

Washoe County School District
George L. Dilworth S.T.E.M Academy
2025-2026 School Improvement Plan

Classification: 1 Star School

TSI, AB219



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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Comprehensive Needs Assessment

Student Success

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.

Student Success 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

Student Success 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; tiered Advisory for iReady
Foster/Homeless	Attendance concerns; familial supports and resources	Twice monthly attendance meetings and plans for all students; FACE liaison, counselors, and social worker support
Free and Reduced Lunch	Low and stagnant scores	Strong focus on MTSS, iReady implementation, and Tier I instruction
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Low and stagnant scores	Strong focus on MTSS, iReady implementation, and Tier I instruction
Students with IEPs	Low performance	Responsible scheduling; tiered Advisory for iReady; opportunities for SpEd teachers for case management and monitoring; monthly PD for SpEd teachers

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 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

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Family Climate Survey: Increases in almost all areas.

Adult Learning Culture 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

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Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
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Problem Statements Identifying Adult Learning Culture 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 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.

Connectedness

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.

Connectedness Areas for Growth

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.

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

Connectedness 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; tiered Advisory for iReady
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Students with IEPs	Low performance	Responsible scheduling; tiered Advisory for iReady; opportunities for SpEd teachers for case management and monitoring; monthly PD for SpEd teachers

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.

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:

Student Success

- Curriculum Based Measures
- End-of-Unit Assessments
- Grades
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- Multi-Tiered System of Supports (MTSS)
- Nevada Alternate Assessment (NAA)
- Nevada State Performance Framework (NSPF)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- Other
 - iReady data

Adult Learning Culture

- Lesson Plans
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data
- Walk-through data

Connectedness

- Attendance
- Behavior
- PBIS/MTSS data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 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.

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)

Aligns with District Goal

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: iReady				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
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 25-26 with results from SBAC 2026			
Position Responsible: Administrators Teachers Instructional coaches Central office staff Evidence Level Level 3: Promising: i-Ready Problem Statements/Critical Root Cause: Student Success 1						

SMART Goal 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.

Inquiry Area 2: Adult Learning Culture

SMART Goal 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.

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)

Aligns with District Goal

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: PLC's				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
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 25-26 with results from SBAC 2026			
Position Responsible: Administrators Teachers Instructional coaches Central office staff						
Evidence Level Level 2: Moderate: PLC						
Problem Statements/Critical Root Cause: Adult Learning Culture 1						

SMART Goal 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.

Inquiry Area 3: Connectedness

SMART Goal 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.

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)

Aligns with District Goal

Improvement Strategy 1 Details				Status Checks										
Improvement Strategy 1: MTSS <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Development and steward of an MTSS process and protocol to address the individual needs and interventions 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 MTSS practices. 4. Ongoing, daily MTSS and SEL activities in Advisory classes.</td><td>Administrators Teachers Counselors Instructional coaches Central office staff</td><td>Ongoing through 25-26 with results from SBAC 2026</td></tr></table> Position Responsible: Administrators Teachers Counselors Instructional coaches Central office staff Evidence Level Level 2: Moderate: MTSS Problem Statements/Critical Root Cause: Connectedness 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Development and steward of an MTSS process and protocol to address the individual needs and interventions 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 MTSS practices. 4. Ongoing, daily MTSS and SEL activities in Advisory classes.	Administrators Teachers Counselors Instructional coaches Central office staff	Ongoing through 25-26 with results from SBAC 2026	Status Check		
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SMART Goal 1 Problem Statements:

Connectedness
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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 Day (Welcome Back Event)	August 2025	
Open House and Title I Overview	September 2025	
Family STEM Night	September 2025	
School Improvement Plan Review	September 2025	
IC Parent Portal	October 2025	
SACTE Parent Information Workshop	October 2025	
Drug Trends / WCSD Police Family WS	November 2025	
Winter Music Performances	December 2025	
Pre-Adolescent Brain Dev Family WS	January 2026	
Community Conversations	February 2026	
School Improvement Plan Review	February 2026	
Screen Time and Social Media Family WS	March 2026	
Future Knight Night	April 2026	
Spring Music Performances	May 2026	
Parent Engagement Policy Dev and Review	May 2026	
School Improvement Plan Review	May 2026	

Addendums

ESSA Title I Schoolwide and Targeted Assistance Title I Elements

School Improvement Plan (SIP) Washoe County School District

1.1 Write 1-2 sentences describing the comprehensive needs assessment process at your school.

The Comprehensive Needs Assessment (CNA) is conducted as part of the Continuous Improvement Process (CIP). Acts 1 and Events 1-3— including Data Dive, Root Cause Analysis, Problem Statements, and ESSA-approved Improvement Strategies— ensure a thorough CNA, which serves as the foundation for developing the School Improvement Plan (SIP).

2.1 Write 1-2 sentences describing how staff, families, and community members are included in the plan development process, including how feedback is solicited about the plan.

Staff, families, and community members are actively involved in the plan development process through surveys, meetings, collaborative discussions and other community outreach events. Their feedback is solicited via stakeholder input sessions, advisory committees, and open forums to ensure the plan reflects the needs and priorities of the entire school community. At the secondary level Student Voice is required when crafting the plan.

2.2 Write 1-2 sentences describing the process of how plans are regularly monitored and revised.

At least three times a year, through CIP Events 5-7, schools meet with stakeholders to review their School Improvement Plan (SIP), assess progress, reflect on lessons learned, and determine next steps. Many schools utilize school improvement stipends to support data analysis and necessary course corrections.

2.3 Write 1-2 sentences describing how you make the plan available to parents and community in an understandable format and language. Ex.

The plan is posted on our school website in English and Spanish, as well as sent to families in the newsletter and available at the front desk. Elementary schools inform families of the plan through Class Dojo.

2.4 Briefly describe the Title I funded major initiatives in your plan in which all children are given opportunities to meet State standards.

Supplementary materials for ELA foundational skills instruction such as UFLI and Magnetic Reading Foundations are used to reinforce and expand core concepts, offer students targeted opportunities to practice and strengthen their reading, writing, and language skills. Students engage in varied learning activities that support key foundational skills like

phonics, vocabulary development, and fluency. These resources align with grade-level standards and provide students with a structured pathway to meet grade-level expectations.

2.5 Briefly describe the Title I funded major initiatives in your plan in which children are provided increased learning time and well-rounded education.

Teacher Clarity by Corwin emphasized the importance of clear, purposeful instruction in improving student outcomes. The incorporation of Teacher Clarity ensures that students know exactly what they are expected to learn, how they will learn it and why it matters. Teachers utilize the Teacher Clarity Playbook to guide their practice.

2.6 Briefly describe the Title I funded major initiatives in your plan in which you address the needs of all students, particularly at-risk.

Targeting chronic absenteeism creates a supportive environment that encourages consistent attendance and addresses underlying barriers. A range of resources and strategies are tailored to different students' needs such as identifying root causes, engaging families and communities, early identification, timely interventions, and creating a positive school culture.

3.1 Write 1-2 sentences describing the process for how you evaluate the School Performance Plan (SPP)

The School Improvement Office conducts a thorough review of all 114 School Improvement Plans (SIPs), meeting individually with each principal and key stakeholders to ensure alignment with district and state requirements. Special focus is given to SMART goals, ESSA-approved improvement strategies, and actionable steps to drive plan success.

4.1 Write 1-2 sentences describing how you develop and distribute the Parent Involvement and Family Engagement Policy, and who is involved in the process.

The parent and family engagement policy are developed with family members and school staff including administrators. Staff and families discuss key points of family engagement at their school, i.e., communication, meetings, building staff and family capacity around family engagement, and indicate on the policy how those points will be addressed. Depending on school needs, the policy is created in both English and Spanish. Schools distribute the policy through their website, newsletters, or other communication methods by October 1 of each year. The policy is revised annually in the Spring with staff and family members to update it for the next year.

4.2 Describe how you provide a flexible number of parent involvement opportunities. e.g. multiple events are held at different times during the day on various days.

Schools provide parent meetings with Morning Mugs, parent and teacher meetings, and one-on-one meetings at different times during the day. Schools schedule Parent University

or other classes or during the school day and at night based on what families have indicated they prefer and aligned to the school performance plan and administrator vision.

5.1 Determine which students will be served by following local policy

WCSD uses the Title I Rank and Serve process based upon FRL Percentages. The Federal mandate is that schools with an FRL Percentage 75% or higher automatically must be served as a Title I school. For the 2025-2026 school year, all schools that have an FRL Percentage 68.81% or higher will be served as Title I schools. WCSD utilizes a School-wide program for all schools that receive Title I funding.

School English Learner Academic Achievement Plan

According to NRS 388.408, all schools who are rated in the lowest 30 percent of public schools in this State in the achievement of pupils who are English learners, shall adopt, submit to the Department (NDE) and publish on an Internet website maintained by the school a corrective action plan. This template is designed to help schools write a plan that satisfies NRS 388.408 and integrates into their School Performance Plan.

School Contact Information

School Year:

<i>School Name:</i>	Dilworth Middle School
<i>District:</i>	Washoe County SD
<i>Principal:</i>	Joel Peixoto, Ed. D.
<i>Principal email:</i>	jpeixoto@washoeschools.net
<i>EL Specialist:</i>	Megan Waugh (WCSD); Luanne Pettengill (DMS)
<i>EL Specialist email:</i>	mwaugh@washoeschools.net ; lpettengill@washoeschools.net

Root Cause Analysis *When considering the achievement of the English learners at your school, your team might ask the following questions to better understand the underlying reasons why your English learners aren't seeing greater academic success.*

<i>Student Success</i>	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. This has also been true for ELs, the school's largest subgroup.
<i>Adult Learning Culture</i>	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. Dilworth has recognized a need for professional learning around academic language.
<i>Connectedness</i>	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

School English Learner Academic Achievement Plan

	focus on MTSS. These also include language strategies and supports for ELs.
<i>English learner Achievement Root Cause Analysis Summary</i>	Dilworth Middle School has had a lack of effective implementation of strengthening Tier I core content area literacy and instructional strategies for all students, including ELs (the school's largest subpopulation). 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.
<i>English Learner Achievement Problem Statement</i>	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.

English Learner Achievement Plan Goals, Strategies, Action Steps and Persons Responsible

<i>SMARTIE Goal #1</i>	Using end-of-year SBAC scores, Dilworth Middle School students identified in the English learner subpopulation will increase proficiency in reading by two points (from 1% to 3% proficient).
<i>Performance Objective</i>	Using SBAC growth scores, Dilworth Middle School will increase the reading EL subpopulation median growth percentile by two points (from 36 to 38).
<i>Strategies for APO/Goal</i>	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 observational and feedback practices from administrative and coaching staff to support implementation of professional learning of EL and language strategies and practices. 3. Continued PLC practices in all core departments to include discussions and data review of high yield EL strategies.
<i>Action Steps for Strategies</i>	1. Master calendar and schedule with responsive scheduling that includes supports for each EL-identified student and monthly professional learning focused on high-yield EL strategies and tools. 2. Weekly observational feedback and immediate feedback of quantifiable and anecdotal data to staff on effective implementation of professional learning, other strategies to support language acquisition, and collaboration to share in best practices to enhance instruction to meet EL goals. 3. Master calendar with ongoing monthly MTSS meetings and professional learning that accounts for individual needs of students extending into all classes specific to individual ACCESS and SBAC needs.
<i>Position Responsible</i>	• Administrators • Teachers • Instructional coaches • Central office staff
<i>SMARTIE Goal #2</i>	Using end-of-year SBAC scores, Dilworth Middle School students identified in the English learner subpopulation will increase proficiency in math by two points (from 0% to 2% proficient).
<i>Performance Objective</i>	Using SBAC growth scores, Dilworth Middle School will increase the mathematics EL subpopulation median growth percentile by two points (from 33 to 35).
<i>Strategies for APO</i>	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 observational and feedback practices from administrative and coaching staff to support implementation of professional learning of EL and language strategies and practices.

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	3. Continued PLC practices in all core departments to include discussions and data review of high yield EL strategies.
<i>Action Steps for Strategies</i>	1. Master calendar and schedule with responsive scheduling that includes supports for each EL-identified student and monthly professional learning focused on high-yield EL strategies and tools. 2. Weekly observational feedback and immediate feedback of quantifiable and anecdotal data to staff on effective implementation of professional learning, other strategies to support language acquisition, and collaboration to share in best practices to enhance instruction to meet EL goals. 3. Master calendar with ongoing monthly MTSS meetings and professional learning that accounts for individual needs of students extending into all classes specific to individual ACCESS and SBAC needs.
<i>Position Responsible</i>	• Administrators • Teachers • Instructional coaches • Central office staff