

Lyon County School District

Dayton Intermediate School

2025-2026 Inquiry Areas/SMART Goals/Improvement Strategies



Mission Statement

The Dayton Intermediate Community will empower all students to develop academic skills, character, and problem-solving abilities to achieve their highest potential and be college and career ready.

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_intermediate_school/2024/nspf/

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: In grades K-8, at least 58% of students in Lyon County School District will meet or exceed their personal typical growth in math and reading from the Beginning of Year (BOY) assessment to the End of Year (EOY) i-Ready assessment during the 2025/2026 school year.

Formative Measures: iReady Diagnostic Exam to be taken in the Fall of 2025, Winter 2026 and again during the Spring of 2026.

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: To support student growth in mathematics and reading , all students will engage in 30 minutes of targeted instruction using the i-Ready My Path program every Monday and Wednesday respectively during advisory classes. Additionally, Tier 2 level tutoring support will be provided outside of regular school hours to address learning gaps and mitigate learning loss, with a focus on closing the achievement gap.				Status Check		EOY Reflection
				Nov	Jan	May
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Dedicated time set aside weekly for whole school to practice and work on iReady math path.	Advisory teachers, Administration	Weekly on Mondays throughout the year.			
2	Discussing the iready results and common assessments during dedicated PLC time to make data driven decisions.	Teachers	Throughout the School Year			
3	The number of i-Ready lessons completed and mastered by students will be tracked weekly. At the end of each month, the advisory class with the highest number of mastered lessons will be recognized and awarded a monthly incentive to promote engagement, accountability, and academic growth.	Advisory Teachers and Administration	Monthly			
4	Dedicated time set aside weekly for whole school to practice and work on iReady Reading path.	Advisory teachers, Administration	Weekly on Wednesdays throughout the year.			
5	Discussing the iready results and common assessments during dedicated PLC time to make data driven decisions.	Teachers	Throughout the School Year			
6	The number of i-Ready lessons completed and mastered by students will be tracked weekly. At the end of each month, the advisory class with the highest number of mastered lessons will be recognized and awarded a monthly incentive to promote engagement, accountability, and academic growth.	Advisory Teachers and Administration	Monthly			
7	This goal will be supported through the use of Title I-A funding.	Administration	Throughout the School Year			
Position Responsible: Advisory teachers, Administration Resources Needed: Chromebooks and access to iReady Evidence Level Problem Statements/Critical Root Cause: Student Success 1 - Adult Learning Culture 2 - Connectedness 1						

SMART Goal 1 Problem Statements:

Student Success

Problem Statement 1: Although DIS is showing improvement in both Math and ELA as measured by iReady and MAPs testing our students still are not achieving at a level that we would like to see. **Critical Root Cause:** Chronic Absenteeism and student apathy towards tests is hindering our overall achievement scores. In addition, DIS has not met the states required 95% of students being tested due parents opting their students out of the SBAC exam. Lastly, we have recently, in the past 4 years, implemented 3 new curriculums in Math, ELA and Social Studies.

Adult Learning Culture

Problem Statement 2: Although DIS is showing improvement in both Math and ELA as measured by iReady and MAPs testing our students still are not achieving at a level that we would like to see. **Critical Root Cause:** Chronic Absenteeism and student apathy towards tests is hindering our overall achievement scores. In addition, DIS has not met the states required 95% of students being tested due parents opting their students out of the SBAC exam. Lastly, we have recently, in the past 4 years, implemented 3 new curriculums in Math, ELA and Social Studies.

Connectedness

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Inquiry Area 1: Student Success

SMART Goal 2: Lyon County School District will increase the total number of K-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: CTE Class opportunities
Classroom work based learning opportunities
Field Trips
Career fair(s)
CCRI data and job shadow information

Aligns with District Goal

Improvement Strategy 1 Details					Reviews		
Improvement Strategy 1: Increase work based learning opportunities in general education classrooms.					Status Check		EOY Reflection
					Nov	Jan	May
					No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline				
1	Maintain records of WBL activities, student participation, and alignment to curriculum standards	Teachers and Administration	Throughout the School Year				
2	Provide guest speakers, job shadowing, virtual tours, or project-based learning opportunities aligned to classroom content.	Teachers	Throughout the School Year				
3	Professional Development on School Links	Administration	Throughout the School Year				
4	Implement School Links Scope and Sequence	Administration	Throughout the School Year				
5	This goal will be supported through the use of Title I-A funding.	Administration	Throughout the School Year				
Resources Needed: School Links PAES Labs Industry /Community Partnerships							
Evidence Level Level 2: Moderate: Work Based Learning							
Problem Statements/Critical Root Cause: Student Success 2 - Adult Learning Culture 1, 3 - Connectedness 2							

SMART Goal 2 Problem Statements:

Student Success

Problem Statement 2: Chronic Absenteeism, students missing 18 or more school days, at DIS has decreased from 34.6% during the 2023-2024 to 27% during the 2024-2025 school year. While this was an improvement, lack of consistent instruction affects the overall success rate of student achievement. **Critical Root Cause:** A lack of consistency in families requiring their students to come to school as well as some individual family dynamics have negatively impacted student attendance. In addition, Student mental health and anxiety have led to students missing school. Lastly, a lack of engaging electives that increase student interest have not existed prior to this year.

Adult Learning Culture

Problem Statement 1: Teachers are not meeting or collaborating on a regular basis through PLCs or dept meetings on a regular basis. **Critical Root Cause:** Since losing our grant funded instructional coach and with scheduling changes not always allowing for common preps it has been difficult to find consistent time to meet as depts or PLCs

Problem Statement 3: Chronic Absenteeism, students missing 18 or more school days, at DIS has decreased from 34.6% during the 2023-2024 to 27% during the 2024-2025 school year. While this was an improvement, lack of consistent instruction affects the overall success rate of student achievement. **Critical Root Cause:** A lack of consistency in families requiring their students to come to school as well as some individual family dynamics have negatively impacted student attendance. In addition, Student mental health and anxiety have led to students missing school. Lastly, a lack of engaging electives that increase student interest have not existed prior to this year.

Connectedness

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Inquiry Area 1: Student Success

SMART Goal 3: Lyon County School District will increase the total number of students participating in K-12 work-based learning opportunities by 10% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: CTE Class opportunities
Classroom work based learning opportunities
Field Trips
Career fair(s)
CCRI data and job shadow information

Aligns with District Goal

Improvement Strategy 1 Details					Reviews																							
Improvement Strategy 1: Increase work based learning opportunities in general education classrooms. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Maintain records of WBL activities, student participation, and alignment to curriculum standards</td><td>Teachers and Administration</td><td>Throughout the School Year</td></tr><tr><td>2</td><td>Provide guest speakers, job shadowing, virtual tours, or project-based learning opportunities aligned to classroom content.</td><td>Teachers</td><td>Throughout the School Year</td></tr><tr><td>3</td><td>Professional Development on School Links</td><td>Administration</td><td>Throughout the School Year</td></tr><tr><td>4</td><td>This goal will be supported through the use of Title I-A funding.</td><td>Administration</td><td>Throughout the School Year</td></tr></table> <p>Resources Needed: School Links PAES Labs Industry /Community Partnerships</p> <p>Evidence Level Level 2: Moderate: Work Based Learning</p>					Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Maintain records of WBL activities, student participation, and alignment to curriculum standards	Teachers and Administration	Throughout the School Year	2	Provide guest speakers, job shadowing, virtual tours, or project-based learning opportunities aligned to classroom content.	Teachers	Throughout the School Year	3	Professional Development on School Links	Administration	Throughout the School Year	4	This goal will be supported through the use of Title I-A funding.	Administration	Throughout the School Year	Status Check		EOY Reflection	
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No review		No review																										

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: We will have a minimum of two dedicated PLC times per month during the 2025-2026 school year.

Formative Measures: Tracking meeting minutes

data digs

meeting times (2 per month)

iReady data

WBL data

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: The Continuous Improvement Plan (CIP) Team will determine the focus and purpose of Professional Learning Community (PLC) discussions. PLCs will meet twice per month during early-out Fridays to collaborate on instructional strategies, analyze student data, monitor progress toward school goals, and support effective teaching practices.				Status Check		EOY Reflection
				Nov	Jan	May
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Schedule out and maintain mandatory PLC time on Collaboration Fridays.	Administration and CIP Team	2025-2026			
2	Electronic department folders will be created and maintained for each content area to house PLC artifacts, including meeting agendas, minutes, data analysis, and time-on-task documentation. A standardized Google Form will be completed at the conclusion of each PLC meeting to document progress, monitor student data, and track instructional adjustments over time.	Administration and CIP Team	2025-2026			
3	This goal will be supported through the use of Title I-A funding.	Administration	Throughout the school year			
4	This goal will be supported through the use of Title I-A funding.	Administration	Throughout the school year			
Position Responsible: Administration and CIP team Evidence Level Problem Statements/Critical Root Cause: Student Success 3 - Adult Learning Culture 1, 4 - Connectedness 3						

SMART Goal 1 Problem Statements:

Student Success

Problem Statement 3: Parent involvement drops off significantly from elementary to middle school. **Critical Root Cause:** Parents are often apathetic and do not take on the same interest in their students education as they do in elementary. This has been seen in the overall attendance rate in Parent/Teacher conferences, parent university night opportunities and in our own Parent Faculty Club.

Adult Learning Culture

Problem Statement 1: Teachers are not meeting or collaborating on a regular basis through PLCs or dept meetings on a regular basis. **Critical Root Cause:** Since losing our grant funded instructional coach and with scheduling changes not always allowing for common preps it has been difficult to find consistent time to meet as depts or PLCs

Problem Statement 4: Parent involvement drops off significantly from elementary to middle school. **Critical Root Cause:** Parents are often apathetic and do not take on the same interest in their students education as they do in elementary. This has been seen in the overall attendance rate in Parent/Teacher conferences, parent university night opportunities and in our own Parent Faculty Club.

Connectedness

Problem Statement 3: Parent involvement drops off significantly from elementary to middle school. **Critical Root Cause:** Parents are often apathetic and do not take on the same interest in their students education as they do in elementary. This has been seen in the overall attendance rate in Parent/Teacher conferences, parent university night opportunities and in our own Parent Faculty Club.

Inquiry Area 3: Connectedness

SMART Goal 1: Lyon County School District will reduce the chronic absenteeism rate by 10% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: Tracking student attendance on a weekly basis.

Sending attendance letters home to notify and communicate with parents the importance of being at school as well as the number of days their student has been absent. (3 day letters, 6 day letters, 8 day letters, 15 day letters and 20 day letters).

Monitoring attendance reasons

Counseling Groups with School Counselor and Social Work Counselor.

Home visits

Phone calls home

Educating parents an stakeholders on the importance of attendance through mass communications and social media.

Attendance Contracts

Attendance Awards and Incentives

Increase WBL opportunities

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Monitor and track student daily attendance weekly and increase communication with families as needed.				Status Check		EOY Reflection
				Nov	Jan	May
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Set up a weekly digital attendance tracking system	Administration Teacher Leaders Counselors College and Career Readiness Coaches	Throughout the 2025-2026 School year			
2	Review the attendance report weekly during designated team meetings	PLC teams MTSS Administration	Throughout the 2025-2026 School year			
3	Use multiple communication methods to ensure families receive messages (phone, email, texts, home visits).	Administration	Throughout the 2025-2026 School year			
4	Piloting the NVCAT "Check and Connect" Student Engagement Intervention program.	Administration, CCRI's Counselors, SRO, MTSS Team	Throughout the 2025-2026 School year			
Position Responsible: Administration Teacher Leaders Counselors College and Career Readiness Coaches						
Evidence Level						

Improvement Strategy 2 Details				Reviews		
Improvement Strategy 2: The PBIS committee will track student attendance each quarter and provide positive incentives to students who maintain good attendance and are not chronically absent.				Status Check		EOY Reflection
				Nov	Jan	May
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Positive Incentives	Teacher Leaders Counselors College and Career Readiness Coaches	Throughout the 2025-2026 School year			
Position Responsible: PBIS Committee Resources Needed: Title I funds Evidence Level Problem Statements/Critical Root Cause: Student Success 2 - Adult Learning Culture 3 - Connectedness 2						

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