Washoe County School District

George L. Dilworth S.T.E.M Academy

Classification: 1 Star School

Title I, ATSI, ≥ 10% of enrolled students are English Learners

2026-2027 School Improvement Plan

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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.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

ELA proficiency: Overall 9% increase; 7% increase for Hispanic subpopulation; 12% increase for African American subpopulation; 14% increase for White population; 12% increase for Multiracial subpopulation; 6% increase in Pacific subpopulation; 2% increase for IEP subpopulation; 3% increase in EL subpopulation; 14% increase for CIT subpopulation

Math proficiency: Overall 4% increase; 4% increase for Hispanic subpopulation; 13% increase for Multiracial subpopulation; 1% increase in EL subpopulation; 9% increase for CIT subpopulation

Science proficiency: 26% increase for Multiracial subpopulation; 1% increase for CIT subpopulation

Family Climate Survey: Increases in almost all areas.

Areas for Growth

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.

ELA proficiency: 0% proficiency in small subpopulation areas such as American Indian, Asian, GT, and Foster subpopulations

Math proficiency: 2% decline in African American subpopulation; 1% decline in White subpopulation; 7% decline in Pacific subpopulation (small N-size); 2% decline in IEP subpopulation; 0% proficiency in small subpopulations such as American Indian, GT, and Foster

Science proficiency: 4% decline schoolwide

EL/WIDA/ACCESS/ELPA: 1% exit rate

Low achievement and growth in ELA, math, and science overall

Subgroups to target: FRL, EL, and IEP

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language barriers; testing requirement with ACCESS; low/stagnant scores	EL initiative with monthly EL PD for staff; Advisory for iReady
Foster/Homeless	Attendance concerns; familial supports and resources	Twice monthly attendance meetings and plans for all students; Administrators, CIS, counselors, and social worker support

Student Group	Challenge	Solution
Free and Reduced Lunch	Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students.	The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Low and stagnant scores	iReady implementation, and core access to Tier I instruction
Students with IEPs	Low performance	Responsible scheduling; opportunities built into schedule for SpEd teachers to case manage and monitor students; monthly PD for SpEd teachers

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
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 and EL subgroups.	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.
2 ★	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

★ = Priority

Adult Learning Culture

Areas of Strength

ELA proficiency: Overall 9% increase; 7% increase for Hispanic subpopulation; 12% increase for African American subpopulation; 14% increase for White population; 12% increase for Multiracial subpopulation; 6% increase in Pacific subpopulation; 2% increase for IEP subpopulation; 3% increase in EL subpopulation; 14% increase for CIT subpopulation

Math proficiency: Overall 4% increase; 4% increase for Hispanic subpopulation; 13% increase for Multiracial subpopulation; 1% increase in EL subpopulation; 9% increase for CIT subpopulation

Science proficiency: 26% increase for Multiracial subpopulation; 1% increase for CIT subpopulation

Family Climate Survey: Increases in almost all areas.

SB81: Staff climate survey

- Staff Collaboration: 96% favorable; increased 4 percentage points since the previous survey.
- Expectations of Success: 99% favorable; increased 7 percentage points. Staff reported high expectations for student achievement (98%) and efforts to motivate disengaged students (98%).
- Staff–Student Relationships: 98% favorable; increased 5 percentage points. Staff reported listening to students' ideas and opinions (100%) and caring about every student (98%).
- Social-Emotional Learning: 90% favorable; increased 1 percentage point.
- Home–School Communication: 90% favorable; increased 2 percentage points.

Areas for Growth

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.

ELA proficiency: 0% proficiency in small subpopulation areas such as American Indian, Asian, GT, and Foster subpopulations

Math proficiency: 2% decline in African American subpopulation; 1% decline in White subpopulation; 7% decline in Pacific subpopulation (small N-size); 2% decline in IEP subpopulation; 0% proficiency in small subpopulations such as American Indian, GT, and Foster

Science proficiency: 4% decline schoolwide

EL/WIDA/ACCESS/ELPA: 1% exit rate

Low achievement and growth in ELA, math, and science overall

Subgroups to target: FRL, EL, and IEP

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Supporting students with varying levels of English proficiency while increasing achievement and preparing students for ACCESS testing.	Provide monthly EL-focused professional learning for staff, implement language development strategies in Tier I instruction, and utilize Advisory time for targeted i-Ready support.
Foster/Homeless	Addressing inconsistent attendance and the academic impact of housing instability, mobility, and limited access to resources.	Conduct twice-monthly attendance meetings, develop individualized attendance plans, and coordinate supports through administration, counselors, CIS, and the school social worker.
Free and Reduced Lunch	Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students.	The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Reducing achievement gaps and increasing proficiency rates among historically underserved student groups.	Implement strong Tier I instruction, use data-driven instructional practices, and provide targeted supports through i-Ready and intervention opportunities.
Students with IEPs	Meeting diverse learning needs while ensuring access to grade-level standards and improving academic performance.	Utilize responsible scheduling and inclusive practices, provide dedicated time for case management and progress monitoring, and offer monthly professional learning for special education teachers.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	Dilworth Middle School staff need to strengthen their knowledge and consistent implementation of high-quality Tier I instruction. Inconsistencies in standards-aligned instruction, rigorous learning expectations, effective instructional strategies, differentiation, and the use of student data to inform instruction have contributed to uneven learning experiences and gaps in student achievement, particularly for students with IEPs, students and English Learners.	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.

★ = Priority

Connectedness

Areas of Strength

ELA proficiency: Overall 9% increase; 7% increase for Hispanic subpopulation; 12% increase for African American subpopulation; 14% increase for White population; 12% increase for Multiracial subpopulation; 6% increase in Pacific subpopulation; 2% increase for IEP subpopulation; 3% increase in EL subpopulation; 14% increase for CIT subpopulation

Math proficiency: Overall 4% increase; 4% increase for Hispanic subpopulation; 13% increase for Multiracial subpopulation; 1% increase in EL subpopulation; 9% increase for CIT subpopulation

Science proficiency: 26% increase for Multiracial subpopulation; 1% increase for CIT subpopulation

Family Climate Survey: Increases in almost all areas.

Areas for Growth

Dilworth Middle School has identified a need to strengthen Tier I instruction to ensure all students have consistent access to high-quality, rigorous, and responsive core instruction. A lack of comprehensive understanding of individual student academic needs, along with inconsistent instructional practices and structures for responding to those needs, has contributed to gaps in student achievement. A strong focus on Tier I instruction will ensure teachers use data to understand student needs, provide targeted and differentiated instruction, maintain high expectations for all learners, and consistently monitor student progress.

ELA proficiency: 0% proficiency in small subpopulation areas such as American Indian, Asian, GT, and Foster subpopulations

Math proficiency: 2% decline in African American subpopulation; 1% decline in White subpopulation; 7% decline in Pacific subpopulation (small N-size); 2% decline in IEP subpopulation; 0% proficiency in small subpopulations such as American Indian, GT, and Foster

Science proficiency: 4% decline schoolwide

EL/WIDA/ACCESS/ELPA: 1% exit rate

Low achievement and growth in ELA, math, and science overall

Subgroups to target: FRL, EL, and IEP

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language barriers, ACCESS testing requirements, and stagnant achievement data	Administration supports implementation of the schoolwide EL initiative through monthly professional learning, classroom monitoring, data reviews, and instructional coaching. Staff provide targeted i-Ready support during Advisory and regularly monitor student progress to adjust interventions as needed.
Foster/Homeless	Attendance concerns and need for family supports and community resources	Administrators, counselors, CIS, and the school social worker collaborate to identify barriers and provide individualized support. Attendance is reviewed twice monthly, intervention plans are developed for students with chronic absenteeism, and families are connected with available school and community resources.
Free and Reduced Lunch	Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students.	The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Low and stagnant academic performance	Administration monitors student achievement data, supports strong Tier I instruction, and ensures consistent implementation of i-Ready and intervention supports. Staff engage in ongoing professional learning and data analysis to identify and address achievement gaps.

Student Group	Challenge	Solution
Students with IEPs	Low academic performance and need for specialized supports	Administration prioritizes master scheduling to ensure appropriate services and access to grade-level curriculum. Special education teachers receive ongoing professional learning, dedicated time for case management and progress monitoring, and support in implementing accommodations and interventions. Students receive additional academic support through Advisory and targeted intervention opportunities.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	Dilworth Middle School has experienced stagnant or declining student academic performance over time and has received a 1-Star rating from the Nevada Department of Education. Achievement gaps remain particularly evident among student subgroups, including students with IEPs and English Learners. There is a need to strengthen Tier I instruction across all classrooms by ensuring consistent implementation of high-quality, standards-aligned instruction, rigorous learning expectations, data-informed instructional practices, and effective strategies that provide all students access to grade-level learning.	Dilworth Middle School has lacked a consistent schoolwide focus on high-quality Tier I instruction to meet the academic needs of all students. Inconsistent use of student data, standards-aligned instructional practices, and strategies to provide access to grade-level learning have contributed to gaps in student achievement, particularly among identified student subgroups.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	Dilworth Middle School has experienced stagnant or declining student academic performance over time and has received a 1-Star rating from the Nevada Department of Education. Achievement gaps remain particularly evident among student subgroups, including students with IEPs and English Learners. There is a need to strengthen Tier I instruction across all classrooms by ensuring consistent implementation of high-quality, standards-aligned instruction, rigorous learning expectations, data-informed instructional practices, and effective strategies that provide all students access to grade-level learning.	Dilworth Middle School has lacked a consistent schoolwide focus on high-quality Tier I instruction to meet the academic needs of all students. Inconsistent use of student data, standards-aligned instructional practices, and strategies to provide access to grade-level learning have contributed to gaps in student achievement, particularly among identified student subgroups.
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 and EL subgroups.	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.
3 ★	Dilworth Middle School staff need to strengthen their knowledge and consistent implementation of high-quality Tier I instruction. Inconsistencies in standards-aligned instruction, rigorous learning expectations, effective instructional strategies, differentiation, and the use of student data to inform instruction have contributed to uneven learning experiences and gaps in student achievement, particularly for students with IEPs, students and English Learners.	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.
4 ★	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- [x] **Course Offerings**
- [x] **Curriculum Based Measures**
- [x] **End-of-Unit Assessments**
- [x] **Grades**
- [x] **I-Ready**
- [x] **Local benchmark, common assessments, diagnostic assessments, or interim assessments data**
- [x] **Nevada Alternate Assessment (NAA)**
- [x] **Nevada State Performance Framework (NSPF)**
- [x] **Smarter Balanced (SBAC)**
- [x] **Student Climate Survey, Student Voice**
- [x] **Student failure and/or retention rates**
- [x] **Tier I Instructional Materials Assessments**
- [x] **WIDA ACCESS for ELLs**
- [x] **Other**

Adult Learning Culture

- [x] **Administrator evaluation**
- [x] **Class size averages by grade and subject**
- [x] **Equity data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **Lesson Plans**
- [x] **Master schedule**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Professional learning communities (PLC) data/agenda/notes**

- [x] **School department and/or faculty meeting discussions and data**
- [x] **Staff surveys and/or other feedback**
- [x] **Student Climate Survey**
- [x] **Walk-through data**

Connectedness

- [x] **Attendance**
- [x] **Behavior**
- [x] **Demographic data**
- [x] **Enrollment**
- [x] **Enrollment trends**
- [x] **PBIS/MTSS data**
- [x] **Perception/survey data**
- [x] **School safety data**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

AB 335 EL Goal: By the end of the 2026-2027 school year, Dilworth Middle School will increase English Learner academic achievement and language development by strengthening access to rigorous, grade-level Tier I instruction across all content areas. EL students meeting their ACCESS annual growth targets will increase to at least 30%, and EL proficiency in ELA and mathematics will increase by at least 10 percentage points from the 2025-2026 baseline. All teachers will consistently implement evidence-based language development strategies, including explicit academic vocabulary, structured student discourse, intentional scaffolding, and opportunities to read, write, speak, and listen using grade-level content.

Formative Measures: EL-focused classroom walkthrough data aligned to evidence-based language development strategies -- ongoing, August-June
i-Ready projected proficiency and growth data for EL students -- ongoing, August-June
i-Ready Diagnostic results disaggregated for EL students -- August, December, May
Common formative assessment data disaggregated by EL status -- ongoing, August-June
PLC data-analysis artifacts demonstrating analysis of EL student progress and instructional response -- monthly, August-June
EL student work samples demonstrating growth in academic language and grade-level content -- quarterly

Improvement Strategy 1

i-Ready

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	EL Implementation Actions (August-June) 1. Conduct EL-Focused Classroom Walkthroughs Complete regular classroom walkthroughs using an EL instructional practices look-for tool. Monitor implementation of evidence-based language development strategies, including academic discourse, language objectives, structured student talk, and scaffolded instruction. Provide targeted feedback and coaching to teachers based on walkthrough trends. Review walkthrough data monthly to identify schoolwide strengths and next steps for EL instruction. 2. Monitor EL Student Performance Through i-Ready Review i-Ready projected proficiency and	Admin Team	SY 26-27	

growth data for EL students on an ongoing basis.
Identify students not meeting projected growth targets and develop intervention plans.
Share data with PLCs and instructional staff to guide instructional adjustments and targeted support.

3. Analyze EL Diagnostic Data

Disaggregate i-Ready Diagnostic results for EL students in August, December, and May.
Compare EL student performance across testing windows to measure growth.
Use diagnostic results to determine instructional priorities and allocate supports and interventions.

4. Use Common Formative Assessment Data to Drive Instruction

Regularly review common formative assessment results disaggregated by EL status.
Identify standards where EL students demonstrate strengths and areas of need.
Adjust Tier 1 instruction, intervention groups, and language supports based on assessment findings.

5. Strengthen PLC Data Cycles

Engage PLC teams in monthly analysis of EL student achievement and growth data.
Document instructional responses, intervention plans, and progress-monitoring efforts.
Monitor implementation of agreed-upon instructional strategies and evaluate effectiveness during subsequent PLC meetings.

6. Collect and Review EL Student Work Samples

Gather EL student work samples quarterly across core content areas.
Analyze evidence of growth in academic language, writing, speaking, reading, and content mastery.
Use student work protocols to determine effective instructional practices and next instructional steps.
Share exemplary work samples and best practices during PLCs and professional learning opportunities.
Evidence of Success
Increased implementation of effective EL instructional practices during walkthroughs.
Positive growth trends in i-Ready proficiency and growth measures for EL students.
Improved EL performance on common formative assessments.
PLC documentation reflects consistent data analysis and instructional adjustments.

	Student work samples demonstrate measurable growth in academic language and grade-level content proficiency.			

Position Responsible: Admin Team

Evidence Level

Level 3: Promising:
i-Ready

Problem Statements: Student Success 2

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
2	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

SMART Goal 2

By the end of the 2026-2027 school year, Dilworth Middle School will increase academic achievement and growth for students with an IEP, through consistent access to high-quality, rigorous, grade-level Tier I instruction. ELA and mathematics proficiency for the identified student groups will increase by at least 10 percentage points from the 2025-2026 baseline, with an emphasis on increasing academic growth in ELA and mathematics. Teachers will consistently implement standards-aligned instruction, high-impact instructional strategies, appropriate scaffolds, checks for understanding, and meaningful student engagement while maintaining high expectations and access to grade-level learning for all students.

Formative Measures: i-Ready Diagnostic results disaggregated for Students with IEPs -- August, December, May
i-Ready projected proficiency and growth data for identified sub-population -- ongoing, August-June
Common formative assessment data disaggregated by identified sub-population -- ongoing, August-June
PLC data-analysis artifacts focused on achievement and growth of identified sub-population -- monthly, August-June
Classroom walkthrough data aligned to high-quality Tier I instructional practices -- Ongoing, August-June
Course grades and D/F rates disaggregated for students on an IEP -- quarterly

Improvement Strategy 1

iReady

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	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.	Administrators Teachers Instructional coaches Central office staff	Ongoing through 26-27 with results from SBAC 2027	

Position Responsible: Administrators Teachers Instructional coaches Central office staff

Resources Needed: 1003a: Before/After School Tutoring Hours (Intervention)

Certified Hourly Teachers to provide academic intervention after school.

ESSA Evidence Level 3

Evidence Level

Level 3: Promising:
i-Ready

Problem Statements: Student Success 1

Status Checks

November	February	May

SMART Goal 2 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
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 and EL subgroups.	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.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

All teachers will actively participate in Professional Learning Communities (PLCs) and Science of Reading professional learning to strengthen the consistent implementation of high-quality Tier I instruction and increase student achievement. PLCs will focus on the four critical questions of the PLC process, including identifying essential standards, aligning pacing and planning, unpacking standards, developing common assessments, analyzing student learning data, and responding instructionally to student needs. Through ongoing professional learning, collaboration, and data analysis, teachers will strengthen their use of evidence-based, high-impact instructional strategies to ensure all students have access to rigorous, standards-aligned Tier I instruction.

Formative Measures: Master calendar (Ongoing; August through June)
Monthly Science of Reading 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)
iReady diagnostic results (August, December, May)
iReady projected proficiency results (Ongoing; August through June)
iReady student learning paths (Ongoing; August through June)
Classroom walkthrough data (Ongoing; August through June)

Improvement Strategy 1

PLC's

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	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.	Administrators Teachers Instructional coaches Central office staff	Ongoing through 26-27 with results from SBAC 2027	

Position Responsible: Administrators Teachers Instructional coaches Central office staff

Evidence Level

Level 2: Moderate:
PLC

Problem Statements: Adult Learning Culture 1

Status Checks

November **February** **May**

Improvement Strategy 2

Strengthen positive student-adult relationships and increase student engagement and belonging via Student Climate Survey.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide ongoing professional learning focused on relationship-centered practices, restorative strategies, and student engagement techniques to address student climate survey findings related to belonging, respect, bullying, and adult support.	Administrators, Teachers, Instructional Coaches, Central Office Staff.	Ongoing through 26-27 with results from Climate Survey 2027	

Position Responsible: Administrators, Teachers, Instructional Coaches, Central Office Staff.

Resources Needed: None

Evidence Level

Level 3: Promising:
Tier I adult learning

Problem Statements: Adult Learning Culture 1 - Connectedness 1

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	Dilworth Middle School staff need to strengthen their knowledge and consistent implementation of high-quality Tier I instruction. Inconsistencies in standards-aligned instruction, rigorous learning expectations, effective instructional strategies, differentiation, and the use of student data to inform instruction have contributed to uneven learning experiences and gaps in student achievement, particularly for students with IEPs, students and English Learners.	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.

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Dilworth Middle School has experienced stagnant or declining student academic performance over time and has received a 1-Star rating from the Nevada Department of Education. Achievement gaps remain particularly evident among student subgroups, including students with IEPs and English Learners. There is a need to strengthen Tier I instruction across all classrooms by ensuring consistent implementation of high-quality, standards-aligned instruction, rigorous learning expectations, data-informed instructional practices, and effective strategies that provide all students access to grade-level learning.	Dilworth Middle School has lacked a consistent schoolwide focus on high-quality Tier I instruction to meet the academic needs of all students. Inconsistent use of student data, standards-aligned instructional practices, and strategies to provide access to grade-level learning have contributed to gaps in student achievement, particularly among identified student subgroups.

Inquiry Area 3

Connectedness

SMART Goal 1

By the end of the 2026-2027 school year, Dilworth Middle School will increase the percentage of students who report feeling connected, supported, and that they belong at school, as measured by the district student climate/connectedness survey, by at least 10 percentage points from the 2025-2026 baseline. Dilworth will strengthen school connectedness through consistent implementation of schoolwide expectations, positive student-adult relationships, meaningful Advisory experiences, student recognition, extracurricular opportunities, and intentional opportunities for student voice and belonging.

Formative Measures: Student connectedness pulse survey results (quarterly)
Student attendance/chronic absenteeism data (monthly)
Behavior/referral and suspension data (monthly)
Classroom walkthrough data focused on respect, rapport, and classroom culture (ongoing)
Student participation in extracurricular activities and school events (quarterly)
Student voice/focus group data (quarterly)

Improvement Strategy 1

PBIS and Attendance Initiatives

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Development and steward of a PBIS process and protocol to address connectedness and attendance for each student. 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 PBIS and attendance practices. 4. Ongoing, daily attendance, PBIS, and SEL activities in Advisory classes.	Administrators Teachers Counselors Instructional coaches Central office staff	Ongoing through 26-27 with results from SBAC 2027	

Position Responsible: Administrators Teachers Counselors Instructional coaches Central office staff

Evidence Level

Level 2: Moderate:
PBIS

Problem Statements: Connectedness 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Dilworth Middle School has experienced stagnant or declining student academic performance over time and has received a 1-Star rating from the Nevada Department of Education. Achievement gaps remain particularly evident among student subgroups, including students with IEPs and English Learners. There is a need to strengthen Tier I instruction across all classrooms by ensuring consistent implementation of high-quality, standards-aligned instruction, rigorous learning expectations, data-informed instructional practices, and effective strategies that provide all students access to grade-level learning.	Dilworth Middle School has lacked a consistent schoolwide focus on high-quality Tier I instruction to meet the academic needs of all students. Inconsistent use of student data, standards-aligned instructional practices, and strategies to provide access to grade-level learning have contributed to gaps in student achievement, particularly among identified student subgroups.

Schoolwide and Targeted Assistance Title I Element Summary

Schoolwide and Targeted Assistance Title I Elements

1.1 Comprehensive Needs Assessment

For all Title 1 Elements, please see addendum.

Community Outreach Activities

Activity	Date	Lesson Learned
Knight Night	08/05/2026	
Board of Trustee School Visit	09/10/2026	
Annual Title I Parent Meeting	9/22/2026	
Board of Trustee School Visit	10/16/2026	
IC Parent Portal Parent University	10/29/2026	
Super Parents Supervise Screentime Parent University AM	11/12/2026	
Super Parents Supervise Screentime Parent University PM	11/12/2026	
Community Conversation Parent University	12/3/2026	