

DAYTON SMART ELEMENTARY

2024-2025 ANNUAL REPORT

A MESSAGE FROM THE SUPERINTENDENT

DEAR DAYTON SMART ELEMENTARY STAKEHOLDERS,

ON BEHALF OF THE DAYTON SMART ELEMENTARY SCHOOL GOVERNING AUTHORITY, STAFF, AND STUDENTS, I AM HONORED TO PRESENT THE 2024–2025 ANNUAL REPORT. IT IS TRULY A PRIVILEGE TO SERVE AS SUPERINTENDENT FOR SUCH A DEDICATED AND VIBRANT LEARNING COMMUNITY.

DAYTON SMART ELEMENTARY IS A PLACE WHERE EDUCATIONAL EXCELLENCE IS NOT JUST A GOAL-IT IS OUR STANDARD. WE ARE DEEPLY COMMITTED TO CREATING OPPORTUNITIES THAT ALLOW EVERY STUDENT TO LEARN, GROW, AND THRIVE. WITH HIGH EXPECTATIONS FOR BOTH STUDENTS AND STAFF, WE CONTINUE TO STRENGTHEN OPEN COMMUNICATION, SOUND FISCAL MANAGEMENT, AND MEANINGFUL FAMILY AND COMMUNITY ENGAGEMENT.

WHILE OUR MISSION TO CLOSE THE ACHIEVEMENT GAP CONTINUES, I AM INCREDIBLY PROUD OF THE PROGRESS WE’VE MADE. TOGETHER, WE ARE ADVANCING TOWARD OUR SHARED VISION OF PROVIDING A HIGH-QUALITY, EQUITABLE EDUCATION FOR EVERY CHILD. I INVITE ALL DSE SUPPORTERS TO STAY ENGAGED-VISIT THE SCHOOL, CONNECT WITH OUR TEACHERS AND STUDENTS, AND EXPERIENCE THE WELCOMING ENVIRONMENT THAT DEFINES OUR COMMUNITY.

OUR SUCCESS DEPENDS ON COLLABORATION. BY WORKING TOGETHER-FAMILIES, EDUCATORS, COMMUNITY PARTNERS, AND SUPPORTERS—WE CAN BUILD THE RELATIONSHIPS AND SUPPORT SYSTEMS OUR CHILDREN NEED TO REACH THEIR HIGHEST POTENTIAL.

I AM CONFIDENT THAT, UNITED IN PURPOSE, WE WILL CONTINUE TO PROVIDE THE BEST POSSIBLE EDUCATION FOR EVERY STUDENT AT DAYTON SMART ELEMENTARY. AFTER ALL, TEACHING EVERYONE TRULY TAKES EVERYONE.

WITH GRATITUDE AND COMMITMENT,
GENESIS HENDERSON
SUPERINTENDENT

SCHOOL LEADERSHIP

ONE OF THE PRIMARY PURPOSES OF A PUBLIC SCHOOL BOARD IS TO ENSURE STRONG STUDENT OUTCOMES, EQUITY AND SOCIAL JUSTICE, FISCAL ACCOUNTABILITY TO TAXPAYERS, AND MEANINGFUL EDUCATIONAL CHOICES FOR FAMILIES.

MEMBERS OF THE DAYTON SMART ELEMENTARY SCHOOL GOVERNING BOARD ARE ENTRUSTED WITH KEY RESPONSIBILITIES, INCLUDING:

- ESTABLISHING THE SCHOOL'S VISION, GOALS, AND STRATEGIC PRIORITIES
- EVALUATING THE SUPERINTENDENT'S PERFORMANCE
- SETTING AND APPROVING SCHOOL POLICIES
- ADOPTING THE ANNUAL OPERATING BUDGET
- OVERSEEING AND APPROVING THE INSTRUCTIONAL PROGRAM

FOR QUESTIONS OR TO REQUEST CONTACT INFORMATION FOR BOARD MEMBERS, PLEASE CALL THE SCHOOL OFFICE AT **937-222-2812**.

BOARD ROSTER

JESSE DOYLE, PRESIDENT

ALEXANDRA HARKER, SECRETARY

MICHAEL DURHAM, MEMBER

CHELSEA MORGAN, MEMBER

SHAYNA SPALLA, MEMBER

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 • 95
- ATTENDANCE RATE • 89.9%

- STUDENT DEMOGRAPHICS
 - 36.8% AFRICAN-AMERICAN
 - 43.6% HISPANIC
 - <10.0% CAUCASIAN
 - <10.0% MULTIRACIAL
 - 12.7% STUDENTS WITH DISABILITIES
 - 32.6% ENGLISH LEARNER
 - 100% ECONOMIC DISADVANTAGE

OUR APPROACH

“ The foundation you build today determines the future you create tomorrow. ”

- Unknown Author

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:

STUDENTS WILL MEET OR EXCEED 1.5 YEARS OF ACADEMIC GROWTH IN LITERACY AND MATHEMATICS EACH SCHOOL YEAR, DEMONSTRATING PROGRESS TOWARD CLOSING ACHIEVEMENT GAPS.

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

At Dayton SMART Elementary School, we believe that children learn best when they are actively engaged, inspired, and supported in every aspect of their development. Academic success is only one part of a child's growth-social, emotional, physical, and creative experiences are equally essential.

We take pride in educating the whole child by providing opportunities that nurture curiosity, creativity, confidence, and collaboration. Students are encouraged to think critically, solve problems, and express themselves through a variety of school-based activities that promote well-rounded development, including:

- Community Engagement Events
- Physical Education & Wellness Programs
- STEM & Technology-Based Learning
- Student Leadership Opportunities

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*

HOLISTIC EDUCATION

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.

STUDENT SERVICES

“ EDUCATION IS NOT PREPARATION FOR LIFE; EDUCATION IS LIFE ITSELF. ”

- JOHN DEWEY



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.





I-READY ASSESSMENT

All students are assessed three times per year using the I-Ready Assessment. I-Ready is a computerized assessment that assesses Reading, and Mathematics. I-Ready 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 I-Ready 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

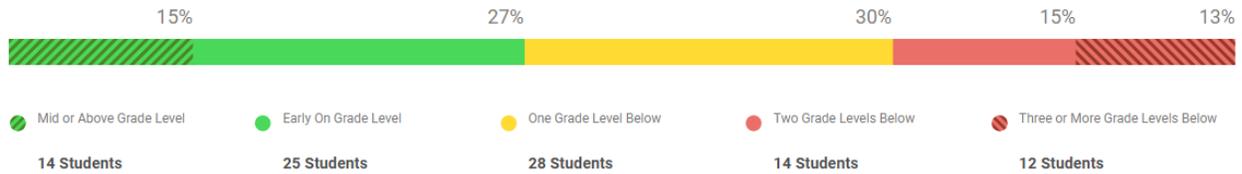


I-READY RESULTS

READING

Overall Placement

Students Assessed/Total: 93/93



Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K		13%	44%	44%	0%	0%	16/16
Grade 1		30%	25%	40%	5%	0%	20/20
Grade 2		25%	17%	25%	33%	0%	12/12
Grade 3		17%	33%	25%	25%	0%	12/12
Grade 4		7%	33%	20%	7%	33%	15/15
Grade 5		0%	10%	10%	50%	30%	10/10
Grade 6		0%	13%	38%	0%	50%	8/8

Glows

- **Strong Early Literacy Foundation:** Kindergarten and Grade 1 students show the highest on-grade performance (57–55%), reflecting effective early reading instruction.
- **Phonological Awareness & Phonics Strengths:** Most K–2 students demonstrate solid decoding and word-recognition skills.
- **Full Participation:** All 93 enrolled students completed the assessment, ensuring complete data coverage.

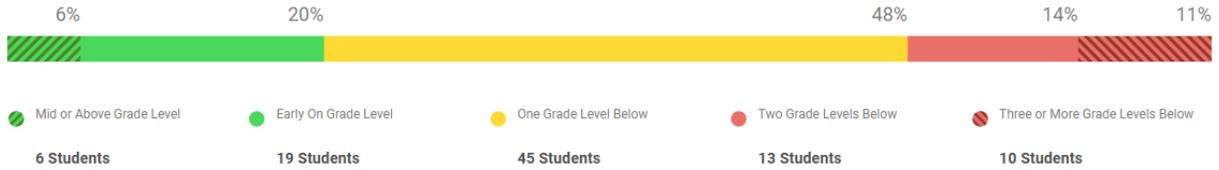
Grows

- **Declining Proficiency in Upper Grades:** By Grade 5, 80% of students are performing one or more grade levels below expectations; Grade 6 shows 50% three or more grade levels below.
- **Vocabulary and Comprehension Gaps:** Older students demonstrate weaknesses in understanding informational and literary texts.
- **Sustaining Growth Beyond Primary Grades:** Early gains in K–2 are not being maintained through Grades 3–6.

MATH

Overall Placement

Students Assessed/Total: 93/93



Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K		19%	19%	63%	0%	0%	16/16
Grade 1		10%	20%	65%	5%	0%	20/20
Grade 2		8%	25%	42%	25%	0%	12/12
Grade 3		0%	25%	50%	17%	8%	12/12
Grade 4		0%	20%	53%	13%	13%	15/15
Grade 5		0%	10%	30%	40%	20%	10/10
Grade 6		0%	25%	0%	13%	63%	8/8

Glows

- **Strong Kindergarten Readiness:** 82% of students performing at or near grade level.
- **Promising Early Primary Growth:** Grades 1–2 show solid foundational skills and early progress.
- **Full Participation:** 100% tested, ensuring accurate data for planning.

Grows

- **Low Overall Proficiency:** Only one-quarter of students meet grade-level expectations.
- **Upper-Grade Decline:** Math performance drops sharply in Grades 4–6.
- **Foundational Gaps:** Weakness in number sense and measurement concepts.

STATE ASSESSMENT RESULTS

The release of the 2024-2025 report card by the Ohio Department of Education & Workforce 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.



Overall Rating

[Print](#)

Districts and schools receive an overall rating of 1 to 5 stars in half-star increments. The overall rating is comprised of up to six rated components.

Achievement

The Achievement Component is a measure of how well students performed on state tests.



Needs support to meet state standards in academic achievement.

[View More Data](#)

Progress

The Progress Component is a measure of the growth students are making based on their past performance.



Evidence that the school met student growth expectations.

[View More Data](#)

Gap Closing

The Gap Closing Component is a measure of the reduction in educational gaps for student groups.



Meets state standards in closing educational gaps.

[View More Data](#)

[Gifted](#)

Graduation

The Graduation Component is a measure of the four-year adjusted cohort graduation rate and the five-year adjusted cohort graduation rate.



[View More Data](#)

Early Literacy

The Early Literacy Component is a measure of reading improvement and proficiency for students in kindergarten through third grade.



Needs support to meet state standards in early literacy (K-3).

[View More Data](#)

College, Career, Workforce, and Military Readiness

The College, Career, Workforce, and Military Readiness Component is a measure of how prepared Ohio's students are for future opportunities, whether training in a technical field or preparing for work or college.



[View More Data](#)

Report Card Component	2022-2023	2023-2024	2024-2025
Achievement (Performance Index)	1 star	2 stars	2 stars
Progress (Value Add)	1 star	3 stars	3 stars
Gap Closing	2 stars	4 stars	3 stars
Early Literacy	1 star	2 stars	2 stars
Overall Rating	1.5 stars	3 stars	3 stars

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:

Maintain an active Positive Behavioral Interventions and Supports (PBIS) Committee that implements the schoolwide PBIS plan with fidelity, regularly reviews and analyzes student behavior and discipline data, and sets measurable goals to achieve at least a 10% reduction in office referrals over the year.



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

97% The school addresses my child's holistic needs.

98% I would recommend DSE to other families.

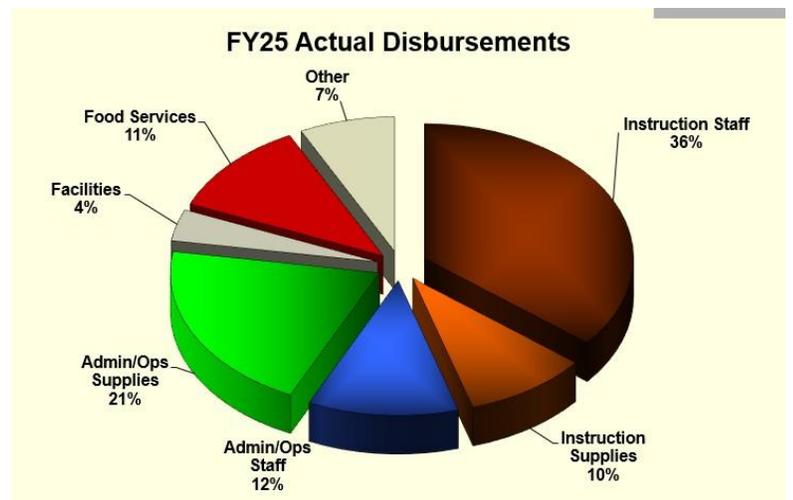
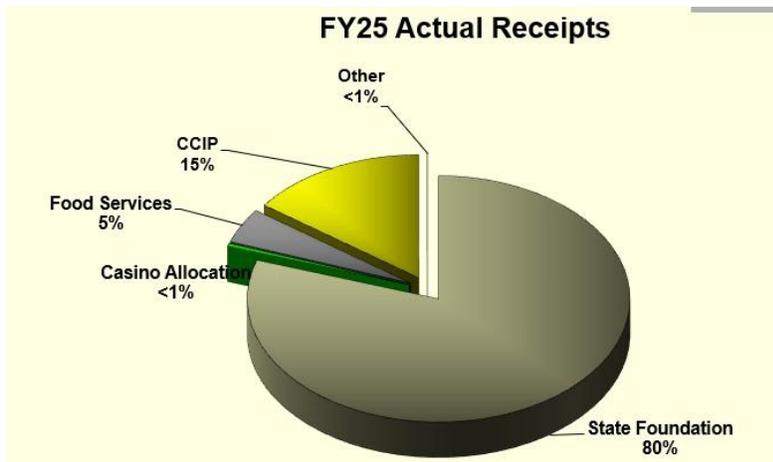
FISCAL RESPONSIBILITY

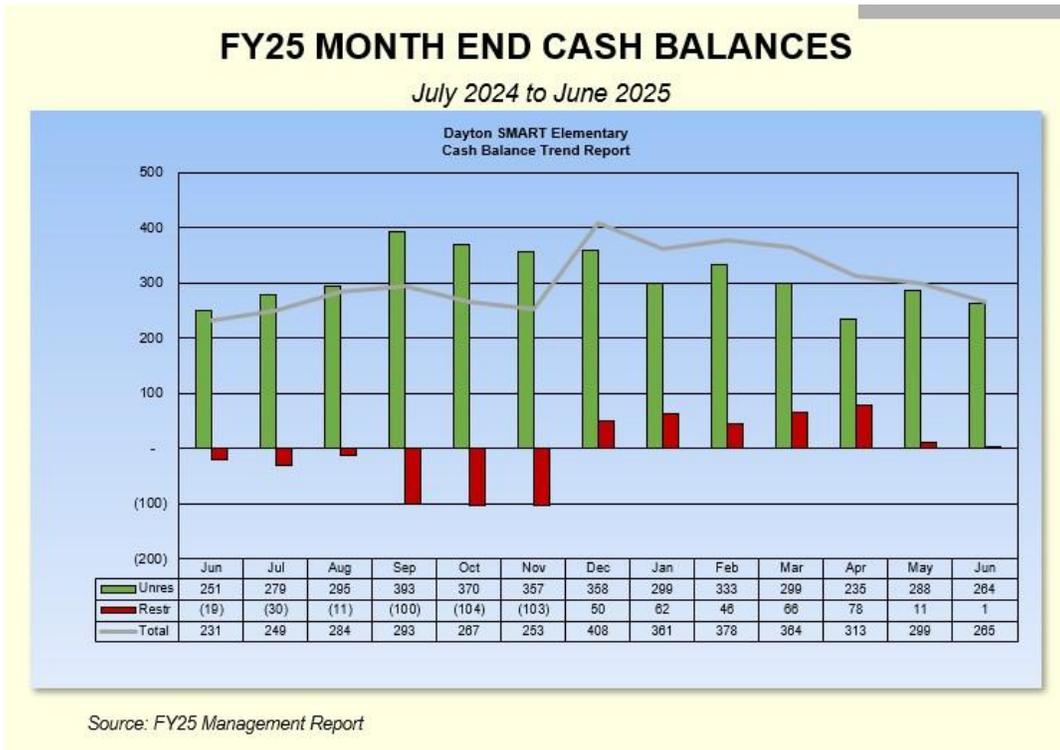
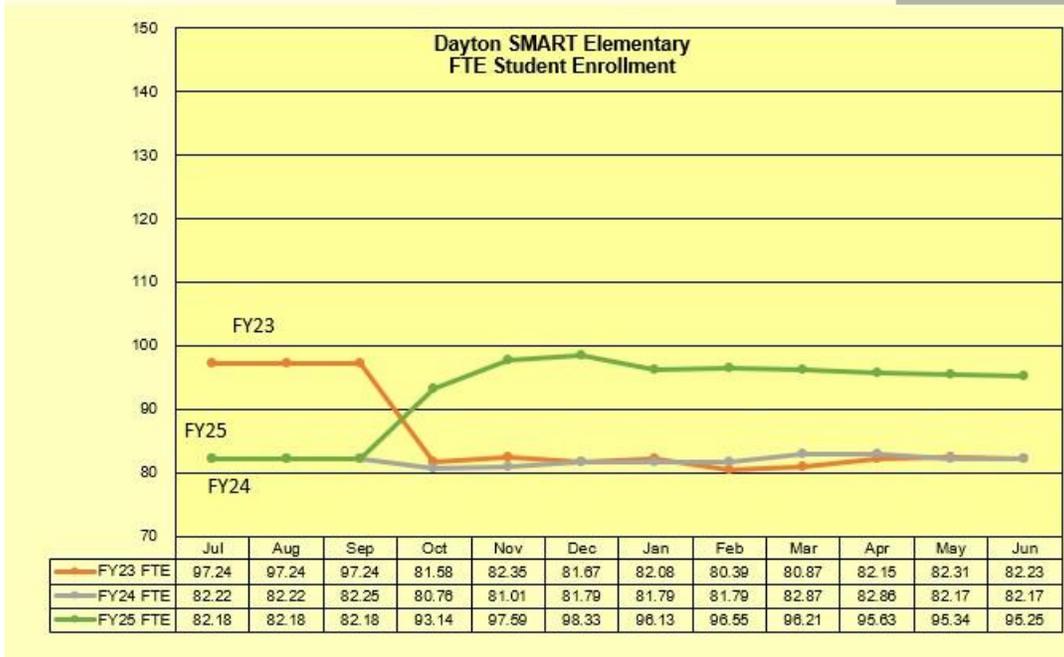


We recognize the importance of fiscal health to our success. We boast several Auditor of State awards and we monitor cash flow and project expenses. Lastly, we continuously work toward an improved balance sheet.

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 FY25. To request a more detailed set of financial statements please call 937-264-8588.

SPONSOR'S STATEMENT

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 & Workforce Local Report Card and supporting data. OCCS regional representatives visit our partner schools regularly ensuring compliance with federal, state, and contractual requirements.