

Lyon County School District
Dayton Intermediate School
2025-2026 School Improvement Plan

Classification: 1 Star School

Title I



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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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Students at Dayton Intermediate School have demonstrated measurable progress in Mathematics and English Language Arts, as evidenced by iReady Diagnostic and MAP Growth Reading assessments. Additionally, DIS has expanded Career and Technical Education (CTE) opportunities, providing students with access to real-world, lifelong learning experiences. School climate data also indicates that students feel safe on campus and believe that their teachers genuinely care about their well-being and success

Student Success Areas for Growth

- **Data-Driven Instruction:** Strengthen the tracking and analysis of iReady Diagnostic growth data and expand the use of iReady tools to provide targeted support that meets students at their individual levels.
- **Work-Based Learning:** Increase both the availability of and student participation in work-based learning opportunities to enhance real-world skill development and career readiness.
- **Targeted Student Support:** More effectively utilize our College and Career Readiness Coaches to provide early and consistent intervention for struggling students, ensuring they remain on track for promotion to high school.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Data tracking and analysis of iReady diagnostic growth and utilizing the tools to assist students at their level. Increasing the opportunities and participation of work based learning opportunities for all students.	Increase WBL classroom opportunities through electives as well as content area classrooms. Allowing for field trip opportunities to area businesses and career fairs. Utilization of the PAES lab and CCRI's for our at risk of promoting students to stay on track for High School.

Student Group	Challenge	Solution
Foster/Homeless	Data tracking and analysis of iReady diagnostic growth and utilizing the tools to assist students at their level. Increasing the opportunities and participation of work based learning opportunities for all students.	Increase WBL classroom opportunities through electives as well as content area classrooms. Allowing for field trip opportunities to area businesses and career fairs. Utilization of the PAES lab and CCRI's for our at risk of promoting students to stay on track for High School.
Free and Reduced Lunch	Data tracking and analysis of iReady diagnostic growth and utilizing the tools to assist students at their level. Increasing the opportunities and participation of work based learning opportunities for all students.	Increase WBL classroom opportunities through electives as well as content area classrooms. Allowing for field trip opportunities to area businesses and career fairs. Utilization of the PAES lab and CCRI's for our at risk of promoting students to stay on track for High School.
Migrant/Title1-C Eligible	Data tracking and analysis of iReady diagnostic growth and utilizing the tools to assist students at their level. Increasing the opportunities and participation of work based learning opportunities for all students.	Increase WBL classroom opportunities through electives as well as content area classrooms. Allowing for field trip opportunities to area businesses and career fairs. Utilization of the PAES lab and CCRI's for our at risk of promoting students to stay on track for High School.
Racial/Ethnic Minorities	Data tracking and analysis of iReady diagnostic growth and utilizing the tools to assist students at their level. Increasing the opportunities and participation of work based learning opportunities for all students.	Increase WBL classroom opportunities through electives as well as content area classrooms. Allowing for field trip opportunities to area businesses and career fairs. Utilization of the PAES lab and CCRI's for our at risk of promoting students to stay on track for High School.
Students with IEPs	Data tracking and analysis of iReady diagnostic growth and utilizing the tools to assist students at their level. Increasing the opportunities and participation of work based learning opportunities for all students.	Increase WBL classroom opportunities through electives as well as content area classrooms. Allowing for field trip opportunities to area businesses and career fairs. Utilization of the PAES lab and CCRI's for our at risk of promoting students to stay on track for High School.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): 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.

Problem Statement 2 (Prioritized): 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.

Problem Statement 3 (Prioritized): 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

Adult Learning Culture Areas of Strength

Our school benefits from a highly collaborative staff committed to student success. Educators consistently seek opportunities to enhance their instructional effectiveness and frequently engage in self-initiated planning and collaboration to support high levels of student achievement.

Adult Learning Culture Areas for Growth

Although our staff is highly collaborative and reflective, we currently lack a structured and consistent time dedicated to Professional Learning Community (PLC) meetings. This gap limits our ability to fully leverage data-driven practices and collective expertise to more effectively support and accelerate student learning

Adult Learning Culture Equity Resource Supports

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Problem Statements Identifying Adult Learning Culture Needs

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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

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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

Connectedness Areas of Strength

The staff at Dayton Intermediate School is deeply committed to fostering positive, personal relationships with all students. To support this, an additional advisory/homeroom period has been added, allowing students to start and end their week with the same teacher. Furthermore, students remain with their advisory teacher from 7th through 8th grade, promoting continuity, trust, and stronger connections. Students are also empowered to pursue their interests through elective course choices and a wide range of extracurricular activities, further enhancing their engagement and sense of belonging.

Connectedness Areas for Growth

Chronic absenteeism continues to significantly impact student connectedness and academic success at Dayton Intermediate School. The percentage of students missing 18 or more school days increased from 24.6% in the 2022–2023 school year to 34.6% in 2023–2024. Inconsistent attendance disrupts learning and limits opportunities for students to build meaningful relationships with staff and peers. To address this, we have implemented a school-wide Positive Behavioral Interventions and Supports (PBIS) system, where students earn Sundevil Dollars for demonstrating behaviors aligned with our PBIS matrix. Additionally, our advisory program includes the full implementation of the Character Strong SEL curriculum, which supports goal setting and the development of positive behavior and emotional regulation. While we strive to maintain a welcoming and safe learning environment for all stakeholders, increasing parent engagement and involvement remains a key area for continued focus and improvement.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Addressing the root causes for chronic absenteeism while increasing student engagement opportunities as well as creating an environment that allow students the desire to come to school. Continue to work to increase parent engagement and involvement in their students' education.	Utilize Positive Behavior Supports and incentives for students as they can earn Sundevil dollars for behaving in line with our PBIS matrix. We have fully implemented our SEL curriculum Character Strong during advisory to help students goal set as well as understand appropriate behaviors and responses. We strive to create a welcoming and safe learning environment for all stakeholders.

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Priority Problem Statements

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Problem Statement 1 Areas: Student Success - Adult Learning Culture - Connectedness

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 2: 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.

Problem Statement 2 Areas: Student Success - Adult Learning Culture - Connectedness

Problem Statement 3: Parent involvement drops off significantly from elementary to middle school.

Critical Root Cause 3: 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.

Problem Statement 3 Areas: Student Success - Adult Learning Culture - Connectedness

Problem Statement 4: Teachers are not meeting or collaborating on a regular basis through PLCs or dept meetings on a regular basis.

Critical Root Cause 4: 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 Areas: Adult Learning Culture

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Accelerated/Advanced Coursework Enrollment
- Course Offerings
- Credit Sufficiency/Deficiency/Retrieval data
- Criterion-Referenced Test in Mathematics
- Criterion-Referenced Test in Science
- Curriculum Based Measures
- Grades
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- National Assessment of Educational Progress (NAEP)
- Nevada Alternate Assessment (NAA)
- Nevada State Performance Framework (NSPF)
- Smarter Balanced (SBAC)
- STEM/STEAM
- Student Climate Survey, Student Voice
- Student failure and/or retention rates
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- WIDA Screener

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
- Processes and procedures for teaching and learning, including program implementation
- Professional Development Agendas
- Professional development needs assessment data
- School department and/or faculty meeting discussions and data
- School leadership data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Student Climate Survey
- Teacher evaluation
- Teacher retention

- Teacher/Student Ratio
- Walk-through data

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- 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: 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																																	
<p>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.</p> <table border="1"> <thead> <tr> <th>Action #</th> <th>Actions for Implementation</th> <th>Person(s) Responsible</th> <th>Timeline</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Dedicated time set aside weekly for whole school to practice and work on iReady math path.</td> <td>Advisory teachers, Administration</td> <td>Weekly on Mondays throughout the year.</td> </tr> <tr> <td>2</td> <td>Discussing the iready results and common assessments during dedicated PLC time to make data driven decisions.</td> <td>Teachers</td> <td>Throughout the School Year</td> </tr> <tr> <td>3</td> <td>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.</td> <td>Advisory Teachers and Administration</td> <td>Monthly</td> </tr> <tr> <td>4</td> <td>Dedicated time set aside weekly for whole school to practice and work on iReady Reading path.</td> <td>Advisory teachers, Administration</td> <td>Weekly on Wednesdays throughout the year.</td> </tr> <tr> <td>5</td> <td>Discussing the iready results and common assessments during dedicated PLC time to make data driven decisions.</td> <td>Teachers</td> <td>Throughout the School Year</td> </tr> <tr> <td>6</td> <td>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.</td> <td>Advisory Teachers and Administration</td> <td>Monthly</td> </tr> <tr> <td>7</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> </tbody> </table> <p>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</p>				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	Status Check	EOY Reflection
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SMART Goal 1 Problem Statements:

Student Success

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Adult Learning Culture

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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
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Jan	May
1	Maintain records of WBL activities, student participation, and alignment to curriculum standards	Teachers and Administration	Throughout the School Year	No review	No review	
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			
<p>Resources Needed: School Links PAES Labs Industry /Community Partnerships</p> <p>Evidence Level Level 2: Moderate: Work Based Learning</p> <p>Problem Statements/Critical Root Cause: Student Success 2 - Adult Learning Culture 1, 3 - Connectedness 2</p>						

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.

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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.				Status Check		EOY Reflection
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Jan	May
1	Maintain records of WBL activities, student participation, and alignment to curriculum standards	Teachers and Administration	Throughout the School Year	No review	No review	
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			
<p>Resources Needed: School Links PAES Labs Industry /Community Partnerships</p> <p>Evidence Level Level 2: Moderate: Work Based Learning</p>						

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 and 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
Action #	Actions for Implementation	Person(s) Responsible	Timeline	No review	No review	
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										
<p>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.</p> <table border="1"> <thead> <tr> <th>Action #</th> <th>Actions for Implementation</th> <th>Person(s) Responsible</th> <th>Timeline</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Positive Incentives</td> <td>Teacher Leaders Counselors College and Career Readiness Coaches</td> <td>Throughout the 2025-2026 School year</td> </tr> </tbody> </table> <p>Position Responsible: PBIS Committee Resources Needed: Title I funds</p> <p>Evidence Level Problem Statements/Critical Root Cause: Student Success 2 - Adult Learning Culture 3 - Connectedness 2</p>				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	Status Check		EOY Reflection
				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							
Nov	Jan	May												
No review	No review													

SMART Goal 1 Problem Statements:

Student Success
<p>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.</p>
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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, teacher leaders, MTSS coordinator and a parent.

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

The CIP committee has met weekly since May 12, 2025 to review test scores, analysis data and to make an appropriate determination of where to focus our efforts to help the students at Dayton Intermediate School be successful.

2.2: Regular monitoring and revision

We will continue to meet monthly to discuss our goals, implementation and complete a needs assessment throughout the school year.

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

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

2.4: Opportunities for all children to meet State standards

We have utilized Title funds to purchase additional technology for teachers to assist with instructing students in all content areas. We are utilizing funds to create incentives for students to not only recognize and encourage their practice but also for testing incentives to motivate them to do their best. In addition, we have a focus on increasing communication with all stakeholders as well as creating more Career and Technical Education and Work Based Learning Opportunities. One tool that will assist us in this endeavor is a poster maker that will be used to highlight upcoming events, celebrate student success and CTE/WBL opportunities, recruit students to different opportunities, etc.

2.5: Increased learning time and well-rounded education

Title I funds, school funds, and district funds are used to support intervention programs like tutoring, summer school, and the online program Paper. We have a larger focus on CTE and WBL opportunities. We have added two CTE classes this year that consist of a total of 4 sections. In addition, we have a school wide push to increase those opportunities across all content areas.

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

Title I funds, school funds, and district funds are used to support intervention programs like tutoring, summer school, and the online program Paper. We have a larger focus on CTE and WBL opportunities. We have added two CTE classes this year that consist of a total of 4 sections. In addition, we have a school wide push to increase those opportunities across all content areas.

3.1: Annually evaluate the schoolwide plan

We meet at the end of the year to review our plan, our successes as well as our shortcomings and start the conversation of what the focus needs to be for the following year.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

Administration sends home this information at the beginning of every school year both electronically and through paper copies with students.

4.2: Offer flexible number of parent involvement meetings

We continue to find ways to invite parents into school to celebrate their students accomplishments, inform them on school information and data as well as outside influences through specific Parent Universities.

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

This plan serves the needs of all students at the school.