# 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

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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 Interventionalist (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.

**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.

**Student Success Equity Resource Supports**

| Student Group | Challenge | Solution |
|---|---|---|
| **English Learners** | Attendance is a concern for this sub group. | Work with CCRI and MTSS Tier 2 and 3 team to identify attendance barriers and put resources in place to support students and parents understand the importance of consistent school attendance and remove barriers that are within our control. |

| Student Group | Challenge | Solution |
|---|---|---|
| **Foster/Homeless** | Attendance is a concern for this sub group. | Work with CCRI and MTSS Tier 2 and 3 team to identify attendance barriers and put resources in place to support students and parents understand the importance of consistent school attendance and remove barriers that are within our control. |
| **Free and Reduced Lunch** | Attendance is a concern for this sub group. | Work with CCRI and MTSS Tier 2 and 3 team to identify attendance barriers and put resources in place to support students and parents understand the importance of consistent school attendance and remove barriers that are within our control. |
| **Migrant/Title1-C Eligible** | Attendance is a concern for this sub group. | Work with CCRI and MTSS Tier 2 and 3 team to identify attendance barriers and put resources in place to support students and parents understand the importance of consistent school attendance and remove barriers that are within our control. |
| **Racial/Ethnic Minorities** | Attendance is a concern for this sub group. | Work with CCRI and MTSS Tier 2 and 3 team to identify attendance barriers and put resources in place to support students and parents understand the importance of consistent school attendance and remove barriers that are within our control. |
| **Students with IEPs** | Attendance is a concern for this sub group. | Work with CCRI and MTSS Tier 2 and 3 team to identify attendance barriers and put resources in place to support students and parents understand the importance of consistent school attendance and remove barriers that are within our control. |

**Problem Statements Identifying Student Success Needs**

**Problem Statement 1 (Prioritized):** The 2023-24 school year had 38.9% chronic absenteeism compared to the state average of 29.3%. Regular school attendance is a critical component of school success.
**Critical Root Cause:** * Remote learning, intermittent closures, and health concerns have affected students' academic progress and motivation, during and after the COVID-19 pandemic leading to credit deficiencies. * Data indicates some students leave school prior to graduation because they do not feel a relevant connection to the school curriculum and their own lives or plans for the future. * Irregular attendance and truancy have affected students' academic progress leading to credit deficiencies.

# 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 |
|---|---|---|
| **Migrant/Title1-C Eligible** | 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. |
| **Racial/Ethnic Minorities** | 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. |
| **Students with IEPs** | 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.

**Problem Statement 2 (Prioritized):** The 2023-24 school year had 38.9% chronic absenteeism compared to the state average of 29.3%. Regular school attendance is a critical component of school success.
**Critical Root Cause:** * Remote learning, intermittent closures, and health concerns have affected students' academic progress and motivation, during and after the COVID-19 pandemic leading to credit deficiencies. * Data indicates some students leave school prior to graduation because they do not feel a relevant connection to the school curriculum and their own lives or plans for the future. * Irregular attendance and truancy have affected students' academic progress leading to credit deficiencies.

# 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 Interventionalist 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.

- Incresaing student engagement, SEL support, and sense of belonging

**Connectedness Equity Resource Supports**

| Student Group | Challenge | Solution |
|---|---|---|
| **English Learners** | Addresing 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 |
|---|---|---|
| **Foster/Homeless** | Addresing 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. |
| **Free and Reduced Lunch** | Addresing 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. |
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**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:** Students claim that curriculum feels irrelevant, they don't feel connected to school, and have emotional and mental health challenges.

**Problem Statement 2 (Prioritized):** The 2023-24 school year had 38.9% chronic absenteeism compared to the state average of 29.3%. Regular school attendance is a critical component of school success.
**Critical Root Cause:** * Remote learning, intermittent closures, and health concerns have affected students' academic progress and motivation, during and after the COVID-19 pandemic leading to credit deficiencies. * Data indicates some students leave school prior to graduation because they do not feel a relevant connection to the school curriculum and their own lives or plans for the future. * Irregular attendance and truancy have affected students' academic progress leading to credit deficiencies.

# 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**: The 2023-24 school year had 38.9% chronic absenteeism compared to the state average of 29.3%. Regular school attendance is a critical component of school success.

**Critical Root Cause 2**: * Remote learning, intermittent closures, and health concerns have affected students' academic progress and motivation, during and after the COVID-19 pandemic leading to credit deficiencies. * Data indicates some students leave school prior to graduation because they do not feel a relevant connection to the school curriculum and their own lives or plans for the future. * Irregular attendance and truancy have affected students' academic progress leading to credit deficiencies.

**Problem Statement 2 Areas**: Student Success - Adult Learning Culture - Connectedness

**Problem Statement 3**: 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 3**: Students claim that curriculum feels irrelevant, they don't feel connected to school, and have emotional and mental health challenges.

**Problem Statement 3 Areas**: Connectedness

# 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
- 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
- Volunteer opportunities, attendance, and participation

# Inquiry Areas

**Inquiry Area 1:** Student Success

**SMART Goal 1:** By the end of the 2025-26 school year, Dayton High School will increase its graduation rate by 2% as measured by state reporting data.

**Aligns with District Goal**

| Improvement Strategy 1 Details | | | | Reviews | | |
|---|---|---|---|---|---|---|
| **Improvement Strategy 1:** Academic supports and interventions needed to ensure the success of all students. | | | | **Status Check** | | **EOY Reflection** |
| **Action #** | **Actions for Implementation** | **Person(s) Responsible** | **Timeline** | **Nov** | **Jan** | **May** |
| 1 | Review early warning system/CCRI Data | CCRI and MTSS Team | Monthly | No review | No review | |
| 2 | Review failure rates | CCRI and Department Chairs | Monthly | | | |
| 3 | Review credit sufficiency rates | Administration and Counselors | End of each semester | | | |

**Resources Needed:** Graduation/Academic Plans
Credit Sufficiency Checks
College and Career Readiness Interventionists

**Evidence Level**
Level 1: Strong: Academic Supports and Interventions

**Problem Statements/Critical Root Cause:** Student Success 1 - Adult Learning Culture 2 - Connectedness 1, 2

## SMART Goal 1 Problem Statements:

| Student Success |
|---|
| **Problem Statement 1**: The 2023-24 school year had 38.9% chronic absenteeism compared to the state average of 29.3%. Regular school attendance is a critical component of school success.   **Critical Root Cause**: * Remote learning, intermittent closures, and health concerns have affected students' academic progress and motivation, during and after the COVID-19 pandemic leading to credit deficiencies. * Data indicates some students leave school prior to graduation because they do not feel a relevant connection to the school curriculum and their own lives or plans for the future. * Irregular attendance and truancy have affected students' academic progress leading to credit deficiencies. |

## Adult Learning Culture

**Problem Statement 2**: The 2023-24 school year had 38.9% chronic absenteeism compared to the state average of 29.3%. Regular school attendance is a critical component of school success. **Critical Root Cause**: * Remote learning, intermittent closures, and health concerns have affected students' academic progress and motivation, during and after the COVID-19 pandemic leading to credit deficiencies. * Data indicates some students leave school prior to graduation because they do not feel a relevant connection to the school curriculum and their own lives or plans for the future. * Irregular attendance and truancy have affected students' academic progress leading to credit deficiencies.

## 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**: Students claim that curriculum feels irrelevant, they don't feel connected to school, and have emotional and mental health challenges.

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**Inquiry Area 1:** Student Success

**SMART Goal 2:** Dayton High School will implement the ACT Work Keys for all tenth grade students 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.

    **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 HS. | | | | **Status Check** | | **EOY Reflection** |
| **Action #** | **Actions for Implementation** | **Person(s) Responsible** | **Timeline** | **Nov** | **Jan** | **May** |
| | | | | No review | No review | |
| 1 | Work Keys Curriculum Implementation for 9th and 10th graders. | David Palmer and Advisory Teachers | Entire School Year | | | |
| 2 | Work Keys Assessments at end of 10th grade year | David Palmer and Advisory Teachers | Spring of 10th grade year | | | |

**Resources Needed:** Work Keys Curriculum
NCRC Assessments

**Evidence Level**
Level 1: Strong: ACT Work Keys

**Problem Statements/Critical Root Cause:** Student Success 1 - Adult Learning Culture 2 - Connectedness 1, 2

## SMART Goal 2 Problem Statements:

| Student Success |
|---|
| **Problem Statement 1**: The 2023-24 school year had 38.9% chronic absenteeism compared to the state average of 29.3%. Regular school attendance is a critical component of school success. **Critical Root Cause**: * Remote learning, intermittent closures, and health concerns have affected students' academic progress and motivation, during and after the COVID-19 pandemic leading to credit deficiencies. * Data indicates some students leave school prior to graduation because they do not feel a relevant connection to the school curriculum and their own lives or plans for the future. * Irregular attendance and truancy have affected students' academic progress leading to credit deficiencies. |
| **Adult Learning Culture** |
| **Problem Statement 2**: The 2023-24 school year had 38.9% chronic absenteeism compared to the state average of 29.3%. Regular school attendance is a critical component of school success. **Critical Root Cause**: * Remote learning, intermittent closures, and health concerns have affected students' academic progress and motivation, during and after the COVID-19 pandemic leading to credit deficiencies. * Data indicates some students leave school prior to graduation because they do not feel a relevant connection to the school curriculum and their own lives or plans for the future. * Irregular attendance and truancy have affected students' academic progress leading to credit deficiencies. |

| Connectedness |
|---|
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**Inquiry Area 1:** Student Success

**SMART Goal 3:** In grades 9-10, at least 55% of student 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.

**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** |
| **Action #** | **Actions for Implementation** | **Person(s) Responsible** | **Timeline** | **Nov** | **Jan** | **May** |
| | | | | No review | No review | |
| 1 | Review ELA and Map Data for grades 9 and 10. | All staff | Fall, Winter, and Spring | | | |
| 2 | Professional development to help teachers set individual growth goals for each student. | Administration, ELA, Math, SPED, and ELL Teachers | Fall | | | |
| 3 | Set individual growth goals for each student | ELA, Math, SPED, ELL Teachers, and Admin | After Fall test administration. | | | |

**Resources Needed:** MAPS data
ALEKS
Study Sync

**Evidence Level**
Level 2: Moderate: Data Driven Instruction

**Problem Statements/Critical Root Cause:** Student Success 1 - Adult Learning Culture 1, 2 - Connectedness 1, 2

**SMART Goal 3 Problem Statements:**

| Student Success |
|---|
| **Problem Statement 1**: The 2023-24 school year had 38.9% chronic absenteeism compared to the state average of 29.3%. Regular school attendance is a critical component of school success.   **Critical Root Cause**: * Remote learning, intermittent closures, and health concerns have affected students' academic progress and motivation, during and after the COVID-19 pandemic leading to credit deficiencies. * Data indicates some students leave school prior to graduation because they do not feel a relevant connection to the school curriculum and their own lives or plans for the future. * Irregular attendance and truancy have affected students' academic progress leading to credit deficiencies. |

## 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.

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**Inquiry Area 1:** Student Success

**SMART Goal 4:** 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.

  **Aligns with District Goal**

| Improvement Strategy 1 Details | | | | Reviews | | |
|---|---|---|---|---|---|---|
| **Improvement Strategy 1:** DHS will focus on rigorouse coursework, data driven assessment and goal setting with progress monitoring. | | | | **Status Check** | | **EOY Reflection** |
| **Action #** | **Actions for Implementation** | **Person(s) Responsible** | **Timeline** | **Nov** | **Jan** | **May** |
| 1 | ACT Prep Coursework will be completed in junior advisory classes. | Junior Advisory Teachers, Site Administration | Throughout the school year | No review | No review | |
| 2 | ACT WorkKeys Prep Coursework will be completed in freshman and sophomore advisory classes | Freshman and Sophomore Advisory Teachers, Site Administration | Throughout the school year | | | |
| 3 | ACT Data Analysis | Site Administration | Fall-Baseline Data Spring | | | |

**Resources Needed:** Data Digs
ALEKS
Study Sync
Work Keys

**Evidence Level**
Level 1: Strong: Data Driven Instruction

**Problem Statements/Critical Root Cause:** Student Success 1 - Adult Learning Culture 2 - Connectedness 2

## SMART Goal 4 Problem Statements:

| Student Success |
|---|
| **Problem Statement 1**: The 2023-24 school year had 38.9% chronic absenteeism compared to the state average of 29.3%. Regular school attendance is a critical component of school success.   **Critical Root Cause**: * Remote learning, intermittent closures, and health concerns have affected students' academic progress and motivation, during and after the COVID-19 pandemic leading to credit deficiencies. * Data indicates some students leave school prior to graduation because they do not feel a relevant connection to the school curriculum and their own lives or plans for the future. * Irregular attendance and truancy have affected students' academic progress leading to credit deficiencies. |

| **Adult Learning Culture** |
|---|
| **Problem Statement 2**: The 2023-24 school year had 38.9% chronic absenteeism compared to the state average of 29.3%. Regular school attendance is a critical component of school success. **Critical Root Cause**: * Remote learning, intermittent closures, and health concerns have affected students' academic progress and motivation, during and after the COVID-19 pandemic leading to credit deficiencies. * Data indicates some students leave school prior to graduation because they do not feel a relevant connection to the school curriculum and their own lives or plans for the future. * Irregular attendance and truancy have affected students' academic progress leading to credit deficiencies. |

| **Connectedness** |
|---|
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**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.

**Aligns with District Goal**

| Improvement Strategy 1 Details | | | | Reviews | | |
|---|---|---|---|---|---|---|
| **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. | | | | **Status Check** | | **EOY Reflection** |
| **Action #** | **Actions for Implementation** | **Person(s) Responsible** | **Timeline** | **Nov** | **Jan** | **May** |
| | | | | No review | No review | |
| 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 | | | |

**Resources Needed:** Copies of the book "Answering Why: Unleashing Passion, Purpose, and Performance in Younger Generations" by Mark C. Perna.

Discussion Guide that parallels the book.

**Evidence Level**
Level 1: Strong: Professional Development

**Problem Statements/Critical Root Cause:** Student Success 1 - Adult Learning Culture 1, 2 - Connectedness 1, 2

## SMART Goal 1 Problem Statements:

| Student Success |
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**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).

    **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** |
| **Action #** | **Actions for Implementation** | **Person(s) Responsible** | **Timeline** | | **Nov** | **Jan** | **May** |
| | | | | | No review | No review | |
| 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 | | | | |

**Resources Needed:** 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 5% from the 2024/2025 school year to the 2025/2026 school year.

    **Formative Measures:** Infinite Campus attendance data

    **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** |
| **Action #** | **Actions for Implementation** | **Person(s) Responsible** | **Timeline** | **Nov** | **Jan** | **May** |
| | | | | 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 | | | |

**Resources Needed:** Infinite Campus
School Resource Officer
MTSS Team

**Evidence Level**
Level 1: Strong: Early Intervention

**Problem Statements/Critical Root Cause:** Student Success 1 - Adult Learning Culture 1, 2 - Connectedness 1, 2

**SMART Goal 1 Problem Statements:**

## Student Success

**Problem Statement 1**: The 2023-24 school year had 38.9% chronic absenteeism compared to the state average of 29.3%. Regular school attendance is a critical component of school success. **Critical Root Cause**: * Remote learning, intermittent closures, and health concerns have affected students' academic progress and motivation, during and after the COVID-19 pandemic leading to credit deficiencies. * Data indicates some students leave school prior to graduation because they do not feel a relevant connection to the school curriculum and their own lives or plans for the future. * Irregular attendance and truancy have affected students' academic progress leading to credit deficiencies.

## 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.

**Problem Statement 2**: The 2023-24 school year had 38.9% chronic absenteeism compared to the state average of 29.3%. Regular school attendance is a critical component of school success. **Critical Root Cause**: * Remote learning, intermittent closures, and health concerns have affected students' academic progress and motivation, during and after the COVID-19 pandemic leading to credit deficiencies. * Data indicates some students leave school prior to graduation because they do not feel a relevant connection to the school curriculum and their own lives or plans for the future. * Irregular attendance and truancy have affected students' academic progress leading to credit deficiencies.

## 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**: Students claim that curriculum feels irrelevant, they don't feel connected to school, and have emotional and mental health challenges.

**Problem Statement 2**: The 2023-24 school year had 38.9% chronic absenteeism compared to the state average of 29.3%. Regular school attendance is a critical component of school success. **Critical Root Cause**: * Remote learning, intermittent closures, and health concerns have affected students' academic progress and motivation, during and after the COVID-19 pandemic leading to credit deficiencies. * Data indicates some students leave school prior to graduation because they do not feel a relevant connection to the school curriculum and their own lives or plans for the future. * Irregular attendance and truancy have affected students' academic progress leading to credit deficiencies.

**Inquiry Area 3:** Connectedness

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

**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** |
| **Action #** | **Actions for Implementation** | **Person(s) Responsible** | **Timeline** | **Nov** | **Jan** | **May** |
| | | | | No review | No review | |
| 1 | School Links Professional Development | Site Administration | August 2025 | | | |
| 2 | Implement School Links Scope and Sequence | Site Administration/Advisory Teachers | Throughout the school year | | | |
| 3 | School Links Data Analysis | Site Adminsitration | Spring 2026 | | | |

**Resources Needed:** Pathful
School Links
PAES Labs
Industry Partnerships

**Evidence Level**
Level 2: Moderate: Work Based Learning

**Problem Statements/Critical Root Cause:** Student Success 1 - Adult Learning Culture 2 - Connectedness 1, 2

## SMART Goal 2 Problem Statements:

| Student Success |
|---|
| **Problem Statement 1**: The 2023-24 school year had 38.9% chronic absenteeism compared to the state average of 29.3%. Regular school attendance is a critical component of school success. **Critical Root Cause**: * Remote learning, intermittent closures, and health concerns have affected students' academic progress and motivation, during and after the COVID-19 pandemic leading to credit deficiencies. * Data indicates some students leave school prior to graduation because they do not feel a relevant connection to the school curriculum and their own lives or plans for the future. * Irregular attendance and truancy have affected students' academic progress leading to credit deficiencies. |

## Adult Learning Culture

**Problem Statement 2**: The 2023-24 school year had 38.9% chronic absenteeism compared to the state average of 29.3%. Regular school attendance is a critical component of school success. **Critical Root Cause**: * Remote learning, intermittent closures, and health concerns have affected students' academic progress and motivation, during and after the COVID-19 pandemic leading to credit deficiencies. * Data indicates some students leave school prior to graduation because they do not feel a relevant connection to the school curriculum and their own lives or plans for the future. * Irregular attendance and truancy have affected students' academic progress leading to credit deficiencies.

## Connectedness

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# 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 and 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 Involvemnt 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 montly on a different evening. Our school improvement meetings are open to parents and those are held in the afternoon after school.