

**Washoe County School District**  
**George L. Dilworth S.T.E.M Academy**  
**2024-2025 School Performance Plan**

**Classification: 1 Star School**

**Distinction Designations:**  
TSI



# 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.

# Value Statement

## 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\\_1\\_dilworth\\_s.t.e.m\\_academy/2024](https://nevadareportcard.nv.gov/DI/nv/washoe/george_1_dilworth_s.t.e.m_academy/2024)

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# Comprehensive Needs Assessment

## Student Success

### Student Success Summary

Dilworth Middle School has had a lack of effective implementation of strengthening Tier I core content area literacy and instructional strategies for all students. Lack of effectiveness on professional learning communities, understanding for implementing a rigorous curriculum, and aligning grade level standards to assessment has also contributed to the need for focuses on Tier I instruction.

### Student Success Strengths

- ELA proficiency: 2% increase for African American subpopulation; 2% increase for CIT subpopulation
- Math proficiency: 5% increase for White subpopulation; 3% increase for CIT subpopulation
- Science proficiency: 25% increase for African American subpopulation; 3% increase for EL subpopulation; 19% increase for CIT subpopulation
- EL/WIDA/ACCESS/ELPA: 3% exit rate

### Problem Statements Identifying Student Success Needs

**Problem Statement 1 (Prioritized):** Dilworth Middle School has had stagnant or declining student performance scores over time. Dilworth has received a 1-star rating with the NVDOE. There is a need to focus on subgroups such as students identified in the IEP, FRL, and EL subgroups. **Critical Root Cause:** Dilworth Middle School has had a lack of effective implementation of strengthening Tier I core content area literacy and instructional strategies for all students. Lack of effectiveness on professional learning communities, understanding for implementing a rigorous curriculum, and aligning grade level standards to assessment has also contributed to the need for focuses on Tier I instruction.

# Adult Learning Culture

## Adult Learning Culture Summary

Dilworth Middle School has had a lack of focus on strengthening Tier I core content area literacy and instructional strategies for all students. Lack of a focus on professional learning communities, understanding for implementing a rigorous curriculum, and aligning grade level standards to assessment has also contributed to the need for focuses on Tier I instruction.

## Adult Learning Culture Strengths

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## Problem Statements Identifying Adult Learning Culture Needs

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# Connectedness

## Connectedness Summary

Dilworth Middle School has had a lack of focus on MTSS to attend to intervention and individual student needs. Lack of a comprehensive understanding individual student academic needs, the social/emotional/behavioral needs, and a lack of structure to address these needs have contributed to the need to focus on MTSS.

## Connectedness Strengths

- ELA proficiency: 2% increase for African American subpopulation; 2% increase for CIT subpopulation
- Math proficiency: 5% increase for White subpopulation; 3% increase for CIT subpopulation
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## Problem Statements Identifying Connectedness Needs

**Problem Statement 1 (Prioritized):** Dilworth Middle School has had stagnant or declining student performance scores over time. Dilworth has received a 1-star rating with the NVDOE. There is a need to focus on subgroups such as students identified in the IEP, FRL, and EL subgroups. Additionally, there is a need to create and implement a stronger MTSS process for as a response to intervention. **Critical Root Cause:** Dilworth Middle School has had a lack of focus on MTSS to attend to intervention and individual student needs. Lack of a comprehensive understanding individual student academic needs, the social/emotional/behavioral needs, and a lack of structure to address these needs have contributed to the need to focus on MTSS.

# Stakeholder Engagement

## Stakeholder Engagement Summary

Prompt	Response
<p>In 2-3 sentences, describe how the district engages required stakeholder groups in the needs assessment and decision making processes including: Parents and families, students at risk of failure and dropping out, educators and school leaders, community groups, historically underrepresented groups (ELs and MLs, racially &amp; ethnically diverse stakeholders, indigenous populations, economically disadvantaged, transient populations), private and charter schools, and other hard-to-reach groups.</p>	<p>The various perspectives, experiences, and voices of all stakeholder groups provide a unique and comprehensive needs and assessment of the day-to-day operations and successes of schools. Dilworth Middle School utilizes different stakeholder groups to support decision making and stewardship of initiatives. More specifically, the school boasts at least one family engagement activity or event per month; a student voice and advocacy group who meets with school administration regularly; invites families, students, and staff to join meetings when discussing and reviewing the school's performance plan; solicits feedback from families, students, and staff as part of the school's uniform committee; and regularly invites community agencies and partners to work alongside school staff to reciprocate partnership efforts.</p>
<p>What lessons did you learn from your stakeholder groups that are informing your improvement priorities for the upcoming school year?</p>	<p>Working with various stakeholder groups provides a unique and comprehensive perspective of the school's needs.</p>
<p>What has worked well in your previous engagement efforts?  What might you do differently to increase or improve engagement moving forward?</p>	<p>Dilworth Middle School staff and administration understand and value the importance of service within the grater community. As a result, the school staff continuously reviews and increases the amount of opportunities for various stakeholders to engage with the school with decision making.</p>

## Stakeholder Engagement Strengths

The various perspectives, experiences, and voices of all stakeholder groups provide a unique and comprehensive needs and assessment of the day-to-day operations and successes of schools. Dilworth Middle School utilizes different stakeholder groups to support decision making and stewardship of initiatives. More specifically, the school boasts at least one family engagement activity or event per month; a student voice and advocacy group who meets with school administration regularly; invites families, students, and staff to join meetings when discussing and reviewing the school's performance plan; solicits feedback from families, students, and staff as part of the school's uniform committee; and regularly invites community agencies and partners to work alongside school staff to reciprocate partnership efforts.

## Problem Statements Identifying Stakeholder Engagement Needs

**Problem Statement 1:** Dilworth Middle School has had stagnant or declining student performance scores over time. Dilworth has received a 1-star rating with the NVDOE. There is a need to focus on subgroups such as students identified in the IEP, FRL, and EL subgroups. Additionally, there is a need to create and implement a stronger MTSS process for as a response to intervention. **Critical Root Cause:** Dilworth Middle School has had a lack of focus on MTSS to attend to intervention and individual student needs. Lack of focus on understanding individual student academic needs, the social/emotional/behavioral needs, and a lack of structure to address these needs have contributed to the need to focus on MTSS.

# Priority Problem Statements

**Problem Statement 1:** Dilworth Middle School has had stagnant or declining student performance scores over time. Dilworth has received a 1-star rating with the NVDOE. There is a need to focus on subgroups such as students identified in the IEP, FRL, and EL subgroups.

**Critical Root Cause 1:** Dilworth Middle School has had a lack of effective implementation of strengthening Tier I core content area literacy and instructional strategies for all students. Lack of effectiveness on professional learning communities, understanding for implementing a rigorous curriculum, and aligning grade level standards to assessment has also contributed to the need for focuses on Tier I instruction.

**Problem Statement 1 Areas:** Student Success

**Problem Statement 2:** Dilworth Middle School has had stagnant or declining student performance scores over time. Dilworth has received a 1-star rating with the NVDOE. There is a need to focus on subgroups such as students identified in the IEP, FRL, and EL subgroups. Additionally, there is a need to create and implement a stronger MTSS process for as a response to intervention.

**Critical Root Cause 2:** Dilworth Middle School has had a lack of focus on strengthening Tier I core content area literacy and instructional strategies for all students. Lack of a focus on professional learning communities, understanding for implementing a rigorous curriculum, and aligning grade level standards to assessment has also contributed to the need for focuses on Tier I instruction.

**Problem Statement 2 Areas:** Adult Learning Culture

**Problem Statement 3:** Dilworth Middle School has had stagnant or declining student performance scores over time. Dilworth has received a 1-star rating with the NVDOE. There is a need to focus on subgroups such as students identified in the IEP, FRL, and EL subgroups. Additionally, there is a need to create and implement a stronger MTSS process for as a response to intervention.

**Critical Root Cause 3:** Dilworth Middle School has had a lack of focus on MTSS to attend to intervention and individual student needs. Lack of a comprehensive understanding individual student academic needs, the social/emotional/behavioral needs, and a lack of structure to address these needs have contributed to the need to focus on MTSS.

**Problem Statement 3 Areas:** Connectedness

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- School goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Expenditures
- Prior year improvement plans - Formative and summative reviews
- Planning and decision-making committee minutes

## Accountability Data

- State assessment performance report
- Comprehensive, Targeted, and/or Additional Targeted Support data

## Student Data: Assessments

- State and federally required assessment information
- English Language Proficiency Assessment System results
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity
- Special programs
- Special education
- EL
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

## Employee Data

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- Professional development needs assessment data

## Parent/Family/Community Data

- Parent/family surveys and/or other feedback
- Parent/family engagement, opportunities, attendance, and participation

#### **Support Systems and Other Data**

- Organizational structure data
- Master schedule
- Processes and procedures for teaching and learning, including program implementation

# 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><b>Improvement Strategy 1:</b> iReady                      Use of adopted curriculum in core content areas and iReady for progress monitoring                      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 areas, newly adopted curriculum, and best practices of iReady programming.                      2. Ongoing specialized and targeted professional development for special education teachers with monthly meetings.                      3. Continued PLC practices in all core departments.</p> <p><b>Formative Measures:</b> 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><b>Position Responsible:</b> Administrators                      Teachers                      Instructional coaches                      Central office staff</p> <p><b>Student Groups This Strategy Targets:</b>                      FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk                      - <b>Evidence Level:</b>                      Moderate</p> <p><b>Problem Statements/Critical Root Causes:</b> Student Success 1</p>	Status Check		
	Jan	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Annual Performance Objective 1 Problem Statements:**

**Student Success**

**Problem Statement 1:** Dilworth Middle School has had stagnant or declining student performance scores over time. Dilworth has received a 1-star rating with the NVDOE. There is a need to focus on subgroups such as students identified in the IEP, FRL, and EL subgroups. **Critical Root Cause:** Dilworth Middle School has had a lack of effective implementation of strengthening Tier I core content area literacy and instructional strategies for all students. Lack of effectiveness on professional learning communities, understanding for implementing a rigorous curriculum, and aligning grade level standards to assessment has also contributed to the need for focuses on Tier I instruction.

**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><b>Improvement Strategy 1:</b> PLC's                      Use of professional learning communities to drive review of data and help inform instructional practices                      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> <p><b>Formative Measures:</b> 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><b>Position Responsible:</b> Administrators                      Teachers                      Instructional coaches                      Central office staff</p> <p><b>Student Groups This Strategy Targets:</b>                      FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk                      - <b>Evidence Level:</b>                      Moderate</p> <p><b>Problem Statements/Critical Root Causes:</b> Adult Learning Culture 1</p>	Status Check		
	Jan	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

### Annual Performance Objective 1 Problem Statements:

#### Adult Learning Culture

**Problem Statement 1:** Dilworth Middle School has had stagnant or declining student performance scores over time. Dilworth has received a 1-star rating with the NVDOE. There is a need to focus on subgroups such as students identified in the IEP, FRL, and EL subgroups. Additionally, there is a need to create and implement a stronger MTSS process for as a response to intervention. **Critical Root Cause:** Dilworth Middle School has had a lack of focus on strengthening Tier I core content area literacy and instructional strategies for all students. Lack of a focus on professional learning communities, understanding for implementing a rigorous curriculum, and aligning grade level standards to assessment has also contributed to the need for focuses on Tier I instruction.

### **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

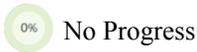
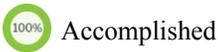
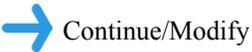
\* iReady data

\* Behavioral data

\* Attendance data

\* Climate survey data

Improvement Strategy 1 Details	Status Checks		
<p><b>Improvement Strategy 1: MTSS</b>  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"> <li>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.</li> <li>Ongoing specialized and targeted professional development for all teachers with monthly meetings.</li> <li>Continued PLC practices in all core content departments to maximize data analysis for implementation of MTSS practices.</li> <li>Ongoing, daily MTSS and SEL activities in Advisory classes.</li> </ol> <p><b>Formative Measures:</b> 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><b>Position Responsible:</b> Administrators  Teachers  Counselors  Instructional coaches  Central office staff</p> <p><b>Student Groups This Strategy Targets:</b>  FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p><b>- Evidence Level:</b>  Strong</p> <p><b>Problem Statements/Critical Root Causes:</b> Connectedness 1</p>	Status Check		
	Jan	Apr	June


**Annual Performance Objective 1 Problem Statements:**

<b>Connectedness</b>
<p><b>Problem Statement 1:</b> Dilworth Middle School has had stagnant or declining student performance scores over time. Dilworth has received a 1-star rating with the NVDOE. There is a need to focus on subgroups such as students identified in the IEP, FRL, and EL subgroups. Additionally, there is a need to create and implement a stronger MTSS process for as a response to intervention. <b>Critical Root Cause:</b> Dilworth Middle School has had a lack of focus on MTSS to attend to intervention and individual student needs. Lack of a comprehensive understanding individual student academic needs, the social/emotional/behavioral needs, and a lack of structure to address these needs have contributed to the need to focus on MTSS.</p>

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Deidra Foster	Intervention / Prevention Assistant	Intervention / Prevention	0.875 (35 hours per week)
John Finau	Intervention / Prevention Assistant	Intervention / Prevention	0.875 (35 hours per week)
Victoria Ruiz	FACE Liaison	Family and Community Engagement	1.0 (40 hours per week)