated his position for another leadership position in another school district, and the SBDM council began its search for a new school principal. After interviewing several prominent candidates in July 2016, a new principal was selected based on a resume commensurate with the vision for learning outlined in this application, and currently serves in this role. He will oversee the transformation model described in this grant application.

Identify the ways the principal will have flexibility in school operations (e.g., staffing, calendars/time, and budgeting) throughout the implementation of this plan to substantially improve student achievement in literacy and math.

The Principal, through consultation with the SBDM council, has flexibility in the day-to-day operations of the school and will continue to do so throughout the implementation of this plan to substantially improvement student achievement in literacy and math. Per SBDM policy, the principal has flexibility in school operations and works with the SBDM councils, teachers, district officials, and community to maximize student learning and success for all. The building principal will retain the "administrative elasticity" necessary to achieve literacy and math goals.

In support, the Superintendent will ensure Dayton High leadership has sufficient flexibility to develop and implement sustainable systems and processes to promote long-term, positive change-including development of a master scheduled interventions, advisory/advisee blocks and dual-credit college courses. With that, the principal will continue to have wide latitude in allocating school-level funds to best meet teaching and student learning needs. The principal will continue to seek input from all stakeholder groups in order to make the best decisions for all students.

Some specific examples follow of how the Principal is planning ahead for the implementation of this grant, leveraging the full resources and flexibility available to him. The online learning position will be absorbed into our master schedule with intervention classes as we evolve to a true blended learning model. The digital learning coach will not be necessary at the end of year three because teachers will be trained but also because of our permanent addition of our district supported blended learning media specialist, which will not go away... and our blended learning media specialist will work closely with our digital learning coach to assume the full roll as our blended learning leader by end of year 3. The influx of tax dollars due to Manhattan Harbor will sustain the two instructional assistants. In the event that Manhattan Harbor does not sustain the instructional assistant positions, our teachers will be experienced with PBL/Blended Learning/Engagement. Also, we have and will continue to increase the number of students hitting benchmark in reading and math. This will decrease the number of students who need intervention and decrease the demand for staff at the Tier II level. We are flipping the intervention pyramid.

In addition, we doubled our mentoring support with an additional teacher mentor so we will have a mentor teacher at the high school and middle school. This will further improve intervention through the student assistance team, a team that identifies students in need of Tier II intervention in literacy and math. These two mentors are funded by the district. They aren't funded by the SIG grant and will continue. They're efforts will decrease continued need for positions within this grant. We also have a district funded literacy coach/teacher, who will be co-teaching and training Tier III student in our alternative school. Finally, our digital learning coach will also assist with grant writing in years 2 and 3 of the grant. Though the continued success of blended learning at DHS will not be dependent on new grants, 2 years with our digital learning coach assisting with grants will impact our sustainability.

In further support, district leadership will reinforce and monitor the school's learning environment, academic performance, and efficacy/efficiency through:

- Monthly walkthroughs (i.e. eleot, Deeper Dive walkthroughs, mini/full observations)
- Professional Learning Communities (PLC) Meetings with teaching staff
- Early Release Meetings with staff
- Assisting in the design of professional learning and growth plans for all staff

Describe how Kentucky's professional growth and effectiveness system will be used to offer a rigorous, transparent, and equitable evaluation system, resulting in necessary support structures for teachers and school leaders. Explain how the each of the following components will be used in helping to assess the school's and staff's progress in meeting academic needs and goals: student growth data, multiple observation-based assessments of performance, formative data collection tied to student achievement, and increased high school graduation rates, if applicable.

Dayton Independent School District has adopted the TPGES model to use as the evaluation system for teachers and principals. Even with the passage of Senate Bill 1, giving districts more local control regarding teacher evaluation, leadership expresses the desire to continue the evaluation system that has been in place since the originate School Improvement Grant of 2014, which outlined that teachers will be evaluated by the following areas. Some minor revisions may occur as the 2017-2018 begins, but no decisions have been made as of the date of the submission of this grant application.

Self-Reflection and Professional Growth Plan – Each teacher will complete a self-reflection and PGP that will be reviewed with administration. This PGP will have a mid-year review and end of the year review in correlation with the mid-year review and end of the year review of the student growth goals.

Classroom observations – According to the current evaluation system, teachers on schedule to receive a summative observation will receive two 20 – 30 minute mini observation and one full classroom observation. Since the passage of Senate Bill 1, leadership is considering reducing this to one for the upcoming school year, considering that all teachers receive a non-evaluative observation at least twice per year by both school and district leadership through Deeper Dive Walkthroughs as mentioned previously in the grant. In addition to these observations by evaluating supervisors, all non-tenured teachers will also have a peer observation that will be non-evaluative but is intended to be used formatively for the growth of the teacher.

Student Growth – Teachers will use multiple measures of data to create a student growth goal for one particular class. Teachers will then use classroom assessments throughout the year to determine student growth. Classroom assessments must be tied to standards and progress monitoring will take place throughout the year to accurately determine student growth.

Student Voice Survey – A student voice survey will be administered in March of each year to provide teachers with another data source to assist in improving instruction. This online survey will be given to all students during a particular time frame throughout the school year.

Explain the process the school will use to identify and reward school leaders, teachers and other staff who have increased student achievement and high school graduation rates. How does this align with Kentucky's professional growth and effectiveness system?

Aligned with the district's vision to Inspire, Engage and Grow all students is the district and school leaders have also adopted the vision of inspiring, engaging and growing all personnel of Dayton Independent Schools. Each month, the Superintendent recognizes staff members who demonstrate district expectations of excellence and presents them with a megaphone as a token of inspiration.

In addition, to this, adopted from the Disney "pin trading etiquette", staff members are given a "Dayton" lanyard to wear, and with different achievements, earn pins they can display (i.e., "Proficient School", "Distinguished School/District", "Teacher Appreciation"). In the last year, the district has also given honor pins such as with Veterans Day, to showcase student artwork, and will start a new tradition with Seniors of Design, to commemorate art displayed in the community by the graduating class.

Rather than focus on monetary rewards, school and district leaders would like to build this program, and continue to more closely align it to their vision of Inspire, Engage, and Grow, and possibly even expand it to student, who as their earn various achievements academically and reach college and career readiness.

Explain the procedures the school will use to remove school leaders, teachers and other staff who, after ample opportunities, as evidenced through Kentucky's professional growth and effectiveness system, have been provided for them to improve, have not done so.

Dayton Independent Schools, per Board Policy, has established procedures to evaluate both certified and classified employees, as well as actions to take should an employee perform below a satisfactory rating repeatedly and consistently despite supports provided to them by the district.

Following Board Policy 03.18 (Certified Evaluation), the purpose of the professional growth and effectiveness system shall be to: support and improve performance of all certified school personnel and to inform individual personnel decisions. This evaluation system, shall be approved by the Board of Education and developed by an evaluation committee, for all certified employees below the level of District Superintendent, which is in compliance with and which shall be implemented consistent with applicable statute and regulation. The Certified Evaluation Plan[7] for Dayton Independent Schools is shared within the first 30 days of the school year with all certified employees and shared on the district website.

Classified employees fall under a different board policy - 03.28 (Classified Evaluation) - and are evaluated annually by their supervisor. The purpose of the professional growth and effectiveness system shall be to: support and improve performance of all certified school personnel and to inform individual personnel decisions.

Any school leader, teacher, or other staff at Dayton High School who consistently performs at a non-satisfactory level will be placed on a corrective action plan after a few informal interventions are deemed unsuccessful. At that time the teacher will receive a detailed and prescriptive improvement plan that is attached to a timeline for improvement. All requirements are provided in writing and the staff member is confronted with the possibility of the ultimate consequence of a non-renewal letter or a termination of contract.

Dayton High school leadership does a review of data from failure, retention, dropout, truancy and graduation rates and that data will be used to determine the impact of teacher performance on the student population. Any identified trends and patterns will be defined and discussed with the teachers through individual growth plans. College and career readiness goals and individual learning plans assigned to teachers will also be a part of semi-annual conferencing with school leadership or an instructional coach. Teachers will be expected to respond to student growth data in their classrooms, understanding that 100% of their students should be college and/or career ready upon graduation. Variations from this 100% will be a matter of conferencing, correction and revised professional growth plans under the supervision of the principal. According to Dayton Independent School board policy 03.17 terminations and nonrenewal of contracts shall be the responsibility of the Superintendent who, at the first meeting following the actions, shall notify the Board of it. Such notification shall be recorded in the Board minutes.

Describe job-embedded professional development, designed with staff input, that is aligned to the

[7] Certified Evaluation Plan - Dayton Independent Schools Retrieved on May 9, 2016
http://www.dayton.k12.ky.us/userfiles/134/my%20files/2015-2016%20dayton%20ind%20model%20cep%20plan.pdf?id=2905

school's literacy and math improvement goals and curricula.

The Director of Teaching and Learning serves in the role of district coordinator for professional learning of all staff. Each year, he surveys staff stakeholder groups to determine professional development needs, and works with SBDM councils to generate a Professional Development Needs Assessment to submit to the school board for approval. This school year, this needs assessment was aligned to seven board goals, derived from the Comprehensive District Improvement Plan (CDIP), which is also strategically aligned to Key Core Processes for Novice Reduction. Each school council was to take survey results from their respective school and generate a list of professional learning needs, which aligned to each of the seven goals established by the district. District Leadership Team members, comprised of the Superintendent, Director for Teaching and Learning, Director of Special Education, KDE Education Recovery Staff, Director of Pupil Personnel, Director of Technology and school principals reviewed this to determine how they could best support teachers and schools in the identified area for professional development need. Below is a sampling from Needs Assessment submitted from Dayton High School.

Dayton Middle/High School

Professional Learning Needs Assessment

The goal of professional learning is to build measurable capacity among staff by establishing professional learning opportunities that will improve instruction, student learning, and conditions that support learning within our schools. The purpose of this Needs Assessment is to determine professional learning needs of each school, so that school and district leaders can provide a rigorous, continuous program of professional learning that is aligned with our purpose and direction, as outlined in the goals of our Comprehensive District Improvement Plan (CDIP). (AdvancEd, Indicator 3.11 for School Improvement)

Inspire.Engage.Grow

CDIP Goal #1	Professional Learning Need	Rationale
KPREP Combined Reading and Math Proficiency Collaborate to increase the combined reading and math KPREP scores for LES from 45.2 to 57.6%, DMS from 46.2% to 57.7%, and DHS from 47.4% to 48.6% by 6/1/17.	1. **Curriculum Alignment** – revise and edit Quarterly Organizers, Curriculum Timelines, and Assessments to reflect needed changes to the initial curriculum documents that were created. 2. **Professional Learning for new staff members** – All new staff members will need training as part of the new teacher meetings and the regional new teacher meetings. 3. **Professional Learning on understanding students coming from poverty** – having our teachers have a better understanding of students coming from poverty will allow our staff members to better handle student behaviors.	

CDIP Goal #2	Professional Learning Need	Rationale
College and Career Readiness Achieve college and career readiness by increasing our current CCR percentage (78%) of students	1. **PBIS Training for staff** – all staff members will need trained in PBIS so we can fully implement PBIS. 2. **CERT Training** – staff members need additional training on using the CERT program.	

identified as college and/or career ready.

CDIP Goal #3	Professional Learning Need	Rationale
Graduation Rate Collaborate to increase the graduation rate from 82.4% to 89.2% as measured by the School Report Card.	1.	

CDIP Goal #4	Professional Learning Need	Rationale
Novice Reduction Collaborate to decrease the percentage of novice students in reading and math by 10 percentage points each year for the next five years.	1. **Reading Plus and ALEKS Training** – with Reading Plus and ALEKS being new intervention programs, staff members will need initial training and additional training 2. **Data analysis** – staff members are continually analyzing data so providing staff members' time to analyze data and providing new staff members training on analyzing data is essential. 3. **Standards based grading** – with the grading policy having changed, teachers need continually professional learning on standards based grading and assessments.	
	4. **On Demand Writing** – teachers needs initial and follow up training on On-Demand Writing to be able to teach students effective writing techniques specifically with On-Demand Writing.	

CDIP Goal #5	Professional Learning Need	Rationale
GAP Reduction Collaborate to increase proficiency for students in identified gap groups at all levels by 5/31/17 as measured by the School Report Card Next Generation Learners Data.	1. **Engagement Strategies Trainings – i.e. Kagan** - We want all teachers trained in effective engagement strategies to engage all learners in the learning process.	

From this Needs Assessment came a revised structure for the Professional Learning Community (PLC) weekly meeting, which was now focused more on formative assessment of learning and data-driven decision making. Additionally, the Director for Teaching and Learning, the principal, and several teacher leaders, with support of ER staff, began looking at how they could restructure weekly Early Release meetings so that teachers in grades 4-12 content meetings could begin having data-rich discussions, using a protocol much like that used during the new PLC process. Additionally, teachers at the MS/HS participated in an in-house Professional Learning Conference in February of 2017, where teachers engaged in multiple activities, some led by teachers on topics such as Kagan strategies, and some led by outside consultants on topics such as growth mindset. During the 2016-2017 school year, teachers have had more opportunities to grow as leaders, presenting on at various venues such as KYSTE and KCTE and on various other topics not mentioned above such as topics involving special education, bullying, and the use of GradeCam for formative assessment. Plans for summer learning are underway, and secured funding through this grant will directly impact the level of professional learning that will be made available. Funds secured through this grant application would allow for a continuation of the development and growth of teacher leaders but at a level unimaginable. To expand, these funds would allow leadership to incentivize teachers with 12 hours of professional learning above the required 24 hours of professional development, for the purpose of creating sustainability within teaching staff in the areas of blending learning and Passion-based, Product-Based, and Performance-Based Learning.

Identify and describe the strategies (i.e., financial incentives, opportunities for promotion, flexible working conditions) that are designed to recruit, place and retain effective staff.

Dayton High School would like to reward its teachers for achieving National Board Certifications. "The National Board Certification is an advanced teaching credential. As part of this process, teachers must analyze their teaching context and students' needs, submit videos of their teaching, and provide student work samples that demonstrate growth and achievement. The reflective analyses that they submit must demonstrate:

1. A strong command of content;
2. The ability to design appropriate learning experiences that advance student learning;
3. The use of assessments to inform instructional decision making; and
4. Partnerships with colleagues, parents and the community.

Through this structured and iterative process, teachers expand and refine their content knowledge and pedagogy. The outcome is more powerful teaching that improves student achievement and reflects college and career readiness." (http://www.nbpts.org/national-board-certification)

The process of achieving National Board Certification is rigorous and requires a fierce commitment to complete. It is also costly. Teachers who want to seek their National Board Certification, must pay a fee a fee of approximately $3,000.00 as they proceed through the program. Dayton High School would like to use the School Improvement Grant to reimburse successful teachers for all costs of the National Board Certification Program as well as provide an additional stipend of $500.00 upon successful completion. That would be a total of $3,500.00 for the successful completion of the National Board Certification. To receive this stipend, DHS would ask teachers to sign a non-binding contract, asking for the commitment of working at DHS for at least an additional two years.

Dayton High School would also like to encourage teachers to "think outside the box." We are in desperate need of creativity in the area of student engagement. We would like to use SIG funds to provide stipends of up to $500.00 to teachers willing to take on new and innovative tasks. Examples may include: various clubs after school, early bird classes, evening classes, flipped classrooms, and other activities that might engage our students after school. In addition, if a teacher comes up with ideas that prove to be successful within the school day, we would like to be able to reward them through the use of a stipend from the SIG fund.

Dayton High School would like to use the SIG funds to encourage teachers to attend additional and approved professional development outside of normal school hours. Any teacher attending a verifiable 12 hours of additional professional development beyond the required 24 hours and focusing on math, reading, and student engagement, could receive a $360.00 stipend for their additional work. Through this financial incentive, we hope to further develop our teachers into outstanding professionals that bring back knowledge from conferences attended and share with all staff in efforts to improve our school.

Dayton High School would like to use SIG funds to pay stipends and encourage teachers to learn together through book studies. In cooperation with our District's Director of Teaching and Learning, participating teachers would be assigned books to read and discuss through book studies during scheduled meeting times. We would create parameters regarding what a successful book study looks like and have the expectation that the group would present to all staff during an in-school professional development day. In addition, the cooperating teachers would be allowed opportunities to attend professional conferences that support the learning of the book studies. (Stipends up to $500.00, resources, and professional development conferences).

The tuition reimbursement program deployed with the previous School Improvement Grant was well utilized Dayton High School teachers looking to further their education. Because of this, school and district leadership wish to continue this with the new application, making up to $30,000.00 over the course of three years available to staff.

Describe the research based literacy and math programs to be implemented. Describe how they are vertically aligned by grade level and state academic standards to address the previously identified causes and contributing factors to low student achievement.

Currently, Dayton school district services 853 students, which over 85% free and/or reduced lunch rates, well-above the 56.6% percentage for Kentucky. Our county has historically been under-educated. Our literacy rate is just 13.4% and only 8% of our adults hold a bachelor's degree. Over seventeen percent of Dayton's residents have less than a high school diploma or equivalent, reflecting only 11.8% with a graduate or professional degree. Of Dayton's total population of approximately 5,500, 38% are not in the labor force, and 26.7% live in poverty with $18,299 as the per capita income.

Within Dayton High School, starting in school year 2016-2017, the Literacy Committee and the Professional Learning Community are creating a culture of collaboration around data collection and analysis of math and literacy. Out of the conversations of these two forums for collaboration, starting in 2016-2017, there was a pilot to implement new program of service for tier two reading – *Reading Plus, Lexia* – and, math intervention – *ALEKS*.

The National Science Foundation funded research from the mid-1980s to early 1990s has informed the design of Assessment and Learning in Knowledge Spaces (*ALEKS*).[1] *ALEKS* is based on the Knowledge Space Theory. This theory is predicated on the research in mathematical cognitive science of Professor Jean-Claude Falmagne at New York University, and Professor Jean-Paul Doignon at the University of Brussels. Out of this research, Falmagne then went on to develop *ALEKS* using the Knowledge Space Theory, and is now one of the most commonly used and successful intervention programs for mathematics on the market. The soundness of this academic research behind *ALEKS*, has mirrored well with the dedication of Dayton's teachers to motivate students during the implementation of the program starting February, 2017. The CERT data reflected in the chart below shows the overall gains teachers are making as a result of strengthen department, as reflected in robust Professional Learning Community conversations – school year 2017-2018 has been a milestone year for cohesion and progress in the math department. Further, the data shows the accelerating gains between the winter and spring CERT testing cycles across all grades; including a 53 percent increase of students meeting benchmark among Juniors between the Winter and Spring, a 50 percent increase among Sophomores, and 48 percent increase among Freshmen.

CERT Math School Years 2015-2016 & 2016-2017:

Our primary reading intervention programs are *Reading Plus* and *Lexia,* which like *ALEKS* has substantial research in its' design. *Lexia* and *Reading Plus* emphasize and meet all the essential components of reading: phonemic awareness, phonics, fluency, vocabulary, comprehension, and connections between writing and reading acquisition and motivation to read. In addition, a sixth strand targeting "Structural Word Analysis" helps form the bridge from decoding skills to advanced vocabulary and comprehension.

Lexia, targeted for a great majority of our Tier III students, and *Reading Plus* spanning Tiers II and III, provide explicit, systematic, personalized learning in each area of reading instruction, and deliver norm-referenced performance data and analysis without interrupting the flow of instruction. One of the primary test studies legitimizing *Reading Plus* was Dade County Public Schools, where an independent analysis studied third through tenth graders verified positive growth through the intervention program; Dayton is experiencing similar results per the CERT data represented in the chart below.

Out of a pilot of *Reading Plus* in school year 2015-2016, the Junior class has implemented the program in a Tier Two setting all of school year 2016-2017, and in this time there has been a 52 percent increase in the

number of student meeting benchmark on an aligned ACT exam. Ninth grade is the other grade level where there has been consistent implementation with fidelity to the program for since November 2016, and there has been a 26 percent increase between the fall and spring CERT testing cycles.

CERT Literacy School Years 2015-2016 & 2016-2017:

Lexia, Reading Plus and *ALEKS* are designed specifically to meet the standards of learning adopted by Kentucky, and these research-proven, blended learning approaches accelerate math and reading skill development, predict students' year-end performance and provide our teachers data-driven action plans to help differentiate instruction for on-going improvements. *Lexia* and *Reading Plus* follow recommendations by the National Reading Panel, Reading First, and leading experts. All programs' design are teacher led with blended short-term, one-on-one, or small group intervention sessions – very much foreshadowing the vision of Tier One and Tier Two this overall grant application presents for all learners in most classes in the future at Dayton.

District data analysis clearly indicates a critical need to accelerate math and reading achievement for Students with Disabilities to enable an improved instructional delivery and greater success for vertical transitions from elementary through postsecondary. The selection of *ALEKS, Lexia* and *Reading Plus* supports our core instruction and improved delivery of services for all students e.g., regular classroom students, students with Individual Education Plans, free and/or reduced lunch students, and English Language Learners (though not applicable at this time).

Describe the plan/process to continuously use student data (i.e., formative, interim, and summative assessments) to inform and differentiate instruction and how it will be integrated with the implementation of school wide response to intervention

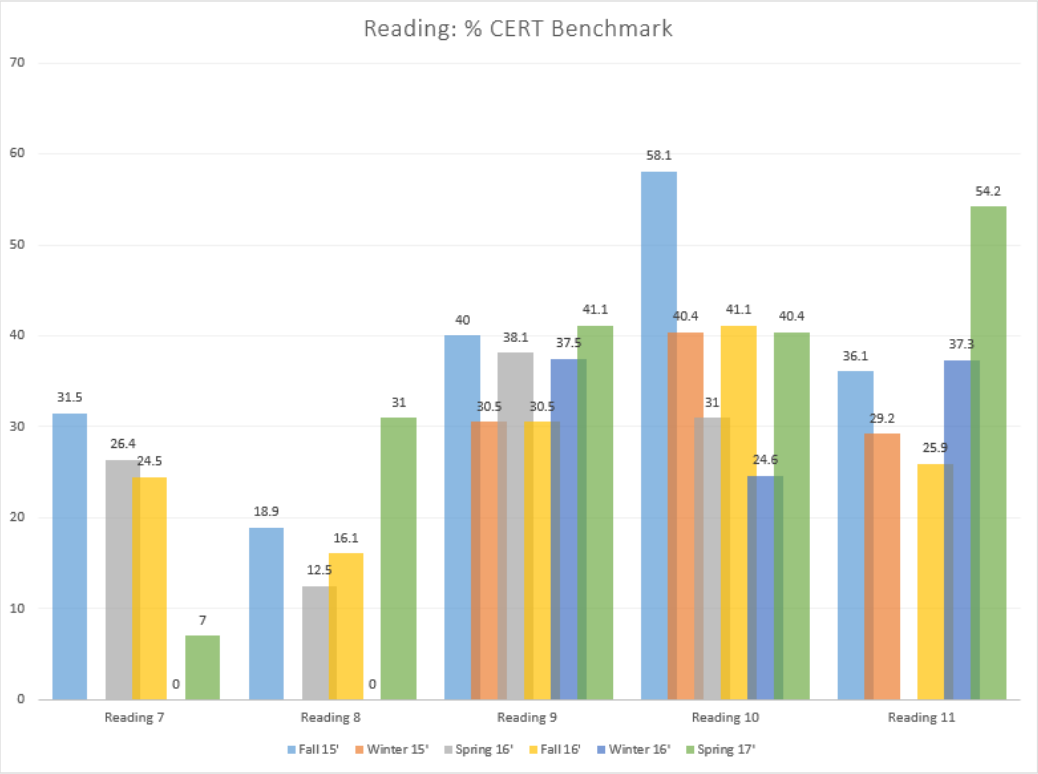
In the beginning of the transformation effort, the Quarterly Report was a primary driver to achieve the process of continuous improvement. The Quarterly Report focused decision-making to the absolute priorities because the data analysis required in the plan became a road map. Out of this planning came a comprehensive vision for tiered interventions, which included a Professional Learning Community (PLC) for Tier One, purchasing of technology and programs (*Reading Plus*, *Lexia* and ALEKS) for Tier II.

Dayton High School will continue to use multiple measures to inform and differentiate instruction. As noted earlier in the response regarding the Diagnostic Review, the feedback from the audit asked the school to build better systems of monitoring multiple data points to adjust instructional practice to meet the needs of all students. In the school year 2016-2017, the Professional Learning Community Protocol was completely revised so as to support all teachers in their data analysis. Through the PLCs and the Plan, Do, Study Act (PDSA) systems, teachers must reflect in cooperation with their colleagues through a deep reflection on their students' data. In addition to reflection on criterion-referenced unit assessments, the PLC also serves as the venue to analyze and apply lessons learned from norm-referenced assessments.

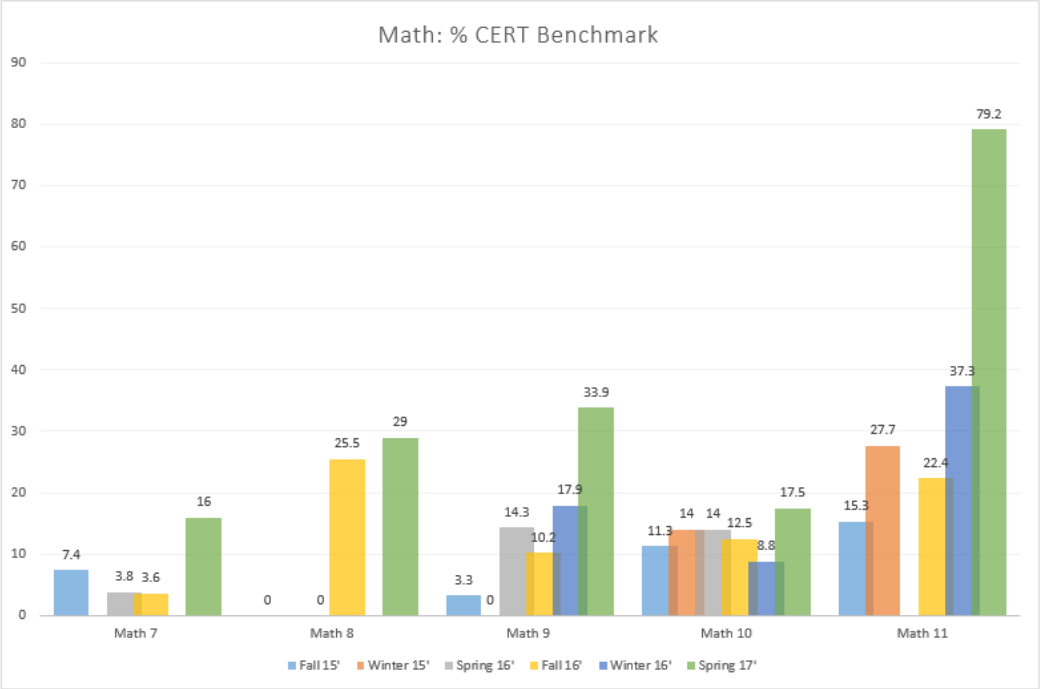
Furthermore, in collaboration with the Director of Teaching and Learning, the Professional Learning Community Protocol was modified in December to focus only on formative assessment data, and a newly created Early Release Protocol was rolled-out through January 2017, asking teachers to intentionally reflect and discuss summative assessment results. The overlapping reflection between the two protocols has built much capacity within the staff to systematically analyze Tier One student data; coupled with this are at least two district-wide data days facilitating teachers' analysis of interim data from CERT, K-PREP, ACT, etcetera.

Starting in school year 2015-2016, the master schedule was revised to include an intentionally scheduled Tier Two math and/or reading class for any student not at grade level. The Disciplinary Literacy Coach, along with

the Literacy Committee and the math Professional Learning Community have been primary leaders in the development of a Tier Two system of interventions in reading and math. Teachers have met with the external trainers, along with leadership of the PLC, and the Coach, to be trained in how to analyze data from *ALEKS, Reading Plus, and Lexia*. As the CERT progress below demonstrates, there is only one grade level to experience a regression in student performance in school year 2016-2017; all others witnessed at least ten percent gain in students meeting benchmark.



Math performance on the CERT in school year 2016-2017 demonstrated gains in all grades, a minimum increase of three and a half percent to a maximum of fifty-six percent (see chart below).



Describe the schedules and strategies implemented to increase learning time (i.e., enrichment, core academic instruction, extended day, before or after school, additional PD/planning activities).

One major innovation to the schedule was the course offering of intervention classes starting in school year 2015-2016. All students who are below grade level, as evidenced by CERT, on math or reading benchmarks are placed into a Tier Two intervention class. As discussed throughout this grant, data has revealed a tremendous gain for student performance since this redesign of the master schedule, and gains in student performance in just a few months of an intervention class.

Additionally, starting in school year 2014—2015, while completing the Individual Learning Plan (ILP) every student in the building met with the guidance counselor to complete a course plan with a clear focus on college and/or career readiness, as well as Tier Two course needs for math and literacy. Coinciding with this course planning was a refinement of career pathways available to students, including the phasing-out of vocational education-like Shop class, and promotion of Early College dual enrollment courses.

During summer after school year 2015-2016, a grant was submitted to the Kentucky Department of Education, and monies awarded, for a summer Novice Reduction program. The program serviced students to promote greater engagement in their learning. Taking lessons learned -- both pluses and deltas -- a redesign was submitted for another grant opportunity for the summer after school year 2016-2017. These grants extend the learning year from 36 weeks to 42 weeks for Dayton's students who are persistently low achieving.

Identify ways family and community supports will be involved with providing meaningful input with

planning, implementing and engaging partners in the school(s') improvement plan for the grant's duration.

Effective partnerships are vital to the overall success of this transformation model. School and district leadership began seeking input in December of 2016 for a change in teaching and learning by working with a strategic planning team whose charge was to explore how to best shift to a blended and performance based learning environment, nearly four months before the announcement of the opportunity to apply for a School Improvement Grant was made. Multiple conversations were held, along with site visits to high performing school districts that have successfully deployed blended learning/PBL models, and leadership began a book study on blended learning. Parallel to these conversations, was work on the Comprehensive School Improvement Plan, which became effective in January 2017, which also outlined how Dayton leaders and educators would begin this shift.

From the beginning of the formal notification of a Request for Application (RFA) from the Kentucky Department of Education in April 2017, members of all stakeholder groups were informed of intent to apply by the school Principal and Superintendent. Input was sought during multiple meetings with the school's SBDM council and local school board. Partnerships with various external agencies, such as Northern Kentucky University (NKU), Northern Kentucky Educational Cooperative Services (NKCES), University of Louisville (ABRI), were sought to allow for additional support above what is currently available within the current district and school infrastructure.. With the securing of School Improvement Grant funds, shifting to the transformation model would move the process at a much more accelerated pace.

Should the school's application be awarded, an implementation team (School and District Administration, Digital Learning Coach, Library Media Specialist, Literacy Specialist) would continue to monitor the progress of the transformation model, during the entirety of the three years of the grant's duration, with quarterly progress checks. The goal of engaging multiple (internal and external) supports throughout the grant is to build capacity within staff and create sustainability long after grant funds are available.

Identify the intensive technical assistance and support provided to the school by the district.

Dayton High School will continue to build capacity in the faculty by providing continual professional learning opportunities with blended learning at its core. These learning opportunities will start with ~~Apple~~ device trainings; in turn will help engage the faculty in learning about the technology tools they will have access to in their blended learning environments. The ~~Apple~~ device tools will consist of a laptop~~MacBook Air laptop~~ and ~~Apple TV~~wireless projection connection. These tools will further engage the students as the teachers provide learning opportunities for students. Students will have ~~an Apple MacBook Air~~a device after a full year of teacher trainings and learning opportunities. After students receive their instructional device, the blended learning environment will be in full force.

The district technology staff will continue to provide technology support to the faculty and students throughout the process of the Digital Learning Transition. During the first year of the blended learning, teachers will need guidance in making the transition to digital learning. The district will continue to provide opportunities for the faculty to grow in their respective fields but will include digital transition trainings to help ease the faculty into the blended learning environment.

A rural school in a district receiving funds under Title VI, Part B, Subparts 1 or 2 (the Rural Education Achievement Program) may modify one required element of the Transformation Model. This modification must meet the intent of the originally required element. If the school elects to take advantage of this flexibility, describe the following. ***Note: This flexibility only applies to schools in districts receiving REAP funds and it is not required to address this question.***

1. *What is the element to be modified?*

2. *How will the element be modified?*
3. *How does this modification continue to meet the intent of the originally required element?*

Not Applicable

Schools are not required to address "permissible activities". However, if a school does include permissible activities it may do so in the spaces below.

Transformation Model - Permissible Activities

Please Note: You may only type in the gray areas.

Describe the new governance structure (i.e., hire turnaround leader, contract with a management company, SBDM Council loses authority) and why it was selected.

Not applicable.

Describe the district plan to ensure the school is not required to accept a teacher without the mutual consent of the teacher and principal.

According to Board Policy 03.1311, the Superintendent shall make transfers of certified personnel. This policy is listed below.

PERSONNEL 03.1311

- CERTIFIED PERSONNEL -

Transfer

Transfers of certified personnel shall be made by the Superintendent who, at the first meeting following the transfer, shall notify the Board of same. Such notification shall be recorded in the Board minutes. No personnel action shall be effective prior to receipt of written notice of the action by the affected employee from the Superintendent.

Transfer or reassignment of certified personnel will be made no later than thirty (30) days before the first student attendance day of the school year except to fill vacancies created by illness, death, or resignations; to reduce or increase personnel because of a shift in school population; to make personnel adjustments after consolidation or merger; or to assign personnel according to their major or minor fields of training.[1]

TRANSFER OF EMPLOYEES CHARGED WITH A FELONY

Notwithstanding any other policy provision, the Superintendent may transfer an employee charged with a felony offense as permitted under KRS 160.380.

REFERENCES:

[1]KRS 161.760; OAG 78- 266

KRS 160.380; OAG 76- 360

OAG 91- 149

OAG 92- 1

OAG 91-115

OAG 92- 135

OAG 92- 78

RELATED POLICY:

02.4244

Adopted/Amended: 07/24/2006

Order #: 8B

Describe the district plan to conduct periodic reviews to ensure the curriculum is implemented with fidelity and modified if ineffective.

As part of the "Inspire, Engage and Grow" vision, the district adopted an ***Academic Work Plan*** with the 2016-2017 school year that, planned entirely with input from teachers, centers around four cores: *Curriculum, Instruction, Assessment,* and *Data Analysis.* The image below shows a cycle of which grade and content area teams will work to achieve a set of district and schools goals around a Plan, Do, Study, Act model of continuous improvement.

This plan allows teachers to collaboratively with content-like groups throughout the entire learning process, planning for curriculum and instruction with Unit and Quarterly Organizers, and for assessments *of* and *for* learning. Because of the on-going planning process of this work plan, and online format for housing unit and quarterly organizers, assessments, and PLC/Early Release minutes, administration is able to provide on-going and regular feedback to teachers. During weekly meetings, teachers will work to accomplish the following school and district-determined goals, depending on where each content area team is in the Academic Work Plan cycle shown above.

- Create Common Curriculum Documents for each grade level. i.e. Unit/Quarterly Organizers, Curriculum Timelines
- Create common quarterly assessments for each grade level and content area
- Collaboratively review assessments or student's progress on mastering standards (Follow early release protocol for this work.) Determine who will data? What grade level/content area? What will be reviewed/decided?
- Analyze student work from Quarterly Assessments (Follow early release protocol for this work)
- Collaborate on common language/common practices, strategies or activities to be used throughout the district.

Below is a sampling from a schedule for Early Release meetings from the 2016-2017 school year, held nearly every Wednesday. These meeting will continue into the 2017 - 2018 school year, with teachers to continue throughout the Academic Work Plan cycle to plan for Unit and Quarterly Organizers, create Assessments, and analyze data in a similar manner and schedule comparable to this.

Dayton Independent Schools

"Draft" Wednesday Early Release Schedule

Sample taken from First Semester 2016-2017

Date	Activity	Point Person	Purpose
8/17/16	1st day of school – No ER Meeting	N/A	N/A
8/24/16	½ District Certified Evaluation Plan/PGP/Self-Reflection ½ School driven activity	Rick Wolf School Admin	Meet 30 day requirement for reviewing Evaluation Plan
8/31/16	SGG Overview with timelines	Rick Wolf School Admin	Ensure all teachers understand the process of SGG
9/7/16	School Driven Activity	School Leadership	A focus of the school driven activities will be planning and meeting in PLC's to review pacing guides and data.
9/14/16	4-12 ELA/Math/Science/SS Vertical Discussion/Assessment Development **Collaborative teachers will take part in a content area group. K-3 Grade Level Meetings developing assessments Arts and Humanities/PL PLC Preschool	Each administrator will facilitate a vertical discussion group. The group that each administrator facilitates will change each session. The co-op content specialists are available to be a part of these discussions.	Continue our work of backward planning, having vertical discussions, and developing assessments tied to standards prior to teaching the content.
9/21/16	School Driven Activity	School Leadership	A focus of the school driven activities will be planning and meeting in PLC's to review pacing guides and data.

9/28/16	4-12 ELA/Math/Science/SS Vertical Discussion/Assessment Development**Collaborative teachers will take part in a content area group. K-3 Grade Level Meetings/Assessment Development Arts/Humanities/PL PLC Preschool	Each administrator will facilitate a vertical discussion group. The group that each administrator facilitates will change each session. The co-op content specialists are available to be a part of these discussions	Continue our work of backward planning, having vertical discussions, and developing assessments tied to standards prior to teaching the content
10/12/16	4-12 ELA/Math/Science/SS Analyzing Assessments/Student Work **Collaborative teachers will take part in a content area group. K-3 Grade Level Meetings to Analyzing Assessments/Student Work Arts and Humanities/PL PLC Preschool	Each administrator will facilitate a vertical discussion group. The group that each administrator facilitates will change each session. The co-op content specialists are available to be a part of these discussions	Begin the process of analyzing student assessment results in grade level teams and vertical teams.

Dayton Independent Schools

Wednesday Early Release Schedule

Sample from Second Semester 2016-2017

Date	Activity	Point Person	Purpose
1/4/17	School Driven Activity	School Leadership	A focus of the school driven activities will be planning and meeting in PLC's to review pacing guides and data.
1/11/17	4-12 ELA/Math/Science/SS Analyzing Assessments/Student Work **Collaborative teachers will take part in a content area group. K-3 Grade Level Meetings/Assessment Development Arts/Humanities/PL PLC Preschool	Each administrator will facilitate a vertical discussion group. The group that each administrator facilitates will change each session. The co-op content specialists are available to be a part of these discussions	Begin the process of analyzing student assessment results in grade level teams and vertical teams.
1/18/17	School Driven Activity	School Leadership	A focus of the school driven activities will be planning and meeting in PLC's to review pacing guides and data.

1/25/17	4-12 ELA/Math/Science/SS Vertical Discussion/Assessment Development**Collaborative teachers will take part in a content area group. K-3 Grade Level Meetings/Assessment Development Arts/Humanities/PL PLC Preschool	Each administrator will facilitate a vertical discussion group. The group that each administrator facilitates will change each session. The co-op content specialists are available to be a part of these discussions	Continue our work of backward planning, having vertical discussions, and developing assessments tied to standards prior to teaching the content.

Describe how the district will provide additional supports and PD to teachers and principals to serve students with disabilities and limited English proficiency.

Both the Director of Teaching and Learning and Director of Special Education (DoSe) provide regular and on-going support, including professional learning, to the principal and teachers who serve students with disabilities. The Director of Teaching and Learning has a regular, standing meeting with the principal each week. He also attends Monday School Leadership Team meetings, and attending Early Release meeting with leadership and staff on Wednesdays and Professional Learning Community (PLC) meetings throughout the week. Once a month, on a regularly scheduled Monday meeting, the Director of Special Education meets with teachers who support student with disabilities, to engage them in job embedded professional development, as needed, and to provided them with additional support on compliance-related topics. She has surveyed teachers of students with disabilities on topics they feed they need additional support in, and planned for the monthly topics during the Monday meetings to target their needs. This individual is also in attendance during each Admissions and Release (ARC) meeting to provide additional support. Both the Director of Teaching and Learning and Director of Special Education meet regularly on Mondays with the Superintendent to share on collaborative support given to Dayton High School. Presently there are no students identified as limited English proficiency enrolled at Dayton High School.

Describe plans, in secondary schools, to increase student enrollment in advanced course work including supports to ensure low-achieving students can take advantage of these programs

In response to this question, the 2014 School Improvement Grant, stated: "With funding through the SIG, DHS would like to explore the option of offering more Dual Credit classes on our campus to remove the barriers of cost and/or transportation." Significantly, fifteen thousand dollars through this 2014 award paid for students at Dayton High School to begin, for the first time, to take dual enrollment courses through a local higher education institution. For the school year 2016-2017, Kentucky Higher Education Assistance Authority made funds available for twenty-three students to sustain the School Improvement Grant seed monies.

This initiative to improve the opportunity for students to take more advanced course work, specifically college credit bearing course in high school, has had a profound affect on students' lives as well as the overall academic well being of Dayton schools. The criteria for dual enrollment is for students to demonstrate college readiness as rising Juniors. As a result, more students are taking the ACT their sophomore year, and more students are becoming college ready per Council on Postsecondary Education (see chart below).

College Readiness:

Year	Number of Students College Ready
2016-2017 (projected)	
2015-2016	**26**
2014-2015	**17**

To support low-achieving students, the reform of the master schedule to include Tier Two classes has been arguably the most significant strategy to supporting more students accessing advanced course work over time. The design is for more students who are below grade level to close the achievement gap so they may be in a situation their sophomore year to demonstrate college readiness.

Additional strategies of reform for more students to access advanced courses includes career-related pathways. Due to revisions in the way students are engaged on their course planning, sixty-nine students enrolled in Advanced Computer Technology Applications school year 2016-2017, versus seventeen in school year 2015-2016. The main goal of the class is to pass the Microsoft Office Certification exams -- specifically Word, PowerPoint, Excel. Among these students, they are encouraged to take and complete the Access Certification -- a database management system -- and in school year 2016-2017, five attempted and four passed the exam. In no prior year has there been a student even attempt the Access certification. The chart below highlights the number of students who are Career Ready - Technical. The overwhelming majority of these students at Dayton are meeting the requirement through passing an industry certification, only two to four students a year are through the KOSSA.

Career Readiness:

Year	Number of Students Career Ready through Industry Certification
2016-2017 (projected)	**30**
2015-2016	**22**
2014-2015	**20**

Describe transition activities from middle to high school such as summer transition programs or freshman academies.

Research supports the importance of developing systematic procedures to aid in a successful transition from middle school to high school. Christie and Zinth[8] suggest that students moving to a high school setting often

[8] Christie, K. & Zinth, K. (2008). Ensuring Successful Student Transitions from the Middle Grades to High School. Denver, CO: Educa-tion Commission of the States.

can experience:

- Fear and trepidation
- Feelings of being lost and not being connected
- A strong sense of anxiety, resulting from newfound anonymity.

Research also suggests that worries and fears can differ by gender. Girls are often concerned more with how they with adjust academically, whereas boys' concerns lie among social and safety issues. In an effort to help ensure their future success in high school, Dayton High School will offer a *systems approach* to 8th grade transition.

Since Dayton Middle and High School sit on the same campus, a systems approach 8th grade transition program can be easily achieved. In order to prevent students from "falling through the cracks," each year, data will be collected, compiled and reviewed on all incoming students. Such data will include:

1. The number of grade-level retentions (if any) and the grade level(s) of retention.
2. The number (and description) of courses passed and/or failed (if any) the previous year.
3. The number of days present/absent the previous year.
4. The number (and nature) of disciplinary referrals (if any) the previous year.
5. Any identified special needs that may require remediation and/or counseling.

As a foundation to the transition plan, at the beginning of the second semester of each school year (January), school leadership and the guidance counselor will meet with eighth grade students to review the high school curriculum, expectations, and discuss scheduling. During this time, students will receive information to include:

- A description of course offerings.
- An explanation of GPA (and the importance of maintaining it.
- An explanation of credits needed each year for promotion and total credits needed for gradua-tion.
- An explanation of the differences between required courses and electives.
- A full review of the high school schedule, and requisite systems and processes.

Also during the spring of each year, an 8th Grade Parent Night will be held, wherein, students and their parents will meet with school leadership and 9th Grade teachers to:

- Tour the school building.
- Share information contained in the curriculum guide.
- Learn about college and career readiness.

Transition programs also occur as students are exiting Lincoln Elementary at the sixth grade and entering Dayton Middle School. Incoming seventh grade students are giving tours of Dayton Middle School and are invited with their families to meet teachers and learn about the middle curriculum and expectations. This is held in the spring prior to the start of the new school year.

Additionally, for the second year, Dayton High School will offer a Novice Reduction Summer Program to students. The summer learning program will last six (6) weeks to expand the school year to forty-two weeks of Tier II reading, math, and writing across the curriculum instruction. Writing instruction will support literacy in science, math, and social studies content. Also during this program, students will engage in field trips that offer students authentic learning experiences directly connected to reading, math, science, social studies, and writing practice. Each day, students will be provided with three hours per day of instruction and three bi-weekly eight-hour day field trips to support reading and writing instruction.

Describe strategies to increase graduation rates.

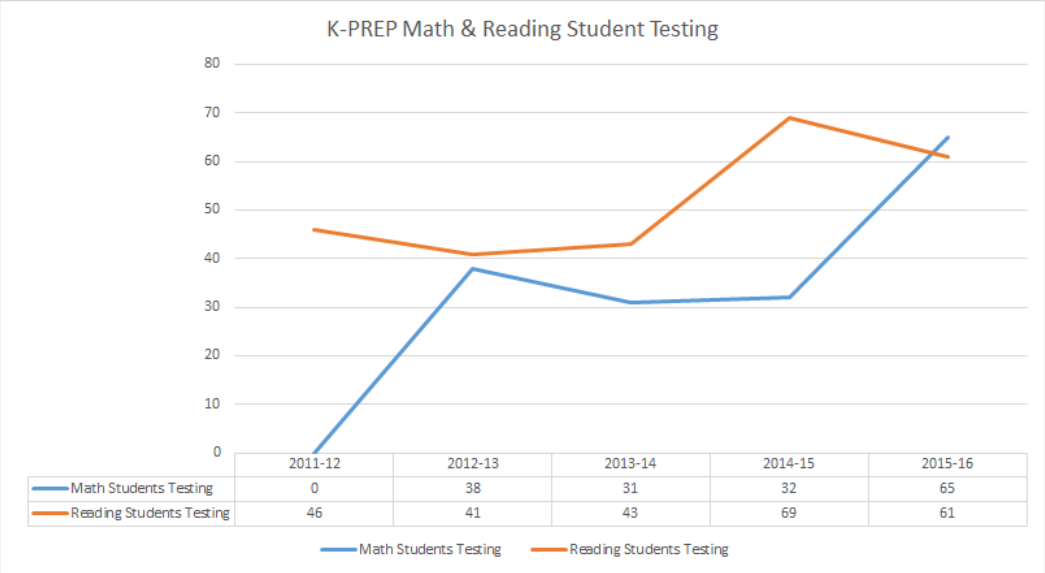
At the time of the writing for the July 2014 awarded School Improvement Grant, Dayton High School noted in the application the highest dropout rate in Northern Kentucky. By Winter Break 2013, data showed that DHS

had 27 students who had already failed a total of 51 credits for the 2013-2014 academic years, and the administration was struggling motivating many of these students to come to school. Dayton is more than happy to say for school year 2016-2017, the projected 5-year graduation cohort rate is 95 percent. What have been the primary drivers of this change? The following strategic safety nets have been put in place since 2014, and together have kept more students on-track to graduate:

- Student Assistance Team to identify and Mentor at-risk students
- Online learning for credit recovery
- Tier II math and reading classes
- DaytonA as a Tier Three behavior intervention
- In-School Detention
- Monitor grades at winter break and intervene immediately
- After school tutoring programs
- Intentional scheduling
- Completion of Individual Graduation Portfolio
- Truancy diversion program
- Morning wake up calls
- Home visits on frequently absent students

Additionally, as mentioned earlier, the number of students testing for Kentucky Performance Rating for Educational Progress tests dramatically increasing in the last two years. The Credit Recovery/Failure Prevention Specialist funded in the 2014 School Improvement Grant has provided for the creation of a system of support for more students to stay on grade level. The Credit Recovery/Failure Prevention Specialist has run a full time credit recovery lab designed to accelerate the recovery of credits previously failed and assist those students in achieving on-time graduation.

A discrete data point shedding light on the larger retention effort through matriculation is apparent in the dramatic increase of students taking the Kentucky Performance Rating for Educational Progress exams in the last two school years -- a 50% increase in math test takers in school year 2015-2016, and a 38% increase in reading test takers in school year 2014-2015 -- is another remarkable data point in the second column of the High School Reading and Math Achievement charts above (also, see graph below). Why such a dramatic increase, and what does it represent in the school's transformation? These data points represent a major milestone of more students being on grade level, and thus being able to test in the appropriate year with their four-year graduation cohort. A significant portion of funds from the previously awarded School Improvement Grant supported the establishment of a system for credit recovery. Specifically, $44,500, plus benefits, each of the three years to supplement more than 50% of funding for a staffing position to facilitate a credit recovery program, in addition to computers to create a laboratory for students to access digital individualized remediation pathways.



Describe the partnership with parents, organizations, and other agencies to create a safe school environment.

In its quest to create a safe learning environment for student and staff, over the years, Dayton Independent Schools, and by extension Dayton High School, has partnered with a number of area organizations and agencies. This school year, one of the driving forces to creating a safe school environment for all students has been the school's Student Assistance Team, which has been comprised of members of the following internal and external teams/organizations:

- **Dayton High School Youth Services Center (YSC) -** This organization works directly with middle and high school students and families to remove barriers to learning (e.g. school supplies, hygiene, food and clothing needs) and assist when other services are needed, such as counseling, mentoring, college and career exploration. The YSC also serves as a point of contact with other local and state agencies. The YSC director often assists with multiple levels of data collection and monitoring (i.e. attendance, behavior) to help identify students most at-risk for needed support.
- **University of Louisville ABRI (Academic and Behavioral Response to Intervention) -** Funded through a grant by KDE, this partner provides direct support to the SAT Team at Dayton High School on all levels of Tiered Intervention (both academic and behavior), whether it be with identification, progress monitoring, or tiered levels of intervention strategy implementation. This year, ABRI has been working on a comprehensive RtI system, and assisted leadership team members with data collection and analysis.
- **PBIS Team -** The Dayton High School Positive Behavior Instructional Support Team is a partner of the SAT team, who, through collaborative efforts of staff and students, has creative a system of strategies to improve the climate and culture of the building. There are student-created common expectations for behavior of common areas (hallways, cafeteria, gymnasium, classrooms) that have been developed and are enforced between the two schools. Teachers model these at the beginning of the year and review them after each break with students.

- **Culture and Climate Committee -** This committee was put into pace during the 2016-2017 school year, to develop monthly activities for students and staff to improve the overall culture of Dayton High School.
- **Director of Pupil Personnel -** During monthly SAT Meetings, the DPP is in attendance, and provides the SAT members with monthly attendance reports of students by grade level. From the data, team members will create a watch list of potentially truant students, and devise a plan of action to prevent chronic absenteeism, such as the scheduling of home visits, establishing mentorships between Upper and Lower Classmen, etc.)
- **School Administration -** During monthly meetings, school administrators facilitate conversations about the progress of individual students, reporting the progress both academically and behaviorally.
- **Director of Teaching and Learning** - This person is a vital member of the SAT team, whose role is to discuss curricular and instructional issues that pertain to individual student progress.
- **Director of Special Education -** This member ensures that, when a student is identified as "at-risk", all measures put into places are in compliance with the student's Individualized Education Plan.

All partnerships are deep and rich, however, they lack an evaluation system to determine their impacts. As such, the school will review all partnerships to determine the effectiveness. To that end, school leadership will create ***data-driven*** protocols to determine the impacts of each partnership. Numerous data points will be reviewed including, but not limited to: suspensions, attendance, *Teaching, Empowering, Leading and Learning Survey* (TELL), etc.

In addition to the above-mentioned partnerships and organizations/teams that support safe schools, the school will continue the following relationships:

- Partnership with the Dayton Police Department, which deploys a part-time School Resource Officer on-campus at Dayton High School. In an expanded role, it is envisioned the SRO will work more closely with school leadership and plan and deliver a series of parent workshops focused on school and community safety (e.g., Internet safety, recognizing the signs of substance abuse).
- The Northern Kentucky Independent District Health Department, which provides on-campus presentations on a number of health-related topics, including STDs, drug abuse, etc.

Describe the strategies implemented to improve school climate and discipline.

The middle and high schools being labeled Distinguished for school year 2015-2016 has created a renewed sense of pride in place, and resulted in all members of the community to believe that the schools are beginning to shake-off the Priority label. Moreover, as represented by the CERT, ACT, and College Career Ready data presented earlier, there is a college-going culture among the majority of students; this is a unique goal among these current students compared to all modern graduating classes of the school. Perhaps most dramatic has been the increasing number of students who participate every year in the Senior college signing day ceremony. This improved academic culture has such mainstay features now as Mentors for identified at-risk students, recognition for a student of the month, honor roll reward lunches, a very popular recognition know as Principal for a Day,

Among the faculty, there is a greater sense of cohesion as evidence through intangibles like the creation of a Culture Committee, monthly food rotations for Early Release gatherings, cards for teachers experience life events, and occasional gifts in mailboxes.

School year 2014-2015 a new vision and mission statement were developed, as well as accompanying belief statements, one of which states: "encouraging positive behavior and providing support fosters perseverance and integrity." Out of this belief, starting in school year 2015-2016, the Positive Behavior Intervention System was implemented. As the Faculty Handbook states: "Positive Behavior Interventions and Supports is a

proactive approach to establishing the behavioral supports, a social culture needed for all students in a school to achieve social, emotional and academic success." The system calls attention to focus on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) supports that improve lifestyle results (personal, health, social, family, work, recreation) for all youth by making targeted misbehavior less effective, efficient, and relevant, and desired behavior more functional.

Dayton's Positive Behavior Intervention System committee members include: the Director of the Youth Service Center, two teachers, the Assistant Principal, Principal, and Guidance Counselor. This leadership team has gone a long way in establishing the common language for a positive culture, see more below, and implemented some really engaging strategies, like: PBIS Care Cards with COD (call or drop) Option for students to select their reward, common area expectations posted, and student produced instructional videos for school-wide promotion after extended breaks.

The Positive Behavior Intervention System school-wide expectations are: C - Courage; A - Attitude; R – Respect & Responsibility; and, E – Effort. This along with the clarification of the Common Area Expectations going into school year 2016-2017 has promoted a strong culture between faculty and students. The Common Area Expectations are:

Hallway	Bathroom	Classroom
Keep moving	Flush	C
Right side	Wash	A
Be kind	Leave	R
Keep it clean		E

Cafeteria	Outside	Fire Drill
Be kind	Be courteous	Be calm
Be healthy	Clean up	Be quiet
Stay seated	Follow directions	Line up
Clean up		

Bus	Gym/Assembly	Library
Stay seated	Be considerate	
Stay in	Be safe	
Be kind	Clean up	

Another important aspect of the Positive Behavior Intervention System has been the stated expectation teachers are expected to handle their own discipline problems as much as possible. Sending students to the office should be done only when the behavior disrupts the class. Teachers are to use the rule of 3's, documenting at least 3 classroom-managed interventions in Personalized Learning Plan prior to referring a student for an office managed discipline referral. Documented interventions in PLP may include such things as a warning, teacher detention, parent contact, student/teacher conference, changing a seating assignment, auditory/visual cues and behavior contract. Additionally, teachers are never to send students to In-school detention; administration will determine after review. Finally, teachers are encouraged to be firm, flexible, and fair, which reflects attitude students are increasingly responding positively to.

An additional area having a significant impact on climate and culture is the Youth Services Center, which provides for the various needs of students that their families cannot afford, such as mental health counseling, drug free schools, medical, clothing, and food services. By providing these services the school's Youth Service Center helps to alleviate generational poverty for large numbers of our students.

The commitment to the students' academic well-being is also having a dramatic impact. Teachers routinely stay after school to aid students wanting to score better on their ACT test, CERT, or just help with classroom lesson. Another after school program, the local YMCA works collaboratively with our school to provide tutoring after school as well as various clubs such as cooking and archery. Finally, there is an overall sense of optimism from increased opportunities and presence of clubs and extracurriculars; whether it be the academic team, the newly coached basketball team, or the newly formed 3-D printing club.

Describe how the school program has been extended to offer full-day kindergarten or pre-kindergarten.

While no grant dollars will be expended to support either the full-day kindergarten or state-funded preschool programs, currently, Dayton Independent Schools provides full-day kindergarten to all district children, supporting it through the use of District General Funds. The Dayton Independent Schools offers universal, half day preschool to all community 4-year-olds regardless of state qualifying factors. Through a contractual relationship with Children, Inc. (one of the largest and most-respected child care providers in Kentucky), offers a full-day, blended preschool program for all Dayton families seeking full-day services. Through supplemental funds provided by the local United Way and KY Child Care Assistance Program, this full day, blended pre-kindergarten program is offered to Dayton's children on a "sliding scale" basis, meaning no children are refused services due to lack of funds.

In addition to our full-day blended preschool program (with Children, Inc.), Head Start also operates a full-day program that runs parallel to the other programs that are all located within our district elementary school. This is of particular import, in that, many Dayton families are lower-income.

Describe the per-pupil school-based budget formula being implemented that is weighted based on student needs.

SEEK funds are based on the total number of enrolled students. Presently, these allocations are based on $100 per student. The district also utilizes Title I funds to cover the salary for the DaytonA Coordinator for our alternative program and to support the school with progress monitoring with CERT and in providing reading intervention programs such as Reading Plus. Other state and local funds are allocated through a needs assessment provided by the school SBDM council. SBDM Section 7 funds are determined through that process.

Identify the school pre-implementation activities (e.g., family and community engagement, review/selection of external providers, staffing, professional development and support, prepare for accountability measures) that will occur. Explain how these activities will prepare the school for successful implementation of the model. Any expenses related to pre-implementation must be reflected the district budget.

The school pre-implementation activities were clearly aligned with that of the previously mentioned district pre-implementation activities. In addition to these, the, principal met with School-Based Decision Making counsel on April 25th, to discuss the grant, and had a number of ad hoc conversations with counsel members, one of which was included in the preliminary planning group. March 29th, members of the preliminary planning group presented to the entire faculty on their planning so far, led an exercise in understanding of the SAMR model, and received feedback from staff on their input for the eventual grant.

Actions

Please Note: You may only type in the gray areas.

Explain how the district will monitor changes in instructional practice as a result of job-embedded professional development.

The district for the 2016-2017 school year established the following Curriculum and Instruction Planning Model. This outlines the scope and sequences of the Academic Work Plan all teachers are expected to follow for curriculum, instruction, and assessment, and how this work will be collaboratively will like-content peers during professional learning days and early-release/PLC work. Monitoring by district and school leadership is part of this plan and is conducted a minimal of three times per year.

Curriculum and Instruction Planning Model (Review of Implementation)

Begin with the End in Mind

Identifying Standards to be taught – Using the backward design model, teachers will intentionally plan and identify standards to be taught and organize those standards onto Quarterly Standard Organizers/Unit Organizers. Teachers will ensure all standards are covered by using the Achieve flip books to identify where each standard is covered.

This work is ongoing throughout the school year as teachers meet in content-like groups every Wednesday for Early Release meetings to review Quarterly Standard Organizers/Unit Organizers. ELA and Math teachers began this work at a professional learning day over the summer, whereas other content area teachers completed this work during PLC meetings or Early Release Wednesdays. All Artifacts are house in OneNote and submitted to the Director for Teaching and Learning and Principal once completed, who provides feedback.

Curriculum Timeline

Teachers complete a curriculum timeline, which is a "Year-Long Overview" of the school year. The intent of the curriculum timeline is to provide a quick snapshot of the entire school year. This timeline is completed and/or updated prior to school starting.

Unit Planning

By completing the Quarterly Standard Organizers (ELA and Math) and the Quarterly/Unit Organizers (Science, Social Studies, Arts and Humanities, and Practical Living), teachers intentionally plan units by covering content-alike standards. During the Unit Planning phase of instruction at Dayton schools, teachers also create their summative assessments. Teachers will create quarterly assessments with assessments questions that match the standards being taught for the quarter.

Formative Assessments

Instructional Strategies

Formative assessments and the instructional strategies that are used and created by the teacher are documented on the monthly pacing guide. In completing the pacing guides, teachers do the following:

- *Plan ahead by completing a "draft" of the pacing guide at the beginning of the month. This draft is emailed to the building principals and Director of Teaching and Learning on the first Wednesday of each month.*
- *Determine the pacing of each lesson and unit*
- *Create student friendly learning targets to inform the students of the standards.*
- *Intentionally plan instructional activities, literacy strategies, higher order questions, and critical vocabulary.*
- *Complete revised copy of "draft" pacing guide at the beginning of the following month. This revised copy is emailed to the principals and Director of Teaching and Learning on the first Wednesday of each month. With the revised copy, teachers will:*
    - *Update the calendar portion of the pacing guide to reflect changes.*
    - *Use data to answer the reflection questions.*
    - *Identify changes that were made from the "draft."*
    - *Identify strategies used to include parents in the learning process.*

Summative Assessments

Teachers develop the summative assessments after completing the Quarterly Standard Organizer or the Quarterly/Unit Organizer. These summative assessments will be reviewed by content alike groups during early release meeting times and they will be reviewed at the conclusion of each school year at a professional learning day with content alike or grade level groups. While administering summative assessments, the intent is for teachers to analyze their learners and determine next steps for re-teaching specific standards.

Evaluate and Revise

Teachers evaluate and revise their instructional activities, literacy strategies, assessment practices at the conclusion of every month by completing a revised monthly pacing guide, which is emailed to building and district level administrators.

Teachers also evaluate and revise their Quarterly Standard Organizers, Quarterly/Unit Organizers, and Assessments at the conclusion of each school year at a professional learning day. Teachers will complete this work in grade level teams/content area teams.

Monitoring

All Dayton district administrators, principal, assistant principal, and Education Recovery staff will conduct regular, weekly walkthroughs in classrooms using multiple modes of tools for formative data collection of the above items:

- eleot walkthrough system (learning environment)
- district-created Deeper Dive Walkthrough instrument (Danielson Framework - Domains 2 and 3)
- Principals and Director of Teaching and Learning with conduct three review of OneNote artifacts (10x10 assessments, Quarterly/Unit Organizers, Assessments) and provide descriptive feedback to teachers

Describe how school personnel will be assigned or reassigned, maximizing teaching and learning to address the school's improvement goals.

Board Policy 02.4331(School Staffing) describes how school personnel are assigned to each school, as outlined below, as derived from http://policy.ksba.org/Search.aspx?distid=18. The SBDM Council reviews allocations during the April meeting of each school year, per this policy, to determine staff placement at that time based on the school's goals of the Comprehensive School Improvement Plan. How staff are placed or reassigned to maximize teaching is a SBDM decision with the principal having final approval.

Maximizing teaching and learning is our goal, and we are grateful for the support this grant will add in capacity to do so. School improvement goals will be met through the Principal directing clear roles and responsibilities, like the following examples illustrate. The online learning position will be absorbed into our master schedule with intervention classes as we evolve to a true blended learning model. The digital learning coach will not be necessary at the end of year three because teachers will be trained but also because of our permanent addition of our district supported blended learning media specialist, which will not go away... and our blended learning media specialist will work closely with our digital learning coach to assume the full roll as our blended learning leader by end of year 3. In addition, we doubled our mentoring support with an additional teacher mentor so we will have a mentor teacher at the high school and middle school. This will further improve intervention through the student assistance team, a team that identifies students in need of Tier II intervention in literacy and math. These two mentors are funded by the district. They aren't funded by the SIG grant and will continue. They're efforts will decrease continued need for positions within this grant. We also have a district funded literacy coach/teacher, who will be co-teaching and training Tier III students in our alternative school.

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The Board shall provide each council with both a tentative and a final/updated allocation for school staffing for the next fiscal year. The notifications shall include the Board-approved guidelines used in determining the allocations and the formulas utilized in calculating numbers of positions. Allocations, at a minimum, shall budget funds sufficient for the council to meet the following staffing needs of the school:

Certified Staff:

1. *Statutory class size caps based on projected student enrollment to the nearest one-tenth position minus all state enrollment deductions;*
2. *Pupil contact hours as required by law; and*
3. *All other certified staff positions generated by District guidelines approved annually by the Board, excluding fringe benefits, categorical programs, exceptional children services, itinerant, extra duty and extended employment positions, and positions allocated that are not required by statutory cap size requirements.*

Classified Staff:

1. *All school-based positions approved annually by the Board in non-categorical programs.*

All Positions:

1. *To provide salaries including adjustments for any salary changes made by the Board; and*
2. *To budget for vacant positions at 95% of the average District salary for the job classification.*

Any revisions made to the District's policy/guidelines (whichever contains specific formula information) for the next school year shall be forwarded to the Kentucky Department of Education by May 1 of each year.

Council Authority

After receiving notification of the final financial allocation for the school from the Board, the council shall determine, within the funds allocated, the number of persons to be employed at the school in each school level job classification. The council shall not have the authority to recommend transfers or dismissals. The council shall not alter the staffing of District instructional services provided to all schools, including exceptional children teachers and itinerant teachers.

For existing school level vacancies, the council may choose to reassign funds from one Board approved school level job classification to another, or to use these funds for other purposes consistent with its responsibilities. Funds remaining from the school's staffing allocation at the end of the year shall revert to the District's general fund, unless the council receives Board approval to escrow the funds to be used at a future date for an approved project.

Council to Report

By the date specified by the Superintendent/designee, the council shall report to the Board the number of persons to be employed at the school in each job classification.

Adjustments

Adjustments to the final staffing allocation may be made due to increases in salary schedules, salary adjustments or changes in enrollment. However, any such adjustments shall be made by September 15 and the council notified if the adjustment represents a change.

Identify how the use of school-level funds from various sources will be changed to support the school's improvement goals.

Dayton High School has met with the School Based Decision Making Council to re-allocate funds based on needs in mathematics and literacy. At this time, Title I funds are being utilized to cover the cost of CERT progress monitoring costs, as well as fund Reading Plus and Lexia, which are needed for school literacy intervention. The school recently applied for and received a Novice Reduction Summer Learning Grant, which will provide summer programming for novice students in literacy and mathematics and provide ALEKS, a mathematics intervention program. SBDM council meetings are held monthly to celebrate success, review academic needs, and revise budgets as needed to meet improvement goals.

The grant's improvement goals will be met through school level staffing and funding sources being reviewed and modified for the best possible outcomes. For example, the Apple certification training for two teachers, as well as Apple Care certifications for students, were removed. All teachers and STLP help desk students will enroll in free Apple teacher training. Also, the PBL and Service Learning training for our digital learning coach and blended learning coach will be a train the trainer model for PBL/Engagment/Service Learning/Blended Learning on a local level with surrounding school districts. This will save funds for travel expense and improve

collaboration with surrounding schools. In addition, our successes with Tier II and III interventions will reduce funds required for intervention. We will connect online, instruction and experiences with the strong continued progress we've made with data analysis in PLC's and connect the professional learning experiences in PLC analysis of assessments and re-teaching practices for struggling students. Lastly, we can't forget the impact our NKU partnership will have on student leadership... more students problem solving technology, leading PBL and leading other students will decrease the need for staff.

Describe the review process of policies and practices of the Board of Education and School Based Decision Making Council conducted to ensure there are no barriers to prevent the full implementation of this improvement plan. Include the date(s) of the review. (This is not to ensure legally required policies are in place.)

The vision for this transformation project, through this improvement plan, was first shared with the SBDM Council, and Dayton Board of Education, during their regular scheduled meeting in December 2016. It was during those meetings that the Principal and Superintendent first shared an idea of moving Dayton High School beyond the status of distinguished school/district and that many conversations would be taking place over the series of the next few months, and received initial commitment from the members of each group. After the RFA of the SIG was released,

In addition to this, every year, the SBDM council holds a special meeting to review its policies and practices, with the last meeting being held in April 25 of this year. Often the council seeks assistance with the Kentucky Association of School Councils (KASC). The Board of Education annually reviews all policies and procedures at the regular scheduled meeting in July of each year. Dayton Independent Schools Board of Education also works closely with the Kentucky School Boards Association (KSBA) to review and revise policies when needed. With KSBA recommends a policy review, it is done at the next board meeting. As of the date of this application, the next board meeting is scheduled for May 24, 2017. The school also has a regularly scheduled SBDM council meeting on that same day.

Describe the school and district policies and/or practices (e.g., curriculum, instructional practices, staffing, calendars/time/schedule, class offerings, budgeting, etc.) that have been changed to ensure the school is able to implement the improvement plan with fidelity.

Since the last School Improvement Grant was awarded, there have been systemic changes at Dayton High School.

CURRICULUM AND INSTRUCTIONAL PRACTICES – Beginning with the work of the previous SIG was vertical alignment of the curriculum. All teachers throughout the district have created curriculum timelines, Unit/Quarterly Organizers, and Assessments for every grade level and content area. Common curriculum documents have also been created. Teachers meet in PLC's to analyze student work and formative assessments and teachers meet in district wide PLC's to analyze student work and summative assessments. School and district leaders monitor to determine if planned activities and assessment are aligned to standards and rigorous in natures. Teachers house all documents electronically on OneNote[9] where administrators can

[9] Dayton High School OneNote Database Retrieved May 10, 2107 https://staffkyschools-my.sharepoint.com/personal/rick_wolf_dayton_kyschools_us/_layouts/15/WopiFrame.aspx?sourcedoc=%7BCF429616-F22F-49E8-9B6B-E3096BF0143E%7D&file=DHS%20Staff&action=default&RootFolder=%2fpersonal%2frick%5fwolf%5fdayton%5fkyschools%5fus%2fDocuments%2fClass%20Notebooks%2fDHS%20Staff&d=wcf429616f22f49e89b6be3096bf0143e&e=5:fad9d3f1d00a4ad8bd7dc6406ee8e48d

access and provide feedback. During PLC and Early Release meetings, teachers rotate turns to provide an analysis of assessment data and collaboratively plan for next steps in instruction and re-teaching with their peers based on results.

Working leading up to the 2016-2017 school year led to the adoption of a new vision for Dayton Independent School with the adoption of the "Inspire, Engage, Grow Classroom,[10]" aligned with the work of Eric Jensen, on understanding children of poverty.[11] This has become a common expectation for what classrooms at Dayton Independent should look like.

STAFFING – Since the last School Improvement Grant, the district has employed a full time, certified literacy specialist, funded by the General Fund, whose sole responsibility is provide intensive literacy support across all content areas. This position is moving into its third year with the upcoming school year. Additionally, funded with the last grant, an online learning position was created to provide credit recovery services to students. The DaytonA Coordinator position was funded through a reallocation of Title I funding, through SBDM council approval, in order to provide services to some of Dayton's most at-risk students. Additionally, an In-School Suspension was created with Title I funds, which has kept students in school and reduced the number of out-of-school suspensions. A Registrar position was also added to support students in the counseling office.

CALENDARS/TIME/SCHEDULING – A fourth bell RTI period has been put into place in which all students not meeting grade level benchmarks are enrolled in interventions.

CLASS OFFERINGS – Since the last School Improvement Class, the following courses have been added: Government/Current Events, History of Film/Literature, Percussion I/II, Fiber Arts, US History Survey.

Identify supports, outside the district, (i.e., education cooperatives, site researchers, higher education personnel, and other external providers) that will be utilized to assist the school in meeting its improvement goals. Describe the actions that have been or will be taken to recruit, screen, and select appropriate and effective external providers to ensure their quality. Describe how these external providers will be regularly reviewed and held accountable for their performance.

Supports outside of the district were selected based on their aligned expertise to the vision outlined in this grant. Partners were identified based on knowledge of their reputation, access, and willingness to collaborate. In the case of the Northern Kentucky Educational Cooperative for Educational Services, there is a longstanding relationship with the district will continue to support the fulfillment of math and literacy goals, and the shift to project-based learning. The relationship with the Academic and Behavioral Response to Intervention (ABRI) has just started school year 2016-2017, and has gotten off to a great start through their support in the high school's Student Assistance Team interventions, and will support the goal of ontime matriculation and eventual graduation with a college and/or career ready designation. Gateway Community and Technical College is wrapping-up the second year of a successful Early College program, and the high school only sees an increase of the goal of more students being college ready by their Junior year through the relationship as the work outlined in this grant goes forward. Finally, the Northern Kentucky University was selected because of

[10] Inspire, Engage and Grow Poster; Dayton Independent Schools. http://www.dayton.kyschools.us/docs/district/DistFiles/Inspire%20Engage%20and%20Grow.pdf

[11] Jensen, E. (2013). *Engaging students with poverty in mind: practical strategies for raising achievement*. Alexandria, VA: ASCD.

their unique expertise in providing technical assistance in a campus setting to support the goal of a 21st century blended learning model of education, and their willingness to expand their service outreach to the kindergarten through twelfth grade sector.

As previous mentioned, external resources include:

- Formal partnership with Northern Kentucky University to add capacity to Dayton's transformation to a blended learning environment, through their expertise in managing a customer support operation supporting hardware and software solutions for administration, faculty, and students on campus, whereby the:
    - Northern Kentucky University Chief Information Officer will support a full mentorship program with Dayton High School
    - Several times a year, Dayton High School students selected for the *Greendevil Operations Technical Instruction Team* (GotIT), will be matched with students who are participating in Internships, Work Study, in the Norse Tech Bar
    - Several times a year, Dayton GotIT students will travel to Northern Kentucky University campus to shadow their Mentors in the Norse Tech Bar, as well as interact with other areas of the Chief Information Officer's Department, such as Information Technology Technicians installing hardware throughout campus.
    - Through this partnership, Dayton GotIT students will have positive role models in both the soft skills customer service expects, as well as technical skills of business and industry

  The partnership will be reviewed informally, in an ongoing basis to determine the level of commitment the partner provides to fulfilling Dayton's mission and stated goals. Once a year, a formal determination will be made through the expression of a renewed letter of support from Northern Kentucky University, which will allow statement of specific improvements in the partnership.

- Assistance from the Northern Kentucky Educational Cooperative for Educational Services, which will support:
    - Project-based Learning
    - Blended Learning
    - Continuation of coaching during Early Release professional learning session with literacy and math content groups and across the four core content areas

  Dayton is a committed member of this cooperative, and thus will reflect on the quality of the service provided in an ongoing basis through feedback from teachers, including Plus/Delta responses to specific professional learning, and Professional Learning Community observations from district and school administrators. Detailed and timely feedback will be provided through the strong relationship between the cooperative field representatives and Dayton teachers and administrators, and through means of the Superintendent who sits on the board.

- Partnership with the Academic and Behavioral Response to Intervention (ABRI) group with the University of Louisville, which will extend continued support to the school's Student Assistance Team, in efforts to provide sustainability involving:
    - Positive Behavior Instructional Support
    - Expertise and training in data management and analysis
    - Academic Response to Intervention for all students

  The formal partnership with ABRI will be reviewed in an ongoing basis through conversations with the principal and ABRI field representatives, including next steps, Agendas for upcoming collaboration, as well as Plus/Deltas from Student Assistance Team meetings. Once a year a formal Memorandum of Agreement with ABRI will allow accountable discussion of the quality of the services to support Dayton fulfilling her stated mission and goals.

- Gateway Community & Technical College is a client-based relationship, whereby Dayton employs

Kentucky Higher Education Assistance Authority funds to purchase seats for students to complete college credit hours. The Dayton High School counseling department is in active and frequent contact with administrators at Gateway, and as such is able to manage procedures and commitments. Beyond this, accountability comes through Dayton student's ability to 'vote with their feet,' and select other university and colleges in Northern Kentucky should the service be determined insufficient in the future.

Identify the state and federal funding resources that will be adjusted to continue reform efforts when the SIG funds are no longer available. Describe how data analysis will continue to drive instructional changes and annual goals.

After SIG funds are no longer available, the school and district will realign fiscal resources from the local, state and federal levels to ensure sustainability of systems and processes that build upon organizational development and the professional learning community at Dayton High School. As part of the fiscal realignment, the district will closely examine staffing through General Funds at Dayton High School and fill gaps based on identified needs, if possible. For example, the Instructional Assistant position afforded through this grant, should the school demonstrate a need after three years, the School Board, per leadership of the Superintendent, is expected to provide continuation of support.

The Online Blended Learning Instructor provided through funding of this grant is expected to be phased out after year three. This is not a long-term position, therefore sustainability of funding is not necessary. The first School Improvement Grant awarded to Dayton provided for the funding of this position, and therefore over the last three years this position has had a substantial influence on the increased matriculation of students and thus the overall graduation and College and Career Readiness rates. With the overall transformation of Dayton through this current grant, the Tier I and Tier II spaces will be able to integrate the capacities provided for by the Online Blended Learning Instructor.

Since Dayton High School is Title I School, those funds help to provide funding for a school counselor and a variety of supplemental, instructional resources. To sustain reform efforts when SIG funds expire, school-level Title I dollars will be directed (and increased as indicated) to meet identified instructional needs, support parent involvement initiatives within the school and provide high-quality, professional learning to increase teacher effectiveness/capacity. The district will continue to seek other funding streams through grants, organizational gifts, community/corporate partnerships, etc.

To make effective use of all funding sources, the school and district must exhibit data-driven decision making in all areas. As such, a variety of assessment tools-along with annual goal- setting-will continue to guide and inform instructional planning and implementation. To that end, data will be collected, compiled and analyzed using:

- CERT
  - Regarding sustainability, Title One funds support
- End of Course Exams and Formative/Summative Assessments
  - Regarding sustainability, the Kentucky Department of Education funds
- ACT

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- Regarding sustainability, the Kentucky Department of Education funds
- Student Voice and other student, staff and family surveys
- Regarding sustainability, there is no additional costs per Google applications being available

In addition to "hard data" instruments, instructional planning and progress made towards annual goals also will be guided/monitored through:

- Building walk-throughs, included eleot instrument walkthroughs, Deeper Dives, etc.
- Analysis of staff professional development, including evidence of change(s) in approach(es) to teaching and documented impacts on student learning.
- Evidence (and impacts) of the integration of technology into daily lessons.

As outlined above, district leadership will continue to provide financial supports to sustain improvement at Dayton High School after the SIG funds are no longer available. The development of systems and processes to foster change will be the lasting legacy of the grant program... and, ultimately, will drive long-term sustainability. Be it the development of a data analysis system to inform instructional change, processes to increase family engagement, promote a healthy school climate or increase attendance, these are the capacity- building initiatives that will remain long after SIG funds have been depleted.

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Timeline

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School Year 2017-2018:

	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
District & School Leadership Activities	Dayton Independent Board of Education (semiannual): report out from Principal, and any respective District staff, on key milestones of transformation vis School Improvement Grant.											
	District Leadership Meeting (monthly) standing-agenda-item: report out from Director of Teaching and Learning, District Technology Coordinator, the Director of Pupil Personnel, and District Finance Officer oversight of implementation of all systems of intervention and transformation outlined in the grant											
			School Leadership Meeting (semi-monthly): Sustainability Coordinator report out ongoing status of SIG implementation									
				• Leadership Data Day			Plan rollout in Master Schedule for flipping one prep per dept SY2018-19 to Project-based Learning; PBL Pioneers, Principal, Counselor					
	SIG Strategic Planning Team continue to meet at least monthly with school leadership and the Sustainability Coordinator to monitor and support implementation of the grant.											
Instructional Reform Strategy	• Lit Coach incorporate SIG into Lit Plan (30,60,90) • Revise PLC Protocol: literacy share-out		Early Release (every other Wed): technology training led by Librarian, District Tech Cor, Classified Cert, GotIT									
				PBL Pioneers: 'flip' one curricular unit in their PLC prep to problem-based learning								
							PLC: PBL Pioneers share-out 'flipped' unit to model to all staff					
				Learning Management System Pilot				New Learning Management System implementation				
			STLP Class (1st semester): Librarian teacher of record; if Master Schedule affords					STLP Class (2nd semester): Librarian teacher of record				
Professional Development			Apple Teacher Certification: self-paced all staff, 12 hours of paid professional learning									
		• Apple Academy Librarian, District Tech Cor, Classified		Buck Institute Training: PBL Pioneers								
				National Board Certification (participating teachers)								
			• Learning Manage									
							Training new Learning Management System; Early Release, PLCs, PD days, supplemental 24 and additional 15 hours					

	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
		Tech; or, Oct, Nov contingent on hiring • Digital Drivers License for GotIT students	ment System training for teachers completing pilot of competing products; e.g. Schoology, Canvas									
Data Collection & Analysis		PLC (school-based protocol): formative unit assessment PLC (district-wide protocol): summative unit assessment		• Dayton School-wide Data Day								
Recruitment & Retention of Staff		New Teacher Orientation (monthly): led by Director of Teaching & Learning and Principal; SIG year 1, integrate tech training									• Natl Board Cert teacher shares out their project to entire staff, & District Board	

	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Community & Parent Involvement				• Literacy Night						• Literacy Night	• Townhall School-ation to Community on digital transformation (including student showcase)	
								STLP students share videos on tech know-how				
Assessments	District Leadership Meeting (quarterly): report out from Director of Teaching and Learning and Principal on assessment data – specifically: CERT (three times a year for high school),											
Staffing	• Identify PBL Pioneers: one in each vertical PLC • Recruit Natl Board Cert teachers • hire, Library Media Spec • hire, Certified Technology Coordinator	Write Sustainability Plan (see Appendix: Project Charter)										
				Hire, Classified Technology Coordinators; contingent of SIG funds								

	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
	• identify SIG Sustainability as additional duty to existing position											
External Partners		• launch, NKU Mentoring Partnership					NKU Norse Tech Mentors meet GotIT Mentees (monthly/alternating campuses)					
Technology	• Issue existing personal computer to all staff • Issue Apple laptop to all staff • Learning Managemetn System Overview to Staff	• Select location, install wiring and charging stations • Purchase and deploy Hotspots for GotIT students at home, if needed		Deploy Charging Stations		Purchase contract for new Learning Management System						

School Year 2018-2019:

	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
District & School Leadership Activities	Dayton Independent Board of Education (semiannual): report out from Principal, and any respective District staff, on key milestones of transformation vis-à-vis School Improvement Grant.											
	District Leadership Meeting (monthly) standing-agenda-item: report out from Director of Teaching and Learning, District Technology Coordinator, the Director of Pupil Personnel, and District Finance Officer oversight of implementation of all systems of intervention and transformation outlined in the grant											
	School Leadership Meeting (semi-monthly): Sustainability Coordinator report out ongoing status of SIG implementation											
				• Dayton Data Day			Plan rollout in Master Schedule for flipping one prep per dept SY2019-20 to Passion-based Learning; PBL Pioneers (1st & 2nd Cohorts), Principal,					
	SIG Strategic Planning Team continue to meet at least monthly with school leadership and the Sustainability Coordinator to monitor and support implementation of the grant.											
Instructional Reform Strategy		STLP Class: (1st & 2nd semesters): Librarian teacher of record										
		Early College: expand to IT & Tech Pathways & Certifications										
		PBL Pioneers (1st Cohort, each Dept): facilitate one 'flipped' prep of Project-based Learning										
Professional Development	Buck Institute Training: second cohort of teachers											
		Continued training for new Learning Management System; Early Release, PLCs, PD days, supplemental 24 and additional 15 hours										

	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Data Collection & Analysis				• Dayton School-wide Data Day								
Recruitment & Retention of Staff		New Teacher Orientation (monthly): led by Director of Teaching & Learning and Principal; SIG year 2, integrate tech & PBL										
Community & Parent Involvement		• Townhall: School-wide Presentation to Community on digital transformation									• Townhall: School-wide Presentation to Community on digital transformation (including student showcase)	
Assessments	District Leadership Meeting (quarterly): report out from Director of Teaching and Learning and Principal on assessment data – specifically: CERT (three times a year for high school),											
Staffing	• GotIT Help Desk setup in Library	• GotIT Help Desk operational all periods of bell										

	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
	• Identify PBL Pioneers 2nd Cohort • hire, Certified Tech Coor	schedule										
External Partners			NKU Norse Tech Mentors meet GotIT Mentees (monthly/alternating campuses)									
Technology		Hotspots issued for home use to students as needed Student Issued Laptop, once student reaches tiered level of access millstones										

School Year 2019-2020:

	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
District & School Leadership Activities	Dayton Independent Board of Education (semiannual): report out from Principal, and any respective District staff, on key milestones of transformation vis-à-vis School Improvement Grant. District Leadership Meeting (monthly) standing-agenda-item: report out from Director of Teaching and Learning, District Technology Coordinator, the Director of Pupil Personnel, and District Finance Officer oversight of implementation of all systems of intervention and transformation outlined in the grant School Leadership Meeting (semi-monthly): Sustainability Coordinator report out ongoing status of SIG implementation											

	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
	SIG Strategic Planning Team continue to meet at least monthly with school leadership and the Sustainability Coordinator to monitor and support implementation of the grant.			• Dayton								
Instructional Reform Strategy												
Professional Development												
Data Collection & Analysis				• Dayton School-wide Data Day								
Recruitment & Retention of Staff		New Teacher Orientation (monthly): led by Director of Teaching & Learning and Principal; SIG year 3, continue tech & PBL										
Community & Parent Involvement		• Townhall: School-wide Presentation to Community on digital transformation									• Townhall: School-wide Presentation to Community on digital transformation	

	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Assessments	District Leadership Meeting (quarterly): report out from Director of Teaching and Learning and Principal on assessment data – specifically: CERT (three times a year for high school).											
Staffing												
External Partners			NKU Norse Tech Mentors meet GotIT Mentees (monthly/alternating campuses)									
Technology			Identify funding to sustain digital transformation for purchase of new, additional devices									

Annual Goals

Please Note: You may only type in the gray areas.

Develop annual S.M.A.R.T. goals (Goals must be specific, measureable, attainable, realistic, and time bound.) for literacy and mathematics for each year of the SIG funding. Include goals for each grade level in the school. Include baseline data within the goal.

Literacy Annual Goals:

	9th	10th	11th	12th
2017-18	For the 2017-18 school year 45% of students will meet at least proficiency on the school CERT benchmark for reading.	For the 2017-18 school year 74.8% of students will meet proficiency or distinguished on English 10 End-of-Course Assessment.	For the 2017-18 school year 67.5% of students will meet the college readiness benchmark on the ACT in **Reading**	For the 2017-18 school year 78% of students enrolled in a CCR-12 course will meet the at least proficiency on the college readiness proxy assessment.
2018-19	For the 2018-19 school year 50% of students will meet at least proficiency on the school CERT benchmark for reading.	For the 2018-19 school year 79.8% of students will meet proficiency or distinguished on English 10 End-of-Course Assessment.	For the 2018-19 school year 72.5% of students will meet the college readiness benchmark on the ACT in Reading	For the 2018-9 school year 90% of students will meet the at least proficiency on the college readiness proxy assessment.
2019-20	For the 2019-20 school year 55% of students will meet at least proficiency on the school CERT benchmark for reading.	For the 2019-20 school year 84.8% of students will meet proficiency or distinguished on English 10 End-of-Course Assessment.	For the 2019-20 school year 77.5% of students will meet the college readiness benchmark on the ACT in Reading.	For the 2019-20 school year 90% of students will meet the at least proficiency on the college readiness proxy assessment.

Math Annual Goals:

	9th	10th	11th	12th
2017-18	For the 2017-18 school year 35% of students will meet at least proficiency on the school CERT benchmark for math.	For the 2017-18 school year 64.8% of students will meet proficiency or distinguished on English 10 End-of-Course Assessment.	For the 2017-18 school year 60% of students will meet the college readiness benchmark on the ACT in math.	For the 2017-18 school year 78% of students enrolled in a CCR-12 course will meet the at least proficiency on the college readiness proxy assessment.
2018-19	For the 2018-19 school year 40% of students will meet at least proficiency on the school CERT benchmark for math.	For the 2018-19 school year 73.3% of students will meet proficiency or distinguished on English 10 End-of-Course Assessment.	For the 2018-19 school year 68% of students will meet the college readiness benchmark on the ACT in math.	For the 2019-20 school year 90% of students will meet the at least proficiency on the college readiness proxy assessment.
2019-20	For the 2019-20 school year 45% of students will meet at least proficiency on the school CERT benchmark for math..	For the 2019-20 school year 81.8% of students will meet proficiency or distinguished on English 10 End-of-Course Assessment.	For the 2019-20 school year 75% of students will meet the college readiness benchmark on the ACT in **math**..	For the 2019-20 school year 90% of students will meet the at least proficiency on the college readiness proxy assessment.

*Develop **quarterly** S.M.A.R.T. goals for literacy and math for each of year of the SIG funding. Include goals for each grade level in the school. Include baseline data within the goal.*

Literacy 2017-18	2017 Reading Baseline	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
9th Grade CERT: by the end each quarter, these goals expect a proficiency level in reading on the CERT assessment as determined by cut scores associated with state and national assessments.	40.2%	30%	37.5%	37.5%	45%
10th Grade CERT: by the end each quarter, these goals expect a proficiency level in reading on the CERT assessment as determined by cut scores associated with state and national assessments.	40.4%	45%	48.75%	48.75%	52.5%

11th Grade CERT: by the end each quarter, these goals expect a proficiency level in reading on the CERT assessment as determined by cut scores associated with state and national assessments.	54.2%	52.5%	56.25%	56.25%	60%
12th Grade of Dayton HS seniors enrolled in Reading and English transition courses will reach benchmark on the college readiness proxy exam.	ACT Reading 46.45% meeting benchmark as Juniors. ACT English 60.3% meeting benchmark as Juniors.	33%	48%	63%	78%
Literacy 2018-19	**2018 Baseline**	**First Quarter**	**Second Quarter**	**Third Quarter**	**Fourth Quarter**
9th Grade CERT: by the end each quarter, these goals expect a proficiency level in reading on the CERT assessment as determined by cut scores associated with state and national assessments.	tbd	41%	44.5%	44.5%	48.5%
10th Grade CERT: by the end each quarter, these goals expect a proficiency level in reading on the CERT assessment as determined by cut scores associated with state and national assessments.	tbd	48.5%	55.45	55.45	62.4
11th Grade CERT: by the end each quarter, these goals expect a proficiency level in reading on the CERT assessment as determined by cut scores associated with state and national assessments.	tbd	62.4%	69.3%	69.3%	76.2%

12th Grade of Dayton HS seniors enrolled in Reading and English transition courses will reach benchmark on the college readiness proxy exam.	tbd	55%	65%	75%	90%
Literacy 2019-20	**2019 Baseline**	**First Quarter**	**Second Quarter**	**Third Quarter**	**Fourth Quarter**
9th Grade CERT: by the end each of quarter, these goals expect a proficiency level in reading on the CERT assessment as determined by cut scores associated with state and national assessments.	tbd	. 45.5%	48.5%	48.5%	52%
10th Grade CERT: by the end of each quarter, these goals expect a proficiency level in reading on the CERT assessment as determined by cut scores associated with state and national assessments.	tbd	52%	64.6%	64.6%	77.2%
11th Grade CERT: by the end of each quarter, these goals expect a proficiency level in reading on the CERT assessment as determined by cut scores associated with state and national assessments.	tbd	77.2%	. 83.6%	83.6%	90%
12th Grade of Dayton HS seniors enrolled in Reading and English transition courses will reach benchmark on the college readiness proxy exam.	tbd	55%	65%	75%	90%
Math 2017-18	**2017 Baseline**	**First Quarter**	**Second Quarter**	**Third Quarter**	**Fourth Quarter**
9th Grade CERT: by the end each of quarter, these goals expect a proficiency level in reading on the CERT assessment as determined by cut scores associated with state and national assessments.	41.1%	40%	43.5	43.5	47%

10th Grade CERT: by the end each of quarter, these goals expect a proficiency level in reading on the CERT assessment as determined by cut scores associated with state and national assessments.	40.4%	47%	50.5	50.5	58%
11th Grade CERT: by the end each of quarter, these goals expect a proficiency level in reading on the CERT assessment as determined by cut scores associated with state and national assessments.	54.2%	58%	61.5%	61.5%	65%
12th Grade students of Dayton HS seniors enrolled in math a transition courses will reach benchmark on the college readiness proxy exam.	ACT Math 53% Meeting Benchmark	By the end of the first quarter 45% of Dayton HS seniors enrolled in Math transition courses will reach benchmark on either the ACT or KYOTE.	By the end of the second quarter 55% of Dayton HS seniors enrolled in Math transition courses will reach benchmark on either the ACT or KYOTE.	By the end of the third quarter 65% of Dayton HS seniors enrolled in Math transition courses will reach benchmark on either the ACT or KYOTE.	By the end of the fourth quarter 75% of Dayton HS seniors enrolled in Math transition courses will reach benchmark on either the ACT or KYOTE.
Math 2018-19	**2018 Baseline**	**First Quarter**	**Second Quarter**	**Third Quarter**	**Fourth Quarter**
9th Grade CERT: by the end each of quarter, these goals expect a proficiency level in reading on the CERT assessment as determined by cut scores associated with state and national assessments.	tbd	50.5%	55.37%	55.37%	60.25%
10th Grade CERT: by the end each of quarter, these goals expect a proficiency level in reading on the CERT assessment as determined by cut scores associated with state and national assessments.	tbd	60.25%	66.05%	66.05%	72%
11th Grade CERT: by the end each of quarter, these goals expect a proficiency level in reading on the CERT assessment as determined by cut scores associated with state and national assessments.	tbd	72%	78.25%	78.25%	84.5%

12th Grade students of Dayton HS seniors enrolled in math a transition courses will reach benchmark on the college readiness proxy exam.	tbd	By the end of the first quarter 45% of Dayton HS seniors enrolled in Math transition courses will reach benchmark on either the ACT or KYOTE.	By the end of the second quarter 55% of Dayton HS seniors enrolled in Math transition courses will reach benchmark on either the ACT or KYOTE.	By the end of the third quarter 65% of Dayton HS seniors enrolled in Math transition courses will reach benchmark on either the ACT or KYOTE.	By the end of the fourth quarter 75% of Dayton HS seniors enrolled in Math transition courses will reach benchmark on either the ACT or KYOTE.
Math 2019-20	**2019 Baseline**	**First Quarter**	**Second Quarter**	**Third Quarter**	**Fourth Quarter**
9th Grade CERT: by the end each of quarter, these goals expect a proficiency level in reading on the CERT assessment as determined by cut scores associated with state and national assessments.	tbd	65.2	69.35	69.35	73.5%
10th Grade CERT: by the end each of quarter, these goals expect a proficiency level in reading on the CERT assessment as determined by cut scores associated with state and national assessments.	tbd	73.2%	77.5%	77.5%	81.5%
11th Grade CERT: by the end each of quarter, these goals expect a proficiency level in reading on the CERT assessment as determined by cut scores associated with state and national assessments.	tbd	81.5%	85.5%	85.5%	90%
12th Grade students of Dayton HS seniors enrolled in math a transition courses will reach benchmark on the college readiness proxy exam.	tbd	By the end of the first quarter 45% of Dayton HS seniors enrolled in Math transition courses will reach benchmark on either the ACT or KYOTE.	By the end of the second quarter 55% of Dayton HS seniors enrolled in Math transition courses will reach benchmark on either the ACT or KYOTE.	By the end of the third quarter 65% of Dayton HS seniors enrolled in Math transition courses will reach benchmark on either the ACT or KYOTE.	By the end of the fourth quarter 75% of Dayton HS seniors enrolled in Math transition courses will reach benchmark on either the ACT or KYOTE.

After each quarterly analysis of goals, describe steps the district will take if the school(s) is not making progress toward meeting the annual goals.

With regards to how the work of this grant resides in the Comprehensive School Improvement Plan (CSIP), after each quarterly analysis of goals, the district will review the CSIP goals, objectives, strategies and activities for progress. If this the school is not making progress, the Superintendent, the Principal and all

district-level and school level leadership teams will develop an updated CSIP Action Plan for both short-term and long-term goals for improvement. Additionally, all state, district and federal level resources will be utilized for input on the CSIP Action Plan improvement.

With regards to how this work resides in the Sustainability Plan (see Charter Project in Appendix), the point person on sustainability will continually be monitoring fulfillment levels of quarterly goals, and take these findings to the school-level leadership team, as well as the district. There is an on-going culture of collaboration between the district staff and school-based staff, as well as between faculty and staff within the school. This culture is reflected in the timeline for grant implementation, and the standing forums for district and school leadership to convene, as well as time and space for school-based staff -- like the Professional Learning Community, or Early Release professional learning days. Through designated roles, specific work documents, and dedicated gatherings, there will be an assurance of the fulfillment of goals outlined in this grant -- similar to how Dayton has fulfilled those in the current School Improvement Grant.

Consultation

Please Note: You may only type in the gray areas.

***Describe how the district collaborated with the SBDM Council and other relevant stakeholders including Board of Education members, school leadership, school staff, parents and the community during the SIG planning process. Include how stakeholders were involved in the identification of needs, development of the intervention model, and identifying best practices and research based strategies that will improve student achievement at the school. Tell how these stakeholders will continue to be involved with the implementation of the model throughout the grant cycle*.**

Since the awarding of the last School Improvement Grant, the leadership team and community at large have maintained a renewed sense of purpose and urgency. As the data inputs were assembled for the Quarterly Report – followed later by the 30-60-90 Day Plan to operationalize change – many of the decisions became self-evident; for example, the need to tighten the course pathways for Career Readiness, the need for research-based proven intervention programs in reading and math, and the alignment of staffing so that students with an Individualized Education Plan (ILP) are increasingly in an inclusion setting receiving coteaching instruction in English and math. These structural changes and proven interventions have shifted the mission and purpose of Dayton from one adult-centered to a more student-centered teaching and learning; as a result, the faculty and staff had a much needed sense of urgency to move student achievement.

A main initiative for school year 2015—2016 were Professional Learning Communities as previously discussed, and this time and space has allowed multiple stakeholders – both from within Dayton, and Central Office – to continually monitor and review a process for continuous improvement. Importantly, the Professional Learning Community allows for a transparent and inclusive process of reflection and improvement for the Leadership Team and teachers to collectively problem-solve. In addition, the transformation process will continue to be shaped by these parties through a biannual presentation to the School Board, biannual Parent Teacher Conferences, an annual Open House, and various other activities that involve the larger community.

As the letter for the Site Base Decision Making Council attests, they are committed to continued support of a new School Improvement Grant, as is the School Board, and there is a great sense of enthusiasm of the possibilities among the staff and district officials.

School Budget Narrative

Please Note: You may only type in the gray areas

Describe how the school intends to use the SIG funds for each year of the grant's duration.

Funds must be used to implement the selected model to address the causes and contributing factors to low student achievement.

For each year of the grants duration, the school intends to use SIG funds to build capacity of teaching staff and create sustainability within the goals of the transformation model, as they related to the causes and factors of low student achievement

Year 1 School Budget – Detailed Budget and Justification for Funds

MUNIS Code	Details of Activity and Justification (Funds from Multiple State and Federal Funds that will be Utilized for Transformation Project Listed as well.)	Amount Requested from Grant
110	Digital Learning Coach = $52,008.00 *(*MS SIG Application*)* Online Learning Teacher = $62,322.00 (HS SIG Application) **Online Learning Teacher to provide online learning and credit recovery programs to support students staying on-track for graduation while also removing barriers of access to courses not available in the master schedule DaytonA Coordinator = $52,008.00 (Title I Funds) Literacy Specialist = $58,867.00 (General Fund) Library Media Specialist = $52,008.00 (General Fund) **TOTALS** **$277,213.00**	**$** 62,322.00 **$62,322.00**
111	20 extended days (Digital Learning Coach) (MS SIG Application) ~~20 extended days (Literacy Coach) (HS SIG Application)~~ ~~20 extended days (Library Media Specialist) (HS SIG Application)~~ ● Extra duty pay for staff who will split their duties between teaching and sustainability management, specifically providing in-school, 'day-to-day' monitoring of the implementation of the grant, including coordination of Tier I and Tier II teachers progress monitoring of math and literacy data, as well as serving as coordinating liaison in project management between Central Office, school administration, teachers, external partners for deliverables, professional learning. Additionally, these staff will continue the roll out of professional learning opportunities that have produced achievement gains in the last three to five years -- including, one-on-one coaching, departmentalized engagement through the Professional Learning Community, and entire staff training -- as well as, support the systemic transformation to a blended and	~~$ 5,592.00~~ ~~5,592.00~~ ~~**$11,184.00**~~

	project-based learning experience for teachers and students, who, in turn, will work to build capacity of all teaching staff to create sustainability of the transformation model long after grant funds are no longer available.	
113	~~**Totals for this line items would be shared between MS and HS application.**~~ ~~Stipends for Teachers Completing 12 hrs of Professional Development (in an approved area: Apple certification, PBL, Blended Learning, etc.) ABOVE the required 24 hours of PD~~ ~~12 hrs @ $30/hr = $360/teacher x 29 teachers (for MS/HS combined) = $10,440.00~~ ~~Stipends for NBCT Fee Reimbursement - 0114 = $6,000.00~~ ~~**TOTALS $16,440.00**~~	**$** ~~5,200.00~~ ~~3,000.00~~ ~~**$8,200.00**~~
120	Instructional Assistant (Research, PBL, Literacy) (MS SIG Application) $10/hr x 6.5 hrs x 186 days = $12,090.00 Instructional Assistant (Research, PBL, Math) (HS SIG Application) $10/hr x 6.5 hrs x 186 days = $12,090.00 ~~Classified Computer Technician (MS SIG Application)~~ ~~$18/hr x 8.0 hrs x 259 days =$37,296.00~~ ~~**TOTALS $61,476.00**~~	**$** 12,090.00 **$12,090.00**
221	***FICA*** Instructional Assistant = $750.00 (MS SIG Application) Instructional Assistant = $750.00 (HS SIG Application) ** to support teachers and students -- including individual students with or without an Individualized Educational Plan -- in literacy and math, respectively, as well as executive function skills essential to management of project-based learning -- similar to a research assistant one might access on a college campus; ~~Classified Computer Technician = $2,312.00 (MS SIG Application)~~ ~~**TOTALS $3,812.00**~~	**$** 750.00 **$750.00**
222	***Medicare @1.45%***	**$**

	Digital Learning Coach $835.00 (MS SIG Application) Online Learning Teacher $904.00 (HS SIG Application) DaytonA Coordinator $754.00 (Title I Funds) Literacy Specialist $945.00 (General Fund) Library Media Specialist $754.00 (General Fund) Instructional Assistant $175.00 (SIG MS Application) Instructional Assistant $175.00 (HS SIG Application) ~~Classified Computer Technician $541.00 (MS SIG Application)~~ ~~**TOTALS $5,083.00**~~	904.00 175.00 **$1,079.00**
231	***KTRS @14.60%*** Digital Learning Coach $9,276.00 (MS SIG Application) Online Learning Teacher $10,037.00 (HS SIG Application) DaytonA Coordinator = $8,537.00 (Title I) Literacy Specialist = $10,752.00 (General Fund) Library Media Specialist = $8,537.00 (General Fund) **TOTALS $47,139.00**	**$** 10,037.00 **$10,037.00**
232	***CERS @.1767*** Instructional Assistant (MS SIG Application) Instructional Assistant (HS SIG Application) Classified Computer Technician (MS SIG Application) **TOTALS $11,791.00**	**$** 2,319.00 **$2,319.00**
240	~~**This line item is shared between MS and HS Applications.**~~ ~~Staff Tuition Reimbursement @$10,000.00~~	~~**$**~~ ~~**5,000.00**~~
294	***Health Insurance*** Digital Learning Coach (MS SIG Application) $7,900.00 Single Online Learning Teacher (HS SIG Application) $13,140.00 Parent Plus DaytonA Coordinator (Title I) $13,392.00 Family	**$** 13,140.00

	Literacy Specialist (General Fund) $13,140.00 Family Library Media Specialist (General Fund) $13,140 Family Instructional Assistant (MS SIG Application) $7,900.00 Single Instructional Assistant (HS SIG Application) $7,900.00 Single ~~Classified Comp Tech (MS SIG Application) $7,900.00 Single~~ ~~**TOTALS $84,412.00**~~	7,900.00 ~~**$21,040.00**~~
335	~~**One Day On-Site Training Cathy Kaye (CBK Associates) - Training (including all expenses) @$4200.00 and Resources for 30 Staff including: The Complete Guide to Service Learning $32/ea ($960.00) = $5,160.00**~~ ~~**TOTALS = $5,160.00**~~ In collaboration with other local districts: PBL (Buck Institute), Service Learning (e.g. Catherine Burger Kaye) and Blended for 2 teachers (train the trainer for Digital Learning Coach and Blended Learning Media Specialist) @ $2,900	~~**$5,160.00**~~ **$2,900**
338	**Total Cost for this line item will be shared between the MS and HS SIG Grant.** ~~Registration for Apple Academy Training in California - Registration for two certified staff members to attend two week training for the purpose of becoming Apple Education Trainers for Dayton Independent Schools, who will train and build capacity with all teachers at Dayton High School. Registrants will develop skills on features of OS X and iOS devices, Apple Apps, and the Apple ecosystem into meaningful and engaging learning. Significant time is given to understanding and practicing effective coaching and professional learning skills. Upon completion, participants are authorized as Apple Education Trainers who will deliver in-service professional learning to teachers within the Dayton Independent School district.~~ ~~**Total Cost is $4995.00 per Registrant x 2 (Library Media Specialist & Digital Learning Coach) = $9,900.00**~~ ~~**This cost will be incurred during Y1 and Y3 of grant - Apple recommendation is that Apple Education Trainers repeat training every two years.~~ **Other Conference Registration Fees Including:** ~~-NISL training (National Institute for School Leadership)- (2 staff x $6,000 per staff member)= $12,000.00~~	~~4,995.00~~

	~~-National Council of Teachers of Mathematics Annual Conference- (4 staff x $310 per staff member)= $1,240.00~~ ~~-National Science Teachers Assoc. Conference (4 staff x $310 per staff member) = $1,240~~ -KY Teachers of Mathematics State Conference (4 staff x $200 per staff member)= $800. -KY Council of Teachers of English State Conference (4 staff x $190) = $760. -KY Science Teachers Association State Conference (3 staff x $165 per staff member)= $495. -KY Reading Association Conference (3 staff x $200 per staff member)= $600. -KYSTE State Conference (4 staff x $400 per staff member) = $800. -KAGAN Engagement (6 staff x $400 per staff member) = $2400 (HS SIG Application) ~~-ISTE National Conference (4 staff x $375 per staff member) =$1,500.~~ ~~-International Reading Assoc. Conference (4 staff x $375 per staff member) = $1,125.~~ ~~-Ohio Conference for PBL (6 staff (PBL Pioneers x $699 per staff member) = $4,194.00~~ ~~**TOTALS= $ 34,744.00**~~	~~12,377.00~~ ~~**$3,455**~~ **$1727.50 shared with MS** **$2,400** **$4,127.50**
339	~~Apple Care Certifications for FOUR (4) Dayton students who will work in the Tech Bar/Help Desk to assist students/teachers.~~ ~~**4 students @$299.00 = $1,196.00**~~ ~~**Apple Care Training for 4 @$3,000 = $12,000.00**~~ ~~https://support.apple.com/en-us/HT205332~~ ~~Students will engage in a course, which will qualify them as a~~	~~**$ 13,196.00**~~

	~~technician to repair the MacBook as students, and teachers need assistance. This will be done, in part, through a mentorship with NKU and will allow them to work as a technician similar to one who works at an Apple-authorized service facility to service all of these products.~~ ~~**Apple Care Training**~~ ~~https://www.apple.com/shop/product/MA714Z/B/applecare-technician-training~~ ~~AppleCare Technician Training provides all the information you need to prepare for the Apple Service Certification exams. This easy-to-use, self-paced program includes training materials, and extensive information from Apple's own technical library. Most important, the service-training curriculum was developed by the people who know Apple products best.~~	
555	0560 - Reimbursement for Dayton HS students to attend dual-credit college courses at Gateway College	**$ 11,000**
580	**~~This line item is shared between MS and HS SIG Application.~~** ~~Travel/Flight/Hotel/Food Costs for Registrants for Apple Training in California $1,400.00 per Registrant (2) = $2,800.00 (shared between MS and HS SIG Application) Y1 and Y3~~ ~~Other Travel fees associated with attendance at KDE Requires meetings, professional Math, ELA, Science, SS, and Leadership conferences, professional events, etc. for MS/ HS staff @ 30,000.00~~ ~~**TOTALS $22,800.00**~~	~~1,400.00~~ ~~15,000.00~~ ~~**$16,400.00**~~
643	**Cost for this line item will be shared between the MS and HS SIG Grant.** ~~ALEKS Math Intervention Program Subscription for all HS Students @ $12,000.00/year~~ (ALEKS was already paid for the first year through the summer SIG grant) Lanschool Site License (up to 700 devices) = $2,500.00 ~~PLATO/EDMENTUM SOFTWARE @ $600.00/year site license~~ (PLATO will be included in SBDM budget) Lexia 12 licenses @ $45 each = $540.00 Casper license = $5,000 (HS SIG Application) ~~**TOTALS $15,640.00**~~ **Tiered math and literacy intervention programs to support	~~6,000.00~~ 1,250.00 ~~300.00~~ 270.00 $5,000 **$6,520**

	students.	
734	~~Forty (40) MacBook Air Devices for High School Teaching Staff/Admin @$949.00 = $37,960.00~~ ~~Forty (40) AppleTV @ $149.00 = $5,960.00~~ ~~Forty (40) Dock Station @ $499.00 = $19,960.00~~ ~~Forty (40) Monitors @ $299.00 = $11,960.00~~ ~~Forty (40) Keyboard and Mouse @ $92.00 = $3,680.00~~ ~~240 MacBook Air Student Devices @$949.00.00 = $227,760.00~~ 50 MacBook Air Student Devices @$800 = $40,000 ~~280 Protective Cases @$40.00 = $11,200.00~~ ~~LockNCharge Station (2) @ $4,300.00 = $8,600.00~~ ~~**TOTALS $327,080.00**~~	**$40,000**
734	Forty (40) AppleTV to allow projection from all devices @ $149.00 = $5,960.00	**$5,960.00**
735	**Cost for this line item will be shared between the MS and HS SIG Grant.** Schoology Learning Platform - Initial Setup and Site License @ $33,500.00 Total ($15,500.00 for Y1; $9,000 for Y2; $9000 for Y3 ; Licensing up to 500 seats). **TOTALS - $15,500.00**	**7,750.00**
	Total Amount Requested	**$187,894.50**

Year 2 School Detailed and Justification

Please Note: You may only type in the gray areas.

MUNIS Code	(Funds from Multiple State and Federal Funds that will be Utilized for Transformation Project Listed as well.)	Amount Requested
110	Digital Learning Coach (Annual Salary $53,007.00) (MS SIG Application) Online Learning Teacher (Annual Salary $63,254.00) (HS SIG	**$** 63,254.00

	Application) ****Online Learning Teacher to provide online learning and credit recovery programs to support students staying on-track for graduation while also removing barriers of access to courses not available in the master schedule DaytonA Coordinator (Annual Salary $53,007.00 - Title I Funds) Literacy Specialist (Annual Salary $60,278.00 - General Fund) Library Media Specialist = $53,007.00 (General Fund) **TOTALS** **$282,553.00**	**$63,254.00**
111	20 extended days (Digital Learning Coach) (MS SIG Application) = $5,700.00 ~~20 extended days (Literacy Coach) (HS SIG Application) = $5700.00~~ ~~20 extended days (Library Media Specialist) (HS SIG Application) = $5,700.00~~ **TOTALS** **$17,100.00** ● Extra duty pay for staff who will split their duties between teaching and sustainability management, specifically providing in-school, 'day-to-day' monitoring of the implementation of the grant, including coordination of Tier I and Tier II teachers progress monitoring of math and literacy data, as well as serving as coordinating liaison in project management between Central Office, school administration, teachers, external partners for deliverables, professional learning. Additionally, these staff will continue the roll out of professional learning opportunities that have produced achievement gains in the last three to five years -- including, one-on-one coaching, departmentalized engagement through the Professional Learning Community, and entire staff training -- as well as, support the systemic transformation to a blended and project-based learning experience for teachers and students, who, in turn, will work to build capacity of all teaching staff to create sustainability of the transformation model long after grant funds are no longer available.	**$** ~~5,700.00~~ ~~5,700.00~~ ~~**$11,400.00**~~
113	~~Stipends for Teachers Completing 12 hrs of Professional Development (in an approved area: Apple certification, PBL,~~	**$**

	~~Blended Learning, etc.) ABOVE the required 24 hours of PD~~ ~~**12 hrs @ $30/hr = $360/teacher x 29 teachers (for MS/HS combined) = $10,440.00**~~ ~~**Stipends for NBCT Fee Reimbursement 0114 = $6,000.00**~~ ~~**TOTALS $16,440.00**~~	~~5,200.00~~ ~~3,000.00~~ ~~**$8,200.00**~~
120	Instructional Assistant (Research, PBL, Literacy - SIG MS Application) $10/hr x 6.5 hrs x 186 days = $12,211.00 Instructional Assistant (Research, PBL, Math - SIG HS Application) $10/hr x 6.5 hrs x 186 days = $12,211.00 ~~Classified Computer Technician (SIG MS Application)~~ ~~$18/hr x 8.0 hrs x 259 days = $37,669.00~~ ~~**TOTALS $62,091.00**~~	**$** 12,211.00 **$12,211.00**
221	***FICA*** Instructional Assistant = $757.00 (MS SIG Application) Instructional Assistant = $757.00 (HS SIG Application) **** to support teachers and students -- including individual students with or without an Individualized Educational Plan -- in literacy and math, respectively, as well as executive function skills essential to management of project-based learning -- similar to a research assistant one might access on a college campus; ~~Classified Comp Technician = $2,335.00 (MS SIG Application)~~ ~~**TOTALS $3,849.00**~~	**$** 757.00 **$757.00**
222	***Medicare @1.45%*** Digital Learning Coach = $851.00 (MS SIG Application) Online Learning Teacher = $917.00 (HS SIG Application) DaytonA Coordinator = 769.00 (Title I) Literacy Specialist = $968.00 (General Fund) Library Media Specialist = 769.00 (General Fund) Instructional Assistant = $177.00 (MS SIG Application)	**$** 917.00

	Instructional Assistant = 177.00 (HS SIG Application) ~~Classified Comp Technician = $546.00 (MS SIG Application)~~ ~~**TOTALS $5,174.00**~~	177.00 ~~**$1,094.00**~~
231	***KTRS @14.60%*** Digital Learning Coach = $9,455.00 (MS SIG Application) Online Learning Teacher = $10,178.00 (HS SIG Application) DaytonA Coordinator = $8,537.00 (Title I) Literacy Specialist = $10,752.00 (General Fund) Library Media Specialist = $8,537.00 (General Fund) **TOTALS $47,459.00**	**$** 10,178.00 **$10,178.00**
232	***CERS @.1767*** Instructional Assistant = $2,349.00 (MS SIG Application) Instructional Assistant = $2,349.00 (HS SIG Application) Classified Computer Technician = $7,153.00 (MS SIG Application) **TOTALS $11,791.00**	**$** 2,349.00 **$2,349.00**
240	~~**This line item is shared between MS and HS Applications.**~~ ~~Staff Tuition Reimbursement @$10,000.00~~	~~**$ 5,000.00**~~
294	***Health Insurance*** Digital Learning Coach (MS SIG Application) $7,900.00 Single Online Learning Teacher (HS SIG Application) $13,140.00 Parent Plus DaytonA Coordinator (Title I) $13,392.00 Family Plan Literacy Specialist (General Fund) $13,140.00 Family Plan Library Media Specialist (General Fund) $13,140 Family Plan Instructional Assistant (MS SIG Application) $7,900.00 Single Plan Instructional Assistant (HS SIG Application) $7,900.00 Single Plan ~~Classified Comp Technician (MS SIG Application) $7,900.00 Single~~ ~~**TOTALS $84,412.00**~~	**$** 13,140.00 7,900.00

		$21,040
335	**~~One Day On-Site Training Cathy Kaye (CBK Associates) – Training (including all expenses) @$4200.00 and Resources for 30 Staff including: The Complete Guide to Service Learning $32/ea ($960.00) = $5,160.00~~** **~~TOTALS = $5,160.00~~** In collaboration with other local districts: PBL (Buck Institute), Service Learning (e.g. Catherine Burger Kaye) and Blended for 2 teachers (train the trainer for Digital Learning Coach and Blended Learning Media Specialist) @ $2,900	**$2,900**
338	**Total Cost for this line item will be shared between the MS and HS SIG Grant.** **Annual Conference Registration Fees Including:** ~~-NISL training (National Institute for School Leadership)- (2 staff x $6,000 per staff member)= $12,000.00~~ ~~-National Council of Teachers of Mathematics Annual Conference- (4 staff x $310 per staff member)=~~ ~~$1,240.00~~ ~~-National Science Teachers Assoc. Conference (4 staff x $310 per staff member) = $1,240~~ -KY Teachers of Mathematics State Conference (4 staff x $200 per staff member)= $800. -KY Council of Teachers of English State Conference (4 staff x $190) = $760. -KY Science Teachers Association State Conference (3 staff x $165 per staff member)= $495. -KY Reading Association Conference (3 staff x $200 per staff member)= $600. -KYSTE State Conference (4 staff x $400 per staff member) = $800. -KAGAN Engagement (6 staff x $400 per staff member) = $2400 (HS SIG Application) ~~-ISTE National Conference (4 staff x $375 per staff member) =$1,500.~~ ~~-International Reading Assoc. Conference (4 staff x $375 per staff member) = $1,125.~~ ~~**TOTALS= $ 20,560.00**~~ **$3,455**	**$** **~~$3,455~~ $1727.50**

		shared with MS **$2,400** **$4,127.50**
339	~~Apple Care Certifications for FOUR (4) Dayton students who will work in the Tech Bar/Help Desk to assist students/teachers.~~ ~~**4 students @$299.00 = $1,196.00**~~ ~~**Apple Care Training for 4 @$3,000 = $12,000.00**~~ ~~https://support.apple.com/en-us/HT205332~~ ~~Students will engage in a course, which will qualify them as a technician to repair the MacBook as students, and teachers need assistance. This will be done, in part, through a mentorship with NKU and will allow them to work as a technician similar to one who~~ ~~works at an Apple-authorized service facility to service all of these products.~~ ~~Apple Care Training~~ ~~https://www.apple.com/shop/product/MA714Z/B/applecare-technician-training~~ ~~AppleCare Technician Training provides all the information you need to prepare for the Apple Service Certification exams. This easy-to-use, self-paced program includes training materials, and extensive information from Apple's own technical library. Most important, the service-training curriculum was developed by the people who know Apple products best.~~	~~**$13,196.00**~~
555	0560 - Reimbursement for Dayton HS students to attend dual-credit college courses at Gateway College	**$11,000**
580	~~**This line item is shared between MS and HS SIG Application.**~~ ~~Other Travel fees associated with attendance at KDE Requires meetings, professional Math, ELA, Science, SS, and Leadership conferences, professional events, etc. for MS/ HS staff @ 30,000.00~~ ~~**TOTALS $22,800.00**~~	**$** ~~15,000.00~~ ~~**$15,000.00**~~

643	**Cost for this line item will be shared between the MS and HS SIG Grant.** ALEKS Math Intervention Program Subscription for all HS Students @ $12,000.00/year Lanschool Site License (up to 700 devices) = $2,500.00 ~~PLATO/EDMENTUM SOFTWARE @ $600.00/year site license~~ (PLATO will be included in SBDM budget) Lexia 12 licenses @ $45 each = $540.00 Casper license = $5,000 (HS SIG Application) ~~**TOTALS** **$15,640.00**~~ **Tiered math and literacy intervention programs to support students.	**$** 6,000.00 1,250.00 ~~300.00~~ 270.00 5,000.00 **$12,520.00**
735	**Cost for this line item will be shared between the MS and HS SIG Grant.** Schoology Learning Platform - Initial Setup and Site License @ $33,500.00 Total ($15,500.00 for Y1; $9,000 for Y2; $9000 for Y3 ; Licensing up to 500 seats). **TOTALS - $9,000**	**$** **4,500.00**
Total Amount Requested		**$145,930.50**

Year 3 School Detailed Budget and Justification

Please Note: You may only type in the gray areas.

MUNIS Code	(Funds from Multiple State and Federal Funds that will be Utilized for Transformation Project Listed as well.)	Amount Requested
110	Digital Learning Coach = $52,008.00 (MS SIG Application) ~~Online Learning Teacher = $62,322.00 (HS SIG Application)~~ DaytonA Coordinator = $52,008.00 (Title I Funds) Literacy Specialist = $58,867.00 (General Fund) Library Media Specialist = $52,008.00 (General Fund) **TOTALS** **$277,213.00**	**$** ~~62,322.00~~ ~~**$62,322.00**~~
111	20 extended days (Digital Learning Coach) = $5,824.00 (MS SIG	**$**

	Application	~~5,824.00~~
	~~20 extended days (Literacy Specialist) = $5,824.00~~	~~5,824.00~~
	~~20 extended days (Library Media Specialist) = $5,824.00~~	~~**$11,648.00**~~
	TOTALS **$17,472.00**	
	• Extra duty pay for staff who will split their duties between teaching and sustainability management, specifically providing in-school, 'day-to-day' monitoring of the implementation of the grant, including coordination of Tier I and Tier II teachers progress monitoring of math and literacy data, as well as serving as coordinating liaison in project management between Central Office, school administration, teachers, external partners for deliverables, professional learning. Additionally, these staff will continue the roll out of professional learning opportunities that have produced achievement gains in the last three to five years -- including, one-on-one coaching, departmentalized engagement through the Professional Learning Community, and entire staff training -- as well as, support the systemic transformation to a blended and project-based learning experience for teachers and students, who, in turn, will work to build capacity of all teaching staff to create sustainability of the transformation model long after grant funds are no longer available.	
113	~~**Totals for this line item would be shared between MS and HS application.**~~	**$**
	~~Stipends for Teachers Completing 12 hrs of Professional Development (in an approved area: Apple certification, PBL, Blended Learning, etc.) ABOVE the required 24 hours of PD~~	~~5,200.00~~
	~~**12 hrs @ $30/hr = $360/teacher x 29 teachers (for MS/HS combined) = $10,440.00**~~	
	~~**Stipends for NBCT Fee Reimbursement 0114 = $6,000.00**~~	~~3,000.00~~
	~~**TOTALS** **$16,440.00**~~	~~**$8,200.00**~~
120	Instructional Assistant (Research, PBL, Literacy) (MS SIG Application)	**$**
	$10/hr x 6.5 hrs x 186 days = $12,333.00	
	Instructional Assistant (Research, PBL, Math) (HS SIG Application)	12,333.00

	$10/hr x 6.5 hrs x 186 days = $12,333.00 ~~Classified Computer Technician (MS SIG Application)~~ ~~$18/hr x 8.0 hrs x 259 days = $38,042.00~~ ~~**TOTALS $62,708.00**~~	**$12,333.00**
221	***FICA*** Instructional Assistant = $765.00 (MS SIG Application) Instructional Assistant = $765.00 (HS SIG Application) ** to support teachers and students -- including individual students with or without an Individualized Educational Plan -- in literacy and math, respectively, as well as executive function skills essential to management of project-based learning -- similar to a research assistant one might access on a college campus; ~~Classified Computer Technician = $2,359.00 (MS SIG Application)~~ ~~**TOTALS $3,889.00**~~	**$** 765.00 **$765.00**
222	***Medicare @1.45%*** Digital Learning Coach = $851.00 (MS SIG Application) ~~Online Learning Teacher = $917.00 (HS SIG Application)~~ DaytonA Coordinator = 769.00 (Title I) Literacy Specialist = $968.00 (General Fund) Library Media Specialist = 769.00 (General Fund) Instructional Assistant = $177.00 (MS SIG Application) Instructional Assistant = 177.00 (HS SIG Application) ~~Classified Computer Technician = $546.00 (MS SIG Application)~~ ~~**TOTALS $5,174.00**~~	**$** ~~917.00~~ 177.00 **$177**
231	***KTRS @14.60%*** Digital Learning Coach = $9,662.00 (MS SIG Application) ~~Online Learning Teacher = $10,340.00 (HS SIG Application)~~ DaytonA Coordinator = $8,637.00 (Title I) Literacy Specialist = $10,919.00 (General Fund)	**$** ~~10,340.00~~

	Library Media Specialist = $8,537.00 (General Fund) ~~**TOTALS $48,095.00**~~	~~**$10,340.00**~~
232	***CERS @.1767*** Instructional Assistant = $2,365.00 (MS SIG Application) Instructional Assistant = $2,365.00 (HS SIG Application) Classified Computer Technician = $7,296.00 (MS SIG Application) **TOTALS $12,026.00**	**$** 2,365.00 **$2,365.00**
240	~~**This line items is shared between MS and HS Applications.**~~ ~~Staff Tuition Reimbursement @$10,000.00~~	**$** ~~**5,000.00**~~
294	***Health Insurance*** Digital Learning Coach (MS SIG Application) $7,900.00 Single Plan ~~Online Learning Teacher (HS SIG Application) $13,140.00 Parent Plus~~ DaytonA Coordinator (Title I) $13,392.00 Family Plan Literacy Specialist (General Fund) $13,140.00 Family Plan Library Media Specialist (General Fund) $13,140 Family Plan Instructional Assistant (MS SIG Application) $7,900.00 Single Plan Instructional Assistant (HS SIG Application) $7,900.00 Single Plan ~~Classified Comp Technician (MS SIG Application) $7,900.00 Single~~ ~~**TOTALS $84,412.00**~~	**$** ~~13,140.00~~ 7,900.00 **$7,900**
335	~~**One Day On-Site Training Cathy Kaye (CBK Associates) - Training (including all expenses) @$4200.00 and Resources for 30 Staff including: The Complete Guide to Service Learning $32/ea ($960.00) = $5,160.00 TOTALS = $5,160.00**~~ In collaboration with other local districts: PBL (Buck Institute), Service Learning (e.g. Catherine Burger Kaye) and Blended for 2 teachers (train the trainer for Digital Learning Coach and Blended	**$2,900**

	Learning Media Specialist) @ $2,900	
	Total Cost for this line item will be shared between the MS and HS SIG Grant. ~~Registration for Apple Academy Training in California - Registration for two certified staff members to attend two week training for the purpose of becoming Apple Education Trainers for Dayton Independent Schools, who will train and build capacity with all teachers at Dayton High School. Registrants will develop skills on features of OS X and iOS devices, Apple Apps, and the Apple ecosystem into meaningful and engaging learning. Significant time is given to understanding and practicing effective coaching and professional learning skills. Upon completion, participants are authorized as Apple Education Trainers who will deliver in-service professional learning to teachers within the Dayton Independent School district.~~ ~~**Total Cost is $4995.00 per Registrant x 2 (Library Media Specialist & Digital Learning Coach) = $9,900.00**~~ ~~**This cost will be incurred during Y1 and Y3 of grant - Apple recommendation is that Apple Education Trainers repeat training every two years.~~	**$** ~~4,995.00~~
338	**Other Conference Registration Fees Including:** ~~-NISL training (National Institute for School Leadership)- (2 staff x $6,000 per staff member)= $12,000.00~~ ~~-National Council of Teachers of Mathematics Annual Conference- (4 staff x $310 per staff member)= $1,240.00~~ ~~-National Science Teachers Assoc. Conference (4 staff x $310 per staff member) = $1,240~~ -KY Teachers of Mathematics State Conference (4 staff x $200 per staff member)= $800. -KY Council of Teachers of English State Conference (4 staff x $190) = $760. -KY Science Teachers Association State Conference (3 staff x $165 per staff member)= $495. -KY Reading Association Conference (3 staff x $200 per staff member)= $600. -KYSTE State Conference (4 staff x $400 per staff member) = $800. -KAGAN Engagement (6 staff x $400 per staff member) = $2400 (HS SIG Application) ~~-ISTE National Conference (4 staff x $375 per staff member) =$1,500.~~	~~12,377.00~~

	~~-International Reading Assoc. Conference (4 staff x $375 per staff member) = $1,125.~~ ~~**TOTALS= $ 34,744.00**~~ **$3,455**	~~**$3,455**~~ **$1727.50 shared with MS** **$2,400** **$4,127.50**
339	~~Apple Care Certifications for FOUR (4) Dayton students who will work in the Tech Bar/Help Desk to assist students/teachers.~~ ~~**4 students @$299.00 = $1,196.00**~~ ~~**Apple Care Training for 4 @$3,000 = $12,000.00**~~ ~~https://support.apple.com/en-us/HT205332~~ ~~Students will engage in a course, which will qualify them as a technician to repair the MacBook as students, and teachers need assistance. This will be done, in part, through a mentorship with NKU and will allow them to work as a technician similar to one who works at an Apple-authorized service facility to service all of these products.~~ ~~Apple Care Training~~ ~~https://www.apple.com/shop/product/MA714Z/B/applecare-technician-training~~ ~~AppleCare Technician Training provides all the information you need to prepare for the Apple Service Certification exams. This easy-to-use, self-paced program includes training materials, and extensive information from Apple's own technical library. Most important, the service-training curriculum was developed by the people who know Apple products best.~~	~~**$ 13,196.00**~~
555	**Tuition Reimbursement Gateway - Students 0560**	**$11,000**
580	~~**This line item is shared between MS and HS SIG Application.**~~ ~~Travel/Flight/Hotel/Food Costs for Registrants for Apple Training in California $1,400.00 per Registrant (2) = $2,800.00 (shared between MS and HS SIG Application) Y1 and Y3~~ ~~Other Travel fees associated with attendance at KDE Requires meetings, professional Math, ELA, Science, SS, and Leadership conferences, professional events, etc. for MS/ HS staff @ 30,000.00~~ ~~**TOTALS $22,800.00**~~	**$** ~~1,400.00~~ ~~15,000.00~~ ~~**$16,400.00**~~

643	**Cost for this line item will be shared between the MS and HS SIG Grant.** ALEKS Math Intervention Program Subscription for all HS Students @ $12,000.00/year Lanschool Site License (up to 700 devices) = $2,500.00 ~~PLATO/EDMENTUM SOFTWARE @ $600.00/year site license~~ (PLATO will be included in SBDM budget) Lexia 12 licenses @ $45 each = $540.00 Casper license = $5,000 (HS SIG Application) ~~**TOTALS** **$15,640.00**~~ **Tiered math and literacy intervention programs to support students.	**$** 6,000.00 1,250.00 ~~300.00~~ 270.00 5,000.00 **$12,520.00**
735	**Cost for this line item will be shared between the MS and HS SIG Grant.** Schoology Learning Platform - Initial Setup and Site License @ $33,500.00 Total ($15,500.00 for Y1; $9,000 for Y2; $9000 for Y3 ; Licensing up to 500 seats). **TOTALS - $9,000.00**	**$** **4,500.00**
Total Amount Requested		**$58,587.50**

Describe how the school aligned multiple state and federal funds with the selected intervention model. (May include, but are not limited to, Family Resource/Youth Service Centers, Preschool, Professional Development, Title I, Title II, Title III funds etc.)

Since the school was named a priority school, multiple funding sources have been realigned to best support the students of Dayton High School. Such realigned was done in consultation with the SBDM council, and including, but not limited to the following:

Title I Funds:

Title I monies presently fund an additional high school math teacher and a DaytonA Alternative School Coordinator for the MS/HS for students needing identified alternative school services. In 2102, Title I funds were adjusted to support the alternative learning classroom and to focus on the most at-risk population, funding the DaytonA Alternative School Coordinator who would assist in preventing students from dropping out of school and serves those students most at risk for failure by targeting behavioral disruptions to

the regular classroom learning environment. At that time, Title I funds were also adjusted to support an In-school Detention program, which helps to keep students in school, rather than to suspend students from school. These funds also help to supplement the Youth Service Center Coordinator. Additionally, Title I funds also provide an additional teacher to target mathematics intervention services for students not performing at a proficient level in math. Progress Monitoring programs, which will directly support the intervention model, such as CERT, and intervention programs such as Lexia (http://www.lexialearning.com) and Reading Plus (https://www.readingplus.com), are also provided with Title I funding.

Title II Funds:

Title II funds have been adjusted at the district level to support curriculum, instruction and assessment support for teachers, PGES, and new teacher training through the Director for Teaching and Learning and Professional Development monies.

General Fund:

With the upcoming school year, 2017-2018, the district is supporting the High School by allocating a full time certified Library Media Specialist, which is a new allocation who will directly support teachers in the blended learning initiative. This person will assist with coaching of staff and help to build capacity with staff regarding Apple training and support for blending learning and performance based learning and serve as a catalyst for monitoring of data collecting and analysis.

Continuing into its third year in 2017-2018, the district is providing an allocation for a full-time certified Literacy Specialist position that will directly support all teachers in the effective implementation of content area literacy.

Safe Schools Funds:

The district utilizes Safe Schools funds to pay for the Infinite Campus Voice Messenger System, a calling program to inform parents and other stakeholders about upcoming events and promote school safety. Additionally, a School Resource Officer is provided with these funds.

Transportation Funds:

With the blended learning initiative, and in partnership with Northern Kentucky University, the district will cover travel expenses for students participating in the technology mentor partnership project.

Novice Reduction Grant Funds:

Federal Funds, such as Title I funding used to provide a summer Novice Reduction Grant for the school, provided by the Kentucky Department of Education, will provide summer programming targeting novice students for intervention services in reading, mathematics and writing. These funds will also directly support the school improvement intervention model by providing school-wide mathematics intervention programs such as ALEKS (https://www.aleks.com). ALEKS is provided with this grant for the 2017-2018 school year.

Year 1 School Budget

Please Note: You may only type in the gray areas.

District Dayton Independent Schools

School Dayton High School

MUNIS Code	Description of Activity	Amount Requested
110	Certified Services (Contract)	$ 62322.00
~~111~~	~~Other Certified~~	~~$ 11184.00~~
~~113~~	~~Other Certified~~	~~$ 8200.00~~
120	Classified Services	$ 12090.00
221	FICA	$ 750.00
222	Medicare	$ 1079.00
231	KTRS	$ 10037.00
232	CERS	$ 2319.00
~~240~~	~~Staff Tuition Reimbursement~~	~~$ 5000.00~~
294	Federally funded Health Insurance	$ 21040.00
335	Professional Consultant	~~$ 5160.00~~ $ 2900.00
338	Registrations Fees	~~$ 17372.00~~ $ 4127.50

~~339~~	~~Student Certification Fees~~	~~$ 13196.00~~
555	MUNIS 569 Student Tuition Reimbursement Gateway	~~$ 20000.00~~ $ 11000.00
~~580~~	~~Travel~~	~~$ 16400.00~~
643	Supplemental Books, Study Guides and Curriculum, Textbook & Other Instructional Materials Data	~~$ 7820.00~~ $ 6520.00
734	Technology Related Hardware	~~$327080.00~~ $ 45960.00
735	Technology Software	$ 7750.00
Total Amount Requested		**$187,894.50**

Year 2 School Budget

Please Note: You may only type in the gray areas.

District Dayton Independent Schools

School Dayton High School

MUNIS Code	Description of Activity	Amount Requested
110	Certified Services (Contract)	$63254.00
~~111~~	~~Other Certified~~	~~$ 1400.00~~
~~113~~	~~Other Certified~~	~~$ 8200.00~~
120	Classified Services	$ 12211.00
221	FICA	$ 757.00
222	Medicare	$ 1094.00
231	KTRS	$ 10178.00
232	CERS	$ 2349.00
~~240~~	~~Staff Tuition Reimbursement~~	~~$ 5000.00~~
294	Federally Funded Health Insurance	$ 21040.00
335	Professional Consultant	~~$ 20000.00~~ $ 2900.00
338	Registration Fees	~~$ 10280.00~~ $ 4127.50
~~339~~	~~Student Certification Fees~~	~~$ 13196.00~~
555	MUNIS 569 Student Tuition Reimbursement Gateway	~~$ 20000.00~~ $ 11000.00
~~580~~	~~Travel~~	~~$ 15000.00~~
643	Supplemental Books, Study Guides and Curriculum, Textbook & Other Instructional	~~$ 7820.00~~ $ 12520.00

	Materials Data Required	
735	Technology Related Hardware	$ 4500.00
Total Amount Requested		**$145,930.50**

Year 3 School Budget
Please Note: You may only type in the gray areas.

District Dayton Independent Schools
School Dayton High School

MUNIS Code	Description of Activity	Amount Requested
~~110~~	~~Certified Services (Contract)~~	~~$ 62322.00~~
~~111~~	~~Other Certified~~	~~$ 11648.00~~
~~113~~	~~Other Certified~~	~~$ 8200.00~~
120	Classified Services	**$ 12333.00**
221	FICA	**$ 765.00**
222	Medicaire	**$ 177**
~~231~~	~~KTRS~~	~~$ 10340.00~~
232	CERS	$ 2365.00 **$ 2365**
~~240~~	~~Staff Tuition Reimbursement~~	~~$ 5000.00~~
294	Federal-funded Health Insurance	$ 21,040.00 **$ 7900**
335	Professional Consultant	$ 20000.00

		$ 2900
338	Registrations Fees	**$** 15230.00 **$ 4127.50**
~~339~~	~~Student Certification Fees~~	~~**$** 13196.00~~
555	MUNIS 569 Student Tuition Reimbursement Gateway	**$** 20000.00 **$ 11000**
~~580~~	~~Travel~~	~~**$** 16400.00~~
643	Supplemental Books, Study Guides and Curriculum, Textbook & Other Instructional Materials Data	**$** 7820.00 **$ 12520**
735	Technology Software	**$ 4500.00**
Total Amount Requested		**$58,587.50**

Appendix:

Include this article: ***Northern Kentucky MakerSpace teams with Boone County students for hands-on internships*** http://www.wcpo.com/news/insider/northern-kentucky-makerspace-teams-with-boone-county-students-for-hands-on-internships

8 Examples of Transforming Lessons through SAMR Cycle

http://www.emergingedtech.com/2015/04/examples-of-transforming-lessons-through-samr/

Letters of Support Follow:

Dayton Middle/High SBDM Council

Northern Kentucky Education Cooperation

University of Louisville ABRI Memorandum of Agreement

May 12, 2017

Dear Reviewer,

The School-Based Decision Making Council of Dayton Middle/High School wishes to offer its full support of this School Improvement Grant Application. This application outlines, in detail, a Transformational Model for blended learning, moving our school beyond Distinguished, thus prospering the community of Dayton for years to come.

On behalf of our council members, I am excited about the opportunities for students of which will come from this grant opportunity. Having been a teacher at Dayton when the school was first identified as a Priority School three years ago, I have seen first-hand the positive impact School Improvement Grant funds have made on the systemic progress of our school. Through this new grant, the SBDM council will be able to help students not only compete with neighboring schools in the Ohio River area, but also globally, giving them skills needed to be successful in the 21st Century. We know this grant is necessary to fulfill the goals outlined in the application and to continue to transform the teaching and learning experiences for our students.

We are excited about this opportunity and hopeful for broadened experiences for which the funds can provide our students.

With respect,

Julie Rubemeyer

Julie Rubemeyer

ELA Teacher/Interdisciplinary Literacy Instructor

SBDM Council Member

NKCES connect. grow. serve.

To Whom It May Concern,

The Northern Kentucky Educational Cooperative for Education Services is pleased to offer its support to its member district, Dayton Independent Schools, who is seeking funding through a competitive School Improvement Grant through the Kentucky Department of Education. NKCES is willing to provide any support needed to Dayton Middle and High School leaders and teaching staff as they continue to Inspire, Engage and Grow the students of Dayton. Throughout the implementation of a transformation model required through this grant, NKCES staff is willing to partner with Dayton Independent Schools to provide services such as instructional coaching in literacy and mathematics, conduct professional learning training sessions for educators, as well other services such as:

- assistance with data collection and analysis,
- in depth book studies,
- Live Score training/modeling,
- PLC support with instructional resources that encourage effective differentiation,
- intervention strategies,
- formative and summative assessment, and
- Literacy and Mathematics best practices

We look forward to our continued partnership with Dayton Independent Schools, vow our support of their grant application, and commit to providing services in the above mentioned areas. As Dayton Independent Schools works to initiate a blended learning model within their middle and high school, NKCES would like to serve as a primary resource for any identified staff needs for full PBL implementation in the classroom.

Kids First,

Amy Razor, Executive Director
Amy.Razor@nkces.org
T: (859) 442-8600

Northern Kentucky Cooperative for Education Services
Amy Razor, Executive Director
3546 E Alexandria Pike
Cold Spring, KY 41076

ABRI Agreement

2017-18
University of Louisville
Department of Special Education

Overview

By participating in ABRI (Academic and Behavioral Response to Intervention)

Our school agrees to the following:

Monthly Implementation Team Meetings

Establish monthly meeting schedule for the school year and inform ABRI staff of schedule.

Conduct meetings in accordance with the meeting schedule.

Academic and Behavioral Data

Submit behavioral data reports from Infinite Campus and/or SWIS the first week of every month.

Submit academic data including course failure reports from Infinite Campus, universal screening data, or any other pertinent diagnostic information at least three times per year.

Goal Setting and Plan Revision

Develop an RtI plan at the beginning of the school year.

Review the goals at each meeting.

Evaluate progress and adjust goals as appropriate.

Dayton High School
Name of School

Ryan [illegible]
School Representative

4/21/17
Date

Patty Whitney
ABRI Representative

5/5/2017
Date

ABRI Agreement 1

---------- **End of School Application** ----------