

Dayton Public School District

Strategic Plan 2023-24

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 2025, 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						
❖ 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 classrooms.	Teaching staff, instructional paras, principals, coordinators	Y	Title 1 General Fund	Curriculum Chiefs Principals	WT Lesson Plans Test results
<ul style="list-style-type: none"> ❖ Refresh all DPS instructional staff in Explicit Instruction; monitor for fidelity ❖ Train all new instructional staff in expectation of GRR model ❖ Monitor use during walkthroughs/observations and review of lesson plans ❖ Provide building-based GRR “refresher” training ❖ Continue to train teachers in grades 1-3 and grades 4-6 on the Math Workshop Model and implement ❖ Continue Double Teaching in grades 1-3; monitor for fidelity; review data at end of year to determine effectiveness ❖ Train new teachers and update experienced staff on Science of Reading ❖ Train reading teachers in grades 7-10 to implement close reading strategies and build foundational skills 						

Initiative	Expected Outcome	Target Population	Mandated Y /N	Financial Support	Responsible Party	Evidence of Implementation
Implement the high yield strategies (Marzano/Hattie)	Increase teacher understanding and use of research based teaching strategies	Teaching staff, instructional paras, principals	Y		Curriculum 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 ❖ BLT will review monthly strategy with staff to increase understanding and use of research-based practices ❖ Implementation will be monitored for fidelity and consistent use ❖ Train all new instructional staff on use of high-yield strategies ❖ Create a video library of DPS teachers implementing high-yield strategies 						
Continue implementation of the Marzano Framework.	Instructional framework /common language for district	Teaching staff, instructional paras, principals, chiefs, coordinators	Y	General Fund	Curriculum Teacher Leaders	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 <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 ❖ Review DQ 3: 17-20; DQ 4: 21-23; DQ 5 ❖ Train teacher leaders to implement DQ 5: 25, 30-32 ❖ Teacher leaders train building staff and support implementation through coaching 						

Initiative	Expected Outcome	Target Population	Mandate Y /N	Financial Support	Responsible Party	Evidence of Implementation
Chiefs will ensure that principals are monitoring instructional strategies through use of PIMT quarterly.	Principals will monitor implementation closely.	Principals	Y		School Chiefs	PIMT/OPES meetings, 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 ❖ Chiefs will ensure that principals are monitoring instructional strategies through the use of quarterly OPES meetings, informal walkthroughs, observations and data collection 						
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	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 ❖ Principals will develop a focused building improvement plan based on identified needs ❖ In depth data dives will occur at quarterly OPES meetings between principal and chief to determine school based next steps ❖ High quality student data will be used by principals as part of the principal evaluation process 						
Revitalize the Middle School programming	New programming will be developed and implemented in 2 middle schools as a pilot.	Teachers Students	Y	General Fund CTE funding	Secondary Chief CTE administrators Curriculum Principals	Program implemented and fidelity monitored Student responses
<ul style="list-style-type: none"> ❖ Pathways will be created based on student aptitude and workforce needs ❖ Students will attend the pathways changing each quarter to take the four pathway courses ❖ Business/community partners will be sought to provide hands-on job experiences for each pathway ❖ Curriculum will be interactive and hands-on ❖ Build course and program connections between PLTW and Thurgood Marshall STEM and CTE programs ❖ Add PLTW program to Belmont MS 						

Initiative	Expected Outcome	Target Population	Mandated Y /N	Financial Support	Responsible Party	Evidence of Implementation
Create shared opportunities between two high schools as a pilot.	New programming will be developed and implemented in 2 high schools as a pilot.	Teachers Students	Y	General Fund	Secondary Chief Curriculum Principals, Counselors, CTE/CCP administrators	Program implemented and fidelity monitored Student responses
<ul style="list-style-type: none"> ❖ Create pathways that support student aptitude and interest. ❖ Design course sequence, curriculum and scheduling options ❖ Recruit students for the programming ❖ Implement and monitor ❖ Develop internships for junior and senior years ❖ Hire a career navigator to support the two buildings 						
<p>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</p>						

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

❖ District Action Steps:

Initiative	Expected Outcome	Target Population	Mandate 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	CTE administrators	Additional classes offered
<ul style="list-style-type: none"> ❖ Add additional classes to each middle school ❖ Require class enrollment to be monitored 						
Increase STEAM offerings at Thurgood Marshall STEAM HS	STEAM will be incorporated into all content areas (Math, Science, Social Studies, ELA)	HS teachers at TGM Principals	Y	General Fund – supplies/resources Staff training	Curriculum Principals	Professional Development Pacing Guides Courses of Study
<ul style="list-style-type: none"> ❖ Develop a 3-year plan to incorporate STEAM in all content areas <ul style="list-style-type: none"> ○ Provide professional development for 9-12 instructional staff at TGMSHS ○ Provide professional development for curriculum coordinators ○ Revise curriculum to include STEAM practices throughout all content areas 						
Refresh Road to College	High performing students will receive support for college options 7-12	On grade level 7-8 th graders Then 7-12 th graders	N	General Fund	CCP administrator	Relaunch in Fall 2023
<ul style="list-style-type: none"> ❖ Redesign College mentoring programming beginning with eligible 7th graders ❖ Determine supports needed and timeframe for project ❖ Kick off with parents and students ❖ Mentors recruited and assigned ❖ Metrics established, program implemented and monitored 						

Initiative	Expected Outcome	Target Population	Mandate d 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	K-6 grade students	Y	General Fund	Teacher Leaders Principals Curriculum	Samples of actual visitations Career calendar K-6
<ul style="list-style-type: none"> ❖ Implement career experiences designed by Teacher Leaders for K-6 ❖ Refine Vehicle Day ❖ Evaluate effectiveness of new experiences and refine for following year 						
Increase number of students who complete applications for scholarships.	More students will complete FASFA and be ready to go to college	Seniors	Y		Counselors CCP administrator	Percentage goals on FASFA work is achieved or exceeded Agendas from Lunch and Learns Numbers increased for CCP
<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 ❖ Offer lunch and learns for scholarships and CCP 						
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		CCP/CTE administrators Counselors 6 th grade teachers/TL	Backpacks will be opened for all students
Secondary principals and counselors will develop a comprehensive school counseling plan.	The school counseling plan will identify lessons, timelines and themes	Grades 7 - 12	Y		Counselors Principals Secondary Chief	Written counseling plan by building with timeline of activities
<ul style="list-style-type: none"> ❖ Principals and counselors will collaborate to develop a school counseling plan that is aligned with the district and school's mission ❖ Counselors will develop grade appropriate lessons and activities that address academic, career, and social emotional development ❖ Counselors and career teachers will require 100% of students to use YouScience and utilize reports to guide career experiences provided for students ❖ Counselors will develop graduation and success plans for all high school students as defined by ODE ❖ Counselors will incorporate direct services, individual and small group, into their building plan ❖ Counselors will interact with all students regarding academic progress each quarter ❖ Middle school counselors will develop a school-based career fair for students ❖ Middle school counselors will provide students with CTE program options in DPS and organize their school's participation in the 8th grade CTE district event 						

Continue to support the Apprenticeship project	Students will gain work experience in various trades	Grades 11-12	N		Apprenticeship Coordinator Secondary Chief	Apprenticeships developed with trade unions and others
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Initiative	Expected Outcome	Target Population	Mandate Y /N	Financial Support	Responsible Party	Evidence of Implementation
Monitor, refine and grow CTE programs.	District will add 3-4 new pathways for next two years at either CTC	Grades 10-12	N	Perkins General Fund	CTE administrators Secondary Chief	Programs will increase in both locations CTE pathways will exit the ODE improvement plan

- ❖ Ensure all CTE programs are performing at or above the state determined levels of performance to be compliant
- ❖ Instructors teaching CTE programs that are non-compliant will go to CETE to preview WebXams, receive PD on analyzing data, re-teaching and other pedagogical strategies
- ❖ CTE administrators will improve the data collection process by reviewing data before all EMIS deadlines
- ❖ Increase work based learning opportunities for CTE students and incorporate the tracking tool, Seamless WBL
- ❖ Create new and update current marketing materials to better mirror the demographics of our student population and recruit students from all subgroups and special populations
- ❖ Expand CTE programs for FY 24 to include a pharmacy tech program at Ponitz and an IT program at Meadowdale
- ❖ Regularly utilize labor market data and post program placement information to ensure CTE programs lead to industry credentials and high-skill, high-wage, and in demand employment opportunities for students
- ❖ Expand credentials offered that align to current CTE pathways
- ❖ Equip and update CTE labs for new and existing programs
- ❖ Continue to update and add curriculum for career connections and career exploration classes
- ❖ Collect and track data specific to: CTE credentials earned, CTAG, CCP, WBL and WebXam completion & performance
- ❖ Add job coordination training for SWDs by adding the CTE-26 JTC component for FY 24

Board of Education Steps:

Financially support CTE/Career awareness expansion

❖ Purposeful in how to use technology for the future

❖ District Action Steps:

Initiative	Expected Outcome	Target Population	Mandated Y /N	Financial Support	Responsible Party	Evidence of Implementation
<p>Research and explore technology and use of technology in classrooms to ensure high quality student learning for classrooms of the future.</p>	<p>Teachers will use technology to enhance instruction, not to replace instruction.</p>	<p>Students Teachers Teacher Leaders Principals Coordinators Chiefs</p>	<p>Y</p>	<p>General Fund Grants</p>	<p>IT Curriculum</p>	<p>Technology is developmentally appropriate. Technology usage is deliberately and directly tied to learning outcomes. Technology engages students in a collaborative learning process.</p>
<p>❖ Attend national conference on technology ❖ Create Technology Skill continuum ❖ Create continuum of for building a bi-literate brain ❖ Determine the hardware needs per grade level (Developmentally appropriate hardware/software) and the appropriate professional development</p>						
<p>Develop professional development and/or credentialing programs to increase and improve the use of current and/or future technology (Clevertouch; Hover Cams, Office 365, etc).</p>	<p>Increase staff enrollment and/or completion of technology professional development and/or credentials. Students are proficient in technology use in a variety of platforms.</p>	<p>Students Teachers Staff Teacher Leaders Coordinators Principals</p>	<p>Y</p>	<p>General Fund Grants</p>	<p>IT Curriculum Building Admin</p>	<p>Staff use technology to its full capacity for interactive lessons that engage students in learning. Increase number of students who earn technology credentials Students use various technology platforms for learning content. Full technology resources are available for after school-based learning community centers.</p>
<p>Develop a vertically aligned technology skills curriculum PK-12.</p>	<p>Connections to technology skills are explicit and connected to the ODE computer science skills.</p>	<p>Students Teachers Teacher Leaders Principals CTE</p>	<p>Y</p>	<p>General Fund Grants</p>	<p>IT Curriculum CTE Leadership</p>	<p>Incorporate technology skills in pacing guides for all content areas.</p>

		Curriculum				Develop and offer Computer Science course(s) in all secondary schools Increase of qualified computer science teachers to implement computer science curriculum Technology skills are connected to careers.
Maintain and upgrade technology to align with current industry standards.	Develop a refresh cycle for technology, WIFI, and infrastructure.	All DPS staff & students	Y	General Fund Grants eRate	IT Curriculum	Upgrade all district access points. All HS will have access to 1G internet. Develop a 3-10 year refresh cycle for the fleet. Schedule will vary based on device type.
Develop a cohesive plan for IT services in various departments including Safety & Security, Transportation, Operations, and Treasury.	All systems are updated and/or current to ensure security compliance and compatibility.	All DPS staff & students	Y	General Fund Grants Erate	Superintendent All DPS Departments	Collaborate with all departments Align software and hardware purchases with IT safety and security requirements.
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
Continue to support ESL/Immigrant/Refugee Families/Students.	Families and students are welcomed, supported and successful in DPS.	ELL students and families	Y	General Fund Title III	ESL Coordinators Curriculum Principals	Survey results indicate that families and students feel welcomed and are showing success
<ul style="list-style-type: none"> ❖ Increase contacts and log each situation (phone calls, home visits, virtual meetings) ❖ Provide technology support to students and families ❖ Continue to require SIOF professional development as required PD strand for all teaching staff ❖ 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 						
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 Curriculum Associate Superintendent	Survey results indicate that families and students feel welcomed and are showing success
<ul style="list-style-type: none"> ❖ Create process and procedures to include all necessary members of IEP team ❖ Provide technology support to students and families (ex. ReadWrite App) ❖ Continue to require SIOF professional development as required PD strand for all teaching staff ❖ Continue to provide professional development in reading invention (ex. Orton Gillingham) ❖ Revisit and retool staff on curriculum and resources (General Education and Special Curriculum, software) ❖ Monitor implementation of program ❖ Create test prep support for students ❖ Continue to moving toward exiting the ODE 11 district plan 						
Provide Gifted Services in all elementary building.	Students will attend gifted programming in home school	Identified Gifted students Families Teachers	Y	General Fund	Curriculum	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"> ❖ Use Torrance Test of Creative Thinking to increase gifted identification 						

- ❖ Identify top 20% of students in each building and provide summer programming and full-day pullout services
- ❖ Develop and implement project-based learning units for gifted curriculum/teachers, grades 3-6
- ❖ Provide and track gifted professional development for general education teachers grades 7-12

Initiative	Expected Outcome	Target Population	Mandated Y /N	Financial Support	Responsible Party	Evidence of Implementation
Refine Females of Color program	Female students (3-12) provided supports	Females of color who are struggling academically, with attendance or behavior	Y	General Fund	Director	Program fully implemented and showing success
<ul style="list-style-type: none"> ❖ Small group work/restorative practices/support with academics ❖ Advertise program in all languages through social media and ParentSquare ❖ Create both in-person and virtual experiences ❖ Implement Lunch and Learns ❖ Track metrics for FOC that include weekly student and parent contact forms for engagement 						
Refine Males of Color program	Male students (grades 3-12) provided supports	Males of color who are struggling academically, with attendance or behavior	Y	General Fund	Director	Program fully implemented and showing success
<ul style="list-style-type: none"> ❖ Small group work/restorative practices/support with academics ❖ 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 						
Framework to guide equity for all	Equity framework to guide the district developed and followed	All staff, students and stakeholders	Y	General Fund	Director	Framework developed and implemented
<p>Board of Education Steps: Monitor that district resources are assigned equally and equitably.</p>						

District Continuous Improvement Plan Correlation:

By 2025, 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.**

❖ **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	Supports are in place and being monitored, documented and evaluated
<ul style="list-style-type: none"> ❖ Continue the work with Dayton Children’s Hospital with Student Behavior Therapists at every two buildings ❖ Continue to refine Dayton Children’s/DPS partnership with Student Resiliency Coordinators ❖ Continue professional development training for staff ❖ Continue work with Neighborhood School Centers, City Connects and Communities in Schools personnel ❖ Hire BCBA’s and RBT’s provide additional support for teachers and students ❖ Expand the skill set of staff in delivering mental health supports (Mental Health First Aid) ❖ Implement Hope Squad at all high schools ❖ Introduce the mental health programming available for each building to choose from 						
Continue research and development of school based health initiatives.	Implementation of an additional school based clinic within the next 3 years.	Students	N	General Fund Outside Grants Outside Resources	Student Services	Clinic opens in next two years
Work with CareSource 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	Student Services	Opportunities to support students in schools increase

Board of Education Steps:

❖ **Improve attendance for students, teachers and staff**

❖ **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	All	Plan shared, implemented, monitored and evaluated
<ul style="list-style-type: none"> ❖ Chiefs will monitor submission of school absence intervention plans and the progress of building attendance plans, incentives and interventions through the PIMT ❖ Principals will monitor attendance as crucial piece of achievement plan ❖ Principals and staff take more accountability for attendance issues ❖ Create incentives for students ❖ 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 ❖ 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 						
Implement an attendance plan for teachers and staff.	Increased attendance and lower cost on substitutes.	Teachers Staff	Y	General Fund Outside partners	Principals Chiefs HR	Attendance by whole staff will increase Less money spent on substitutes
<ul style="list-style-type: none"> ❖ Implement time clock check in for accurate attendance data ❖ Discuss patterns of abuse with staff with attendance issues ❖ Provide support to help staff with attendance issues (EAP) 						
<p>Board of Education Steps: 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.	Treasurer 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.	Treasurer	Annual Audit Report and Certificate of excellence from GFOA and ASBO

- ❖ Work with Superintendent, cabinet and board to increase instruction related programs
- ❖ Monitor 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
<p>Improve customer service.</p>	<p>Parents, Community, Staff will feel that DPS has a welcoming, helpful Attitude whether in buildings or at CO.</p>	<p>All stakeholders</p>	<p>Y</p>		<p>All</p>	<p>Surveys will indicate more positive comments and ratings than past surveys Social media feedback/comments from parents and community will be more positive</p>
<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 ❖ Update internal whom-to-call list annually and as needed. ❖ Ensure that all information shared from school offices, enrollment center, and the website are accurate and consistent ❖ Maintain consistent communication with parents/staff/administrators through ParentSquare, district mailings, website, and individual contact ❖ 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 						
<p>Improve climate and culture for all.</p>	<p>Surveys will indicate a more positive DPS attitude and service model.</p>	<p>All stakeholders</p>	<p>Y</p>		<p>All staff</p>	<p>Decreased discipline instances Increased attendance More positive surveys</p>
<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 ❖ 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 ❖ Implement and monitor PSC with fidelity in all buildings ❖ Continue to highlight and celebrate exemplary staff/departments on a regular basis in staff newsletter, social media, and through staff testimonial videos. 						

Initiative	Expected Outcome	Target Population	Mandated Y /N	Financial Support	Responsible Party	Evidence of Implementation
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 Hearing Officer Chiefs	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 12,500 within 2 years.	Open enrolled out students Charter school students	Y	General Fund	All	Enrollment campaign Student numbers increasing

- ❖ 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)
- ❖ Update school promotional materials for use in the enrollment office on an annual basis.
- ❖ 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 promotional materials that will be sent on a scheduled basis to all residents within DPS zip codes.
- ❖ Interview parents and/or students within 24 hours of a withdrawal
- ❖ Continue to promote the district through social media, print media, district videos, etc.
- ❖ Improve appointment wait time in student enrollment office
- ❖ Expand hours in student enrollment office during peak periods and add a virtual option

Create a Facilities Capital Improvement and Preventative Maintenance Plan (long term repairs, short term repairs)	Plan will be created, reviewed and adopted by BOE to be implemented over 3 – 5 years.		Y	General Fund Loan	Operations Treasurer Superintendent	Maintenance and repair of buildings on regular cycle. Allocate necessary funding on an annual basis.
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- ❖ 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

Initiative	Expected Outcome	Target Population	Mandated Y /N	Financial Support	Responsible Party	Evidence of Implementation
Diversify the workforce to reflect student demographics.	More minority teachers and staff members will be recruited, hired and retained.	New staff	Y	General Fund	HR	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 testimonials as recruitment tools ❖ Create promotional materials for prospective employees that highlight the benefits of working in an urban district ❖ Expand the Urban Teacher Academy to provide support for entry year teachers ❖ Acknowledge exemplary teachers through social media, 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 2 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	Title IV General Fund	Outreach AC Principals	Operating PTO's as indicated by meeting agendas and results.

- ❖ Outreach Office will work with buildings providing information about formation of PTOs
- ❖ Outreach Office will make sure that buildings have PTOs that meet regularly and function like other PTOs in Ohio schools

❖ **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		Superintendent Outreach AC	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
- ❖ Include business partners who work within schools to truly partner

Initiative	Expected Outcome	Target Population	Mandated Y /N	Financial Support	Responsible Party	Evidence of Implementation
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		Superintendent Union Leaders Business Manager	Successful negotiations Decreased grievances and arbitrations
<ul style="list-style-type: none"> ❖ 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		Superintendent Curriculum HR	Positive relationships with universities and increased programming for students
<ul style="list-style-type: none"> ❖ 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:						
Monitor progress of initiatives with board quarterly reports.						

District Continuous Improvement Plan Correlation:						
Board Priorities related to metrics:						
❖ Provide leadership and management 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 and management training at all levels.	Additional leaders will surface to support work in DPS.	Students Staff	N	General Fund	Superintendent Chiefs	PD's offered Staff trained New student opportunities
<ul style="list-style-type: none"> ❖ Chiefs will provide tailored, customized professional development for all building administrators ❖ Continue leadership and management training for all administrators ❖ Complete implementation of Student Councils 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		Secondary Chief CTE administrators	Urban teacher academy will offer at least 20 students yearly opportunity to become teachers
<ul style="list-style-type: none"> ❖ 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 Superintendent	Mentors trained and assigned to new leaders
<ul style="list-style-type: none"> ❖ 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		Superintendent	Classes offered for potential new administrators
<ul style="list-style-type: none"> ❖ Restart prospective principal academy ❖ Develop application guidelines and requirements ❖ Develop a management series for administrators and others ❖ Monitor and evaluate program 						
Board of Education Steps:						