

Lyon County School District



Dayton High School

2026-2027 Inquiry Areas/ SMART Goals/ Improvement Strategies

Table of Contents

Inquiry Area 1 : Student Success	3
Inquiry Area 2 : Adult Learning Culture	10
Inquiry Area 3 : Connectedness	13

Inquiry Area 1 Student Success

SMART Goal 1

By Spring 2027, 9th and 10th grade students will demonstrate a median growth percentile of 50% or greater in Reading as measured by the NWEA MAP assessment.

Formative Measures: MAP Reading interim growth reports
Common formative reading assessments
Lexile growth data
PLC data analysis notes
Classroom walkthrough observations
Progress monitoring for intervention students
Reading intervention participation data

Improvement Strategy 1

Strengthen literacy instruction through data-driven practices, targeted reading interventions, differentiated instruction, and ongoing progress monitoring.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Conduct MAP Reading data analysis meetings to identify student needs	Administration / PLC Teams	Beginning of each quarter	
2	Implement targeted literacy intervention groups for students below benchmark	CCRI/ English Teachers	Ongoing	
3	Utilize formative literacy assessments to monitor progress	English Teachers	Monthly	
4	Provide professional development on literacy strategies and differentiated instruction	Administration	Fall and Winter 2026	
5	Conduct classroom walkthroughs focused on literacy engagement and rigor	Administration	Ongoing	
6	Implement student literacy goal-setting and reflection activities	Teachers	Quarterly	
7	Monitor Lexile growth and intervention effectiveness	PLC Teams	Monthly	

Position Responsible: Administration

Resources Needed: NWEA MAP Reading reports
Reading intervention curriculum/materials
Lexile resources
Professional development materials
PLC collaboration time
Classroom walkthrough tools
Student goal-setting templates
Formative assessment tools
Literacy strategy resources

Evidence Level

Problem Statements: Student Success 2, 4, 5

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6

Status Checks

November

January

May

SMART Goal 1 Problem Statements Identifying Student Success

Problem Statement

Root Cause

2

A significant number of students are performing below national benchmark expectations in Literacy and Math, particularly students requiring intervention and academic support.

Foundational skill gaps and unfinished learning
Limited Tier II and Tier III intervention supports
Insufficient targeted instructional strategies for struggling learners
Lack of systematic intervention entry/exit criteria
Inconsistent use of small-group instruction and individualized support

4

Variability in instructional practices across classrooms impacts equitable access to rigorous, standards-aligned instruction.

Need for additional professional development in differentiated instruction
Inconsistent implementation of instructional best practices
Limited instructional coaching and feedback cycles
Insufficient collaboration around instructional planning
Lack of consistent walkthrough calibration and follow-up

5

Some student groups continue to demonstrate achievement gaps and inconsistent academic progress in Literacy and Math.

Limited targeted supports for specific student populations
Inconsistent progress monitoring for intervention groups
Barriers related to attendance, engagement, and outside factors
Need for stronger culturally responsive instructional practices
Limited family engagement and academic partnership systems

SMART Goal 2

By Spring 2027, 9th and 10th grade students will demonstrate a median growth percentile of 50% or greater in Mathematics as measured by the NWEA MAP assessment.

Formative Measures: MAP Math interim growth reports
Common formative math assessments
Quantile growth data
Student math goal trackers
PLC collaboration notes
Classroom walkthrough data
Intervention progress monitoring reports
Student engagement and participation data

Improvement Strategy 1

Improve mathematics achievement through rigorous Tier I instruction, differentiated learning opportunities, targeted interventions, and data-driven instructional planning.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Conduct MAP Math data analysis meetings to identify instructional gaps	Administration/PLC Teams	Beginning of each quarter	
2	Implement targeted Tier II math interventions for students below benchmark	CCRI/Math Teachers	Ongoing	
3	Utilize formative math assessments to monitor student learning	Math Teachers	Monthly	
4	Provide professional development on rigorous math instruction and differentiation	Administration	Fall and Winter	
5	Conduct walkthroughs focused on instructional rigor and engagement in math classrooms	Administration	Ongoing	
6	Implement student math goal-setting conferences	Teachers	Quarterly	
7	Monitor Quantile growth and intervention effectiveness	PLC Teams	Monthly	

Position Responsible: Administration

Resources Needed: NWEA MAP Math reports
 Quantile resources
 Math intervention curriculum/materials (ALEKS)
 Manipulatives and instructional technology
 Professional development resources
 PLC collaboration time
 Classroom walkthrough tools
 Formative assessment tools
 Student data trackers

Evidence Level

Problem Statements: Student Success 2, 4, 5

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6

Status Checks

November

January

May

SMART Goal 2 Problem Statements Identifying Student Success

Problem Statement	Root Cause
<p>2</p> <p>A significant number of students are performing below national benchmark expectations in Literacy and Math, particularly students requiring intervention and academic support.</p>	<p>Foundational skill gaps and unfinished learning Limited Tier II and Tier III intervention supports Insufficient targeted instructional strategies for struggling learners Lack of systematic intervention entry/exit criteria Inconsistent use of small-group instruction and individualized support</p>
<p>4</p> <p>Variability in instructional practices across classrooms impacts equitable access to rigorous, standards-aligned instruction.</p>	<p>Need for additional professional development in differentiated instruction Inconsistent implementation of instructional best practices Limited instructional coaching and feedback cycles Insufficient collaboration around instructional planning Lack of consistent walkthrough calibration and follow-up</p>
<p>5</p> <p>Some student groups continue to demonstrate achievement gaps and inconsistent academic progress in Literacy and Math.</p>	<p>Limited targeted supports for specific student populations Inconsistent progress monitoring for intervention groups Barriers related to attendance, engagement, and outside factors Need for stronger culturally responsive instructional practices Limited family engagement and academic partnership systems</p>

SMART Goal 3

By May 2027, 100% of PLC teams will consistently utilize assessment data to guide instructional decisions, interventions, and progress monitoring as evidenced through PLC documentation and walkthrough observations.

Formative Measures: PLC meeting notes
MAP data review summaries
Classroom walkthrough observations
Lesson plans aligned to assessment data
Teacher reflection logs
Student progress monitoring reports

Improvement Strategy 1

Build staff capacity to analyze and apply student assessment data through collaborative PLC structures, instructional coaching, and continuous progress monitoring practices.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Establish monthly PLC data-analysis protocols	Administration/ Department Chairs	August 2026	
2	Review/Train staff on interpreting MAP and formative assessment data	Administration	Fall 2026	
3	Review student growth data during PLC meetings	PLC Teams	Monthly	
4	Adjust intervention groups based on student performance data	CCRI/PLC Teams	Every 4-6 Weeks	
5	Conduct walkthroughs focused on evidence of data-driven instruction	Administration	Ongoing	
6	Provide coaching support for instructional planning and differentiation	Administration	Ongoing	

Position Responsible: Administration

Resources Needed: MAP and formative assessment data reports
 PLC protocols and agendas
 Data dashboards
 Walkthrough observation tools
 Collaboration time
 Data-analysis templates
 Professional development resources

Evidence Level

Level 1: Strong:

PLC

Problem Statements: Student Success 2, 4, 5

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6

Status Checks

November

January

May

SMART Goal 3 Problem Statements Identifying Student Success

Problem Statement	Root Cause
2 A significant number of students are performing below national benchmark expectations in Literacy and Math, particularly students requiring intervention and academic support.	Foundational skill gaps and unfinished learning Limited Tier II and Tier III intervention supports Insufficient targeted instructional strategies for struggling learners Lack of systematic intervention entry/exit criteria Inconsistent use of small-group instruction and individualized support
4 Variability in instructional practices across classrooms impacts equitable access to rigorous, standards-aligned instruction.	Need for additional professional development in differentiated instruction Inconsistent implementation of instructional best practices Limited instructional coaching and feedback cycles Insufficient collaboration around instructional planning Lack of consistent walkthrough calibration and follow-up
5 Some student groups continue to demonstrate achievement gaps and inconsistent academic progress in Literacy and Math.	Limited targeted supports for specific student populations Inconsistent progress monitoring for intervention groups Barriers related to attendance, engagement, and outside factors Need for stronger culturally responsive instructional practices Limited family engagement and academic partnership systems

SMART Goal 1

By May 2027, Dayton High School will increase the Physical Safety score on the NV-SCSEL Staff Survey from 333 to at least 360 through consistent implementation of PBIS/MTSS systems, restorative practices, and proactive supervision strategies.

Formative Measures: Office discipline referral data
 Walkthrough observation data
 PBIS implementation checklists
 Monthly discipline trend reports
 Staff feedback surveys
 Student behavior data

Improvement Strategy 1

Strengthen schoolwide behavior expectations, PBIS/MTSS implementation, restorative practices, and proactive supervision systems to improve student behavior, staff perceptions of safety, and overall school climate.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Conduct PBIS/MTSS behavior expectations training	Administration/MTSS Facilitator	August 2026	
2	Implement consistent schoolwide behavior expectations	All staff	Ongoing	
3	Provide restorative practices/relationship building professional development	Administration	Fall 2026	
4	Conduct monthly safety and supervision walkthroughs	Administration	Monthly	
5	Review discipline trend data during MTSS meetings	MTSS Team	Monthly	
6	Monitor implementation fidelity of PBIS expectations	Administration/MTSS Facilitator	Monthly	

Position Responsible: MTSS Facilitator/Administration

Resources Needed: PBIS/MTSS framework materials
 Restorative practices training resources
 Classroom management professional development
 Discipline data dashboards
 Walkthrough observation tools
 Behavior expectation matrices/signage
 Staff collaboration time
 Student behavior tracking systems

Evidence Level

Level 1: Strong:
 PBIS/MTSS

Problem Statements: Adult Learning Culture 1, 4

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6

Status Checks

November

January

May

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

Problem Statement

Root Cause

1

Dayton High School staff perceptions of physical safety are below district and state averages, with the school earning a score of 333 in Physical Safety, which falls within the "Needs Improvement" range. Staff survey responses identified concerns related to vandalism, student verbal abuse toward teachers, and inconsistent perceptions of safety within the school environment.

Inconsistent implementation of schoolwide behavior expectations across classrooms and common areas
 Limited use of proactive supervision and classroom management strategies
 Inconsistent application of PBIS/MTSS systems and restorative practices
 Insufficient student accountability and intervention systems for disruptive behavior
 Lack of consistent monitoring and follow-up regarding behavior and safety concerns

4

School data indicates a need to strengthen staff capacity in implementing proactive behavior supports, restorative practices, and consistent school climate systems to improve overall student behavior and safety.

Inconsistent professional learning focused on PBIS/MTSS implementation
 Limited coaching and feedback cycles related to classroom management and supervision
 Inconsistent implementation fidelity across classrooms
 Limited opportunities for staff collaboration and data reflection regarding discipline trends
 Need for stronger alignment between schoolwide expectations and classroom practices

SMART Goal 1

Dayton High School will reduce the chronic absenteeism rate by 2.5% from the 2025-2026 school year to the 2026-2027 school year.

Formative Measures: * Monthly review of attendance and chronic absenteeism data

- * Quarterly student connectedness and climate surveys
- * Monitoring of intervention participation and effectiveness
- * Family engagement and communication tracking
- * Review of discipline and behavior trends

Improvement Strategy 1

Strengthen attendance intervention systems and relationship-based supports to improve student attendance and school connectedness.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Conduct monthly attendance monitoring meetings to identify at-risk students	Administration/CCRI	Monthly	
2	Develop attendance intervention plans for chronically absent students	Administration/Counselors	Ongoing	
3	Implement attendance check-in/check-out systems for at-risk students (Check and Connect)	DHS Staff	Ongoing	
4	Create student attendance watchlists for early intervention	Administration/Attendance Secretary	Beginning of each month	
5	Monitor intervention effectiveness and adjust supports as needed	Administration	Quarterly	
6	Recognize and celebrate positive attendance improvements	Administration	Quarterly	

Position Responsible: Administration

Resources Needed: Attendance tracking reports
 Attendance intervention templates
 Student attendance watchlists
 Incentives and recognition materials
 MTSS attendance framework
 Student mentoring/check-in materials
 Family communication tools
 Attendance team collaboration time

Evidence Level

Level 2: Moderate:
 Check and Connect

Problem Statements: Connectedness 1, 2, 3, 4, 5

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 4.2

Status Checks

November

January

May

SMART Goal 1 Problem Statements Identifying Connectedness

Problem Statement	Root Cause
<p>1</p>	<p>Chronic absenteeism rates remain high for a significant group of students, negatively impacting student achievement, engagement, and school connectedness.</p>
<p>Inconsistent attendance intervention systems and follow-up procedures Limited early identification processes for students approaching chronic absenteeism Barriers related to transportation, housing instability, and family responsibilities Limited student engagement and sense of belonging Mental health, anxiety, and social-emotional challenges impacting attendance</p>	
<p>2</p>	<p>A subgroup of students demonstrates severe absenteeism patterns, resulting in significant loss of instructional time and increased risk of academic failure and disengagement.</p>
<p>Lack of individualized attendance intervention plans for high-risk students Limited access to wraparound services and community resources Inconsistent communication and partnership with families Credit deficiency and reduced student motivation Limited access to mentoring, counseling, and relationship-based supports</p>	

3

Many students are approaching the chronic absenteeism threshold, indicating a need for stronger preventative attendance systems and early intervention supports.

Inconsistent attendance monitoring and rapid-response systems
Limited use of attendance data to identify emerging attendance concerns
Lack of consistent attendance incentives and positive reinforcement systems
Limited proactive communication with students and families
Need for stronger relationship-building and student connectedness initiatives

4

Attendance challenges disproportionately impact vulnerable student populations, including students experiencing poverty, homelessness, mobility, and academic or behavioral challenges.

External barriers related to socioeconomic instability
Frequent school transitions and interrupted educational experiences
Limited access to individualized supports and intervention services
Inconsistent collaboration between school, family, and community agencies
Need for stronger targeted supports for high-needs student groups

5

Family engagement and communication systems are inconsistent, limiting opportunities to build strong attendance partnerships between home and school.

Limited proactive and positive communication systems
Inconsistent family outreach practices among staff
Lack of structured family engagement opportunities
Limited access to translated communication and resources for some families
Need for stronger family education regarding attendance expectations and impacts

SMART Goal 2

By May 2027, Dayton High School will increase family engagement and participation in attendance and school connectedness initiatives by 10% as evidenced through communication logs, event participation, and survey feedback.

Formative Measures: Family communication logs
Attendance at family engagement events
Parent participation data
Family survey feedback
Positive parent contact logs
Attendance meeting participation

Improvement Strategy 1

Strengthen family partnerships through proactive communication systems, increased engagement opportunities, and ongoing collaboration focused on student attendance and success.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Increase proactive/positive communication with families regarding attendance and student progress	All DHS Staff	Ongoing	
2	Conduct family engagement and attendance awareness events	Administration/SPP Team	Quarterly	
3	Implement positive parent contact expectations schoolwide	Teachers/Administration	Ongoing	
4	Provide attendance and school support resources to families	Administration/Counselors	Ongoing	
5	Utilize family surveys to gather feedback and improve engagement	Administration	End of First Semester	
6	Monitor family participation and communication trends	SPP Team	Quarterly	

Position Responsible: Administration

Resources Needed: Communication platform (ParentSquare, email, phone systems)

- Family engagement event materials
- Translation services/resources
- Parent survey tools
- Communication logs/templates
- Family resource materials
- Attendance information handouts
- Community partnership resources

Evidence Level

Problem Statements: Connectedness 1, 5

Schoolwide and Targeted Assistance Title I Element: 4.1, 4.2

Status Checks

November

January

May

SMART Goal 2 Problem Statements Identifying Connectedness

Problem Statement	Root Cause
<p data-bbox="207 327 250 405">1</p> <p data-bbox="326 191 837 348">Chronic absenteeism rates remain high for a significant group of students, negatively impacting student achievement, engagement, and school connectedness.</p>	<p data-bbox="906 191 1450 569">Inconsistent attendance intervention systems and follow-up procedures Limited early identification processes for students approaching chronic absenteeism Barriers related to transportation, housing instability, and family responsibilities Limited student engagement and sense of belonging Mental health, anxiety, and social-emotional challenges impacting attendance</p>
<p data-bbox="207 804 261 882">5</p> <p data-bbox="326 667 854 793">Family engagement and communication systems are inconsistent, limiting opportunities to build strong attendance partnerships between home and school.</p>	<p data-bbox="906 667 1419 1045">Limited proactive and positive communication systems Inconsistent family outreach practices among staff Lack of structured family engagement opportunities Limited access to translated communication and resources for some families Need for stronger family education regarding attendance expectations and impacts</p>