

Lyon County School District



Dayton Elementary School

2026-2027 Inquiry Areas/ SMART Goals/ Improvement Strategies

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Inquiry Area 1 Student Success

SMART Goal 1

For grades k-6, Dayton Elementary will increase the percentage of students demonstrating typical growth in mathematic and reading by 2.5% from the end-for-the-year results of the 2025-2026 school year to the end-of-the-year results of the 2026-2027 school year.

Formative Measures: iReady Reports for Reading and Math

Improvement Strategy 1

Professional Learning communities will meet to have common pacing, design assessments, and reflect on data to identify strengths and weaknesses that teachers can used to drive instruction.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Fall, Winter, Spring iReady benchmark assessments given	Teachers	Fall, Winter, Spring	
2	Biweekly PLC Teams Meeting	Admin/ Grade Level PLC	Biweekly	
3	Schoolwide goal setting	Admin/ Teachers	Fall, Winter, Spring	
4	Schoolwide Data Dives	Admin/ Teachers	Fall, Winter, Spring	

Resources Needed: time for PLC, Data Dives, Schoolwide Goal setting

Evidence Level

Problem Statements: Student Success 1, 2

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

Status Checks

Improvement Strategy 2

To improve students growth in ELA and Math, students will complete 30-45 minutes of My Path weekly.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Classroom time for Path	Teachers	weekly	
2	PLC time to look at student data	Teachers, Admin	biweekly	
3	Share personalized instruction reports with teachers	Admin	weekly	

Status Checks

November

January

May

SMART Goal 1 Problem Statements Identifying Student Success

Problem Statement

Root Cause

1

50% of students are one or more grade levels behind in Math.

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

2

45% of students are one or more grade levels behind in Reading..

Students struggle with content specific vocabulary and background knowledge to support reading comprehension.

Inquiry Area

2

Adult Learning Culture

SMART Goal 1

All teachers at DES will have biweekly PLC meetings during the 2026-2027 school year gto analyze data, plan for instruction, and discuss needed interventions.

Formative Measures: Meeting notes
Classroom grouping notes
iReady Data

Improvement Strategy 1

Teams will meet biweekly to identify student needs, design assessments, group students, and monitor student progress.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	PLC Time (during student specials time)	Admin, Teachers	biweekly	
2	Meeting notes/minutes, student grouping sheets	Teachers, Admin	biweekly	
3	Analyze Lesson/Module assessment data.	Teacehrs/ Admin	biweekley	

Position Responsible: Admin, DDI Team

Resources Needed: PLC Time, Title I Funding

Evidence Level

Problem Statements: Student Success 1, 2

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
1	50% of students are one or more grade levels behind in Math.	Teachers are gaining understanding of iReady tier 1 instruction, however, not aware of intervention supports within the platform.
2	45% of students are one or more grade levels behind in Reading..	Students struggle with content specific vocabulary and background knowledge to support reading comprehension.

Inquiry Area

Connectedness

3

SMART Goal 1

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

Formative Measures: Classroom Attendance Visuals
IC Reports

Improvement Strategy 1

Communicate with families to create transparency about attendance expectations and the impact being chronically absent has on students.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Utilize Parent Square to communicate Attendance Policy and Attendance Expectations	Admin	Fall	
2	Call all parents of chronically absent students during the 2025-2026 school year.	Admin	Monthly	
3	Share Quarterly Schoolwide Attendance successes with parents via Parent Square			

Resources Needed: Parent Square
Attendance Reports

Evidence Level

Problem Statements: Connectedness 1

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6, 4.2

Status Checks

November

January

May

Improvement Strategy 2

Incentivize attendance for students to motivate them to come to school.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Weekly incentives for perfect attendance.	Teachers	Weekly	
2	Monthly attendance recognition/rewards	Admin/ Teachers	Monthly	
3	Quarterly Perfect Attendance Recognition/rewards	Admin	Quarterly	

Position Responsible: Teachers, Admin, Attendance Se

Resources Needed: Title Funds to incentivize attendance
IC Reports

Evidence Level

Problem Statements: Connectedness 1

Schoolwide and Targeted Assistance Title I Element: 2.5, 2.6

Status Checks

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May

SMART Goal 1 Problem Statements Identifying Connectedness

Problem Statement

Root Cause

1

Students 12% of students are absent 18 days or more during the school year leading them to miss high quality instruction and learning that feels irrelevant.

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