

Washoe County School District
George L. Dilworth S.T.E.M Academy
2024-2025 Status Check with Notes



Mission Statement

Mission Statement

The mission of Dilworth Middle School is to create a safe, meaningful, and rigorous learning culture that will provide all students with the necessary foundation to be high school, college, and career ready.

Collective Commitments

At Dilworth Middle School, staff are committed to:

- A safe, trusting, and collaborative environment for all stakeholders.
- High expectations for learning and student achievement.
- Accountability for each student’s social and academic growth with a focus on results.
- Providing a guaranteed (consistent) and viable (doable) curriculum.
- Data-driven decision making.
- Best instructional and social-emotional practices.

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/washoe/george_l_dilworth_s.t.e.m_academy/2024

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Goals

Goal 1: Student Success

Aligns with District Priority

Annual Performance Objective 1: All students will access Tier I curriculum through high quality and rigorous instruction enriched with language strategies and improve student achievement in reading/ELA, mathematics, and science by two percent in each content as measured by student achievement and growth in alignment with SBAC results. Targeted subgroups will include FRL, EL, and IEP.

Evaluation Data Sources: * Observation data


* SBAC data

* ACCESS/WIDA data

* PD agendas

* Common formative assessments

* iReady data

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: iReady Use of adopted curriculum in core content areas and iReady for progress monitoring</p> <ol style="list-style-type: none"> Ongoing monthly professional development on research-based instructional strategies, including high-yield strategies that influence the maximum use of language in all core content areas, newly adopted curriculum, and best practices of iReady programming. Ongoing specialized and targeted professional development for special education teachers with monthly meetings. Continued PLC practices in all core departments. <p>Formative Measures: iReady diagnostic results (August, December, May) iReady projected proficiency results (Ongoing; August through June) iReady student learning paths (Ongoing; August through June) Student attendance data (Ongoing; August through June) Classroom walkthrough data (Ongoing; August through June)</p> <p>Position Responsible: Administrators Teachers Instructional coaches Central office staff</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p>	<p>Jan</p>  <p>January Lessons Learned</p> <p>i-Ready Implementation: i-Ready lessons are completed, with data used to place students in advisory groups for remediation. Support is provided for students not performing well, and advisory schedules are updated quarterly.</p> <p>Attendance & Accountability: Attendance is monitored, and parents are contacted when students miss advisory classes.</p> <p>Professional Development: Monthly PD focuses on high-yield EL strategies, with additional PD for special education teachers. There's a push for better implementation of i-Ready lessons and whole-class interventions.</p> <p>Incentives & Engagement: Incentives encourage efficient use of i-Ready, and students are grouped in advisory based on their needs, leading to greater student buy-in.</p>

- Evidence Level:

Moderate

Problem Statements/Critical Root Causes: Student Success 1

January Next Steps/Need

i-Ready Engagement & Accountability: Some students aren't taking i-Ready seriously. There's a need for staff accountability in small group remediation during advisory. Low-performing students are placed in smaller classes, and further incentivization of i-Ready is encouraged.

MTSS & Support: MTSS should continue across all subjects, and more strategies are needed to improve intervention time efficiency. Advisory groups should continue to be leveled by student needs.

Student Progress & Feedback: Grades and teacher feedback don't always reflect actual progress, with students having A's/B's but scoring as Level 1 on tests. Advisory changes should be made immediately after the first diagnostic next year.

Continued Implementation: The focus remains on implementing MTSS, core curriculum, i-Ready lessons, and increasing teacher accountability during advisory. Student success conversations are being implemented for better tracking.

Apr



April Lessons Learned

The school has effectively increased academic rigor and successfully integrated i-Ready into advisory periods. Students are consistently completing weekly lessons and interventions, with teachers tracking progress collaboratively. These efforts have led to improved student outcomes, with 67% of students on track in Reading and 33% in Math. Regular implementation of i-Ready strategies is proving effective in supporting student achievement.

April Next Steps/Need

The school will continue monitoring student progress and ensuring consistent use of i-Ready. Emphasis will be placed on strengthening MTSS structures, implementing more goal-oriented strategies, and ensuring consistent math interventions across all grade levels. Additionally, i-Ready data will be used at the start of the year to group students and guide targeted interventions throughout the school year.

June

June Lessons Learned

		June Next Steps/Need	
<div><div>0%</div>No Progress</div> <div><div>100%</div>Accomplished</div> <div><div>→</div>Continue/Modify</div> <div><div>✗</div>Discontinue</div>			

Goal 2: Adult Learning Culture
Aligns with District Priority

Annual Performance Objective 1: All teachers will participate in professional learning communities centered around adult and student learning. Elements of the PLCs will include collaboration, data-driven results, and a focus on learning rather than teaching. All work around identifying standards, pacing and planning, unwrapping standards, creating assessments, and reviewing data to drive instruction and interventions will be based on the four main questions from PLC model.

Evaluation Data Sources: * Observation data


* SBAC data

* ACCESS/WIDA data

* PLC agendas

* Common formative assessments

* iReady data

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: PLC's Use of professional learning communities to drive review of data and help inform instructional practices</p> <ol style="list-style-type: none"> 1. Ongoing monthly professional development on research-based instructional strategies, including high-yield strategies that influence the maximum use of language in all core content. 2. Ongoing specialized and targeted professional development for special education teachers with monthly meetings. 3. Continued PLC practices in all core departments. <p>Formative Measures: Master calendar (Ongoing; August through June) Monthly PD agendas and presentations (Ongoing; August through June) Monthly PLC meeting agendas (Ongoing; September through June) Monthly SpEd meeting agendas (Ongoing; September through June) Unit and semester assessment data (Ongoing; September through June) iReady data (Ongoing; August through June) Classroom walkthrough data (Ongoing; August through June)</p> <p>Position Responsible: Administrators Teachers Instructional coaches Central office staff</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Moderate</p> <p>Problem Statements/Critical Root Causes: Adult Learning Culture 1</p>	<div> <div>Jan</div> <div>  50% </div> </div> <p>January Lessons Learned</p> <p>Professional Development: Monthly PD, including targeted sessions for Special Education teachers, is ongoing. PD agendas and expectations are being analyzed and refined.</p> <p>PLCs & Collaboration: Grade-level PLCs are highly valued and productive, while department-level PLCs feel disjointed. Meeting with departments is challenging due to teacher coverage during meetings, but smaller grade-level mini teams are more effective.</p> <p>Teacher Participation: Teachers are actively participating in monthly EL PLCs and common planning time, focusing on standards and best practices. Some departments are meeting regularly to discuss district and site-level responsibilities.</p> <p>January Next Steps/Need</p> <p>Teacher Accountability & PLC Challenges: There is a need for clearer expectations for both lead and co-teachers. Science department PLCs are hindered by a lack of time, and there's a desire for dedicated time for teams to analyze data and plan together, ideally off-campus. Teacher accountability is needed to ensure</p>

interventions are effective and data-driven decisions are made.

Grade-Level PLCs & Effectiveness: The 6th grade PLC is effective, focused on results, and driven by direction. However, department-level PLCs are less effective due to time constraints. The focus should shift from administrative tasks to teacher- and data-driven discussions on assessments and student progress.

Improvement Areas: Teacher attendance during common planning time should be improved, and there is a need for an overhaul of the PLC process, including modeling how to use data and formative assessments effectively. Standards should be unwrapped, learning targets identified, and tracked to guide teaching



April Lessons Learned

Teacher PLCs have become more valuable and effective, especially at the grade level and with a focus on language. There is strong staff motivation and a positive, growth-oriented culture. PLC structures are well established within departments, supported by regular monthly PD meetings. Overall, the school is successfully holding consistent, goal-focused PLCs that foster collaboration and team growth.

April Next Steps/Need


The school should prioritize more scheduled and structured grade-level PLC time, with a stronger focus on specific, goal-oriented tasks. There's a need for more solution-focused support from the district and better use of data and documentation. Improving the design and effectiveness of PLC meetings will help ensure time is used to support teacher growth and data-driven instructional practices.


June

June Lessons Learned

June Next Steps/Need

 No Progress

 Accomplished

 Continue/Modify

 Discontinue


Goal 3: Connectedness

Aligns with District Priority

Annual Performance Objective 1: All teachers will implement and participate in a multi-tiered system of support (MTSS) framework within their professional learning communities (PLC) and classroom instruction centered around increasing student achievement. Elements of MTSS will include collaboration, regular data analysis, data-driven decision for targeted student populations and intervention, and a focus on high yield learning strategies to maximize student growth. All work around identifying standards, pacing and planning, unwrapping standards, creating assessments, and reviewing data to drive instruction and interventions will be based on the four main questions from PLC model and student needs.

Evaluation Data Sources: * Observation data

- * SBAC data
- * ACCESS/WIDA data
- * MTSS PD agendas
- * Common formative assessments
- * iReady data
- * Behavioral data
- * Attendance data
- * Climate survey data

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: MTSS Development and steward of an MTSS process and protocol to address the individual needs and interventions for each student.</p> <ol style="list-style-type: none">1. Ongoing monthly professional development on research-based instructional strategies, including high-yield strategies that influence the maximum use of language and interventions in all core content.2. Ongoing specialized and targeted professional development for all teachers with monthly meetings.3. Continued PLC practices in all core content departments to maximize data analysis for implementation of MTSS practices.4. Ongoing, daily MTSS and SEL activities in Advisory classes. <p>Formative Measures: Master calendar (Ongoing; August through June) Monthly PD agendas and presentations (Ongoing; August through June) Daily SEL and MTSS activities (Ongoing; August through June) Monthly MTSS meeting agendas and presentations (Ongoing; September through June) iReady diagnostic results (August, December, May) iReady projected proficiency results (Ongoing; August through June) iReady student learning paths (Ongoing; August through June) Student attendance data (Ongoing; August through June) Classroom walkthrough data (Ongoing; August through June) Behavioral data (Ongoing; August through June)</p> <p>Position Responsible: Administrators</p>	<p>Jan</p>  <p>January Lessons Learned</p> <p>MTSS Implementation: MTSS meetings are monthly, with students tiered and goal-oriented. Data is used for remediation, but consistency across advisory classes is a challenge.</p> <p>Teacher Variability: Some teachers implement MTSS well, while others do not, leading to inconsistent application across classes.</p> <p>Data & Support: Data helps place students in advisory and target lessons. The goal-setting folder system is effective, but follow-through on student success needs improvement.</p> <p>Focus on Grade-Level MTSS: MTSS is being tried at the grade level, but student success discussions lack consistent follow-through.</p> <p>January Next Steps/Need</p> <p>Behavioral Data & Accountability: Behavioral data is</p>

Teachers
Counselors
Instructional coaches
Central office staff

Student Groups This Strategy Targets:

FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk

- Evidence Level:

Strong

Problem Statements/Critical Root Causes: Connectedness 1

included in MTSS, and staff are being held accountable for using interventions across all classrooms to track growth or identify additional needs.

Implementation Challenges: MTSS was introduced in the second quarter without much prep time. Additional one-on-one support for struggling teachers and pairing them with experienced teachers could help. Starting interventions earlier in the year and creating PLCs for same-leveled advisories could improve collaboration.

MTSS Process Development: The MTSS process is becoming more established but still lacks refinement. Formative measures need regular review to ensure progress. Teachers are starting to accept that interventions will be part of advisory.

PLC Focus: MTSS decisions are not being made during PLCs, as the focus shifts to administrative tasks.



April Lessons Learned

The school has made significant improvements in implementing MTSS, with more consistent, team-oriented conversations focused on the whole child. Data-driven discussions have become more streamlined, and there is growing consistency in using data and fostering strong student-staff relationships. Staff are actively involved in monitoring student progress, and MTSS processes are generally being followed, including sharing intervention strategies for classroom use.

April Next Steps/Need

The school could benefit from allocating more time for PLCs and MTSS discussions instead of whole staff meetings. There's a need for further implementation and additional support in identifying the most effective strategies for students. Clarity is needed on what qualifies as an intervention, and a more consistent, clear message would strengthen the MTSS process.

June

June Lessons Learned

June Next Steps/Need



No Progress



Accomplished



Continue/Modify



Discontinue