

# Lyon County School District



## Dayton Intermediate School

## 2026-2027 Inquiry Areas/ SMART Goals/ Improvement Strategies

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# Inquiry Area 1 Student Success

## SMART Goal 1 Aligns with District Goal

For grades 7-8, Dayton Intermediate School will increase the percentage of students demonstrating typical growth in mathematics and reading by 2.5% from the end-of-year results of the 2025/2026 school year to the end-of-year results of the 2026/2027 school year.

**Formative Measures:** iReady Diagnostic Exam to be taken in the Fall of 2026, Winter 2027 and again during the Spring of 2027.

## 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.

## Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Dedicated time set aside weekly for whole school to practice and work on iReady math mypath in order to help back fill deficiencies. Students need to show 70% mastery per lesson.	Advisory teachers, Administration	Weekly on Tuesdays 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 mastered by students will be tracked weekly. At the end of each month, the students that have 4 math and 4 reading lessons at 70% mastery 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	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:** Student Success 1, 2, 3 - Adult Learning Culture 2, 3, 4 - Connectedness 1, 2, 3

**Schoolwide and Targeted Assistance Title I Element:** 2.4, 2.5, 2.6, 4.1

## Status Checks

November

January

May

### SMART Goal 1 Problem Statements Identifying Student Success

Problem Statement

Root Cause

1

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 and now to 20% for the 2025-2026 school year. While we have seen continued improvement, lack of consistent instruction affects the overall success rate of student achievement.

Our Tier 1 instructional strategies and school-wide engagement systems have not consistently fostered an environment where students see the immediate value and relevance of everyday attendance and high-stakes testing. Additionally, our school has experienced an implementation gap while transitioning between three separate core curricula over the past six years, preventing a deeply aligned, unified approach to mastery-based learning.

2

Although DIS is showing improvement in both Math and ELA as measured by iReady testing our students still are not achieving at a level that we would like to see.

Chronic Absenteeism and student apathy towards tests is hindering our overall achievement scores. In addition, DIS has not met the states required 95% year of students being tested due parents opting their students out of the SBAC exam since the 2018-2019 School . Lastly, we have recently, in the past 6 years, implemented 3 new curriculums in Math, ELA and Social Studies.

3

Parent involvement drops off significantly from elementary to middle school.

Our current communication frameworks and family outreach events lack the transitional scaffolding necessary to meaningfully loop middle school families into their child's changing academic landscape. We have yet to design tiered, easily accessible partnership methods that match the shifting structural dynamics between elementary and intermediate environments.

## SMART Goal 1 Problem Statements Identifying Adult Learning Culture

### Problem Statement

### Root Cause

2

Although DIS is showing improvement in both Math and ELA as measured by iReady testing our students still are not achieving at a level that we would like to see.

Chronic Absenteeism and student apathy towards tests is hindering our overall achievement scores. In addition, DIS has not met the states required 95% year of students being tested due parents opting their students out of the SBAC exam since the 2018-2019 School . Lastly, we have recently, in the past 6 years, implemented 3 new curriculums in Math, ELA and Social Studies.

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## SMART Goal 1 Problem Statements Identifying Connectedness

### Problem Statement

### Root Cause

1

Although DIS is showing improvement in both Math and ELA as measured by iReady testing our students still are not achieving at a level that we would like to see.

Chronic Absenteeism and student apathy towards tests is hindering our overall achievement scores. In addition, DIS has not met the states required 95% year of students being tested due parents opting their students out of the SBAC exam since the 2018-2019 School . Lastly, we have recently, in the past 6 years, implemented 3 new curriculums in Math, ELA and Social Studies.

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Parent involvement drops off significantly from elementary to middle school.

Our current communication frameworks and family outreach events lack the transitional scaffolding necessary to meaningfully loop middle school families into their child's changing academic landscape. We have yet to design tiered, easily accessible partnership methods that match the shifting structural dynamics between elementary and intermediate environments.

### SMART Goal 1 Aligns with District Goal

By May 2027, the percentage of instructional staff who report 'Agree' or 'Strongly Agree' on the NVCSEL Staff Survey item regarding 'Our professional learning communities directly influence and improve my instructional practice' will increase by 10% over the Fall 2026 baseline, driven by the implementation of at least two structured, documented PLC periods per month.

**Formative Measures:** Tracking meeting minutes  
data digs  
meeting times (2 per month)  
iReady data  
WBL data

### Improvement Strategy 1

While our qualitative school reviews highlight a highly collaborative staff culture, our data baseline stems from the NVCSEL Staff Survey. In cross-analyzing our local data with the NVCSEL domains, specifically focusing on Professional Collaboration, Instructional Leadership, and School Climate, staff responses indicate a distinct correlation between inconsistent structural meeting windows and a desire for stronger alignment on student behavior management. Moving forward, the NVCSEL survey will serve as our primary baseline to determine if our restructured PLC windows are translating into professional efficacy and behavioral alignment.

## Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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	
5	DIS will be working with Solution Tree to begin the implementation of the PLC process	Administration / Solution Tree	Throughout the year	

**Position Responsible:** Administration and CIP team

**Evidence Level**

**Problem Statements:** Adult Learning Culture 1

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

**Status Checks**

**November**

**January**

**May**

## SMART Goal 1 Problem Statements Identifying Adult Learning Culture

Problem Statement

Root Cause

1

Teachers are not meeting or collaborating on a regular basis through PLCs or dept meetings on a regular basis.

Prior iterations of our master schedule and meeting structures did not strategically prioritize or safeguard collective collaboration time. Without embedded, non-negotiable professional learning communities (PLCs) built into our calendar, cross-curricular data-driven planning and targeted peer feedback have been minimal.

# Inquiry Area

Connectedness

## 3

### **SMART Goal 1** **Aligns with District Goal**

Dayton Intermediate School will reduce the chronic absenteeism rate by 2.5% from the 2025/2026 school year to the 2026/2027 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 and stakeholders on the importance of attendance through mass communications and social media.

Attendance Contracts

Attendance Awards and Incentives

Increase WBL opportunities

### **Improvement Strategy 1**

Monitor and track student daily attendance weekly and increase communication with families as needed.

## Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Set up a weekly digital attendance tracking system	Administration Counselors College and Career Readiness Coach	Throughout the 2026-2027 School year	
2	Review the attendance report weekly during designated team meetings	PLC teams MTSS Administration	Throughout the 2026-2027 School year	
3	Use multiple communication methods to ensure families receive messages (phone, email, texts, home visits).	Administration	Throughout the 2026-2027 School year	
4	Piloting the NVCAT "Check and Connect" Student Engagement Intervention program.	Administration, CCRI's Counselors, SRO, MTSS Team	Throughout the 2026-2027 School year	
5	Parent Universities throughout the year with Tier 1 interventions for families through UNR. Parents can also be referred to Tier 2 and 3 interventions. The goal is to offer at minimum 2 PBIS Parent Intervention nights during the 2026-2027 school year.	CPP Team and UNR PBIS Team	Throughout the 2026-2027 School year	

**Position Responsible:** Administration Counselors College and Career Readiness Coaches

**Evidence Level**

**Problem Statements:** Student Success 1 - Adult Learning Culture 3 - Connectedness 2

**Schoolwide and Targeted Assistance Title I Element:** 2.4, 2.5, 2.6, 4.1, 4.2

**Status Checks**

**November**

**January**

**May**

## 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.

### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Positive Incentives, Eligibility for reward trips and incentives include attendance.	Counselors College and Career Readiness Coach	Through out the 2026-2027 School year	

**Position Responsible:** PBIS Committee

**Resources Needed:** Title I funds

**Evidence Level**

**Problem Statements:** Student Success 1 - Adult Learning Culture 3 - Connectedness 2

**Schoolwide and Targeted Assistance Title I Element:** 2.4, 2.5, 2.6, 4.1, 4.2

**Status Checks**

November

January

May

## SMART Goal 1 Problem Statements Identifying Student Success

Problem Statement

Root Cause

1

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## SMART Goal 1 Problem Statements Identifying Adult Learning Culture

Problem Statement	Root Cause	
<b>3</b>	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 and now to 20% for the 2025-2026 school year. While we have seen continued improvement, lack of consistent instruction affects the overall success rate of student achievement.	Our Tier 1 instructional strategies and school-wide engagement systems have not consistently fostered an environment where students see the immediate value and relevance of everyday attendance and high-stakes testing. Additionally, our school has experienced an implementation gap while transitioning between three separate core curricula over the past six years, preventing a deeply aligned, unified approach to mastery-based learning.

## SMART Goal 1 Problem Statements Identifying Connectedness

Problem Statement	Root Cause	
<b>2</b>	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 and now to 20% for the 2025-2026 school year. While we have seen continued improvement, lack of consistent instruction affects the overall success rate of student achievement.	Our Tier 1 instructional strategies and school-wide engagement systems have not consistently fostered an environment where students see the immediate value and relevance of everyday attendance and high-stakes testing. Additionally, our school has experienced an implementation gap while transitioning between three separate core curricula over the past six years, preventing a deeply aligned, unified approach to mastery-based learning.