

Dayton Public School District

Strategic Plan 2021-2022

District Continuous Improvement Plan Correlation:						
All students in grades 1-8 will demonstrate at least 1.5 years academic growth as measured by state or national assessments. All students in grades 9-12 will earn one credit in the four core areas per year to be on track for graduation.						
By 2021, 80% of all Dayton Public School students will meet or exceed the proficient rate in reading and math as measured by state and/or national assessments.						
Board Priorities related to CCIP metrics:						
☞ Increase student learning by incorporating effective instructional strategies (CCIP strategy 2.1).						
☞ District Action Steps:						
Initiative	Expected Outcome	Target Population	Mandated Y /N	Financial Support	Responsible Party	Evidence of Implementation
Continue study and implementation of Gradual Release	Improved core instruction in all classroom	Teaching staff, instructional paras, principals, coordinators	Y	Title 1 General Fund	Curriculum-Murdock Lolli Chiefs Principals	WT Lesson Plans Test results
<ul style="list-style-type: none"> ☞ Refresh all DPS instructional staff in Explicit Instruction ☞ Train all new instructional staff in expectation of GRR model ☞ Monitor use during walkthroughs/observations and in review of lesson plans ☞ Provide building-based GRR “refresher” training (Summer 2021) ☞ Train teachers in grades 1-3 on the Math Workshop Model and implement SY 2021-2022 ☞ Reduce class size by adding an additional teacher to every class grades 1-3 SY 2021-2022 (Double Teaching) ☞ Create a cohort of reading teachers teachers for grades 7-9 to pursue a reading endorsement (Fall/Winter 2021-2022) ☞ Train reading teachers in grades 7-10 to implement close reading strategies and build foundational skills SY 2021-2022 						
Implement the high yield strategies (Marzano/Hattie)	Increase teacher understanding and use of research based teaching strategies	Teaching staff, instructional paras, principals	Y		Curriculum-Murdock Lolli Chiefs Principals	Strategies seen by BLT in WT/lesson plans TBT Forms
<ul style="list-style-type: none"> ☞ Review high yield strategies; update videos if needed; reintroduce videos to principals and TL’s ☞ Monthly strategy review at District Leadership Team Meeting ☞ BLT will review monthly strategy with staff to increase understanding and use of research-based practices ☞ Implementation will occur over next month and be monitored for fidelity and consistent use ☞ Train all new instructional staff on use of high-yield strategies 						

Initiative	Expected Outcome	Target Population	Mandated Y /N	Financial Support	Responsible Party	Evidence of Implementation
Continue implementation of the Marzano Framework	Instructional framework /common language for district	Teaching staff, instructional paras, principals, chiefs, coordinators	Y	General Fund	Curriculum – Murdock/ Teacher Leaders Lolli	TL presentations provided to all staff DLT collection of data WT/Lesson Plans
<ul style="list-style-type: none"> ☞ Provide “refresher” training to ensure fidelity of implementation of DQ 1, 1,; DQ 2: 6, 7, 8, 9; DQ 9: 39-41 ☞ Reteach DQ 6: 5, review 4; DQ 2: 10-13; DQ 3: 14-16; DQ 8: 36-38 in the context of pandemic protocols <ul style="list-style-type: none"> ☞ Train teacher leaders and HS assistant principals in applying Marzano elements ☞ Teacher leaders and HS assistant principals train building staff and support implementation through coaching ☞ BLT monitors implementation ☞ Continue to connect all initiatives to Marzano Framework ☞ Create DPS Gap-Closing and Acceleration Plan for SY 2021/2022 <ul style="list-style-type: none"> ☞ Develop and/or implement innovative and engaging summer programs to accelerate learning ☞ Train teacher leaders to implement DQ 3: 17-20; DQ 4: 21-23; DQ 5 ☞ Teacher leaders train building staff and support implementation through coaching 						
Chiefs will ensure that principals are monitoring instructional strategies through use of PIMT quarterly.	Principals will monitor implementation closely.	Principals	Y		Hayden Dooley	PIMT as well as WT will indicate implementation and high fidelity
<ul style="list-style-type: none"> ☞ Chiefs will meet quarterly with Principal to review progress ☞ Improvement plans will be implemented if deficits are noted 						
Data meetings will occur after each testing cycle with individual principals to determine next steps for raising achievement.	Principals will work with teachers to understand and use data to increase student achievement in each classroom and on any test.	Principals (indirectly, teachers)	Y		School Chiefs- Manage Murdock, OEC Burton, Lolli	Test results indicate improvement
<ul style="list-style-type: none"> ☞ Data analysis will be shared with principals after each testing cycle ☞ Data will be managed by Data/Accountability 						

Board of Education Steps:

District staff will report regularly on progress – board will monitor
 Highest performing classroom teachers as indicated on standardized assessments recognized at BOE meetings

☞ **Design high quality college/career readiness opportunities K-12.**

☞ **District Action Steps:**

Initiative	Expected Outcome	Target Population	Mandated Y /N	Financial Support	Responsible Party	Evidence of Implementation
Expand use of Project Lead the Way	Middle school students will be exposed to additional STEM opportunities	Middle school students	Y	General Fund – additional teachers	Rammel Folkert	Additional classes offered
☞ Add additional classes to each middle school ☞ Require class enrollment to be monitored						
Increase STEM offerings within other courses in elementary	STEM will be incorporated into all content areas (Math, Science, Social Studies, ELA)	K-6 students K-6 teachers	Y	General Fund – supplies/resources Staff training	Murdock STEM cluster leads	Professional Development Pacing Guides Courses of Study
☞ Develop a 3-year plan to incorporate STEM in all content areas ☞ Provide professional development for K-6 instructional staff ☞ Provide professional development for curriculum coordinators ☞ Revise curriculum to include STEM practices throughout all content areas ☞ Create a curriculum and pacing guide for STEM cluster leaders ☞ Hire high quality STEM cluster leaders						
Refresh Road to College	High performing students will receive support for college options 6-12	On grade level 6-8 th graders Then 6-12 th graders	N	General Fund	Lolli	Relaunch in Fall 2021
☞ Refresh College mentoring programming beginning with eligible 6 th graders ☞ Kick off with parents and student in Fall 2021 ☞ Mentors recruited and assigned in Summer 2021 ☞ Metrics established, program implemented and monitored						
Initiative	Expected Outcome	Target Population	Mandated Y /N	Financial Support	Responsible Party	Evidence of Implementation
Plan, implement and evaluate career speakers and activities K-6	Students will be exposed to at least 20 different career options	5-6 th grade students	Y	General Fund	Rammel Folkert Gale	Vehicle Day agendas Vehicle Day evaluations Vehicle Day

<ul style="list-style-type: none"> ☞ Create career experiences for K-6 ☞ Career day using vehicles to teach students about variety of careers <ul style="list-style-type: none"> ☞ Invite at least 20 vehicles and drivers to come to school for a ½ day of student visits and presentations to students ☞ Career day guidebook on what should be shared ☞ Invitations, thank you letters, follow up surveys ☞ Logistics mapped out ☞ Create career experiences for K-6 						
Increase number of students who complete applications for scholarships.	More students will complete FASFA and be ready to go to college	Seniors	Y		Counselors Gayle Dooley	Percentage goals on FASFA work is achieved or exceeded
<ul style="list-style-type: none"> ☞ Support students in completion ☞ Follow up with students for interview tips and techniques ☞ Follow process to see who is awarded scholarships ☞ Support completion of FASFA forms for Seniors ☞ Support parents needing help with FAFSA 						
Enroll all 6-9 students in Ohio Means Jobs K-12 website.	All students will have exposure to careers and options after graduation	Grades 6-9 Then Grades 6-12	Y		Gayle Counselors 6 th grade teachers/TL	Backpacks will be opened for all students
Host career fair in 4 middle schools.	Middle school students can begin to explore careers	Grades 7-8	Y	General Fund	Rammel Folkert Counselors MS Teachers/TL	Career fairs occur Students evaluate project
<ul style="list-style-type: none"> ☞ Invite at least 25 different career options to middle school for a day long career fair ☞ Have classes visit as a class and rotate through at least 5 career areas that are pre--selected by student and ticketed ☞ Classes respond to new learning through Scavenger hunt of career options visited and journal prompt ☞ Track which career each student chooses so following year, no repeat ☞ Agenda and items to discuss created for visitors sharing careers ☞ Letter of invitation/thank you letters for those who present ☞ If one school is host site, transportation arranged for other schools ☞ If each middle school is host site, logistics and use of gym mapped out 						
Continue to support the Apprenticeship project	Students will gain work experience in various trades	Grades 11-12	N		Andrews Dooley	Apprenticeships developed with trade unions and others
Initiative	Expected Outcome	Target Population	Mandated Y /N	Financial Support	Responsible Party	Evidence of Implementation

Monitor, refine and grow CTE programs at Ponitz and Meadowdale	District will add 3-4 new pathways for next two years at either CTC	Grades 10-12	N	Perkins General Fund	Rammel Folkert Dooley	Programs will increase in both locations Ponitz will exit the ODE improvement plan
<ul style="list-style-type: none"> ☞ Meet with BAC in September to learn of work force needs ☞ Explore options within ODE guidelines ☞ Determine new programs; complete CTE applications ☞ Recruit for new pathways in March, April and May ☞ Purchase needed equipment, uniforms ☞ Implement new programs with full enrollments 						
<p>Board of Education Steps: Financially support CTE/Career awareness expansion</p> <p>☞ Develop a plan for the integration of technology in high quality learning experiences.</p> <p>☞ District Action Steps:</p>						
Initiative	Expected Outcome	Target Population	Mandated Y /N	Financial Support	Responsible Party	Evidence of Implementation
Research, explore and determine what high quality learning is in a technology rich environment.	Appropriate and effective technology integration will be developed, taught, and implemented to enhance classroom instruction.	Teachers Teacher Leaders Principals Coordinators Chiefs Students	Y	General Fund ESSERS/CARES Title I Title IV	Murdock Tait IT/EdTech Taylor	<ul style="list-style-type: none"> • Rubric developed • High quality technology PD offered to staff • Classroom technology practices implemented • Classroom technology deployment
<ul style="list-style-type: none"> ☞ High quality training offered for staff ☞ Monitoring of use of technology in classrooms ☞ Fully integrate classrooms with the latest technology ☞ Monitor technology use with district curriculum ☞ Develop and implement a technology look-for rubric ☞ Chiefs monitor usage and growth in district mandated programs/interventions ☞ Determine roadmap for EdTech equipment <ul style="list-style-type: none"> ☞ Students – Touchscreen Chromebooks K-1; Chromebooks 2-8; Laptops 9-12 ☞ All classrooms will have a laptop, docking station, and new document camera by start of FY22 – teacher desktops will be removed ☞ Clevertouch panels will be fully deployed in 16 buildings by start of SY22. Deployment for remaining schools will be done before SY23 pending funding. 						

☞ Purchased an Asset Management platform to efficiently and accurately track classroom technology

Board of Education Steps:

- Explore current research on technology use in American classrooms
- Engage in conversation about philosophical beliefs concerning use of technology
- Help Superintendent and team determine Technology Plan for future (use, integration, grades/type)

☞ **Strengthen resources for diverse populations.**

☞ **District Action Steps:**

Initiative	Expected Outcome	Target Population	Mandated Y /N	Financial Support	Responsible Party	Evidence of Implementation
Hire ESL Coordinator.	Coordinator on site by July 1 if not sooner.	ESL teachers Families	Y	General Fund	Harman Lolli Murdock	Coordinator hired and working
Analyze and refine support given to ESL/Immigrant/Refugee Families/Students.	Families and students are welcomed, supported and successful in DPS.	ELL students and families	Y	General Fund Title III	Methodie Matumaini Murdock New Coordinator IT Department	Survey results indicate that families and students feel welcomed and are showing success

- ☞ Increase contacts and log each situation (phone calls, home visits, virtual meetings)
- ☞ Provide technology support to students and families
- ☞ Continue to require SIOP professional development as required PD strand for all teaching staff
- ☞ Revisit and retool staff on the National Geographic Program
 - ☞ Monitor implementation of program
- ☞ Create test prep support for ELL students
- ☞ All materials including “all call” in variety of languages
- ☞ Fully implement Welcome Center supports – 5 liaisons for enrollment

Analyze and refine support given to Students with Disabilities and their families	Families and students are welcomed, supported and successful in DPS.	SWD's and families	Y	General Fund Title VI B	OEC Murdock Burton	Survey results indicate that families and students feel welcomed and are showing success
<ul style="list-style-type: none"> ☞ Increase contacts (phone calls, home visits, virtual meetings) ☞ Provide technology support to students and families ☞ Continue to require SIOP professional development as required PD strand for all teaching staff ☞ Revisit and retool staff on curriculum and resources (Unique, General Education curriculum, software) <ul style="list-style-type: none"> ☞ Monitor implementation of program ☞ Create test prep support for SWD's ☞ 						
Provide Gifted Services in all elementary building.	Students will attend gifted programming in home school	Identified Gifted students Families Teachers	Y	General Fund	Murdock Gifted Coordinator	Gifted will be fully staffed in each building either with a traveling teacher, full time teacher, or service through general education teacher, dependent upon numbers to serve.
<ul style="list-style-type: none"> ☞ Increase services in K-6 buildings to include grades 1-6 through one full-day pullout each week ☞ Assign GIS to 7-8 buildings as merited by numbers to serve ☞ Develop and implement project-based learning units for curriculum, grades 1-8 ☞ Provide and track gifted professional development for general education teachers 						
Implement Females of Color program	Female students (3-12) provided supports similar to MOC students	Female students who join the program	Y	General Fund	Worley Lolli	Program fully implemented and showing success
<ul style="list-style-type: none"> ☞ Hire Life Coaches for FOC program ☞ Hire Lead Life Coach for FOC ☞ Implement appropriate curriculum by Faye Z. Belgrave ☞ Advertise program in all languages through social media and Parent Square ☞ Create both in person and virtual experiences ☞ Implement Lunch and Learns ☞ Track metrics for MOC that include weekly student and parent contact forms for engagement ☞ Create FOC scholarship program 						
Refine Males of Color program	Male students (grades 3-12) provided supports	Male students who join the program	Y	General Fund	Worley Lolli	Program fully implemented and showing success

<ul style="list-style-type: none"> ☞ Implement the appropriate curriculum by Faye Z. Belgrave ☞ Advertise program in all languages through social media and Parent Square ☞ Create both in person and virtual experiences ☞ Implement Lunch and Learns ☞ Track metrics for MOC that include weekly student and parent contact forms for engagement ☞ Add additional Scholarship money 						
Create Department of Cultural Engagement and Inclusion	Department that houses MOC and FOC programming	All staff, students and stakeholders	Y	General Fund	Worley Lolli	Department fully operational and indicating a difference in our cultural engagement of students
<ul style="list-style-type: none"> ☞ Oversee compliance for MOC/FOC ☞ Implement a variety of professional development and training for life coaches ☞ Seek financial partners for scholarships and programming 						
Continue Equity Research and framework development	Equity framework to guide the district developed and followed	All staff, students and stakeholders	Y	General Fund	Goins Lolli	Framework developed and implemented
<ul style="list-style-type: none"> ☞ Finalize focus group work ☞ Complete the analysis of focus group report ☞ Restart the equity team ☞ Create the framework ☞ Determine the metrics for the framework ☞ Track metrics and determine root causes and needed changes ☞ Provide PD to all on a regular basis for equity 						
<p>Board of Education Steps: Monitor that district resources are assigned equally and equitably. Re-evaluate commitment to KDI</p>						

District Continuous Improvement Plan Correlation:

By 2021, DPS will achieve a 5% point increase in staff and student attendance and decrease 5 percentage points of behavior referrals with a 1-2 percentage points annual incremental change as measured annually by district wide attendance and behavior data.

Board Priorities related to CCIP metrics:

☞ **Provide resources that incorporate the whole child and his/her needs, supports for parents, and families (CCIP strategy 3.1).**

☞ District Action Steps:

Initiative	Expected Outcome	Target Population	Mandated Y /N	Financial Support	Responsible Party	Evidence of Implementation
Determine appropriate staffing needed to meet the mental, physical, social and emotional needs of the students and their families.	Staffing will be determined and brought to BOE for approval. Students will have appropriate services with supports for families.	Students needing support in mental, behavioral, physical, SEL	Y	General Fund	OEC Murdock (SEL curriculum) Hayden (NSC grant)	Supports are in place and being monitored, documented and evaluated
<p>☞ Hire Social Workers to counsel at every two buildings</p> <p>☞ Continue to refine Dayton Children’s/DPS partnership with Student Resiliency Coordinators</p> <p>☞ Implement grade 4-5 SEL Language Arts Supplemental program</p> <p>☞ Continue professional development training for staff</p> <p>☞ Continue work with Neighborhood School Centers and Communities in Schools personnel</p>						
Continue research and development of school based health initiative.	Implementation of an additional school based clinic within next 2 years.	Students	N	General Fund Outside Grants Outside Resources	Lolli Burton OEC Jackson	Clinic opens in next two years
Work with Care Source and other providers to increase clinic check-ups and supports for students, potentially on site in schools.	More students will receive health services needed in a timely manner.	Students	N	Outside partnerships	Jackson Burton	Opportunities to support students in schools increase

Board of Education Steps:

☞ **Improve attendance for students, teachers and staff (CCIP strategy 3.1)**

☞ District Action Steps:

Initiative	Expected Outcome	Target Population	Mandated Y /N	Financial Support	Responsible Party	Evidence of Implementation
Implement an attendance plan similar to other Ohio 8 districts.	Increased attendance by all and increase in achievement.	Students	Y	Outside partners General Fund	PIO Lolli Wright	Plan shared, implemented, monitored and evaluated
<p>☞ Chiefs will monitor submission of school absence intervention plans and the progress of building attendance plans, incentives and interventions through the PIMT</p> <p>☞ Principals will monitor attendance as crucial piece of achievement plan</p> <p>☞ Use First Student to alleviate poor transportation; bus preschool and high school students on DPS buses</p> <p>☞ Create incentives for students</p> <p>☞ PIO to lead attendance campaign messaging efforts and ensure parents, staff and community are consistently informed about the purpose of the campaign and are kept up-to-date on attendance achievements and progress</p> <p>☞ PIO to communicate days that school is in session, holiday breaks, parent-teacher conferences, etc., through a variety of channels, including an annual printed calendar for staff and students</p>						
Implement an attendance plan for teachers and staff.	Increased attendance and lower cost on substitutes.	Teachers Staff	Y	General Fund Outside partners	Principals Chiefs Burton Lolli	Attendance by whole staff will increase Less money spent on substitutes
<p>☞ Implement time clock check in for accurate attendance data</p> <p>☞ Discuss patterns of abuse with staff with attendance issues</p> <p>☞ Provide support to help staff with attendance issues (EAP)</p>						
<p>Board of Education Steps:</p> <p>Board support of Superintendent recommendation for attendance/enrollment/recruitment coordinator (DSS)</p> <p>Board requesting that staff with great attendance have names posted in office each month.</p>						

District Continuous Improvement Plan Correlation:

District will work to create an excellent organization using a variety of strategies as measured by 85% approval rating on community and school based annual surveys.

Board Priorities related to metrics:

☞ **Financial Stability**

☞ **District Action Steps:**

Initiative	Expected Outcome	Target Population	Mandated Y /N	Financial Support	Responsible Party	Evidence of Implementation
Operating fund balance will remain positive for the next 3 years as indicated in the 5 year forecast and financial updates.	Positive fund balance at year end.	Students, Staff, Board and community	Y	General – Local and State.	Abraha Budget Manager	Monthly Financial Report, Five Year Forecast, Budget Report and Annual Financial Report.
Auditing reports will reveal financial integrity and compliance with acceptable financial accounting and reporting.	Unmodified Audit Report.	District Wide and community	Y	All funds - Local, State and Federal source.	Abraha Reynolds	Annual Audit Report and Certificate of excellence from GFOA and ASBO

- ☞ Work with Superintendent, cabinet and board to increase instruction related programs
- ☞ Monitor our revenues and expenditures closely
- ☞ Watch on high expenditure areas for possible savings without compromising instructional programs
- ☞ Prepare Comprehensive Annual Financial Report (CAFR) in accordance to GAAP, GASB, FASB and etc.
- ☞ Federal schedule is in accordance with federal laws and regulations and expenditures are spent accordingly
- ☞ All revenues and expenditures are coded according to USAS. Expenditures are within the budget and specific to the program
- ☞ Continue working with administrators to adhere to district financial controls, compliance/regulations, procedures and district policy

Board of Education Steps:

☞ **District will be focus on organizational excellence.**

☞ **District Action Steps:**

Initiative	Expected Outcome	Target Population	Mandated Y /N	Financial Support	Responsible Party	Evidence of Implementation
Improve customer service.	Parents, Community, Staff will feel that DPS has a welcoming, helpful Attitude whether in buildings or at CO.	All stakeholders	Y		Lolli Burton Harmon Department leaders PIO HR	<ul style="list-style-type: none"> • Surveys will indicate more positive comments and ratings than past surveys • Social media feedback/comments from parents and community will be more positive
<ul style="list-style-type: none"> ☞ Continue customer service training for all clericals and personnel who deal with the public ☞ Establish expectations for school offices that include organization and appearance of physical space, purpose, professional decorum ☞ Create consistent messaging, greetings, communication protocols for all personnel who deal with the public ☞ Create FAQ sheet for school and CO office personnel to direct the public to the correct department for services (who to contact for what) ☞ Create school promotional materials for use in the enrollment office ☞ Ensure that all information shared from school offices, enrollment center, and are the website are accurate and consistent ☞ Increase communication with parent/staff/administrator communication through parent notification system, district mailings, web site, email and individual contact ☞ Implement the ScribOrder records online process to better meet requests for records and transcripts ☞ Utilize the communication call log system to monitor, track, and address parent concerns by building ☞ Continue monthly parent newsletter to improve communication with parents, share positive district news and provide important updates and information ☞ PIO to provide Communication Manual to principals annually that advises on social media, website, and news media policies/best practices 						
Improve climate and culture for all.	Surveys will indicate a more positive DPS attitude and service model.	All stakeholders	Y		All staff	Decreased discipline instances Increased attendance More positive surveys
<ul style="list-style-type: none"> ☞ Continue to provide focused, targeted PD for building administrators in leadership, climate, and culture ☞ Connect PSC implementation and CHAMPS to a progressive discipline plan utilized by building administrators ☞ Identify exemplar PSC schools as demonstration sites ☞ Continue to provide professional development on culturally responsive teaching and equity ☞ Provide support to first year and/or struggling teachers through PSC coaches that reinforces classroom management strategies, PSC, and CHAMPS ☞ Develop common language and procedures in building progressive discipline plans that are utilized by teachers, administrators and PSC coaches ☞ Follow expectations set by the Dayton Way ☞ Implement and monitor PSC with fidelity in all buildings ☞ Continue to highlight and celebrate exemplary staff/departments on a regular basis in staff newsletter, on website and social media 						

Review and reduce disparity in discipline practices.	Statistics will show that disciplinary practices are equitable and fair for all students. No disparity will be noted in any sub group.	Students	Y		Principals Wright Hearing Officer	Reports will indicate that no disparity in practice exists
<ul style="list-style-type: none"> ☞ Collect, monitor, and share discipline data information (race, ethnicity, gender, consequence) at monthly BLT meeting ☞ Redefine the purpose of ISS and develop guidelines for its use at the elementary, middle, and high schools based on effective practices ☞ Research discipline practices that reduce disparity and provide professional development for teachers, administrators, and PSC coaches ☞ Create and share a PSC implementation guide with staff 						

☞ District will be focus on organizational excellence (continued).						
☞ District Action Steps:						
Initiative	Expected Outcome	Target Population	Mandated Y /N	Financial Support	Responsible Party	Evidence of Implementation
Increase enrollment through recruitment efforts	Enrollment will increase to 14,000 within 2 years.	Open enrolled out students Charter school students	Y	General Fund	Burton Lolli PIO	Enrollment campaign Student numbers increasing
<ul style="list-style-type: none"> ☞ Create school buildings and programs that students want to attend ☞ Expand programming (CTE, CCP, AP, arts, STEM, LE, music, college & careers, after school) ☞ Ensure every high school has an identity with unique programming ☞ Continue to improve culture and climate in every school ☞ Expand extracurricular opportunities that will invite students to return to district (athletics, clubs, regional competition) ☞ Create promotional materials for each school that focus on achievements and unique identity/programming ☞ Create days for new students to shadow at middle and high schools ☞ Increase use of school open houses, school selection fairs, large events in which to recruit students ☞ Build partnerships with parents to create advocates for the district ☞ Implement Family Enrollment Days throughout the year ☞ Create recruitment materials that will be sent on a scheduled basis to all open enrolled or Dayton residents ☞ Interview parents and/or students within 24 hours of a withdrawal ☞ Continue to promote the district through billboards, radio, and print media ☞ Improve appointment wait time in student enrollment office ☞ Expand hours in student enrollment office during peak periods 						
Create a Facilities Capital Improvement and Preventative Maintenance Plan (long	Plan will be created, reviewed and adopted by BOE to be		Y	General Fund Loan	Operations Lolli Abraha	Maintenance and repair of buildings on regular cycle. Allocate necessary funding on an annual basis.

term repairs, short term repairs)	implemented over 3 – 5 years.					
<ul style="list-style-type: none"> ☞ Conduct a facilities assessment to determine preventive maintenance priorities ☞ Review and determine order of implementation of recommendations in Four Seasons recommendations ☞ Implement long range preventative maintenance plan ☞ Determine short term maintenance requirements ☞ Hold land/building auctions bi-annually ☞ Identify funding needs and budget accordingly 						
Diversify the workforce to reflect student demographics.	More minority teachers and staff members will be recruited, hired and retained.	New staff	Y	General Fund	Harmon Recruiters	Increase in minority staff member by 3-5% each year.
<ul style="list-style-type: none"> ☞ Update and implement a recruitment plan ☞ Build relationships with HBCUs and follow athletic-style recruitment of teachers ☞ Recruit highly qualified minority administrators, teachers, and staff ☞ Create incentives for recruitment of hard to secure personnel in both subject area and in diversity of background (signing bonuses, housing opportunities, tuition reimbursement, social events for teachers new to the city or district, assigned mentor in the building, professional development) ☞ Invite schools to participate in the recruitment and hiring of teachers ☞ Continue to hold job fairs for transportation, teachers, operations ☞ Utilize staff, student, and parent testimonials as recruitment tools ☞ Create promotional materials about the district that highlight accomplishments and the rewards of teaching in an urban environment ☞ Create an Urban Teacher Academy to provide support for entry year teachers ☞ Acknowledge exemplary teachers through social media, billboards, events 						
<p>Board of Education Steps: Board supports Superintendent in developing incentives for recruitment of diverse staff.</p>						

District Continuous Improvement Plan Correlation:

District will promote partnerships with all stakeholders as measured by numbers of volunteer organizations and individuals who participate in DPS through the Outreach Office. Number will increase by 10% over next two years.

Board Priorities related to metrics:

☞ **Create functional and operational PTO's in every building over next 3 years.**

☞ **District Action Steps:**

Initiative	Expected Outcome	Target Population	Mandated Y /N	Financial Support	Responsible Party	Evidence of Implementation
Outreach Office will recruit in each building to help support fully functioning PTO.	Buildings will have functioning.	Parents Guardians Teachers Principals	Y		Outreach Coordinator Principals	Operating PTO's as indicated by meeting agendas and results.

☞ Outreach Office will work with buildings providing information about formation of PTO's

☞ Outreach Office will make sure that buildings have PTO's that meet regularly and function like other PTO's in Ohio schools

☞ **Engage business partners to participate in appropriate school functions over the next 3 years.**

☞ **District Action Steps:**

Increase number of and effectiveness of business partnerships.	Each building will have business partner. Partners will have appropriate opportunities to support district.	Business community BAC	N		BAC Outreach Coordinator Chiefs Principals Lolli	Each building will have partner.
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☞ Continue positive relationship with Chamber of Commerce

☞ Continue growth and development of BAC

☞ Support MCEC BAC along with district BAC

☞ Support business partnerships in schools

☞ Design high quality activities for partners to engage in, monitor work, evaluate effectiveness

☞ **Vet and train all community partners to ensure their work aligns with district goals.**

☞ **District Action Steps:**

Initiative	Expected Outcome	Target Population	Mandated Y /N	Financial Support	Responsible Party	Evidence of Implementation
Outreach office will create, monitor and evaluate all groups, individuals, universities, etc. who work in each school and assure the work they do supports DPS goals.	District will know who is working in buildings and what the results are.	Buildings	N		Outreach Coordinator	Complete, accurate list of volunteers and partners in each building and how work is related to DPS goals

- ☞ Support volunteerism in schools through Outreach Office
- ☞ Continue to monitor and evaluate partners through Outreach Office to assure goal alignment and positive results

Continue to develop positive relationships with staff and union presidents.	Positive working conditions for all. Negotiations are collegial and effective.	Union leadership Superintendent Associate Superintendents	Y		Lolli Burton Union Leaders	<ul style="list-style-type: none"> • Successful negotiations • Decreased grievances and arbitrations
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- ☞ Continue Labor Management meetings with Union leaders
- ☞ Continue the Foreman meetings on regular basis
- ☞ Continue partnership with DEA
- ☞ Continue incentives for good attendance, service years, exceptional performance, appreciation days

☞ **Develop a collaborative relationship with universities to address district needs.**

☞ **District Action Steps:**

Continue to develop and strengthen university partners (UD, Wilberforce, Central State, Sinclair, Miami, Wright State) and collaborative work for DPS.	Programs for students will increase as well as opportunities for teachers to attend high quality PD.	Students Teachers	N		Lolli Murdock Goins Burton	Positive relationships with universities and increased programming for students
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- ☞ Continue partnership meetings on monthly basis with Sinclair
- ☞ Continue to work collaboratively with Wright State to place student teachers
- ☞ Superintendent will meet yearly, if not more frequently, with university presidents
- ☞ Continue to support university sponsored events and functions, as appropriate

☞ Work to support grants and funding opportunities with universities						
Board of Education Steps: Build relationships with Wilberforce and Central State.						
Monitor progress of initiatives with board quarterly reports.						
District Continuous Improvement Plan Correlation:						
By 2021, a succession plan and leadership institute will be implemented as evidenced by the adoption of the plans and institute implementation.						
Board Priorities related to metrics:						
☞ Provide leadership training from the board room to the classroom.						
☞ District Action Steps:						
Initiative	Expected Outcome	Target Population	Mandated Y/N	Financial Support	Responsible Party	Evidence of Implementation
Create Board development and training plan, strategic plan for Board	Off-site retreat with facilitator to conduct the business of the board's leadership training.	Board of Education	N	General Fund	Board President Board Members	Revised Board Manual/Clear expectations/fluid process/each board creates own identity Retreat agenda/attendance
Create opportunities for leadership training at all levels.	Additional leaders will surface to support work in DPS.	Students Staff	N	General Fund	Chiefs Lolli Burton	<ul style="list-style-type: none"> • PD's offered • Staff trained • New student opportunities
☞ Chiefs will provide tailored, customized professional development for all building administrators ☞ Continue leadership training for all administrators ☞ Complete implementation of Student Councils 7-12 ☞ Offer Literacy Cohort for Reading Endorsement for 7-12 ☞ Continue developing and refining Teacher Leader program						
Design program to grow students into teachers for DPS.	Urban teacher academy will produce at least 20 students who go to college to be teachers and choose to return to DPS.	Students	N		Rammel Folkert Dooley	Urban teacher academy will offer at least 20 students yearly opportunity to become teachers
☞ Expand urban teacher academy to include at least 20 students per year ☞ Mentor urban teacher students so they will follow through to teaching field						

- ☞ HR recruiters maintain contact with them through college to bring them back to DPS
- ☞ Teach correct ODE/CTE curriculum so students are prepared and successful when they leave DPS
- ☞ Encourage college credit plus classes taken by students in academy (at least 15 hours by graduation)
- ☞ Recruit teachers trained to be urban teachers; interact with students; stream information, etc.

☞ **Provide leadership training from the board room to the classroom.**

☞ **District Action Steps:**

Initiative	Expected Outcome	Target Population	Mandated Y /N	Financial Support	Responsible Party	Evidence of Implementation
Develop a leadership mentoring program for all leadership positions	Each team member will be assigned a mentor to support the first few years of work in a position.	New leaders in district	Y		Chiefs Burton Lolli	Mentors trained and assigned to new leaders

- ☞ Research mentor programs for levels of leadership
- ☞ Choose mentor program for each level or one for all levels
- ☞ Train mentors
- ☞ Create Mentor Expectation Handbook
- ☞ Implement mentoring program
- ☞ Create monitoring tool for mentors to record and document work
- ☞ Monitor and evaluate program

Create pipeline in the district to train future principals	Prospective administrator classes offered in conjunction with a university partner.	Potential building leaders Teachers	N		Chiefs Lolli	Classes offered for potential new administrators
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- ☞ Work with either MCEC or HCEC to start new principal academy
- ☞ Develop application guidelines and requirements
- ☞ Re-Implement program
- ☞ Monitor and evaluate program

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Board of Education Steps:

