

Lyon County School District



Dayton Intermediate School

Classification: 1 Star School

Title I

2026-2027 School Improvement Plan

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.

Vision

Dayton Intermediate School empowers connected learners, promotes ownership of learning, and encourages discovery learning for success in a rapidly evolving world.

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Comprehensive Needs Assessment

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.

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.

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.
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	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

	opportunities for all students.	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	Critical 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.

★ = Priority

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.

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

Equity Resource Supports

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Problem Statements Identifying Adult Learning Culture Needs

Problem Statement	Critical 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.
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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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.

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.

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.
Foster/Homeless	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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Free and Reduced Lunch	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.	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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Problem Statements Identifying Connectedness Needs

Problem Statement	Critical 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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★ = Priority



Priority Problem Statements

Problem Statement

Critical Root Cause

1★

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3★

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.

4★

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.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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
- ☒ CTE
- ☒ Curriculum Based Measures
- ☒ Grades
- ☒ Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- ☒ Multi-Tiered System of Supports (MTSS)
- ☒ MyPath
- ☒ 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
- ☒ 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
- ☒ 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 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

Level 1: Strong:

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

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.
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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
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Inquiry Area

2

Adult Learning Culture

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.	Administrati on and CIP Team	2025-20 26	
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.	Administrati on and CIP Team	2025-20 26	
3	This goal will be supported through the use of Title I-A funding.	Administrati on	Through out the school year	
4	This goal will be supported through the use of Title I-A funding.	Administatio n	Through out the school year	
5	DIS will be working with Solution Tree to begin the implementation of the PLC process	Administrati on / Solution Tree	Through out the year	

Position Responsible: Administration and CIP team

Evidence Level

Level 2: Moderate:

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

3

Connectedness

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

Level 2: Moderate:

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

Level 2: Moderate:

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

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 contiued improvement, lack of consistent instruction affects the overall success rate of student achievement.

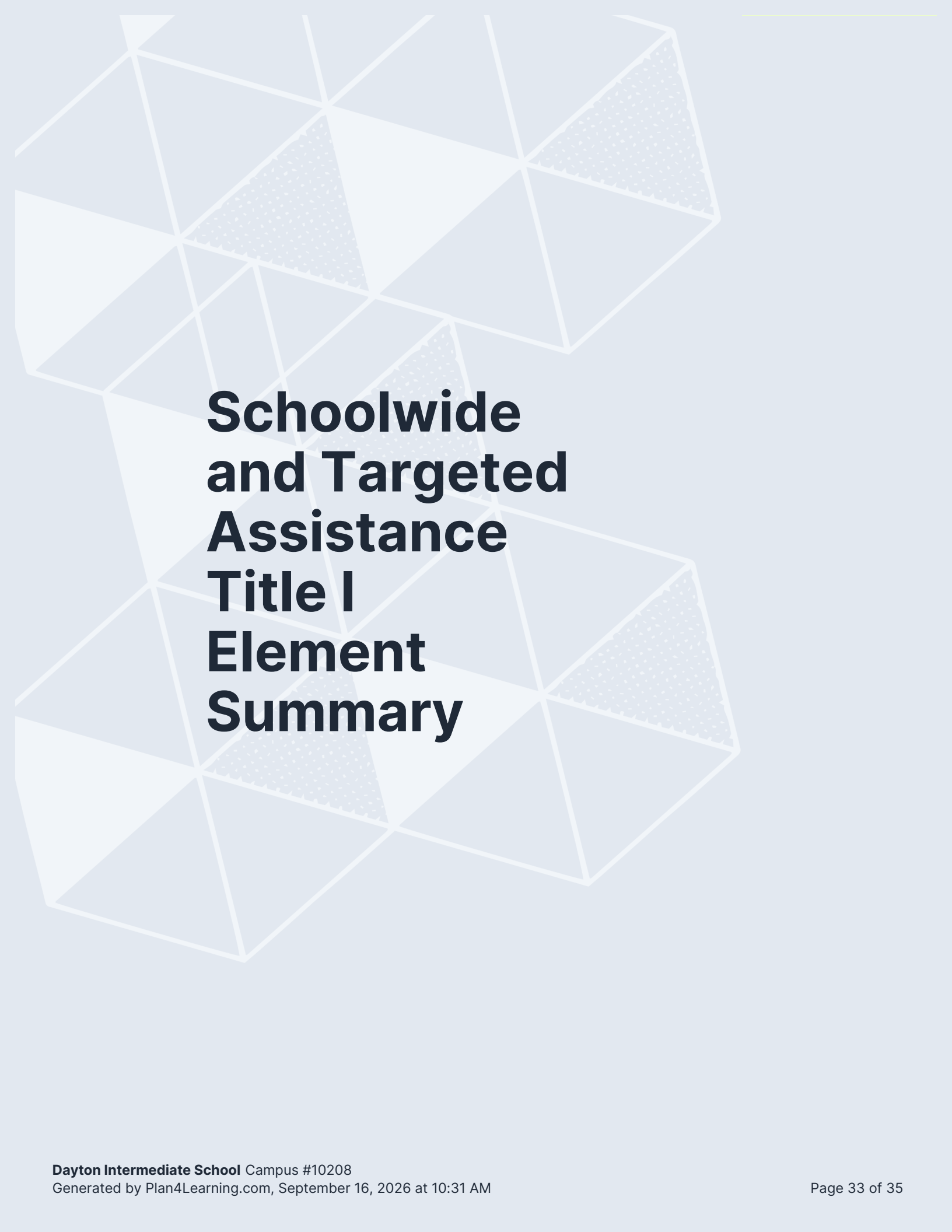
Our Tier 1 instructional strategies and school-wide engagement systems have not consistently fostered an environment where students see the immediate value and relevance of everyday attendance and high-stakes testing. Additionally, our school has experienced an implementation gap while transitioning 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 Adult Learning Culture

	Problem Statement	Root Cause
3	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
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 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.



Schoolwide and Targeted Assistance Title I Element Summary

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.