

# **Lyon County School District**

## **Dayton Elementary School**

### **2025-2026 Inquiry Areas/SMART Goals/Improvement Strategies**



# 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. By 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/](https://nevadareportcard.nv.gov/DI/nv/lyon/dayton_elementary_school/2024/nspf/)

# Table of Contents

Inquiry Areas ..... 4

    Inquiry Area 1: Student Success ..... 4

    Inquiry Area 2: Adult Learning Culture ..... 8

    Inquiry Area 3: Connectedness ..... 9

# 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  
End of Module Assessments

**Aligns with District Goal**

Improvement Strategy 1 Details				Reviews																		
<p><b>Improvement Strategy 1:</b> Through data teams, student data will be analyzed to identify students' strengths and weaknesses so teachers can adjust instruction to meet their students needs.</p> <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Analyze iReady, ELA &amp; 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> <p><b>Position Responsible:</b> Administration, Grade Level Teams, DDI Team</p> <p><b>Resources Needed:</b> Meeting Time Data Collection Sheets Interventions Title Funding</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Evidence Level</b></p> <p><b>Problem Statements/Critical Root Cause:</b> Student Success 1 - Adult Learning Culture 1</p>				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
				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																			
Nov	Jan	May																				
No review	No review																					

Improvement Strategy 2 Details				Reviews		
<b>Improvement Strategy 2:</b> To improve student growth in ELA and Math, students will complete 30-45 minutes of my path weekly.				Status Check		EOY Reflection
				Nov	Jan	May
				No review	No review	
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			
4	Utilize Title Funds to support goal	Admin	throughout the year			
<b>Position Responsible:</b> teachers, admin <b>Resources Needed:</b> Chromebook, access to iReady  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>Evidence Level</b> <b>Problem Statements/Critical Root Cause:</b> Student Success 1						

#### SMART Goal 1 Problem Statements:

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

**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:** SchoolLinks  
Career Fair  
Purple Star Assembly  
Classroom Field trips connected to careers

**Aligns with District Goal**

Improvement Strategy 1 Details				Reviews																						
<p><b>Improvement Strategy 1:</b> Teachers will increase the use of SchoolLinks for students to identify interests and explore careers in related fields.</p> <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>SchoolLinks Training: Provide PD for Teachers.</td><td>Admin</td><td>8/27/2025</td></tr><tr><td>2</td><td>Students complete assigned tasks in SchoolLinks</td><td>Teachers/Admin</td><td>Through out the school year</td></tr><tr><td>3</td><td>Students participate in DIS Career Fair</td><td>Counselor/Teacher</td><td>Spring 2026</td></tr><tr><td>4</td><td>Analyze WBL/SchoolLink Usage at Dayton Elementary</td><td>Admin/Teacehrs</td><td>Spring 2026</td></tr></table> <p><b>Position Responsible:</b> Admin, Teachers <b>Resources Needed:</b> Computers, PD with SchoolLinks, Title I Funding</p> <p><b>Evidence Level</b> <b>Problem Statements/Critical Root Cause:</b> Connectedness 1</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	SchoolLinks Training: Provide PD for Teachers.	Admin	8/27/2025	2	Students complete assigned tasks in SchoolLinks	Teachers/Admin	Through out the school year	3	Students participate in DIS Career Fair	Counselor/Teacher	Spring 2026	4	Analyze WBL/SchoolLink Usage at Dayton Elementary	Admin/Teacehrs	Spring 2026	Status Check		EOY Reflection
				Action #	Actions for Implementation	Person(s) Responsible	Timeline																			
				1	SchoolLinks Training: Provide PD for Teachers.	Admin	8/27/2025																			
				2	Students complete assigned tasks in SchoolLinks	Teachers/Admin	Through out the school year																			
				3	Students participate in DIS Career Fair	Counselor/Teacher	Spring 2026																			
4	Analyze WBL/SchoolLink Usage at Dayton Elementary	Admin/Teacehrs	Spring 2026																							
Nov	Jan	May																								
No review	No review																									

**SMART Goal 2 Problem Statements:**

Connectedness
<b>Problem Statement 1:</b> 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. <b>Critical Root Cause:</b> In equitable access to high quality instruction, learning that feels irrelevant, and emotional and mental health challenges.

**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:** SchoolLink usage

**Aligns with District Goal**

Improvement Strategy 1 Details				Reviews																		
<b>Improvement Strategy 1:</b> Teachers will increase the use of SchoolLinks for students to identify interests and explore careers in related fields. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>SchoolLinks Training: Provide PD for Teachers.</td><td>Admin</td><td>8/27/2025</td></tr><tr><td>2</td><td>Implement k-6 SchoolLinks scope and sequence</td><td>Teachers/Admin</td><td>Through out the school year</td></tr><tr><td>3</td><td>Students participate in DIS Career Fair</td><td>Counselor/Teacher</td><td>Spring 2026</td></tr></table> <p><b>Position Responsible:</b> Admin, Teachers</p> <p><b>Resources Needed:</b> Computers, PD with SchoolLinks, Title I Funding</p> <p><b>Evidence Level</b></p> <p><b>Problem Statements/Critical Root Cause:</b> Connectedness 1</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	SchoolLinks Training: Provide PD for Teachers.	Admin	8/27/2025	2	Implement k-6 SchoolLinks scope and sequence	Teachers/Admin	Through out the school year	3	Students participate in DIS Career Fair	Counselor/Teacher	Spring 2026	Status Check		EOY Reflection
				Action #	Actions for Implementation	Person(s) Responsible	Timeline															
				1	SchoolLinks Training: Provide PD for Teachers.	Admin	8/27/2025															
				2	Implement k-6 SchoolLinks scope and sequence	Teachers/Admin	Through out the school year															
3	Students participate in DIS Career Fair	Counselor/Teacher	Spring 2026																			
Nov	Jan	May																				
No review	No review																					

**SMART Goal 3 Problem Statements:**

Connectedness
<b>Problem Statement 1:</b> 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. <b>Critical Root Cause:</b> In equitable access to high quality instruction, learning that feels irrelevant, and emotional and mental health challenges.

**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														
<b>Improvement Strategy 1:</b> DDI Team with guide and focus PLC time. Teams will meet biweekly to identify student needs, group student, 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><b>Position Responsible:</b> Admin, DDI Team</p> <p><b>Resources Needed:</b> PLC Time, Title I Funding</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Evidence Level</b></p> <p><b>Problem Statements/Critical Root Cause:</b> 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
				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											
Nov	Jan	May																
No review	No review																	

**SMART Goal 1 Problem Statements:**

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



### 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:** IC Attendance Reports, classroom attendance visuals

**Aligns with District Goal**

Improvement Strategy 1 Details				Reviews		
<b>Improvement Strategy 1:</b> 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.				Status Check		EOY Reflection
				Nov	Jan	May
				No review	No review	
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 parents	Admin	monthly			
4	Attendance contracts	Admin	as needed			
5	Implement attendance incentives/activities to motivate attendance.	Admin	Throughout the year			
<b>Position Responsible:</b> Classroom teacher, School Secretary, administration <b>Resources Needed:</b> Title I  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6, 4.2 <b>Evidence Level</b> <b>Problem Statements/Critical Root Cause:</b> Connectedness 1						

### SMART Goal 1 Problem Statements:

Connectedness
<b>Problem Statement 1:</b> 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. <b>Critical Root Cause:</b> In equitable access to high quality instruction, learning that feels irrelevant, and emotional and mental health challenges.