

Washoe County School District
George L. Dilworth S.T.E.M Academy
2025-2026 Status Checks with Notes



Mission Statement

Mission Statement

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

Collective Commitments

At Dilworth Middle School, staff are committed to:

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

Demographics & Performance Information

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at https://nevadareportcard.nv.gov/DI/nv/washoe/george_l._dilworth_s.t.e.m_academy/2024

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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.

Aligns with District Goal

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)

Improvement Strategy 1 Details	Status Checks
Improvement Strategy 1: iReady Position Responsible: Administrators Teachers Instructional coaches Central office staff Evidence Level Level 3: Promising: i-Ready Problem Statements/Critical Root Cause: Student Success 1	Nov: In progress November Lessons Learned Departments have made progress in implementing and integrating newly adopted curriculum. PD is occurring consistently monthly and is well-aligned with the WCSD Priority Focus Areas, supporting teachers in refining instructional practices. SpEd teachers are receiving targeted PD and participating in regularly scheduled meetings, ensuring alignment and collaboration. PLCs are meeting consistently as a result of effective master scheduling, fostering collaboration and data-driven decision-making. GLAD strategies are being implemented schoolwide to support language development and engagement. Additionally, EL language walks have provided valuable insights to help target specific areas of student learning. Teachers are utilizing the adopted curriculum and I-Ready to support instruction and monitor student progress. Overall, there is evidence of commitment to professional growth, instructional consistency, and the continued implementation of student-centered practices across departments.

November Next Steps/Need

Teachers will continue developing proficiency with the newly adopted curriculum and using i-Ready data to guide instructional decisions. Focus will remain on strengthening data-driven practices, integrating SBAC-style questions in daily lessons, and ensuring consistent curriculum and i-Ready use across departments. Staff needing support will receive targeted coaching in small-group skill instruction, and student engagement in i-Ready will be increased through consistent, equitable incentive systems.

Feb: No review

February Lessons Learned**February Next Steps/Need**

May: No review

May Lessons Learned**May Next Steps/Need**

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.

Aligns with District Goal

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)

Improvement Strategy 1 Details	Status Checks
Improvement Strategy 1: PLC's Position Responsible: Administrators Teachers Instructional coaches Central office staff Evidence Level Level 2: Moderate: PLC Problem Statements/Critical Root Cause: Adult Learning Culture 1	Nov: In progress November Lessons Learned Departments are making strong progress in understanding and integrating their newly adopted curriculum, leading to more consistent instructional practices across grade levels. Professional development is occurring regularly and remains well-aligned to the WCSD Priority Focus Areas, ensuring that training directly supports district and site goals. Special Education teachers benefit from ongoing, targeted professional development and structured monthly meetings that strengthen collaboration and instructional support. Additionally, PLCs are occurring consistently due to effective master scheduling, providing valuable opportunities for teachers to analyze data, share strategies, and refine instructional approaches. November Next Steps/Need Teachers are continuing to develop proficiency with the newly adopted curriculum and need additional support in using i-Ready data to inform instructional decisions. There is a need for more consistent use of data-driven practices, including integrating SBAC-style questions into daily lessons. Staff would benefit from greater collaboration and community building, as well as more intentional focus on teacher social-emotional learning (SEL) to strengthen relationships and

	classroom culture. Implementation of GLAD strategies remains inconsistent across classrooms, and teachers have expressed a need for additional time, flexibility, and guidance to effectively incorporate these strategies into current lesson plans. Continued coaching and modeling of effective instructional practices, classroom management, and positive teacher-student interactions will support staff growth and consistency schoolwide. Feb: No review February Lessons Learned February Next Steps/Need May: No review May Lessons Learned May Next Steps/Need
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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.

Aligns with District Goal

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)

Improvement Strategy 1 Details	Status Checks
Improvement Strategy 1: MTSS Position Responsible: Administrators Teachers Counselors Instructional coaches Central office staff Evidence Level Level 2: Moderate: MTSS Problem Statements/Critical Root Cause: Connectedness 1	Nov: In progress November Lessons Learned Professional development is well-aligned with WCSD Priority Focus Areas and supports effective implementation of MTSS practices. The MTSS process now incorporates more comprehensive data on students' academic, behavioral, social, and attendance needs. Teachers are consistently embedding SEL and MTSS lessons into instruction, resulting in stronger student connections and improved behavior among higher-risk students. Interventions and i-Ready incentive schedules are being implemented successfully, promoting engagement and positive outcomes. November Next Steps/Need Continue strengthening MTSS processes to provide more individualized supports for students. Increase time and focus on grade-level PLCs to allow for deeper collaboration, data analysis, and targeted intervention planning. Incorporate regular data reviews and goal-setting activities with students to promote ownership of learning and progress monitoring. Feb: No review February Lessons Learned February Next Steps/Need May: No review May Lessons Learned May Next Steps/Need