

**Lyon County School District**  
**Dayton High School**  
**2025-2026 School Improvement Plan**

**Classification: 3 Star School**

Title I



# Mission Statement

Prepare Responsible Individuals through Diverse Educational opportunities (PRIDE)

## Vision

Meet students where they are at and inspire them to succeed.

# Demographics & Performance Information

## Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at [https://nevadareportcard.nv.gov/DI/nv/lyon/dayton\\_high\\_school/2024](https://nevadareportcard.nv.gov/DI/nv/lyon/dayton_high_school/2024)

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# Comprehensive Needs Assessment

## Student Success

### Student Success Areas of Strength

Dayton HS currently exceeds the Nevada State graduation rate by 10.5% with a graduation rate of 91.9 percent while the state's current rate is 81.4%.

Dayton HS offers a wide variety of paths for students to graduate College and Career Ready (CTE Programs, JumpStart, AP classes, etc.).

Dayton HS has hired a College and Career Readiness Interventionist (CCRI) to help with at risk students.

Dayton HS was the pilot school for LCSD for the ACT WorkKeys in the 2024/2025 school year.

Dayton HS has multiple postsecondary readiness initiatives already in motion.

Dayton HS is committed to data tracking and goal setting (e.g., WorkKeys, graduation data).

Math Areas of Strength: Real & Complex Number Systems

ELA areas of strength: Vocabulary

Use of data-driven growth models (MAP & ACT).

Clear growth expectations across grade levels.

**Targeted ACT Prep:** Existing ACT prep curriculum and practice testing for college-bound students.

**Data-Driven Instruction:** Teachers using formative assessment data to guide ACT-aligned instruction.

**Access to Rigorous Courses:** Students enrolled in Honors/AP/Dual credit courses that support ACT development.

**Strong Relationships with Counselors:** College advising supports are currently strong for upper-grade students.

### Student Success Areas for Growth

Dayton HS went through the Cognia school accreditation process during the 2024/2025 school year and the following growth areas were identified:

- Assign professional staff regular opportunities to review student data, identify common problems, and implement solutions for learners.
- Engage learners in monitoring their progress so they can increase accountability, set meaningful learning goals, and advocate for their personal growth.

Dayton HS is committed to data tracking and goal setting in regard to graduation data.

Dayton HS ensures equitable access and participation in WBL programs.

Dayton HS is committed to strengthening support for students with IEPs and expanding career exploration opportunities.

Math Focus Area: Probability & Statistics

ELA Focus Area: Informational Text

Need for differentiated support strategies for subgroups (EL, FRL, IEP, etc.).

**Equity in Access:** Disparities in ACT prep access for students in special populations (e.g., EL, FRL, Foster).

**Instructional Alignment:** Need for tighter alignment of core curriculum to ACT standards, especially in math and science.

**Tutoring & Intervention:** Inconsistent or underutilized tutoring opportunities for ACT-specific skills.

**Teacher Training:** Professional development needed on incorporating ACT-style questions into daily instruction.

### Student Success Equity Resource Supports

Student Group	Challenge	Solution
<b>English Learners</b>	Commitment to data tracking and goal setting in regard to graduation data. Ensuring equitable access and participation in WBL programs.  Need for differentiated support strategies in Tier 1 instruction in ELA and Math. The need for tighter alignment of core curriculum to ACT standards, especially in math and science, as well as access to ACT prep.	Build partnerships with community employers for inclusive WBL access. Mentorship programs for underrepresented students in career pathways. Focused case management (CCRI's) for at-risk high schoolers to stay on track for graduation.  Provide ACT prep materials in multiple languages and/or with scaffolded supports. Offer language-focused tutoring and extended learning time. Professional development in inclusive instructional practices in Tier 1 instruction. Provide targeted Tier 2 and 3 interventions and scaffolds.

Student Group	Challenge	Solution
<p><b>Foster/Homeless</b></p>	<p>Commitment to data tracking and goal setting in regard to graduation data. Ensuring equitable access and participation in WBL programs.</p> <p>Need for differentiated support strategies in Tier 1 instruction in ELA and Math. The need for tighter alignment of core curriculum to ACT standards, especially in math and science, as well as access to ACT prep.</p>	<p>Build partnerships with community employers for inclusive WBL access. Mentorship programs for underrepresented students in career pathways. Focused case management (CCRI's) for at-risk high schoolers to stay on track for graduation.</p> <p>Ensure consistent access to academic support and mentorship. Provide transportation and technology for online ACT prep resources. Professional development in inclusive instructional practices in Tier 1 instruction. Provide targeted Tier 2 and 3 interventions and scaffolds.</p>
<p><b>Free and Reduced Lunch</b></p>	<p>Commitment to data tracking and goal setting in regard to graduation data. Ensuring equitable access and participation in WBL programs.</p> <p>Need for differentiated support strategies in Tier 1 instruction in ELA and Math. The need for tighter alignment of core curriculum to ACT standards, especially in math and science, as well as access to ACT prep.</p>	<p>Build partnerships with community employers for inclusive WBL access. Mentorship programs for underrepresented students in career pathways. Focused case management (CCRI's) for at-risk high schoolers to stay on track for graduation.</p> <p>Waive ACT test fees for repeat testers and provide school-sponsored test days. Offer evening/weekend prep courses with meals provided. Professional development in inclusive instructional practices in Tier 1 instruction. Provide targeted Tier 2 and 3 interventions and scaffolds.</p>

Student Group	Challenge	Solution
<p><b>Migrant/Title1-C Eligible</b></p>	<p>Commitment to data tracking and goal setting in regard to graduation data. Ensuring equitable access and participation in WBL programs.</p> <p>Need for differentiated support strategies in Tier 1 instruction in ELA and Math. The need for tighter alignment of core curriculum to ACT standards, especially in math and science, as well as access to ACT prep.</p>	<p>Build partnerships with community employers for inclusive WBL access. Mentorship programs for underrepresented students in career pathways. Focused case management (CCRI's) for at-risk high schoolers to stay on track for graduation.</p> <p>Mobile tutoring support and digital access to ACT prep content.            Coordination with families for attendance and participation.            Professional development in inclusive instructional practices in Tier 1 instruction.            Provide targeted Tier 2 and 3 interventions and scaffolds.</p>
<p><b>Racial/Ethnic Minorities</b></p>	<p>Commitment to data tracking and goal setting in regard to graduation data. Ensuring equitable access and participation in WBL programs.</p> <p>Need for differentiated support strategies in Tier 1 instruction in ELA and Math. The need for tighter alignment of core curriculum to ACT standards, especially in math and science, as well as access to ACT prep.</p>	<p>Build partnerships with community employers for inclusive WBL access. Mentorship programs for underrepresented students in career pathways. Focused case management (CCRI's) for at-risk high schoolers to stay on track for graduation.</p> <p>Partner with culturally relevant mentors and tutors.            Use data to identify and close opportunity gaps.            Professional development in inclusive instructional practices in Tier 1 instruction.            Provide targeted Tier 2 and 3 interventions and scaffolds.</p>

Student Group	Challenge	Solution
<p><b>Students with IEPs</b></p>	<p>Commitment to data tracking and goal setting in regard to graduation data. Ensuring equitable access and participation in WBL programs.</p> <p>Need for differentiated support strategies in Tier 1 instruction in ELA and Math. The need for tighter alignment of core curriculum to ACT standards, especially in math and science, as well as access to ACT prep.</p>	<p>Build partnerships with community employers for inclusive WBL access. Mentorship programs for underrepresented students in career pathways. Focused case management (CCRI's) for at-risk high schoolers to stay on track for graduation.</p> <p>ACT prep with accommodations mirroring actual test-day supports. Differentiated instruction and support aligned with IEP goals. Professional development in inclusive instructional practices in Tier 1 instruction. Provide targeted Tier 2 and 3 interventions and scaffolds.</p>

**Problem Statements Identifying Student Success Needs**

**Problem Statement 1 (Prioritized):** Despite improvements in graduation rates and work-based learning initiatives, access and engagement in postsecondary pathways remain uneven across student demographics. Increasing equity in college and career readiness requires targeted support and inclusive opportunities for all learners.

**Critical Root Cause:** Lack of consistent data tracking and goal setting in regard to graduation data and WBL opportunities. Lack of participation and equitable access and participation in WBL programs.

**Problem Statement 2 (Prioritized):** While current instructional practices have led to moderate student growth, disparities persist among student subgroups in meeting academic benchmarks. There is a need to align instruction with equitable, high-impact strategies that improve growth outcomes across all demographic groups. While many 11th-grade students demonstrate college aspiration, a significant number, especially from underrepresented and high-needs populations, do not meet the ACT benchmark score range of 16-36. Contributing factors include uneven access to ACT preparation resources, inconsistent instructional alignment, and limited equity-focused interventions. Without targeted support, these gaps may persist, impacting college access and long-term student success.

**Critical Root Cause:** Inconsistent implementation of curriculum, high teacher turnover and inconsistent Tier 1 instruction, The need for tighter alignment of core curriculum to ACT standards and access to WBL opportunities.

# Adult Learning Culture

## Adult Learning Culture Areas of Strength

Dayton HS has improved its state rating in academic achievement, English language proficiency, graduation rates, and college and career readiness indicators.

LCSD invested in Assessment and Learning in Knowledge Spaces (ALEKS) to provide an adaptive learning platform that creates a personalized learning path for each student.

Teacher interviews and surveys confirm that over 75% of staff have time to build relationships with students and colleagues through advisory periods and collaboration meetings.

## Adult Learning Culture Areas for Growth

Dayton HS went through the Cognia school accreditation process during the 2024/2025 school year. The following improvement areas were identified:

Only 55% of teachers feel confident in basing their improvement efforts on learners' needs. Fifty-four percent of surveyed teachers express confidence in providing an instructional environment where all learners can thrive. This data suggests that teachers need more time with colleagues to plan and strategize on behalf of students. The ALEKS and MAPS programs are designed to identify learning gaps and provide targeted lessons for student development. As a result, the team suggests developing a professional learning community plan that details the use of this data to inform instructional changes and maximize instruction through ability grouping.

## Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Need for differentiated support strategies in Tier 1 instruction in all content areas.	Provide professional development in inclusive instructional practices in Tier 1 instruction. Provide targeted Tier 2 and Tier 3 interventions and scaffolds.
Foster/Homeless	Need for differentiated support strategies in Tier 1 instruction in all content areas.	Provide professional development in inclusive instructional practices in Tier 1 instruction. Provide targeted Tier 2 and Tier 3 interventions and scaffolds.
Free and Reduced Lunch	Need for differentiated support strategies in Tier 1 instruction in all content areas.	Provide professional development in inclusive instructional practices in Tier 1 instruction. Provide targeted Tier 2 and Tier 3 interventions and scaffolds.

Student Group	Challenge	Solution
<b>Migrant/Title1-C Eligible</b>	Need for differentiated support strategies in Tier 1 instruction in all content areas.	Provide professional development in inclusive instructional practices in Tier 1 instruction. Provide targeted Tier 2 and Tier 3 interventions and scaffolds.
<b>Racial/Ethnic Minorities</b>	Need for differentiated support strategies in Tier 1 instruction in all content areas.	Provide professional development in inclusive instructional practices in Tier 1 instruction. Provide targeted Tier 2 and Tier 3 interventions and scaffolds.
<b>Students with IEPs</b>	Need for differentiated support strategies in Tier 1 instruction in all content areas.	Provide professional development in inclusive instructional practices in Tier 1 instruction. Provide targeted Tier 2 and Tier 3 interventions and scaffolds.

**Problem Statements Identifying Adult Learning Culture Needs**

**Problem Statement 1 (Prioritized):** There is a need for professional development to increase student engagement in the classroom as well as fostering positive collaborative relationships among staff members.

**Critical Root Cause:** \*. Dayton HS does not have enough PD opportunities to address collaboration and student engagement. \*. Inconsistent expectations for PD. \*. Dayton HS has not had a formal PLC process in place.

# Connectedness

## Connectedness Areas of Strength

- Dayton HS recognizes that regular school attendance is a driver of success.
- Many students report having at least one trusted adult in the building.
- Recent efforts, such as Community Night, have increased family engagement among underrepresented groups.
- Our College and Career Readiness Interventionist tracks at-risk students and works with our counselors and PBIS/MTSS.
- Career-connected learning has improved student engagement in the CTE programs.

## Connectedness Areas for Growth

- Many students express feeling disconnected from academic relevance.
- A significant number of students miss school for non-medical reasons.
- Addressing root causes of absenteeism in vulnerable populations.
- Increasing student engagement, SEL support, and sense of belonging.

## Connectedness Equity Resource Supports

Student Group	Challenge	Solution
<b>English Learners</b>	Addressing root causes of absenteeism in vulnerable population. Increasing student engagement, SEL support, and sense of belonging.	Family engagement strategies for transient/homeless students. Social-emotional learning and trauma-informed practices. Expanded access to mental health resources.

Student Group	Challenge	Solution
<b>Foster/Homeless</b>	Addressing root causes of absenteeism in vulnerable population. Increasing student engagement, SEL support, and sense of belonging.	Family engagement strategies for transient/homeless students. Social-emotional learning and trauma-informed practices. Expanded access to mental health resources.
<b>Free and Reduced Lunch</b>	Addressing root causes of absenteeism in vulnerable population. Increasing student engagement, SEL support, and sense of belonging.	Family engagement strategies for transient/homeless students. Social-emotional learning and trauma-informed practices. Expanded access to mental health resources.
<b>Migrant/Title1-C Eligible</b>	Addressing root causes of absenteeism in vulnerable population. Increasing student engagement, SEL support, and sense of belonging.	Family engagement strategies for transient/homeless students. Social-emotional learning and trauma-informed practices. Expanded access to mental health resources.
<b>Racial/Ethnic Minorities</b>	Addressing root causes of absenteeism in vulnerable population. Increasing student engagement, SEL support, and sense of belonging.	Family engagement strategies for transient/homeless students. Social-emotional learning and trauma-informed practices. Expanded access to mental health resources.
<b>Students with IEPs</b>	Addressing root causes of absenteeism in vulnerable population. Increasing student engagement, SEL support, and sense of belonging.	Family engagement strategies for transient/homeless students. Social-emotional learning and trauma-informed practices. Expanded access to mental health resources.

**Problem Statements Identifying Connectedness Needs**

**Problem Statement 1 (Prioritized):** Chronic absenteeism continues to hinder student learning, particularly for students impacted by poverty, mobility, and trauma. Dayton HS must enhance supports that build strong connections and address barriers to daily attendance.

**Critical Root Cause:** Inequitable access to high quality instruction, curriculum that feels irrelevant and emotional and mental health challenges.

# Priority Problem Statements

**Problem Statement 1:** There is a need for professional development to increase student engagement in the classroom as well as fostering positive collaborative relationships among staff members.

**Critical Root Cause 1:** \*. Dayton HS does not have enough PD opportunities to address collaboration and student engagement. \*. Inconsistent expectations for PD. \*. Dayton HS has not had a formal PLC process in place.

**Problem Statement 1 Areas:** Adult Learning Culture

**Problem Statement 2:** Chronic absenteeism continues to hinder student learning, particularly for students impacted by poverty, mobility, and trauma. Dayton HS must enhance supports that build strong connections and address barriers to daily attendance.

**Critical Root Cause 2:** Inequitable access to high quality instruction, curriculum that feels irrelevant and emotional and mental health challenges.

**Problem Statement 2 Areas:** Connectedness

**Problem Statement 3:** Despite improvements in graduation rates and work-based learning initiatives, access and engagement in postsecondary pathways remain uneven across student demographics. Increasing equity in college and career readiness requires targeted support and inclusive opportunities for all learners.

**Critical Root Cause 3:** Lack of consistent data tracking and goal setting in regard to graduation data and WBL opportunities. Lack of participation and equitable access and participation in WBL programs.

**Problem Statement 3 Areas:** Student Success

**Problem Statement 4:** While current instructional practices have led to moderate student growth, disparities persist among student subgroups in meeting academic benchmarks. There is a need to align instruction with equitable, high-impact strategies that improve growth outcomes across all demographic groups. While many 11th-grade students demonstrate college aspiration, a significant number, especially from underrepresented and high-needs populations, do not meet the ACT benchmark score range of 16-36. Contributing factors include uneven access to ACT preparation resources, inconsistent instructional alignment, and limited equity-focused interventions. Without targeted support, these gaps may persist, impacting college access and long-term student success.

**Critical Root Cause 4:** Inconsistent implementation of curriculum, high teacher turnover and inconsistent Tier 1 instruction, The need for tighter alignment of core curriculum to ACT standards and access to WBL opportunities.

**Problem Statement 4 Areas:** Student Success

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Student Success

- Accelerated/Advanced Coursework Enrollment
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- AP Completion
- ASVAB
- CCR Participation data
- College and career readiness data
- Course Offerings
- Credit Sufficiency/Deficiency/Retrieval data
- CTE
- Grades
- Graduation rates/GED/HiSET data
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Nevada Alternate Assessment (NAA)
- Nevada State Performance Framework (NSPF)
- SAT, ACT, PSAT or ASPIRE
- Student Climate Survey, Student Voice
- Student failure and/or retention rates
- WIDA ACCESS for ELLs

## Adult Learning Culture

- Administrator evaluation
- Budgets/entitlements and expenditures data
- Coaching Logs
- Communications data
- Evaluation(s) of professional development implementation and impact
- Lesson Plans
- Master schedule
- Professional Development Agendas
- Professional development needs assessment data
- School department and/or faculty meeting discussions and data
- School leadership data
- Staff surveys and/or other feedback
- Student Climate Survey
- Teacher evaluation
- Walk-through data

## Connectedness

- Annual dropout rate data
- Attendance
- Behavior
- Community surveys and/or other feedback
- Completion rates and/or graduation rates data
- Demographic data
- Dual credit College Prep
- Enrollment
- Enrollment trends
- PBIS/MTSS data
- Perception/survey data
- School safety data
- Social Emotional Learning Data
- Tobacco, alcohol, and other drug-use data
- Violence and/or violence prevention records
- Volunteer opportunities, attendance, and participation

# Inquiry Areas

## Inquiry Area 1: Student Success

**SMART Goal 1:** Dayton High School will increase the total number of 9-12 work-based learning opportunities provided to all students by 10% from the 2024/2025 school year to the 2025/2026 school year.

**Formative Measures:** Track the number of opportunities provided for all students at the end of each quarter. Review data with staff on a quarterly basis.

**Aligns with District Goal**

Improvement Strategy 1 Details				Reviews		
<b>Improvement Strategy 1:</b> Increasing awareness and engagement of all stakeholders by expanding industry partnerships. Developing career awareness through portfolio creation in School Links.				Status Check		EOY Reflection
				Nov	Jan	May
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	School Links Professional Development	Julie Bumgardner, Taleah Hinkey, Jim Gianotti	Throughout the school year			
2	Implement 9-12 School iInks Scope and Sequence	Julie Bumgardner, Jim Gianotti	Throughout the school year			
3	Industry Partnership Meetings	David Palmer, Nicole Taylor, Taleah Hinkey	Throughout the school year			
4	Annual Stakeholder Engagement Meetings	David Palmer, Nicole Taylor, Taleah Hinkey	Spring 2026			
<p><b>Position Responsible:</b> Site Administration</p> <p><b>Resources Needed:</b> Title 1 Funding Pathful School Links PAES Labs Industry Partnerships</p> <p><b>Evidence Level</b> Level 2: Moderate: Work Based Learning</p> <p><b>Problem Statements/Critical Root Cause:</b> Student Success 1 - Connectedness 1</p>						

## SMART Goal 1 Problem Statements:

Student Success
<b>Problem Statement 1:</b> Despite improvements in graduation rates and work-based learning initiatives, access and engagement in postsecondary pathways remain uneven across student demographics. Increasing equity in college and career readiness requires targeted support and inclusive opportunities for all learners. <b>Critical Root Cause:</b> Lack of consistent data tracking and goal setting in regard to graduation data and WBL opportunities. Lack of participation and equitable access and participation in WBL programs.
Connectedness
<b>Problem Statement 1:</b> Chronic absenteeism continues to hinder student learning, particularly for students impacted by poverty, mobility, and trauma. Dayton HS must enhance supports that build strong connections and address barriers to daily attendance. <b>Critical Root Cause:</b> Inequitable access to high quality instruction, curriculum that feels irrelevant and emotional and mental health challenges.

**Inquiry Area 1: Student Success**

**SMART Goal 2:** Dayton High School will increase the total number of students participating in the 9-12 work-based learning opportunities by 10% from the 2024/2025 school year to the 2025/2026 school year.

**Formative Measures:** Track the total number of students participating in work-based learning opportunities on a quarterly basis. Review data with staff on a quarterly basis.

**Aligns with District Goal**

Improvement Strategy 1 Details				Reviews															
<b>Improvement Strategy 1:</b> Increasing awareness and engagement of all stakeholders by expanding industry partnerships, Developing career awareness through portfolio creation in School Links.				Status Check		EOY Reflection													
				Nov	Jan	May													
				<table border="1"> <thead> <tr> <th>Action #</th> <th>Actions for Implementation</th> <th>Person(s) Responsible</th> <th>Timeline</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>School Links Professional Development</td> <td>Julie Bumgardner, Taleah Hinkey</td> <td>Throughout the school year</td> </tr> <tr> <td>2</td> <td>Implement School Links Scope and Sequence</td> <td>Julie Bumgardner, Jim Gianotti</td> <td>Throughout the school year</td> </tr> <tr> <td>3</td> <td>School Links Data Analysis</td> <td>Julie Bumgardner, Nicole Taylor</td> <td>Spring 2025 - Baseline Spring 2026</td> </tr> </tbody> </table> <p><b>Position Responsible:</b> Site Administration  <b>Resources Needed:</b> Title 1 Funding                      Pathful                      School Links                      PAES Labs                      Industry Partnerships</p> <p><b>Evidence Level</b>                      Level 2: Moderate: Work Based Learning</p> <p><b>Problem Statements/Critical Root Cause:</b> Student Success 1 - Connectedness 1</p>	Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	School Links Professional Development	Julie Bumgardner, Taleah Hinkey	Throughout the school year	2	Implement School Links Scope and Sequence	Julie Bumgardner, Jim Gianotti	Throughout the school year	3	School Links Data Analysis	Julie Bumgardner, Nicole Taylor
Action #	Actions for Implementation	Person(s) Responsible	Timeline																
1	School Links Professional Development	Julie Bumgardner, Taleah Hinkey	Throughout the school year																
2	Implement School Links Scope and Sequence	Julie Bumgardner, Jim Gianotti	Throughout the school year																
3	School Links Data Analysis	Julie Bumgardner, Nicole Taylor	Spring 2025 - Baseline Spring 2026																

**SMART Goal 2 Problem Statements:**

### Student Success

**Problem Statement 1:** Despite improvements in graduation rates and work-based learning initiatives, access and engagement in postsecondary pathways remain uneven across student demographics. Increasing equity in college and career readiness requires targeted support and inclusive opportunities for all learners. **Critical Root Cause:** Lack of consistent data tracking and goal setting in regard to graduation data and WBL opportunities. Lack of participation and equitable access and participation in WBL programs.

### Connectedness

**Problem Statement 1:** Chronic absenteeism continues to hinder student learning, particularly for students impacted by poverty, mobility, and trauma. Dayton HS must enhance supports that build strong connections and address barriers to daily attendance. **Critical Root Cause:** Inequitable access to high quality instruction, curriculum that feels irrelevant and emotional and mental health challenges.

## Inquiry Area 1: Student Success

**SMART Goal 3:** Dayton High School will support the Lyon County School District goal to increase the school district graduation rate from 88.7% to 89.7% by the end of the 2025/2026 school year.

**Formative Measures:** Track the percentage of students on track with credit requirements each semester by grade level (9-12). Identify students who are behind in credits and monitor intervention enrollment (e.g., credit recovery, summer school).

**Aligns with District Goal**

Improvement Strategy 1 Details				Reviews		
<b>Improvement Strategy 1:</b> Academic supports and interventions needed to ensure the success of all students.				<b>Status Check</b>		<b>EOY Reflection</b>
<b>Action #</b>	<b>Actions for Implementation</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Nov</b>	<b>Jan</b>	<b>May</b>
1	Review early warning system/CCRI data	Site Administration, MTSS Team	Monthly	No review	No review	
2	Review failure rates	Site Administration, CCRI	Monthly			
3	Review credit sufficiency rates	Julie Bumgardner, Jim Gianotti	End of each semester			
<p><b>Position Responsible:</b> Site Administration</p> <p><b>Resources Needed:</b> Title 1 Funding College and Career Readiness Interventionists Graduation/Academic Plans Credit Sufficiency checks Dual Credit Offerings Advising and Career Services Online Learning Social Emotional Learning</p> <p><b>Evidence Level</b> Level 1: Strong: Academis Supports and Interventions</p> <p><b>Problem Statements/Critical Root Cause:</b> Student Success 1 - Connectedness 1</p>						

### SMART Goal 3 Problem Statements:

Student Success
<p><b>Problem Statement 1:</b> Despite improvements in graduation rates and work-based learning initiatives, access and engagement in postsecondary pathways remain uneven across student demographics. Increasing equity in college and career readiness requires targeted support and inclusive opportunities for all learners. <b>Critical Root Cause:</b> Lack of consistent data tracking and goal setting in regard to graduation data and WBL opportunities. Lack of participation and equitable access and participation in WBL programs.</p>

## Connectedness

**Problem Statement 1:** Chronic absenteeism continues to hinder student learning, particularly for students impacted by poverty, mobility, and trauma. Dayton HS must enhance supports that build strong connections and address barriers to daily attendance. **Critical Root Cause:** Inequitable access to high quality instruction, curriculum that feels irrelevant and emotional and mental health challenges.

**Inquiry Area 1: Student Success**

**SMART Goal 4:** Dayton High School will implement WorkKeys for students by the end of their 10th grade year. Dayton High School will accomplish this by the end of the 2025/2026 school year. This will serve as a baseline for students earning the bronze, silver, gold, and platinum certificates.

**Formative Measures:** Track and review curriculum progress quarterly.

**Aligns with District Goal**

Improvement Strategy 1 Details				Reviews		
<b>Improvement Strategy 1:</b> Implementation of ACT's Work Keys Curriculum and the National Career Readiness Certificate (NCRC) Assessments at Dayton High School				Status Check		EOY Reflection
				Nov	Jan	May
Action #	Actions for Implementation	Person(s) Responsible	Timeline	No review	No review	
1	WorkKeys Curriculum Implementation for 10th graders	Julie Bumgardner, David Palmer	Fall, Winter, Spring			
2	WorkKeys Professional Development	Julie Bumgardner, Jim Gianotti, Nicole Taylor	Summer/Fall 2025			
<p><b>Position Responsible:</b> Site Administration</p> <p><b>Resources Needed:</b> Title 1 Funding WorkKeys Curriculum NCRC Assessments</p> <p><b>Evidence Level</b> Level 1: Strong: WorkKeys</p> <p><b>Problem Statements/Critical Root Cause:</b> Student Success 1 - Connectedness 1</p>						

**SMART Goal 4 Problem Statements:**

Student Success
<p><b>Problem Statement 1:</b> Despite improvements in graduation rates and work-based learning initiatives, access and engagement in postsecondary pathways remain uneven across student demographics. Increasing equity in college and career readiness requires targeted support and inclusive opportunities for all learners. <b>Critical Root Cause:</b> Lack of consistent data tracking and goal setting in regard to graduation data and WBL opportunities. Lack of participation and equitable access and participation in WBL programs.</p>

## Connectedness

**Problem Statement 1:** Chronic absenteeism continues to hinder student learning, particularly for students impacted by poverty, mobility, and trauma. Dayton HS must enhance supports that build strong connections and address barriers to daily attendance. **Critical Root Cause:** Inequitable access to high quality instruction, curriculum that feels irrelevant and emotional and mental health challenges.

**Inquiry Area 1: Student Success**

**SMART Goal 5:** In grades 9-10, at least 55% of students at Dayton High School will meet their individual growth goal in math and reading from Fall to Spring Measure of Academic Progress (MAP) testing during the 2025/2026 school year.

**Formative Measures:** Track student progress toward MAP growth goals at the mid-year (Winter) MAP assessment in both math and reading for grades 9-10. Monitor classroom-level common assessment data every 4-6 weeks to identify students not on pace to meet projected growth.

**Aligns with District Goal**

Improvement Strategy 1 Details				Reviews															
<b>Improvement Strategy 1:</b> Data driven instruction, regularly analyzing data to identify student strengths and weaknesses to help teachers tailor instruction to address a student's individual needs.				Status Check		EOY Reflection													
				Nov	Jan	May													
				<table border="1"> <thead> <tr> <th>Action #</th> <th>Actions for Implementation</th> <th>Person(s) Responsible</th> <th>Timeline</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>ELA and Math MAP Data Analysis for grades 9 and 10</td> <td>Site Administration, Department Chairs</td> <td>Fall, Winter, Spring</td> </tr> <tr> <td>2</td> <td>Monthly Data Chats</td> <td>Site Administration, Cabinet, Department Chairs</td> <td>Monthly</td> </tr> <tr> <td>3</td> <td>District-wide Data Digs</td> <td>Site Administration, Cabinet, Teacher Leaders</td> <td>Fall, Winter, Spring</td> </tr> </tbody> </table> <p><b>Position Responsible:</b> Site Administration  <b>Resources Needed:</b> Title 1 Funding                      MAP Assessments                      ALEKS                      Study Sync                      Time for data digs                      District MTSS meetings                      College and Career Readiness Interventionists (CCRI)</p> <p><b>Evidence Level</b>                      Level 2: Moderate: Data Driven Instruction</p> <p><b>Problem Statements/Critical Root Cause:</b> Student Success 1 - Adult Learning Culture 1 - Connectedness 1</p>	Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	ELA and Math MAP Data Analysis for grades 9 and 10	Site Administration, Department Chairs	Fall, Winter, Spring	2	Monthly Data Chats	Site Administration, Cabinet, Department Chairs	Monthly	3	District-wide Data Digs	Site Administration, Cabinet, Teacher Leaders
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2	Monthly Data Chats	Site Administration, Cabinet, Department Chairs	Monthly																
3	District-wide Data Digs	Site Administration, Cabinet, Teacher Leaders	Fall, Winter, Spring																

**SMART Goal 5 Problem Statements:**

### Student Success

**Problem Statement 1:** Despite improvements in graduation rates and work-based learning initiatives, access and engagement in postsecondary pathways remain uneven across student demographics. Increasing equity in college and career readiness requires targeted support and inclusive opportunities for all learners. **Critical Root Cause:** Lack of consistent data tracking and goal setting in regard to graduation data and WBL opportunities. Lack of participation and equitable access and participation in WBL programs.

### Adult Learning Culture

**Problem Statement 1:** There is a need for professional development to increase student engagement in the classroom as well as fostering positive collaborative relationships among staff members. **Critical Root Cause:** \*. Dayton HS does not have enough PD opportunities to address collaboration and student engagement. \*. Inconsistent expectations for PD. \*. Dayton HS has not had a formal PLC process in place.

### Connectedness

**Problem Statement 1:** Chronic absenteeism continues to hinder student learning, particularly for students impacted by poverty, mobility, and trauma. Dayton HS must enhance supports that build strong connections and address barriers to daily attendance. **Critical Root Cause:** Inequitable access to high quality instruction, curriculum that feels irrelevant and emotional and mental health challenges.

**Inquiry Area 1: Student Success**

**SMART Goal 6:** The percentage of college bound students in grade eleven (11) who will earn a composite score of 16-36 on the ACT, will increase by 5% from the 2024/2025 school year to the 2025/2026 school year

**Formative Measures:** Monitor growth in ACT-aligned classroom assessments (English, math, reading, science) every 4-6 weeks.

**Aligns with District Goal**

Improvement Strategy 1 Details				Reviews											
<b>Improvement Strategy 1:</b> Dayton High School will focus on rigorous coursework, data driven assessment and goal setting with progress monitoring.				Status Check		EOY Reflection									
				Nov	Jan	May									
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Action #	Actions for Implementation	Person(s) Responsible	Timeline												
1	ACT Prep	Site Administrators, Advisory Teachers	Throughout the school year												
2	ACT Data Analysis	Site Administration	Fall-Baseline Data Spring												

**SMART Goal 6 Problem Statements:**

Student Success
<p><b>Problem Statement 1:</b> Despite improvements in graduation rates and work-based learning initiatives, access and engagement in postsecondary pathways remain uneven across student demographics. Increasing equity in college and career readiness requires targeted support and inclusive opportunities for all learners. <b>Critical Root Cause:</b> Lack of consistent data tracking and goal setting in regard to graduation data and WBL opportunities. Lack of participation and equitable access and participation in WBL programs.</p>

## Connectedness

**Problem Statement 1:** Chronic absenteeism continues to hinder student learning, particularly for students impacted by poverty, mobility, and trauma. Dayton HS must enhance supports that build strong connections and address barriers to daily attendance. **Critical Root Cause:** Inequitable access to high quality instruction, curriculum that feels irrelevant and emotional and mental health challenges.

## Inquiry Area 2: Adult Learning Culture

**SMART Goal 1:** By the end of the 2025-26 school year, Dayton High School staff will have completed their book study on "Answering Why: Unleashing Passion, Purpose, and Performance in Younger Generations" by Mark C. Perna.

**Formative Measures:** Monthly book study reflections in small groups (departments).

**Aligns with District Goal**

Improvement Strategy 1 Details				Reviews		
<b>Improvement Strategy 1:</b> All of the Dayton HS staff will engage in a book study on "Answering Why: Unleashing Passion, Purpose, and Performance in Younger Generations" by Mark C. Perna.				Status Check		EOY Reflection
				Nov	Jan	May
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Define the purpose and goals of the book study and hand out copies of the book.	Julie Bumgardner	August 2025			
2	Provide reading timelines and guides for the school year.	Julie Bumgardner/Teacher Leaders	August 2025			
3	Lead small group discussions on the reading assignments.	Teacher Leaders/Department Chairs	Monthly			
<b>Position Responsible:</b> Site Administration <b>Resources Needed:</b> Title 1 Funding Copies of the book "Answering Why: Unleashing Passion, Purpose, and Performance in Younger Generations" by Mark C. Perna.  Discussion Guide that parallels the book.  <b>Evidence Level</b> Level 1: Strong: Professional Development <b>Problem Statements/Critical Root Cause:</b> Adult Learning Culture 1 - Connectedness 1						

### SMART Goal 1 Problem Statements:

Adult Learning Culture
<b>Problem Statement 1:</b> There is a need for professional development to increase student engagement in the classroom as well as fostering positive collaborative relationships among staff members. <b>Critical Root Cause:</b> *. Dayton HS does not have enough PD opportunities to address collaboration and student engagement. *. Inconsistent expectations for PD. *. Dayton HS has not had a formal PLC process in place.

## Connectedness

**Problem Statement 1:** Chronic absenteeism continues to hinder student learning, particularly for students impacted by poverty, mobility, and trauma. Dayton HS must enhance supports that build strong connections and address barriers to daily attendance. **Critical Root Cause:** Inequitable access to high quality instruction, curriculum that feels irrelevant and emotional and mental health challenges.

## **Inquiry Area 2: Adult Learning Culture**

**SMART Goal 2:** By the end of the 2025/2026 school year, all Dayton HS teachers will be engaged in a formal Professional Learning Community (PLC).

**Formative Measures:** Track the percentage of teachers regularly participating in PLC meetings each quarter (attendance logs, agendas, and minutes).  
Collect evidence of PLC outputs (e.g., common assessments created, student data analyzed, instructional strategies shared) to monitor quality of engagement.  
Conduct mid-year teacher surveys to measure perceived effectiveness of PLCs and identify areas for support.

**Aligns with District Goal**

Improvement Strategy 1 Details				Reviews																											
<b>Improvement Strategy 1:</b> Dayton HS teachers will begin the process of implementing the formal PLC process during the 2025/2026 school year.				Status Check		EOY Reflection																									
				Nov	Jan	May																									
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6	Monitor and support PLCS	Administration	Weekly																												

**SMART Goal 2 Problem Statements:**

Adult Learning Culture
<p><b>Problem Statement 1:</b> There is a need for professional development to increase student engagement in the classroom as well as fostering positive collaborative relationships among staff members. <b>Critical Root Cause:</b> *. Dayton HS does not have enough PD opportunities to address collaboration and student engagement. *. Inconsistent expectations for PD. *. Dayton HS has not had a formal PLC process in place.</p>

### **Inquiry Area 3: Connectedness**

**SMART Goal 1:** Dayton High School will reduce the chronic absenteeism rate by 10% from the 2024/2025 school year to the 2025/2026 school year.

**Formative Measures:** Monitor student attendance data monthly to track the percentage of students at risk of chronic absenteeism.

**Aligns with District Goal**

Improvement Strategy 1 Details				Reviews		
<b>Improvement Strategy 1:</b> Utilizing data, Dayton HS will engage families and provide early intervention to improve attendance. Engaging curriculum and instruction to improve attendance.				Status Check		EOY Reflection
				Nov	Jan	May
<b>Action #</b>	<b>Actions for Implementation</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	No review	No review	
1	Monitor school attendance data closely to identify at-risk students early.	Administration and Attendance secretary	Weekly			
2	Communicate with parents promptly when students are absent from school.	Administration and Attendance secretary	6 and 9 day letters sent out weekly.			
3	Communicate the importance of regular school attendance to both students and parents. Create a document that can be shared on social media and other outreach methods.	Administration, CIP Team, Advisory Teachers	End of September 2025			
4	Offer mental health and counseling supports for students struggling emotionally or socially.	Administration, Counselors, Social Worker, MTSS	Daily			
5	Develop Attendance/ Intervention Template	Cabinet, Principal Leaders	Fall 2025			
6	Review 9-12 Attendance Data	Administration, Sam Felix, Deputy Superintendent	Monthly			
7	Review Family Engagement Participation Data	Administration	Monthly			
8	Curriculum Implementation Walk-through Data	Administration, Cabinet, MTSS Team	Monthly			
<p><b>Position Responsible:</b> Site Administration</p> <p><b>Resources Needed:</b> Title 1 Funding            Infinite Campus Student Information System            College and Career Readiness Interventionists            School Resource Officer            MTSS Team            Expanded in person and telehealth Mental Health Resources in School</p> <p><b>Evidence Level</b>            Level 1: Strong: Early Intervention</p> <p><b>Problem Statements/Critical Root Cause:</b> Student Success 1 - Adult Learning Culture 1 - Connectedness 1</p>						

Improvement Strategy 2 Details				Reviews		
<b>Improvement Strategy 2:</b> Dayton High School will be piloting the NVCAT Check and Connect Program in the 2025-2026 school year.				<b>Status Check</b>		<b>EOY Reflection</b>
<b>Action #</b>	<b>Actions for Implementation</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Nov</b>	<b>Jan</b>	<b>May</b>
1	Participate in training for the Check and Connect Program (provided by the state).	Site Administration, CCRI's, Counselors, and Safe School Professionals	Fall 2025	No review	No review	
2	Participate in mentoring training for the Check and Connect Program (provided by the state).	Site Administration, CCRI's, Counselors, Safe School Professionals, and Teacher Leaders	Spring 2025			
<b>Evidence Level</b> Level 2: Moderate: University of Minnesota Research-Based Program <b>Problem Statements/Critical Root Cause:</b> Connectedness 1						

**SMART Goal 1 Problem Statements:**

Student Success
<b>Problem Statement 1:</b> Despite improvements in graduation rates and work-based learning initiatives, access and engagement in postsecondary pathways remain uneven across student demographics. Increasing equity in college and career readiness requires targeted support and inclusive opportunities for all learners. <b>Critical Root Cause:</b> Lack of consistent data tracking and goal setting in regard to graduation data and WBL opportunities. Lack of participation and equitable access and participation in WBL programs.
Adult Learning Culture
<b>Problem Statement 1:</b> There is a need for professional development to increase student engagement in the classroom as well as fostering positive collaborative relationships among staff members. <b>Critical Root Cause:</b> *. Dayton HS does not have enough PD opportunities to address collaboration and student engagement. *. Inconsistent expectations for PD. *. Dayton HS has not had a formal PLC process in place.
Connectedness
<b>Problem Statement 1:</b> Chronic absenteeism continues to hinder student learning, particularly for students impacted by poverty, mobility, and trauma. Dayton HS must enhance supports that build strong connections and address barriers to daily attendance. <b>Critical Root Cause:</b> Inequitable access to high quality instruction, curriculum that feels irrelevant and emotional and mental health challenges.

# Schoolwide and Targeted Assistance Title I Elements

## 1.1: Comprehensive Needs Assessment

During the 2024-2025 school year, Dayton High School went through the Cognia school accreditation process. All students, staff, and parents were provided opportunities to participate in the process. The accreditation engagement review that we received was used to guide our comprehensive needs assessment.

## 2.1: School Performance Plan (SPP) developed with appropriate stakeholders

Our site based committee includes, students, parents, and staff members. Additional stakeholder feedback is gathered through surveys and our parent advisory committee.

## 2.2: Regular monitoring and revision

Our site team meets monthly to review progress towards our plan. The committee chairperson monitors each strategy and updates our progress in Plan4Learning.

## 2.3: Available to parents and community in an understandable format and language

Our plan is posted on our website and is also sent out as an email to all families in English and Spanish at the start of the school year.

## 2.4: Opportunities for all children to meet State standards

Our Title 1 funds are used to fund staff books and professional development on developing and implementing success criteria.

## 2.5: Increased learning time and well-rounded education

Our title 1 funds are used to fund our PBIS initiatives which encourages students to demonstrate the desired outcomes on our school PBIS matrix. Our PBIS matrix has 5 key values that we want to instill in our students. These values are productivity, responsibility, integrity, determination, and empathy.

## 2.6: Address needs of all students, particularly at-risk

Our Title 1 funds are used to hire an additional College and Career Readiness coach. This position works with our most at risk students and supports them to graduate high school.

## 3.1: Annually evaluate the schoolwide plan

Our schoolwide plan is evaluated monthly in our meetings. We also conduct a new comprehensive needs assessment each year.

## 4.1: Develop and distribute Parent Involvement and Family Engagement Policy

The Parent Involvement and Family Engagement Policy is developed by our Parent Advisory Council each year in the fall. It is then distributed to all families through emails in

English and Spanish.

## **4.2: Offer flexible number of parent involvement meetings**

We have our Parent Advisory Council Meetings in the evenings monthly, Our school booster club also meets monthly on a different evening. Our school improvement meetings are open to parents and those are held in the afternoon after school.