

Lyon County School District

Dayton Elementary School

2025-2026 School Improvement Plan

Classification: 2 Star School



Mission Statement

Our mission is to provide relevant learning opportunities that cultivate adaptable, persistent, and self-directed learners. We aim to empower students with the creativity, collaboration, communication, and critical thinking skills needed to navigate and overcome complex challenges.

Vision

At DES, we cultivate a passion and love for learning by nurturing curiosity and inspiring students to explore and understand the world around them. We strive to create a welcoming, student and family-friendly environment where every child feels valued. Bu building strong partnerships with families and the broader community, we foster a sense of belonging and grow together as one united educational family.

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_elementary_school/2024/nspf/

Table of Contents

Comprehensive Needs Assessment	4
Student Success	4
Adult Learning Culture	6
Connectedness	8
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	11
Inquiry Areas	13
Inquiry Area 1: Student Success	13
Inquiry Area 2: Adult Learning Culture	15
Inquiry Area 3: Connectedness	16
Schoolwide and Targeted Assistance Title I Elements	18
1.1: Comprehensive Needs Assessment	18
2.1: School Performance Plan (SPP) developed with appropriate stakeholders	18
2.2: Regular monitoring and revision	18
2.3: Available to parents and community in an understandable format and language	18

2.4: Opportunities for all children to meet State standards	18
2.5: Increased learning time and well-rounded education	18
2.6: Address needs of all students, particularly at-risk	18
3.1: Annually evaluate the schoolwide plan	18
4.1: Develop and distribute Parent Involvement and Family Engagement Policy	19
4.2: Offer flexible number of parent involvement meetings	19
5.1: Determine which students will be served by following local policy	19

Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

iReady Math:

Beginning of the Year:	End of the Year:
4% above grade level	23% above grade level
5% on grade level	22% on grade level
59% one grade level below	39% one grade level below
20% two grade levels below	9% two grade levels below
12% two or more grade levels below	7% two or more grade levels below

Student Success Areas for Growth

iReady Math: Compared to last year, the number of students scoring on of above grade level decreased from 51% to 45%.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Need for tier 1 differentiated strategies within math instruction.	PD for staff on tier 1 instruction supports within curriculum.
Foster/Homeless	Need for tier 1 differentiated strategies within math instruction.	PD for staff on tier 1 instruction supports within curriculum.
Free and Reduced Lunch	Need for tier 1 differentiated strategies within math instruction.	PD for staff on tier 1 instruction supports within curriculum.
Migrant/Title1-C Eligible	Need for tier 1 differentiated strategies within math instruction.	PD for staff on tier 1 instruction supports within curriculum.
Racial/Ethnic Minorities	Need for tier 1 differentiated strategies within math instruction.	PD for staff on tier 1 instruction supports within curriculum.
Students with IEPs	Need for tier 1 differentiated strategies within math instruction.	PD for staff on tier 1 instruction supports within curriculum.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): While students made improvements on iReady Math Assessment, only 45% were at or above grade level on year end assessment.

Critical Root Cause: Teachers are gaining understanding of iReady tier 1 instruction, however, not aware of intervention supports within the platform.

Adult Learning Culture

Adult Learning Culture Areas of Strength

The staff of DES continue to grow in their knowledge and implementation of newly adopted curriculum entering year 4 or iReady Math and year 3 of HMH Reading. Though team meetings and co-planning, teachers have continued to grow in their knowledge of the curricula and the imbedded tools to improve their tier 1 instruction. Teachers have received PD and have implemented HMH reading interventions with students across all grade levels.

Adult Learning Culture Areas for Growth

Staff at DES can improve in analyzing the data and using it to make informed decisions about Tier 1, 2, and 3 instruction. Grade level teams meet more regularly, but creating time for teachers to work with interventionists and support services could also strengthen our instruction.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Commitment to date tracking and goal setting in regards to Tier 1 ELA and Math instruction	Collaboration and data analysis between grade level teams and between gen. ed. and support services like EL, resource, interventionists.
Foster/Homeless	Commitment to date tracking and goal setting in regards to Tier 1 ELA and Math instruction	Collaboration and data analysis between grade level teams and between gen. ed. and support services like EL, resource, interventionists.
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Student Group	Challenge	Solution
Students with IEPs	Commitment to date tracking and goal setting in regards to Tier 1 ELA and Math instruction	Collaboration and data analysis between grade level teams and between gen. ed. and support services like EL, resource, interventionists.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Tier 1 interventions and supports need to be embedded into classroom lessons daily.

Critical Root Cause: Teachers need professional development on scaffolding and interventions within curriculum.

Connectedness

Connectedness Areas of Strength

Dayton Elementary prides itself in the relationships that are created between students, staff, and our families.

- On the Nevada School Climate/Social Emotional Learning Survey, DES scored in the excellence rating on Engagement: Relationships and Physical Safety.
- DES Decreased Chronic Absenteeism from 24% to 17%

Connectedness Areas for Growth

While DES lowered chronic absenteeism, 17% of students are still chronically absent.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Work with families to identify challenges/causes for absenteeism to connect them with resources. Increase student engagement, SEL Support, and a sense of belonging.	Educating parents and providing resources to make informed decisions about student attendance. Increase trauma-informed practices. Continue to connect families to mental health resources.
Foster/Homeless	Work with families to identify challenges/causes for absenteeism to connect them with resources. Increase student engagement, SEL Support, and a sense of belonging.	Educating parents and providing resources to make informed decisions about student attendance. Increase trauma-informed practices. Continue to connect families to mental health resources.
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Student Group	Challenge	Solution
Racial/Ethnic Minorities	Work with families to identify challenges/causes for absenteeism to connect them with resources. Increase student engagement, SEL Support, and a sense of belonging.	Educating parents and providing resources to make informed decisions about student attendance. Increase trauma-informed practices. Continue to connect families to mental health resources.
Students with IEPs	Work with families to identify challenges/causes for absenteeism to connect them with resources. Increase student engagement, SEL Support, and a sense of belonging.	Educating parents and providing resources to make informed decisions about student attendance. Increase trauma-informed practices. Continue to connect families to mental health resources.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): If students aren't at school, they are missing out on the opportunity to learn. Chronic Absenteeism impacts the students at DES and we must improve supports to make learning relevant and build strong relationships to address chronic absenteeism.

Critical Root Cause: In equitable access to high quality instruction, learning that feels irrelevant, and emotional and mental health challenges.

Priority Problem Statements

Problem Statement 1: If students aren't at school, they are missing out on the opportunity to learn. Chronic Absenteeism impacts the students at DES and we must improve supports to make learning relevant and build strong relationships to address chronic absenteeism.

Critical Root Cause 1: In equitable access to high quality instruction, learning that feels irrelevant, and emotional and mental health challenges.

Problem Statement 1 Areas: Connectedness

Problem Statement 2: Tier 1 interventions and supports need to be embedded into classroom lessons daily.

Critical Root Cause 2: Teachers need professional development on scaffolding and interventions within curriculum.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: While students made improvements on iReady Math Assessment, only 45% were at or above grade level on year end assessment.

Critical Root Cause 3: Teachers are gaining understanding of iReady tier 1 instruction, however, not aware of intervention supports within the platform.

Problem Statement 3 Areas: Student Success

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Course Offerings
- Criterion-Referenced Test in Mathematics
- Criterion-Referenced Test in Science
- Early childhood literacy and math data
- Early reading assessment results
- End-of-Unit Assessments
- Grades
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- MyPath
- Nevada State Performance Framework (NSPF)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- WIDA Screener
- Other
 - iReady

Adult Learning Culture

- Administrator evaluation
- Budgets/entitlements and expenditures data
- Class size averages by grade and subject
- Evaluation(s) of professional development implementation and impact
- Lesson Plans
- Master schedule
- Professional Development Agendas
- Professional development needs assessment data
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data
- School leadership data
- Staff surveys and/or other feedback
- Student Climate Survey
- Teacher evaluation
- Teacher retention
- Walk-through data

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- Demographic data
- Enrollment
- Enrollment trends
- Gifted and talented data
- Home Visits
- PBIS/MTSS data
- Perception/survey data
- School safety data
- Social Emotional Learning Data
- Tobacco, alcohol, and other drug-use data
- Violence and/or violence prevention records
- Volunteer opportunities, attendance, and participation

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: 58% of students at DES will meet or exceed their personal typical growth and 15% will meet their stretch growth goals in math and reading from the Fall to Spring as measured by the iReady Diagnostic Assessment

Formative Measures: iReady Diagnostic
End of Module Assessments

Aligns with District Goal

Improvement Strategy 1 Details				Reviews																		
Improvement Strategy 1: Through data teams, student data will be analyzed to identify students' strengths and weaknesses so teachers can adjust instruction to meet their students needs. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Analyze iReady, ELA & Math Data</td><td>DDI Team</td><td>Fall, Winter, Spring</td></tr><tr><td>2</td><td>Grade level data team metings</td><td>Teachers/Admin</td><td>biweekly</td></tr><tr><td>3</td><td>School-wide data dives</td><td>Teacehrs/Admin</td><td>Fall, Winter, Spring</td></tr></table> Resources Needed: Meeting Time Data Collection Sheets Interventions Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Evidence Level Problem Statements/Critical Root Cause: Student Success 1 - Adult Learning Culture 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Analyze iReady, ELA & Math Data	DDI Team	Fall, Winter, Spring	2	Grade level data team metings	Teachers/Admin	biweekly	3	School-wide data dives	Teacehrs/Admin	Fall, Winter, Spring	Status Check		EOY Reflection
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Nov	Jan	May																				
No review	No review																					

Improvement Strategy 2 Details				Reviews																		
Improvement Strategy 2: To improve student growth in ELA and Math, students will complete 30-45 minutes of my path weekly. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Classroom time for MyPath</td><td>Teachers</td><td>weekly</td></tr><tr><td>2</td><td>PLC time to look at student data.</td><td>Teachers, Admin</td><td>biweekly</td></tr><tr><td>3</td><td>Share personalized instruction reports with teachers.</td><td>Admin</td><td>weekly</td></tr></table> <p>Position Responsible: teachers, admin</p> <p>Resources Needed: Chromebook, access to iReady</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Evidence Level</p> <p>Problem Statements/Critical Root Cause: Student Success 1</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Classroom time for MyPath	Teachers	weekly	2	PLC time to look at student data.	Teachers, Admin	biweekly	3	Share personalized instruction reports with teachers.	Admin	weekly	Status Check		EOY Reflection
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SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: While students made improvements on iReady Math Assessment, only 45% were at or above grade level on year end assessment. Critical Root Cause: Teachers are gaining understanding of iReady tier 1 instruction, however, not aware of intervention supports within the platform.
Adult Learning Culture
Problem Statement 1: Tier 1 interventions and supports need to be embedded into classroom lessons daily. Critical Root Cause: Teachers need professional development on scaffolding and interventions within curriculum.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Teachers at DES will have biweekly PLC meetings during the 2025-2026 school year.

Formative Measures: Meeting notes
Classroom grouping notes
iReady Data

Aligns with District Goal

Improvement Strategy 1 Details				Reviews														
Improvement Strategy 1: The DDI Team with guide and focus PLC time. Teams will meet biweekly to identify student needs, group kiddos, and monitor student progress. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>PLC Time (during student specials time)</td><td>Admin, Teachers</td><td>biweekly</td></tr><tr><td>2</td><td>Meeting notes/minutes, student grouping sheets</td><td>Teachers, Admin</td><td>biweekly</td></tr></table> <p>Position Responsible: Admin, DDI Team</p> <p>Resources Needed: PLC Time</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Evidence Level</p> <p>Problem Statements/Critical Root Cause: Adult Learning Culture 1</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	PLC Time (during student specials time)	Admin, Teachers	biweekly	2	Meeting notes/minutes, student grouping sheets	Teachers, Admin	biweekly	Status Check		EOY Reflection
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SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: Tier 1 interventions and supports need to be embedded into classroom lessons daily. Critical Root Cause: Teachers need professional development on scaffolding and interventions within curriculum.

Inquiry Area 3: Connectedness

SMART Goal 1: Dayton Elementary will decrease chronic absenteeism by 10% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: IC Attendance Rate
Nevada School Rating

Aligns with District Goal

Improvement Strategy 1 Details				Reviews																						
Improvement Strategy 1: Communicate with families that were chronically absent during the 2024/2025 school year to increase understanding of the importance of school and to connect to provided resources. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>2024/2025 attendance reports and parent contact</td><td>Admin</td><td>Fall</td></tr><tr><td>2</td><td>Celebrate success of students with perfect attendance monthly at assemblies</td><td>Admin</td><td>monthly</td></tr><tr><td>3</td><td>Attendance letters to communicate where students are to parens</td><td>Admin</td><td>monthly</td></tr><tr><td>4</td><td>Attendance contracts</td><td>Admin</td><td>as needed</td></tr></table> Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6, 4.2 Problem Statements/Critical Root Cause: Connectedness 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	2024/2025 attendance reports and parent contact	Admin	Fall	2	Celebrate success of students with perfect attendance monthly at assemblies	Admin	monthly	3	Attendance letters to communicate where students are to parens	Admin	monthly	4	Attendance contracts	Admin	as needed	Status Check		EOY Reflection
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SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: If students aren't at school, they are missing out on the opportunity to learn. Chronic Absenteeism impacts the students at DES and we must improve supports to make learning relevant and build strong relationships to address chronic absenteeism. Critical Root Cause: In equitable access to high quality instruction, learning that feels irrelevant, and emotional and mental health challenges.

Inquiry Area 3: Connectedness

SMART Goal 2: DES will increase the number of work based learning opportunities from 6 events to 12 events during the 2025/2026 schoolyear.

Formative Measures: work-based learning reports (SchoolLink)

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Provide staff and students training in SchoolLinks and the opportunities for students to access online career exploration				Status Check		EOY Reflection
				Nov	Jan	May
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Professional development for staff	Admin	Fall			
2	Student trainings	teachers	Fall			
3	Continue to arrange guest speakers, field trips, career fairs	Teachers/Admin/Counselor	throughout the year			
Resources Needed: Bus, SchoolLink PD time, classroom time						
Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6, 4.2						
Evidence Level						

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

The CIP planning committee began meeting in April and consisted of administrators, teachers (resource, ELL, and classroom), paraprofessionals, college and career readiness interventionist, teacher leaders, MTSS coordinator and a parent.

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

Our Team consists of various staff, a parent, and administration. We will continue to meet to review the plan and make revisions as needed. We will communicate the plan through our newsletter, mass notification, and during school events.

2.2: Regular monitoring and revision

We will continue to meet monthly to discuss goals, track progress, and make adjustments if needed.

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

Our plan will be posted to our school website at www.des.lyoncsd.org as well as to our district app.

2.4: Opportunities for all children to meet State standards

At DES, we have use our Title I funds to improve the technology teachers use to create engaging tier 1 instruction. In addition, we have used Title funds to support our Positive Behavioral Interventions and Supports by incentivizing the positive behaviors, attendance included.

2.5: Increased learning time and well-rounded education

Paired with District and Site funds, we are using Title I funds to offer additional resources for our families like online tutoring through Paper, connecting our families to behavioral health supports through Care Solace, and restorative justice resources through Navigate 360.

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

Paired with District and Site funds, we are using Title I funds to offer additional resources for our families like online tutoring through Paper, connecting our families to behavioral health supports through Care Solace, and restorative justice resources through Navigate 360.

3.1: Annually evaluate the schoolwide plan

As the year progresses, we will continually assess the strengths and weaknesses of our plan and make adjustments to match.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

This is developed and communicated with families through newsletters, mass notifications, and copies with students.

4.2: Offer flexible number of parent involvement meetings

We have opportunities for parents that included events during the day as well as before and after school offerings. We also look for outside partnerships to help provide engaging parent involvement activities.

5.1: Determine which students will be served by following local policy

The plan includes all of the students served by DES.