Clark County School District

Faiss, Wilbur and Theresa MS

2026-2027 School Improvement Plan

Accreditation Status
Accredited

Classification: 3 Star School



District Approval Date: October 13, 2026

Mission Statement

Through challenging and engaging activities, the Faiss Middle School community promotes respect, encourages life-long learning, and achieves academic success.

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/clark/wilbur_&_theresa_faiss_middle_school/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Our overall Math MAP Growth increased from 32% in Winter 2026 to 35% in Spring 2026. Our overall Reading MAP Growth increased from 45% in Winter 2026 to 48% in Spring 2026. Our ELL population demonstrated overall growth on Math MAP Growth from 10.2% in Winter 2026 to 16.5% in Spring 2026. Our ELL population demonstrated overall growth on Reading MAP Growth from 10.2% in Winter 2026 to 17.7% in Spring 2026. Our IEP population demonstrated overall growth on Math MAP Growth from 6.8% in Winter 2026 to 7.2% in Spring 2026.

Student Success Areas for Growth

Our IEP population demonstrated a decrease on Reading MAP Growth from 19.8% in Winter 2026 to 12% in Spring 2026. We continue to demonstrate gaps in our growth percentiles among both our ELL and IEP populations when compared to our overall growth. Based on 25-26 projected SBAC data, there is a 33% achievement gap between LEP and non-LEP student in ELA proficiency and a 20% achievement gap between LEP and non-LEP students in math proficiency. There is a 32% achievement gap between IEP and non-IEP students in Math proficiency and a 42% acheivement gap between IEP and non-IEP students in Reading proficiency.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Consistent implementation of language acquisition accommodations across PLC groups. Based on 25-26 projected SBAC data, there is a 33% achievement gap between LEP and non-LEP students in ELA proficiency, and a 20% achievement gap between LEP and non-LEP students in math proficiency.	Provide instruction including strategies for language acquisition. One period is scheduled for students scoring as Level 1 or 2 on the WIDA exam and one period is scheduled for students scoring as Level 3-4 on the WIDA exam. Ensure that PLC planning time includes discussions on how to better support language acquisition skills during Tier I instruction. School-wide writing across the curriculum initiative.

Student Group	Challenge	Solution
Foster/Homeless	Students are at an increased risk for chronic absenteeism which hinders their ability to receive consistent Tier I instruction.	Implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth.
Free and Reduced Lunch	There is currently no identifiable achievement gap between students receiving free and reduced lunch and students not receiving free and reduced lunch.	After school academic assistance is provided for all students by licensed teachers. Social-Emotional Learning lessons monthly to equip students with essential life skills like self-awareness, empathy, and conflict resolution.
Racial/Ethnic Minorites	Data indicates that students from certain racial and ethnic groups are experiencing academic performance gaps. These disparities highlight the need for culturally responsive practices, targeted supports, and equitable access to high-quality instruction.	Multicultural resources are incorporated into Tier I instruction to promote awareness and inclusivity.
Students with IEPS	Students receiving special education services may experience academic challenges related to their identified learning needs, which require individualized supports and interventions to ensure access to grade-level content.	Special education teachers and special education instructional facilitators will participate in grade-level Professional Learning Community (PLC) meetings to analyze data, determine students' needs, and plan effective instruction and support.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): There is a disparity between academic classroom grades and performance on SBAC and i-Ready scores across content areas.
Critical Root Cause: Differentiation of instruction among student performance levels is inconsistent which hinders the ability to enrich instruction for high performers as well as to re-teach instruction for lower performers.

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percentage of students projected CRT proficient in math from 28% (winter 2026) to 31% (winter 2027) to 34% (spring 2027) as measured by i-Ready Projected CRT Proficiency.
Increase the % of students scoring proficient on the SBAC from 38% in 25-26 to 44% in 26-27. (Academic Excellence: Confident Mathematical Thinkers and Problem Solvers, Academic Excellence: Innovative Learning)

Aligns with District Goal

Formative Measures: i-Ready Growth

Improvement Strategy 1 Details

Improvement Strategy 1: Ensure instruction and tasks are aligned to the NVACS through the consistent Implementation math Tier I curriculum

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Professional Development Days with department curriculum alignment.	Administration, Faculty Senate Leadership team, teachers	quarterly	
2	Continue to consistently analyze i-Ready student scores and how to apply that data to drive instruction and implement i-Ready personalized instruction.	Teachers, strategists, administration	on going	
3	Provide PD on MTSS learning intentions and student success criteria, and language supports (Tier I).	Teachers, strategists, administration	August 2026	✓
4	Professional development in MTSS related to the gradual release model within Tier I Learning strategist for tier 2 and tier 3 intervention assistance	Teachers, strategists, administration	August 2026, staff development days	
5	Math/ ELA Based Family Night to share information with parents about standards so that they can engage in supporting students' academic growth	Teachers, strategists, administration	quarterly	
6	Teachers will engage in data comparison analysis with academic classroom grades and MAP/SBAC scores to drive instruction	Teachers, strategists, administration	weekly	
7	Utilize open teacher periods for MTSS push-in Tier I small-group support and gradual release.	Teachers, strategists, administration	weekly	
8	Utilize school-wide, cross-curricular writing process.	Teachers, strategists, administration	daily	

Reviews

Status Check		EOY Reflection
Oct	Feb	June
In progress	No review	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
9	Implement Modern Classroom Project strategies	Teachers, strategists, administration	daily	

Position Responsible: Administration

Resources Needed: ELMS MAP course(s) for self-selected PD.
Math/ELA games, curriculum information for parents, MAP information for parents
i-Ready Assessments
Funding will come from the Strategic Budget
Shared Canvas Sandbox
Professional learning on "Soaring into Literacy" school wide literacy program
Aleks
Moby Max
Fastbridge
1003(a) funding for i-Ready Personalized Instruction

Evidence Level
Level 1: Strong: Carnegie Math EBI, Carnegie, Amplify Science, HMH Into Literature
Level 2: Moderate: i-Ready Personalized Instruction
Level 3: Promising: Analyze data (Edulastic)
Level 4: Demonstrate Rationale: IXL, Moby Max, FastBridge

Problem Statements/Critical Root Cause: Student Success 1

Inquiry Area 1: Student Success

SMART Goal 2: Increase the percentage of students projected CRT proficient in ELA from 46% (winter 2026) to 49% (winter 2027) to 52% (spring 2027) as measured by i-Ready Projected CRT Proficiency.
Increase the % of students scoring proficient on the SBAC from 49% in 25-26 to 57% in 26-27. (Academic Excellence: Strong Readers, Writers, and Communicators, Academic Excellence: Inclusive Classrooms that Support Every Learner)

Aligns with District Goal

Formative Measures: i-Ready Growth

Improvement Strategy 1 Details

Improvement Strategy 1: Ensure instruction and tasks are aligned to the NVACS through the consistent Implementation of ELA Tier I curriculum

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Professional Development Days with Department curriculum alignment.	Administration, Faculty Senate Leadership team, teachers	quarterly	
2	Continue to consistently analyze i-Ready student scores and how to apply that data to drive instruction and implement i-Ready personalized instruction.	Teachers, administration, strategists	on going	
3	Amplify Science and National Geographic Social Studies curriculums will support ELA standards in the content areas.	Teachers, administration, strategists	daily	
4	Provide PD on MTSS learning intentions and student success criteria, and language supports (Tier I)	Teachers, administration, strategists	August 2026	✓
5	Professional development in MTSS related to the gradual release model within Tier I Learning strategist for tier 2 and tier 3 intervention assistance	Teachers, administration, strategists	August 2026, staff development days	
6	Math/ ELA Based Family Night to share information with parents about standards so that they can engage in supporting students' academic growth	Teachers, administration, strategists	quarterly	

Reviews

Status Check		EOY Reflection
Oct	Feb	June
In progress	No review	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
7	Teachers will engage in data comparison analysis with academic classroom grades and MAP/SBAC scores to drive instruction	Teachers, administration, strategists	weekly	
8	Utilize open teacher periods for MTSS push-in Tier I small-group support and gradual release.	Teachers, administration, strategists	weekly	
9	Utilize school-wide,cross-curricular writing process.	Teachers, administration, strategists	daily	

Position Responsible: Administration

Resources Needed: ELMS MAP course(s) for self-selected PD.
Math/ELA games, curriculum information for parents, MAP information for parents
i-Ready Assessments
Funding will come from the Strategic Budget
Shared Canvas Sandbox
Professional learning on "Soaring into Literacy" school wide literacy program
IXL
Moby Max
Think CERCA
Fastbridge
1003(a) funding for i-Ready Personalized Instruction

Evidence Level
Level 1: Strong: Carnegie Math EBI, Carnegie, Amplify Science
Level 2: Moderate: HMH Into Literature, i-Ready Personalized Instruction
Level 3: Promising: Analyze data (Edulastic)

Problem Statements/Critical Root Cause: Student Success 1

Adult Learning Culture

Adult Learning Culture Areas of Strength

Our overall Math MAP Growth increased from 32% in Winter 2026 to 35% in Spring 2026. Our overall Reading MAP Growth increased from 45% in Winter 2026 to 48% in Spring 2026. Our ELL population demonstrated overall growth on Math MAP Growth from 10.2% in Winter 2026 to 16.5% in Spring 2026. Our ELL population demonstrated overall growth on Reading MAP Growth from 10.2% in Winter 2026 to 17.7% in Spring 2026. Our IEP population demonstrated overall growth on Math MAP Growth from 6.8% in Winter 2026 to 7.2% in Spring 2026.

Adult Learning Culture Areas for Growth

Our IEP population demonstrated a decrease on Reading MAP Growth from 19.8% in Winter 2026 to 12% in Spring 2026. We continue to demonstrate gaps in our growth percentiles among both our ELL and IEP populations when compared to our overall growth. Based on 25-26 projected SBAC data, there is a 33% achievement gap between LEP and non-LEP student in ELA proficiency and a 20% achievement gap between LEP and non-LEP students in math proficiency. There is a 32% achievement gap between IEP and non-IEP students in Math proficiency and a 42% acheivement gap between IEP and non-IEP students in Reading proficiency.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Consistent communication with guardians due to language barriers. English learners face academic challenges as they continue to develop proficiency in the English language.	Weighted funding will be used to provide family engagement services for parents and families of pupils who are ELs.
Foster/Homeless	Disruptions in housing can negatively affect academic achievement and/or attendance rates. These disruptions also affect consistent communication with guardians.	The school counselor and safe school professional on campus will coordinate ongoing services and support, and monitor students' attendance, academic, and social/ emotional progress.

Student Group	Challenge	Solution
Free and Reduced Lunch	There is currently no identifiable achievement gap between students receiving free and reduced lunch and students not receiving free and reduced lunch.	After school academic assistance is provided for all students by licensed teachers. Social-Emotional Learning lessons monthly to equip students with essential life skills like self-awareness, empathy, and conflict resolution.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Data indicates that students from certain racial and ethnic groups are experiencing academic performance gaps. These disparities highlight the need for culturally responsive practices, targeted supports, and equitable access to high-quality instruction.	Multicultural resources are incorporated into Tier I instruction to promote awareness and inclusivity.
Students with IEPs	Students receiving special education services may experience academic challenges related to their identified learning needs, which require individualized supports and interventions to ensure access to grade-level content.	Special education teachers and special education instructional facilitators will participate in grade-level Professional Learning Community (PLC) meetings to analyze data, determine students' needs, and plan effective instruction and support.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): There is a disparity of academic achievement and projected proficiency among subgroups in our student population.
Critical Root Cause: Students are receiving inconsistent differentiation during instruction in order to assist them in meeting academic and projected proficiency growth goals.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Increase the percentage of classroom observations that show evidence of differentiated instruction to assist students in understanding skills and concepts from X% at the end of the first semester to Y% at the end of the second semester (2026-2027) as measured by the Tier 1 Monitoring Tool. (Academic Excellence: Innovative Learning, Academic Excellence: Inclusive Classrooms that Support Every Learner)

Aligns with District Goal

Formative Measures: Tier I Monitoring Tool walkthrough data

Improvement Strategy 1 Details

Improvement Strategy 1: Ensure that consistent differentiaton is implemented across the curriculum throughtout the instructional day.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Collect baseline data within the first 5 weeks of school using the Tier I Monitoring Tool.	Admin, learing, strategists, teacher leaders	Within the first 5 weeks of school	
2	Professional development on The Modern Classroom Project and strategies.	Teacher Leaders, classroom teachers,	Summer 2026 and ongoing throughout the school year	
3	Consistently analyzing Tier I Monitoring Tool Data to inform of teacher fidelity in differentiation of instruction.	Admin, learning strategists, teacher leaders	quarterly	

Position Responsible: Administraion, Learning Strategists, Teacher Leaders

Resources Needed: The Modern Classroom Project
Training funded through strategic budget
Teacher collaboration time
1003(a) grant funding
Tier I Monitoring Tool

Evidence Level
Level 1: Strong: Modern Classroom Project
Level 2: Moderate: Teacher Collaboration, Tier I Monitoring Tool

Problem Statements/Critical Root Cause: Adult Learning Culture 1

Reviews

Status Check		EOY Reflection
Oct	Feb	June
In progress	No review	

Connectedness

Connectedness Areas of Strength

For the 25-26 schoolyear, we have no disproportionality among African American students for expulsions which is down from 55.9% in 24-25.

Our suspension data showed a decrease in disproportionality among our male population from 11.82% in January 2026 to 2.11% in May 2026.

Connectedness Areas for Growth

We are currently not meeting our goal on suspension rates for the following subgroups: Black/African American was 21.8% and the IEP subgroup was at 13.5% in May 2026.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	English learners face academic challenges as they continue to develop proficiency in the English language.	Weighted funding will be used to provide site-specific professional learning focused on effectively planning instruction to support ELs. .
Foster/Homeless	Students face challenges related to the hierarchy of basic needs (e.g., housing instability, food insecurity), which can affect their ability to fully engage in academic learning.	The school counselor and safe school professional on campus will coordinate ongoing services and support, and monitor students' attendance, academic, and social/ emotional progress.

Student Group	Challenge	Solution
Free and Reduced Lunch	There is currently no identifiable achievement gap between students receiving free and reduced lunch and students not receiving free and reduced lunch.	After school academic assistance is provided for all students by licensed teachers. Social-Emotional Learning lessons monthly to equip students with essential life skills like self-awareness, empathy, and conflict resolution.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Data indicates that students from certain racial and ethnic groups are experiencing academic performance gaps. These disparities highlight the need for culturally responsive practices, targeted supports, and equitable access to high-quality instruction.	Utilize a behavior strategist to provide tiered interventions and acceleration for students.
Students with IEPs	Students receiving special education services may experience academic and behavior challenges related to their identified learning needs, which require individualized supports and interventions to ensure access to grade-level content.	Special education teachers and special education instructional facilitators will participate in grade-level Professional Learning Community (PLC) meetings to analyze data, determine students' needs, and plan effective instruction and support.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Faiss MS has disporportionality of discipline among student groups.
Critical Root Cause: PBIS and behavioral expectations are not implemented with fidelity across the school environment. Students do not consistently feel they are being acknowledged for positive behaviors within our PBIS program.

Inquiry Area 3: Connectedness

SMART Goal 1: Reduce the suspension and/or expulsion rates for each student group to be less than a 10 percentage point difference from the student group enrollment during the 2026-2027 school year, as measured by school-wide behavior data. (Safe and Supportive Schools: Safe, Respectful, and Consistent

School Enviornments)

Aligns with District Goal

Formative Measures: School-wide behavior data, TFI 3.0 data, walk through data

Improvement Strategy 1 Details

Improvement Strategy 1: Strengthen Tier I Positive Behavioral Interventions and Supports (PBIS) by identifying necessary action steps based on the results of the Tiered Fidelity Inventory (TFI) 3.0.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Administer the TFI 3.0 to obtain baseline data.	Administration, Behavior Strategist, MTSS Support Team member	By June 30,. 2025	✓
2	Based on the results of the TFI, prioritize one to three items for implementation focus.	Administration, Behavior Strategist, MTSS Support Team member	By June 30. 2025	✓
3	Administer the TFI 3.0 focused on the prioritized implentation items to monitor progress.	Administration, Behavior Strategist, PBIS team	October 2026	
4	Continuing to work on strengthening Tier I PBIS implementation.	Administration, Behavior Strategist, PBIS team	On going	
5	Administer the TFI 3.0, focused on the prioritized implementation items to monitor progress.	Administration, Behavior Strategist, PBIS team	By January 30, 2027	

Position Responsible: Administration, Behavior Strategist

Resources Needed: Staff to assist with completing TFI, Tiered Fidelity Inventory

Evidence Level
Level 1: Strong:
Level 2: Moderate:

Problem Statements/Critical Root Cause: Connectedness 1

Reviews

Status Check		EOY Reflection
Oct	Feb	June
In progress	No review	

Priority Problem Statements

Problem Statement 1: There is a disparity between academic classroom grades and performance on SBAC and i-Ready scores across content areas.

Critical Root Cause 1: Differentiation of instruction among student performance levels is inconsistent which hinders the ability to enrich instruction for high performers as well as to re-teach instruction for lower performers.

Problem Statement 1 Areas: Student Success

Problem Statement 2: There is a disparity of academic achievement and projected proficiency among subgroups in our student population.

Critical Root Cause 2: Students are receiving inconsistent differentiation during instruction in order to assist them in meeting academic and projected proficiency growth goals.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Faiss MS has disporportionality of discipline among student groups.

Critical Root Cause 3: PBIS and behavioral expectations are not implemented with fidelity across the school environment. Students do not consistently feel they are being acknowledged for positive behaviors within our PBIS program.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- I-Ready
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- WIDA ACCESS for ELLs
- WIDA Alternate ACCESS (WAA)

Adult Learning Culture

- Walk-through data

Connectedness

- Behavior
- Demographic data
- Enrollment
- PBIS/MTSS data

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	$7,435,275	Staffing, Professional Learning, Additional Resources for RTI, Supplies	Student Success, Adult Learning Culture, Connectedness
At-Risk Weighted Allocation	$615,203	Staffing, class size reduction, support modified block schedule	Student Success, Adult Learning Culture, Connectedness
EL Weighted Allocation	$345,560	Staffing, ELL instruction	Student Success, Adult Learning Culture, Connectedness
1003(a) District Allocation	$ 5,454,702.03	i-Ready Personalized Instruction ($15,200), Professional Learning Specialist 5 times per year.	Student Success

Continuous Improvement Team

Team Role	Name	Position
Student	Audrina Quinones-Gancenia	Student
Community Member	Tori Sadiki	Parent
Support Staff	John Stoker	Office Manager
Co-CI Team Lead	Nichole Gentry	Teacher
CI Team Lead	Shirley Cunningham	Assistant Principal
Required	Roger West	Principal

Community Outreach Activities

Activity	Date	Lesson Learned
EL Family Engagement Night	9/23/2026	