



KENTUCKY COMMUNITY SCHOOLS

Building a **GROUNDWELL**

in partnership with the Prichard Committee

Dayton Independent a community that C.A.R.E.S. - Connected, Attentive, Respected, Engaged and Safe

Dayton Community School Action Plan Snapshot

1. Population, Desired Results, and Indicators

All students of Lincoln Elementary (LES) and Dayton Middle/High (DM/HS) School:

- are physically, mentally, socially and emotionally healthy.
- are equipped to transition and succeed in their chosen pathway.
- live and learn in stable and supportive environments.
- experience robust partnerships between school, family and community.
- succeed academically and elementary students enter Kindergarten ready to learn.

During the Advisory Council meetings a survey was distributed to families and staff addressing students' needs, each were reviewed by the council and students' needs were identified. The greatest needs identified were student attendance and students' mental health. Three Leadership meetings were held with the leadership team consisting of both Principals and assistant principals from the Elementary and Middle/High school, Academic Instructional Coach, Super Intendent, Preschool and Special Needs Director, Families in Transition Coordinator.

2. What is the story behind the curve?

As a district we have worked over the last several years to form strong partnerships with outside agencies to be able to offer services for students and their families inside of our school buildings. Within the city limits of Dayton, Kentucky we have inadequate services that are offered to the citizens. Our town does not offer many of the basic necessities that our students and families need to thrive. We believe that by building strong partnerships with our families, it helps to build trust and open communication in order to work towards meeting EACH child's needs – academic, medical, social emotional, nutritional, school attendance, etc.

3. Locally Set Indicators (based on Areas of Concern)

- -% of students who were listed as chronically absent from the previous school year will decrease.
- -% of students' learning, mental health/social emotional needs will be met within the school year allowing them to be more effective academically as evidenced in students grades and to show improvement in emotional regulations and social interactions as observed by teachers and staff.
- -% of students will develop skills in reading with the support of the school staff through the Science of Reading.
- -% of students will develop skills and strategies with the support of their families through the Science of Reading.

Strategies for Active Family and Community Engagement

- In partnership with Dayton District faculty and staff; The Intentional partnership Conference is an existing strategy that is designed to focus on families and student's areas of need 4 times per year.

- In partnership with Dayton District faculty and staff; Welcome Meetings are an existing strategy designed to introduce school staff and to discuss students' academic, social, and emotional needs to assist students' academic success will discuss resources available for students and families, academic goals and expectations, student's academic needs, and other areas in which students may struggle.
- In partnership with Brighton Center, Cooperative, and Extension Office; The GROW family sessions are to educate families on areas of concern through Community Meetings, Leadership Meetings, and FRC parent/guardian needs assessment.
- In partnership Apptegy; The new strategy is designed to communicate as a one stop shop for all communication with a live stream feed for new information and updates.
- In partnership with First Grade Teacher Team, Literacy Intervention Specialist, Principal, FRC Coordinator, and our District Director of Community Schools; The Science of Reading is a new strategy that is designed to pilot a series of family engagement workshops to help our families learn simple, yet critical strategies that they can engage in with their children at academically at home.

Strategies for Integrated Student Supports

- In partnership with Health Point Community Care; This existing strategy is designed to offer medical care to students and families with services that include well care visits, sick visits, sports physicals and immunizations.
- In partnership with Dayton Independent School District; Dental Mental Health Coordinator and three full time therapists are on campus to provide mental health services to students and families regardless of their ability to pay.
- In partnership with Dayton Independent School District; The Free Store Food Bank of Greater Cincinnati is designed to provide food (weekend power packs) for elementary students and families, along with an onsite food pantry that families and students can utilize for food insecurities.
- In partnership with Dayton Independent School District; North Key Community care is designed to have a therapist on campus for the elementary school which houses a reported 14% of students requiring the need.
- In partnership with Dayton Independent School District; The Tiered Attendance Program is an existing strategy designed to assist students, educators, and families with comprehension and action in school attendance.

Strategies for Expanded and Enriched Learning Time and Opportunities

- In partnership with Literacy Intervention Specialist, Principal, FRC Coordinator, and our District Director of Community Schools; The Science of Reading is a expanded strategy that is designed to pilot a series of family engagement workshops to help our families learn simple, yet critical strategies that they can engage in with their children at academically at home.
- In partnership with Dayton Independent School District; Portrait of Learner is a new strategy designed as an agreed-upon set of school/district-level aspirations that gives school leaders and teachers framework to design instruction in a way that promotes real-world competencies and job readiness.

Strategies for Collaborative Leadership and Practices to Support High-Quality Teaching

- In partnership with admin, FRYSC, parents, school staff, and community partners; The FRYSC Advisory Council is an existing strategy designed to navigate the needs and services of students and families with ways to reduce barriers of learning.
- In partnership with Literacy Intervention Specialist, Principal, FRC Coordinator, and our District Director of Community Schools; The Science of Reading is a expanded strategy that is designed to pilot a series of family engagement workshops to help our families learn simple, yet critical strategies that they can engage in with their children at academically at home.
- In partnership with Dayton Independent School District; Portrait of Learner is a new strategy designed as an agreed-upon set of school/district-level aspirations that gives school leaders and teachers framework to design instruction in a way that promotes real-world competencies and job readiness.

**Be a part of the change by attending an upcoming Community School Team meeting.
Get connected below.**

- Community School District Director: Tracy Gentrup-RueBusch (tracy.gentrup-ruebusch@dayton.kyschools.us)
- Community School State Coach: Keric Seals (keric@prichardcommittee.org)
- School Webpage: <https://dhs.dayton.kyschools.us> <https://les.dayton.kyschools.us>
- School or District Social Media: <https://www.dayton.kyschools.us>
- Full School Action Plan: <https://pcae.sharepoint.com/Shared%20Documents/Forms/AllItems.aspx?ct=1725636329099&or=OWA%2DNT%2DMail&cid=d2ba3c4f%2D76cb%2D7942%2D2d8a%2Df709ad35713a&ga=1&id=%2FShared%20Documents%2F2024%20FSCS%20Grant%20%28KCSI%29%2FKCSI%20Current%20School%20Action%20Plans%20and%20Budgets%2FDayton%20Independent%20Plans%20and%20Feedback%2FDayton%20LES%20and%20DMHS%20Action%20Plan%20%2D%20NEW%2Epdf&viewid=473ebc90%2Db098%2D46d6%2Db857%2D5b504e5026a3&parent=%2>

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