

Lyon County School District

Dayton High School

2025-2026 Inquiry Areas/SMART Goals/Improvement Strategies



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

Table of Contents

Inquiry Areas 4

 Inquiry Area 1: Student Success 4

 Inquiry Area 2: Adult Learning Culture 16

 Inquiry Area 3: Connectedness 20

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		
Improvement Strategy 1: 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	No review	No review	
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			
Position Responsible: Site Administration Resources Needed: Title 1 Funding Pathful School Links PAES Labs Industry Partnerships Evidence Level Level 2: Moderate: Work Based Learning Problem Statements/Critical Root Cause: Student Success 1 - Connectedness 1						

SMART Goal 1 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 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																		
Improvement Strategy 1: Increasing awareness and engagement of all stakeholders by expanding industry partnerships, Developing career awareness through portfolio creation in School Links. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><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></table> <p>Position Responsible: Site Administration Resources Needed: Title 1 Funding Pathful School Links PAES Labs Industry Partnerships Evidence Level Level 2: Moderate: Work Based Learning Problem Statements/Critical Root Cause: 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	Spring 2025 - Baseline Spring 2026	Status Check		EOY Reflection
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				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																			
Nov	Jan	May																				
No review	No review																					

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

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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																		
Improvement Strategy 1: Academic supports and interventions needed to ensure the success of all students. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Review early warning system/CCRI data</td><td>Site Administration, MTSS Team</td><td>Monthly</td></tr><tr><td>2</td><td>Review failure rates</td><td>Site Administration, CCRI</td><td>Monthly</td></tr><tr><td>3</td><td>Review credit sufficiency rates</td><td>Julie Bumgardner, Jim Gianotti</td><td>End of each semester</td></tr></table> <p>Position Responsible: Site Administration</p> <p>Resources Needed: 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>Evidence Level Level 1: Strong: Academis Supports and Interventions</p> <p>Problem Statements/Critical Root Cause: Student Success 1 - Connectedness 1</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Review early warning system/CCRI data	Site Administration, MTSS Team	Monthly	2	Review failure rates	Site Administration, CCRI	Monthly	3	Review credit sufficiency rates	Julie Bumgardner, Jim Gianotti	End of each semester	Status Check		EOY Reflection
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				1	Review early warning system/CCRI data	Site Administration, MTSS Team	Monthly															
				2	Review failure rates	Site Administration, CCRI	Monthly															
				3	Review credit sufficiency rates	Julie Bumgardner, Jim Gianotti	End of each semester															
Nov	Jan	May																				
No review	No review																					

SMART Goal 3 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 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														
Improvement Strategy 1: Implementation of ACT's Work Keys Curriculum and the National Career Readiness Certificate (NCRC) Assessments at Dayton High School <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>WorkKeys Curriculum Implementation for 10th graders</td><td>Julie Bumgardner, David Palmer</td><td>Fall, Winter, Spring</td></tr><tr><td>2</td><td>WorkKeys Professional Development</td><td>Julie Bumgardner, Jim Gianotti, Nicole Taylor</td><td>Summer/Fall 2025</td></tr></table> <p>Position Responsible: Site Administration</p> <p>Resources Needed: Title 1 Funding WorkKeys Curriculum NCRC Assessments</p> <p>Evidence Level Level 1: Strong: WorkKeys</p> <p>Problem Statements/Critical Root Cause: Student Success 1 - Connectedness 1</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	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	Status Check		EOY Reflection
				Action #	Actions for Implementation	Person(s) Responsible	Timeline											
				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											
Nov	Jan	May																
No review	No review																	

SMART Goal 4 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 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		
Improvement Strategy 1: 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
				No review	No review	
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	Fall, Winter, Spring			
Position Responsible: Site Administration Resources Needed: Title 1 Funding MAP Assessments ALEKS Study Sync Time for data digs District MTSS meetings College and Career Readiness Interventionists (CCRI)						
Evidence Level Level 2: Moderate: Data Driven Instruction						
Problem Statements/Critical Root Cause: Student Success 1 - Adult Learning Culture 1 - Connectedness 1						

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														
Improvement Strategy 1: Dayton High School will focus on rigorous coursework, data driven assessment and goal setting with progress monitoring. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>ACT Prep</td><td>Site Administrators, Advisory Teachers</td><td>Throughout the school year</td></tr><tr><td>2</td><td>ACT Data Analysis</td><td>Site Administration</td><td>Fall-Baseline Data Spring</td></tr></table> <p>Position Responsible: Site Administration Resources Needed: Title 1 Funding Data Digs ALEKS Study Sync WorkKeys Evidence Level Level 1: Strong: Data Driven Instruction Problem Statements/Critical Root Cause: Student Success 1 - Connectedness 1</p>				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	Status Check		EOY Reflection
				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											
Nov	Jan	May																
No review	No review																	

SMART Goal 6 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 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																		
<p>Improvement Strategy 1: 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.</p> <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Define the purpose and goals of the book study and hand out copies of the book.</td><td>Julie Bumgardner</td><td>August 2025</td></tr><tr><td>2</td><td>Provide reading timelines and guides for the school year.</td><td>Julie Bumgardner/Teacher Leaders</td><td>August 2025</td></tr><tr><td>3</td><td>Lead small group discussions on the reading assignments.</td><td>Teacher Leaders/Department Chairs</td><td>Monthly</td></tr></table> <p>Position Responsible: Site Administration</p> <p>Resources Needed: Title 1 Funding</p> <p>Copies of the book "Answering Why: Unleashing Passion, Purpose, and Performance in Younger Generations" by Mark C. Perna.</p> <p>Discussion Guide that parallels the book.</p> <p>Evidence Level</p> <p>Level 1: Strong: Professional Development</p> <p>Problem Statements/Critical Root Cause: Adult Learning Culture 1 - Connectedness 1</p>				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	Status Check		EOY Reflection
				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																			
Nov	Jan	May																				
No review	No review																					

SMART Goal 1 Problem Statements:

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 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		
Improvement Strategy 1: 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
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Clearly define the purpose of PLCs and why we are engaging in this process. Organize staff into their PLC teams.	Julie Bumgardner	September 2025			
2	Offer initial training on the PLC process (Dufour model) and SMART goals, common assessments, and data protocols	Julie Bumgardner	October 2025			
3	Develop PLC Norms and Roles	Department Chairs/Teacher Leaders	October 2025			
4	Set SMART goals and identify focus areas	Department Chairs/Teacher Leaders	November 2025			
5	Implement Collaborative Cycles	Department Chairs/Teacher Leaders	Bi-Weekly starting in December 2025			
6	Monitor and support PLCS	Administration	Weekly			
Position Responsible: Site Administration Resources Needed: Title 1 Funding PLC Agenda & Notes Templates SMART Goal Worksheet Data Discussion Protocols Common Assessment Planning Templates Observation/Feedback Rubric for PLC Quality Evidence Level Level 1: Strong: PLC Problem Statements/Critical Root Cause: Adult Learning Culture 1						

SMART Goal 2 Problem Statements:

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.

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		
Improvement Strategy 1: 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
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
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			
Position Responsible: Site Administration Resources Needed: 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 Evidence Level Level 1: Strong: Early Intervention Problem Statements/Critical Root Cause: Student Success 1 - Adult Learning Culture 1 - Connectedness 1						

Improvement Strategy 2 Details				Reviews		
Improvement Strategy 2: Dayton High School will be piloting the NVCAT Check and Connect Program in the 2025-2026 school year.				Status Check		EOY Reflection
				Nov	Jan	May
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
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			
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			
Evidence Level Level 2: Moderate: University of Minnesota Research-Based Program Problem Statements/Critical Root Cause: Connectedness 1						

SMART Goal 1 Problem Statements:

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