

DAYTON SMART ELEMENTARY

2022-2023 ANNUAL REPORT

A MESSAGE FROM THE SUPERINTENDENT

DEAR DSE STAKEHOLDERS,

ON BEHALF OF THE DAYTON SMART ELEMENTARY SCHOOL GOVERNING AUTHORITY, SCHOOL STAFF AND STUDENTS, I AM PLEASED TO PRESENT THE 2022-2023 ANNUAL REPORT. IT IS A PLEASURE TO BE THE SUPERINTENDENT FOR SUCH A DISTINGUISHED LEARNING COMMUNITY.

OUR SCHOOL IS AN EXCITING PLACE WHERE EDUCATIONAL EXCELLENCE IS MORE THAN A GOAL; IT IS OUR STANDARD. WE ARE COMMITTED TO CREATING OPPORTUNITIES FOR ALL STUDENTS TO DO THEIR BEST AND TO SUCCEED. WE HAVE HIGH EXPECTATIONS FOR BOTH STUDENTS AND STAFF, AND CONTINUALLY WORK ON OPEN COMMUNICATION, SOUND FISCAL MANAGEMENT, AND STRONG FAMILY AND COMMUNITY INVOLVEMENT.

ALTHOUGH OUR COUNTLESS EFFORTS IN WORKING TOWARDS CLOSING THE ACHIEVEMENT GAP WILL NEVER CEASE, I AM VERY PROUD OF THE PROGRESS WE ARE MAKING AND INVITE YOU TO JOIN US IN REALIZING OUR VISION AND MISSION. I ENCOURAGE ALL DSE SUPPORTERS TO CONTINUE IN YOUR SUPPORT FOR THE SCHOOL BY COMING TO VISIT AND ENGAGE IN THE FRIENDLY AND INVITING ATMOSPHERE. TALK WITH TEACHERS AND STUDENTS AND BECOME PART OF A DYNAMIC LEARNING COMMUNITY. UNDOUBTEDLY, THE END PRODUCT WILL BE A STRONGER SCHOOL THAT WILL MAKE US ALL PROUD. IT IS IMPERATIVE THAT WE WORK TOGETHER TO BUILD STRONG RELATIONSHIPS AND SUPPORT SYSTEMS IN ORDER FOR OUR CHILDREN TO ACHIEVE AT THE HIGHEST LEVELS POSSIBLE.

I AM CONFIDENT THAT, WORKING TOGETHER, WE CAN PROVIDE THE BEST POSSIBLE EDUCATION FOR EACH CHILD. I AM CONVINCED THAT *TEACHING EVERYONE TAKES EVERYONE!*

GENESIS HENDERSON
SUPERINTENDENT

SCHOOL LEADERSHIP

ONE OF THE MAIN REASONS PUBLIC SCHOOL BOARDS EXIST IS TO ENSURE STUDENT OUTCOMES, SOCIAL JUSTICE, ACCOUNTABILITY TO TAXPAYERS, AND MEANINGFUL CHOICES FOR PARENTS. THE MEMBERS OF THE DAYTON SMART ELEMENTARY SCHOOL BOARD SERVE 3 YEAR TERMS WITH SPECIFIC RESPONSIBILITIES INCLUDING, BUT NOT LIMITED TO: PLANNING AND GOAL SETTING; EVALUATING THE SUPERINTENDENT; SETTING SCHOOL POLICY; ADOPTING AN ANNUAL OPERATING BUDGET; AND APPROVING THE INSTRUCTIONAL PROGRAM. BOARD MEMBER CONTACT INFORMATION CAN BE REQUESTED BY CALLING THE SCHOOL OFFICE AT 937-222-2812.

BOARD MEMBERS

MR. JESSE DOYLE

MR. MICHAEL DURHAM

MISS ALEXANDRA HARKER

MRS. SHAYNA SPALLA

MR. BILL URSCHEL

SCHOOL ADMINISTRATION

MISS GENESIS HENDERSON, SUPERINTENDENT

MRS. SHERRY FITZGERALD, PRINCIPAL

WHO WE ARE

MISSION



Dayton SMART Elementary School's mission is to inspire students for lifelong learning to achieve accelerated growth through academics, bilingual education, and personal connection to their community and world around them.

VISION



We envision a school that will be recognized as a model for accelerated academic, personal, and interpersonal growth by promoting a technology and language-friendly environment where the school community benefits from the diversity of its surroundings by creating cultural awareness.

DAYTON SMART ELEMENTARY SCHOOL

- EST. 2013 • GRADES SERVED • K-6
- ENROLLMENT • 82
- ATTENDANCE RATE • 84.1%

- STUDENT DEMOGRAPHICS
 - 38.6% AFRICAN-AMERICAN
 - 36.4% HISPANIC
 - <10.0% CAUCASIAN
 - 15.8% MULTIRACIAL
 - <10.0% STUDENTS WITH DISABILITIES
 - 32.5% ENGLISH LEARNER
 - 99.5% ECONOMIC DISADVANTAGE

OUR APPROACH

“ Education is the passport to the future, for tomorrow belongs to those who prepare for it today. ”

- Malcom X

Dayton SMART Elementary School is committed to a standards based approach for the development of the whole child through Individualized Learning Plans. The “how” of this approach is accomplished through the delivery of instruction that meets students where they are and moves them forward in an ever-increasing mastery of academic content. The “what” of this approach is determined by a prescribed scope and sequence that organizes instruction into broad, integrated thematic units and identifies an appropriate order of instruction for each unit of study. A prescribed scope and sequence allows for a coordinated use of resources and a common platform for data analysis while supporting a flexible and varied menu of activities aligned to individual student profiles.

At Dayton SMART Elementary School, we strive to achieve many goals, most notably:

EVERY STUDENT WILL DEMONSTRATE AT LEAST 1.5 YEARS OF ACADEMIC GROWTH IN READING AND MATHEMATICS EACH YEAR.

Each student has identified strengths and weaknesses that are addressed by an Individual Learning Plan (ILP). ILPs are working documents that outline the specific actions including (but not limited to) course load, intervention group involvement, social and emotional competency, health and wellness, academic and/or behavior plan outlines and specific class-based tracking. All of this allows students and their teachers, mentors, and tutors to implement, track and achieve the students’ learning goals.

HOLISTIC EDUCATION

THE WHOLE CHILD

We know that children learn best when they are engaged and motivated. They must be before they can ever apply what they have learned. At Dayton SMART Elementary School, we pride ourselves in educating the whole child. We encourage students to creatively meet challenges, collaborate, and apply critical thinking skills through the following school offered activities:

- Arts
- Physical Education
- Technology-Based Activities
- Student Leadership Activities

A COMMITMENT TO HOLISTIC EDUCATION

Dayton SMART Elementary School seeks to meet the health and nutritional needs of our children. The basic need for health and safety, and other provisions and sources of stability are often lacking. We must do all that we can, whatever it takes, to offer educational and holistic efficacy for our students that supersedes traditional schools.

The Arts as a Component of Holistic Education

The fine arts academic content standards include the disciplines of dance, drama/theatre, music and visual art and each one has these five overarching content standards:

- *Historical, Cultural and Social Contexts*
- *Creative Expression and Communication*
- *Analyzing and Responding*
- *Valuing the Arts/Aesthetic Reflection*
- *Connections, Relationships and Applications*

At Dayton SMART Elementary School, we strive and encourage our students to demonstrate the essential knowledge and skills in the arts. We understand the arts to be an essential part of the basic education of all students. We actively explore opportunities in our city that will foster our students experience in the fine arts through dance, drama/theatre, music and visual arts. Holistically our program is designed to formulate the whole child, their emotional qualities as it pertains to their academic experience, and how it plays a major part of their daily life. Our program can change a child's life by nurturing the ability and desire to think critically, work collaboratively, build self-confidence, and become assertive, active

members of society. Arts programs have been linked to improvement in academics, positive social behavior, and overall greater happiness.

We want our students to understand the role of the arts in people's lives and to appreciate the artistic achievements of various cultures and societies, past and present. What better way for our students to learn how to communicate through the arts and develop the capacity to perceive, think creatively and critically, and problem solve, than to experience the arts up close and personal. Our students learn to make the connections among the arts, and other academic disciplines along with life experiences through participation as audience members at different art venues throughout the city.

Extra-Curricular Programming as a Component of Holistic Education

Sports can help provide the necessary opportunity for students to build skills in leadership, teamwork, responsibility and self-discipline to help them succeed in life. Historically, culturally, and legally, public funding of extracurricular activities in Ohio is limited. Traditionally, students have relied upon parental support; however, since we serve an inner-city population where 100% of the students are on free and reduced lunch, it is hard for our students and families to fund such events and activities.

A U.S. Department of Health and Human Services study found that by their senior year, students who did not participate in extra-curricular activities versus those who spent a minimum of 4 hours/week engaged in extracurricular activities were:

- 57% more likely to drop out of school
- 49% more likely to use illegal drugs
- 37% more likely to become teen parents
- 35% more likely to smoke cigarettes
- 27% more likely to be arrested

Currently Dayton SMART Elementary School offers running club and intramural basketball as after-school activities with the goal in the next year to expand options and have 50% of students engaged in some sort of extracurricular activity.

STUDENT SERVICES

“ THE DESIRE TO REACH FOR THE STARS IS AMBITIOUS. THE DESIRE TO REACH HEARTS IS WISE. ”

- DR. MAYA ANGELOU



RECEIVE SPECIAL
EDUCATION SERVICES

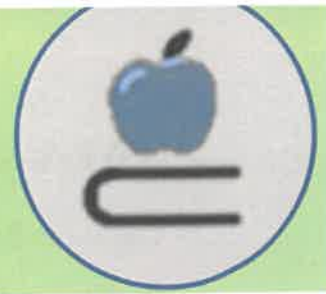
We are proud to provide student instruction tailored to individual needs by a variety of highly qualified:

- Teachers
- Intervention Specialists
- Occupational Therapist
- Speech and Language Pathologist
- Social Workers

Research-based, tiered levels of intervention and enrichment provide opportunities for students of all ability levels to participate in rich, meaningful learning, in a variety of settings.



EXCEPTIONAL LEARNING GROWTH



NWEA ASSESSMENT

All students are assessed three times per year using the Northwest Evaluation Association's (NWEA) MAP: Measures of Academic Progress. MAP is a computerized assessment that assesses Reading, Mathematics and Science. MAP is adaptive, meaning that the difficulty of the questions adjust to the student's response, thus gauging what a student knows and is able to do in multiple strands and content areas. Teachers love MAP because they can access student results within 24 hours and create individualized plans for each student, based upon the breakdown of student data.

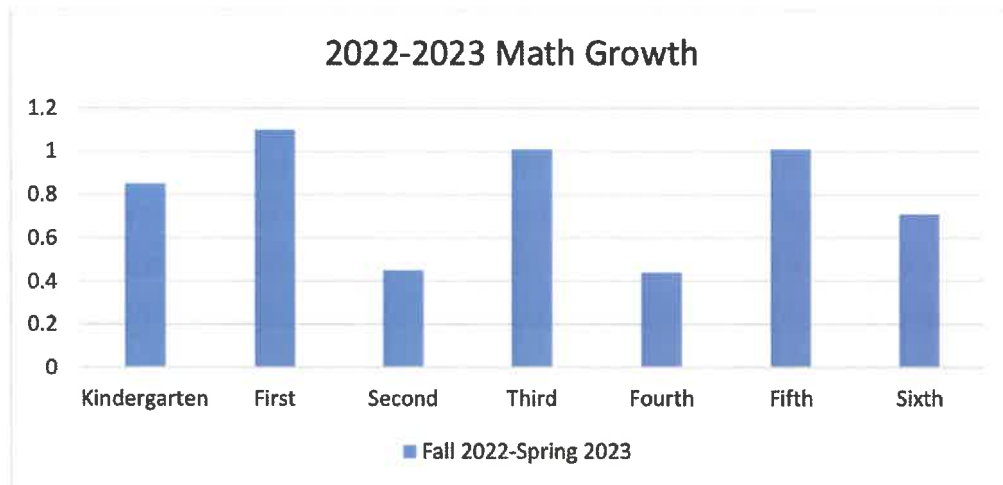
“ Believe in yourself and all that you are. Know that there is something inside you that is greater than any obstacle. ”

- Christian D. Larson

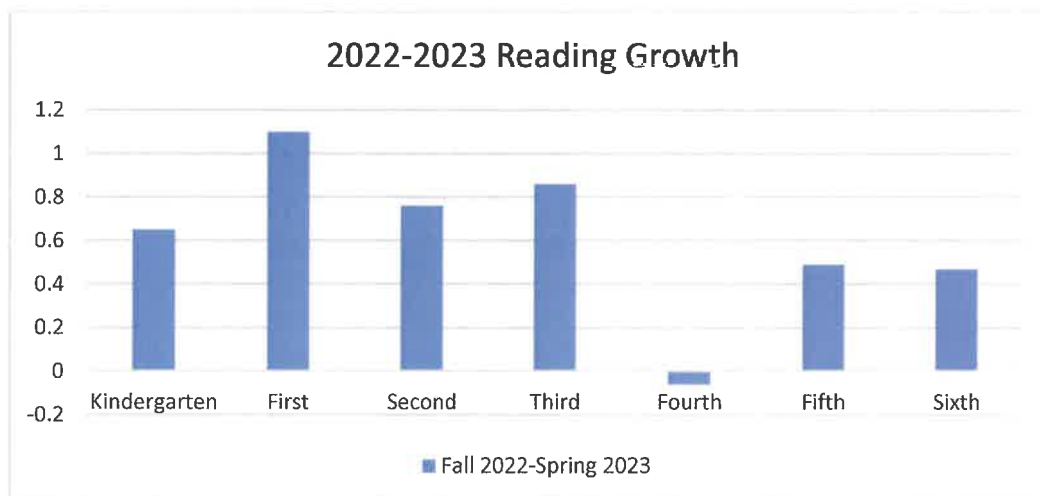


NWEA RESULTS

The table below shows the breakdown of the entire student body where 58% of the students achieved at least a years growth in Math. Collectively, the school achieved an average of 0.82 years of growth in Math in the 2022-2023 school year.

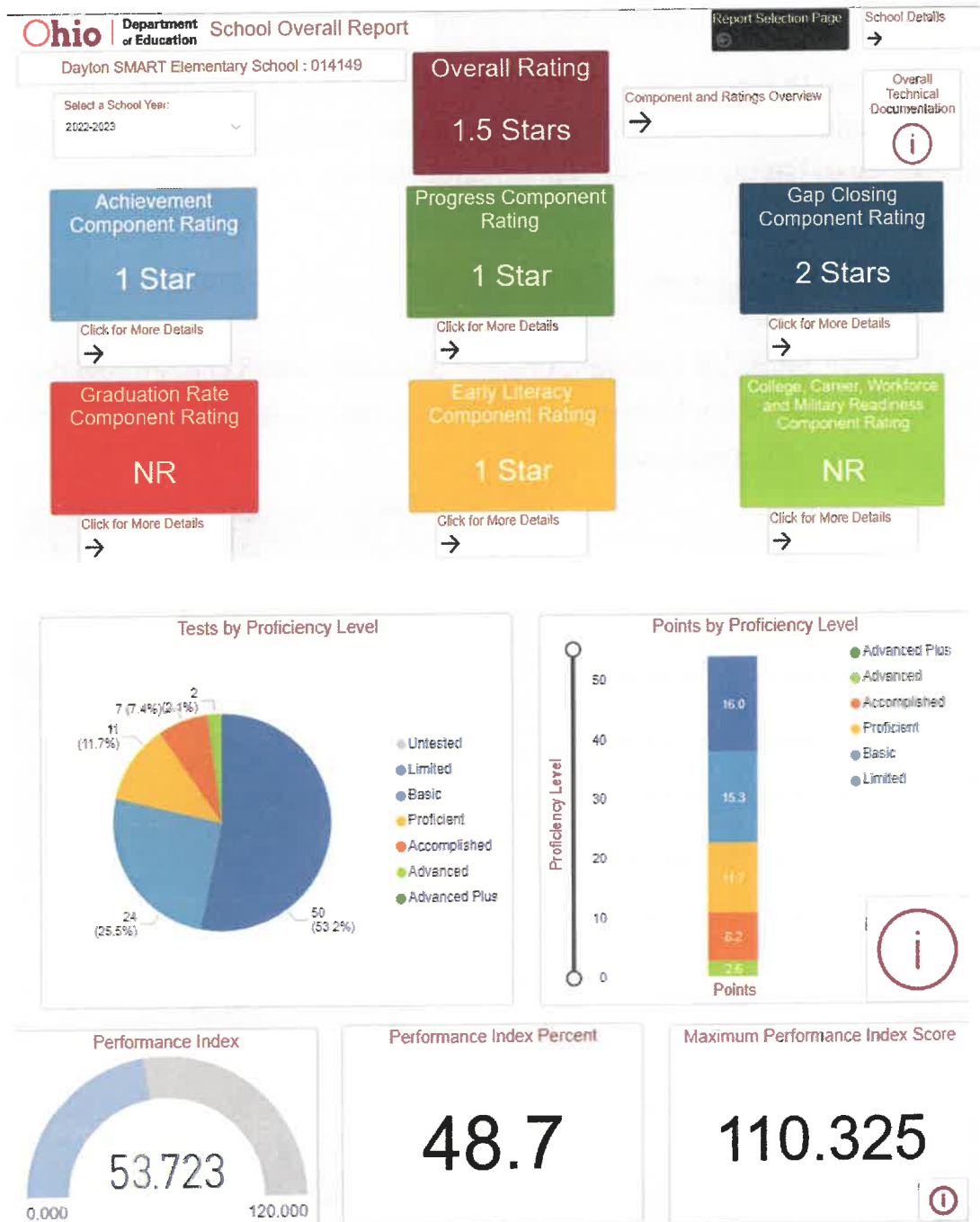


The table below shows the breakdown of the entire student body where 61% of the students achieved at least a years growth in Reading. Collectively, the school achieved an average of 0.76 years of growth in Reading in the 2022-2023 school year.



STATE ASSESSMENT RESULTS

The release of the 2022-2023 report card by the Ohio Department of Education reflects changes made to the report card ranking system. Instead of letter grades, districts are now scored on a scale of one to five stars in areas including achievement, progress, gap closing, graduation and early literacy. Below you will see how DSE performed overall.



SAFE AND WARM ENVIRONMENT



Children cannot learn without safe, warm and inviting environments. We pride ourselves on not only providing a clean facility for our students, but also the conscious efforts to make updates and accommodations during the year.

We are dedicated to a staff that is caring and welcoming. Additionally, our buildings are clean, warm, dry, organized, and well maintained. We also recognize the importance of having no safety compliance issues.

GOAL FOR IMPROVEMENT:

Create a Positive Behavior Interventions and Supports (PBIS) committee that will devise a PBIS plan and analyze student discipline data with the goal of at least 10% reduction in office referrals.



STRONG FAMILY CONNECTIONS



We value our relationships with parents, families and community members. We strive to achieve an atmosphere where our students and families feel valued. Further, all stakeholders recognize the importance of actively supporting student growth. Our goal is to have a minimum of 85% participation in all family connection activities. We recognize that parent satisfaction is a factor in student retention and enrollment. That being said, we work toward 95% student enrollment retention and 40 kindergartners along with overall 25% enrollment growth by the start of every school year.

GOAL FOR IMPROVEMENT

100% The school addresses my child's academic and social emotional needs.

100% I would recommend DSE to other families.

PARENT SATISFACTION

96% The school addresses my child's holistic needs.

98% I would recommend DSE to other families.

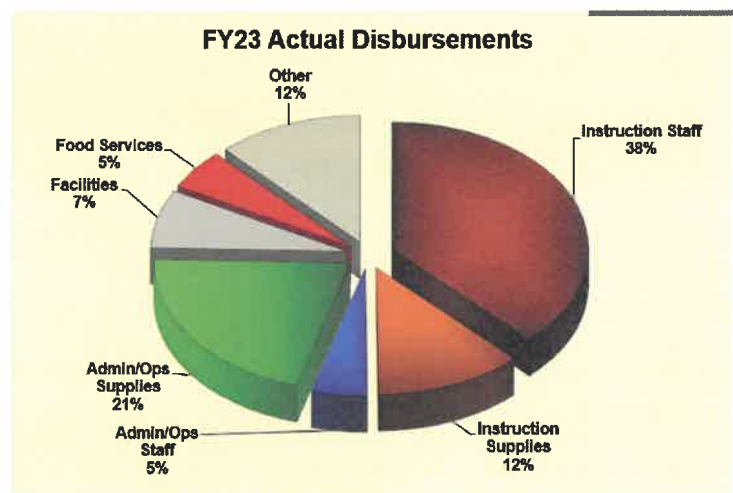
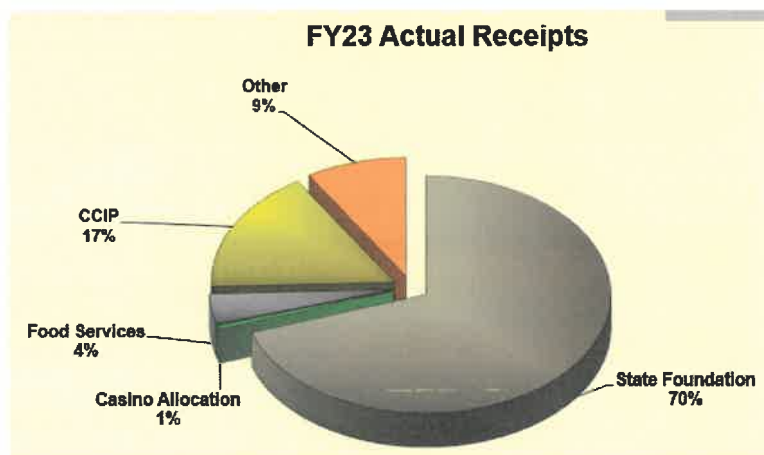
FISCAL RESPONSIBILITY

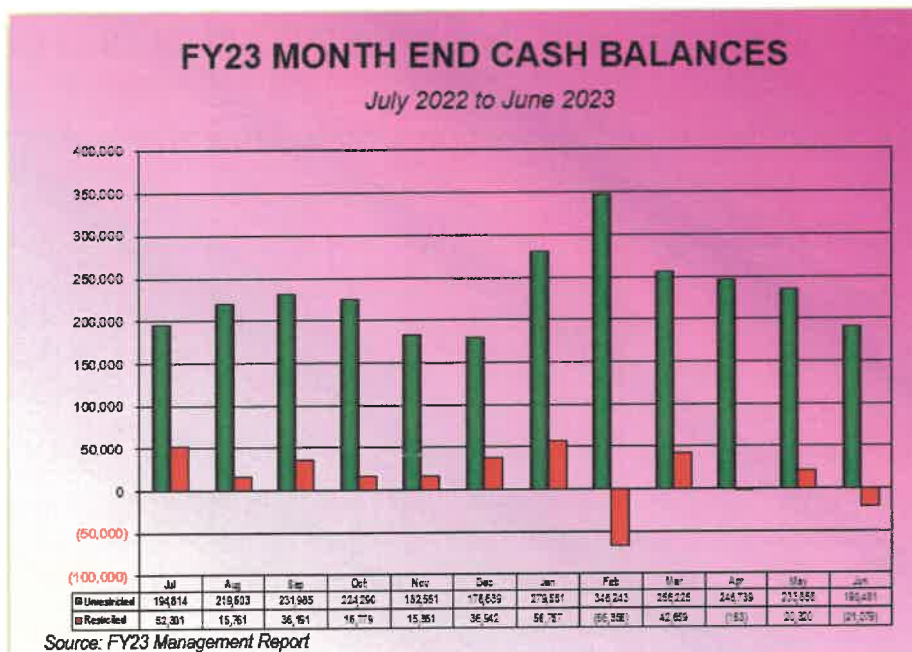
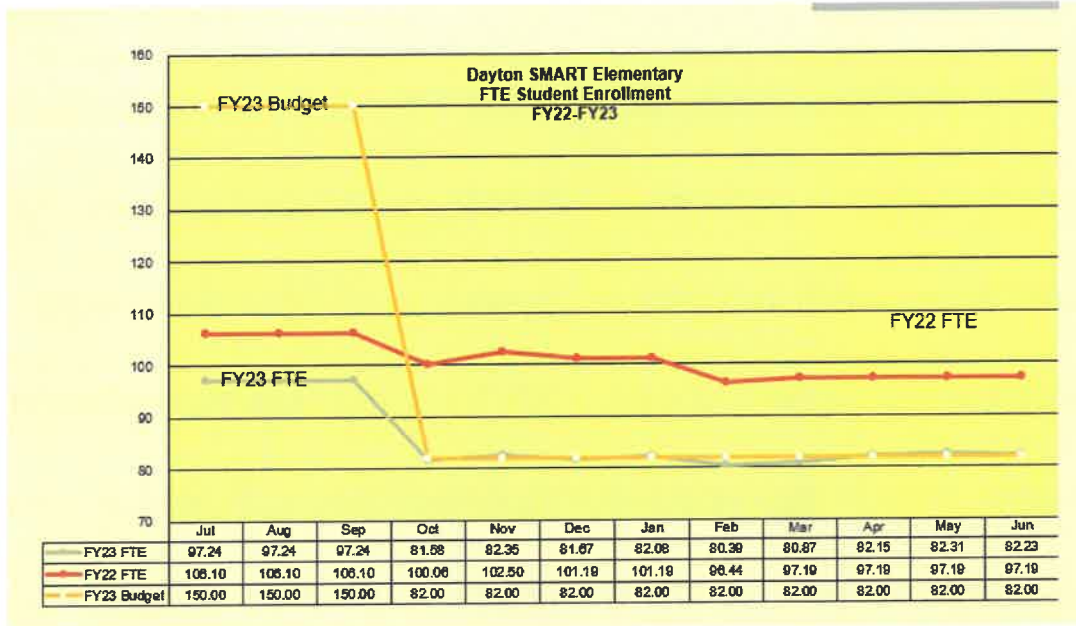


We recognize the importance of fiscal health to our success. We boast several Auditor of State awards and we monitor cash flow and project expenses. Lastly, we continuously work toward an improved balance sheet.

Federal grant funding supports:

- Intervention for students with disabilities
- Early literacy intervention K-3
- Tutoring for English Language Learners
- High quality professional development for staff





The Ending Cash Balances chart details the monthly ending cash balances for both restricted and unrestricted funds in FY23.

To request a more detailed set of financial statements please call 937-264-8588.

SPONSOR'S MESSAGE

Ohio Council of Community Schools (OCCS) uses various methods to evaluate the school's performance including published tests and other academic scores such as the Ohio Department of Education Local Report Card and supporting data. OCCS regional representatives visit our partner schools regularly ensuring compliance with federal, state, and contractual requirements. The results of this monitoring for the 2022-2023 school year are published in the 2022-2023 Ohio Council of Community Schools Annual Report, available after November 30 at www.ohioschools.org.