

Clark County School District
Faiss, Wilbur and Theresa MS
2025-2026 Status Checks with Notes



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_and_theresa_faiss_middle_school/nspf/

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percentage of students projected CRT proficient in math from 41% (spring 2025) to 44% (winter) to 40% (spring 2026) as measured by MAP Projected CRT Proficiency.

Increase the % of students scoring proficient on the SBAC from 36.3% (currently enrolled) in 24-25 to 39.3% in 25-26.

Aligns with District Goal

Formative Measures: MAP Growth

Improvement Strategy 1 Details	Reviews
<p>Improvement Strategy 1: Ensure instruction and tasks are aligned to the NVACS through the consistent Implementation math Tier I curriculum</p> <p>Position Responsible: Administration</p> <p>Resources Needed: ELMS MAP course(s) for self-selected PD. Math/ELA games, curriculum information for parents, MAP information for parents MAP 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 Kahn Academy</p> <p>Evidence Level Level 1: Strong: Carnegie Math EBI, Carnegie, Amplify Science, HMH Into Literature Level 3: Promising: Analyze data (Edulastic), Exact Path Level 4: Demonstrate Rationale: IXL, Moby Max, FastBridge</p> <p>Problem Statements/Critical Root Cause: Student Success 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned We learned that we have a challenge with our ELL students performing below expected proficiency.</p> <p>October Next Steps/Need Ensuring that all ELL students have access to and understand how to utilize the new online component to assist their language development skills.</p> <p>Feb: Revisions needed</p> <p>February Lessons Learned We learned that we had a challenge maintaining student proficiency in 8th grade students from fall to winter based on MAP projected proficiency data. They went from 32% in the Fall to 30% on the Winter MAP. The math projected proficiency goal percentage for Spring was changed from 47% to 40% due to lower than expected growth from Fall to Winter. Overall Projected Proficiency increased, but only slightly from 31% in Fall to 32% in Winter. There was a 4% increase from 6% to 10% among English Learners, however, the achievement gap compared to non-ELs is 24%. There was an increase from 6% to 8% among Students with IEPs</p> <p>February Next Steps/Need Re-establishing classroom culture and expectations due to master schedule changes.</p> <p>June:</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</p>

Inquiry Area 1: Student Success

SMART Goal 2: Increase the percentage of students projected CRT proficient in ELA from 41% (spring 2025) to 47% (winter) to 50% (spring 2026) as measured by MAP Projected CRT Proficiency.

Increase the % of students scoring proficient on the SBAC from 52.6% (currently enrolled) in 24-25 to 57.6% in 25-26.

Aligns with District Goal

Formative Measures: MAP Growth

Improvement Strategy 1 Details	Reviews
<p>Improvement Strategy 1: Ensure instruction and tasks are aligned to the NVACS through the consistent Implementation of ELA Tier I curriculum</p> <p>Position Responsible: Administration</p> <p>Resources Needed: ELMS MAP course(s) for self-selected PD. Math/ELA games, curriculum information for parents, MAP information for parents MAP 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</p> <p>Evidence Level Level 1: Strong: Carnegie Math EBI, Carnegie, Amplify Science Level 2: Moderate: HMH Into Literature Level 3: Promising: Analyze data (Edulastic), Exact Path</p> <p>Problem Statements/Critical Root Cause: Student Success 1</p>	<p>Oct: Revisions needed</p> <p>October Lessons Learned We learned that we have a challenge with our ELL students performing below expected proficiency. We grew more than expected on MAP growth.</p> <p>October Next Steps/Need Ensuring that all ELL students have access to and understand how to utilize the new online component to assist their language development skills. Update MAP benchmarks for Winter and Spring.</p> <p>Feb: In progress</p> <p>February Lessons Learned Projected Proficiency decreased from 47% in Fall to 45% in Winter. There was a 3% decrease from 13% to 10% among English Learners, and the achievement gap compared to non-ELs is 38%. There was an increase from 16% to 20% among Students with IEPs. We showed a decrease in projected proficiency in 7th grade from 44% to 39% and 8th grade from 50% Fall to 49% winter.</p> <p>February Next Steps/Need Re-establishing classroom culture and expectations due to master schedule changes.</p> <p>June:</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</p>

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Increase the percentage of two-way parent communication with guardians from 68% of students from the end of the 2024-2025 school year to 80% by the end of the 2025-2026 school year as measured by the Teacher Contact Log Report.

Aligns with District Goal

Formative Measures: Teacher Contact Log Reports

Improvement Strategy 1 Details	Reviews
<p>Improvement Strategy 1: 1) Provide training sessions on effective communication techniques with parents. This could include workshops on active listening, cultural competency, and using technology for outreach.</p> <p>2) Establish a routine schedule for teachers to reach out to parents.</p> <p>3) Set up a system for tracking teacher-parent interactions through the Teacher Contact Log Report monthly. Share "students with no contact" data with staff monthly.</p> <p>4) Review individual teacher data during pre-conferences and mid-cycle reviews.</p> <p>5) Review guidance on using the teacher contact log in IC.</p> <p>Position Responsible: Administration</p> <p>Resources Needed: Teacher Contact Log in IC Guide doc checklist</p> <p>Evidence Level Level 4: Demonstrate Rationale: Infinite Campus Teacher Contact Log</p> <p>Problem Statements/Critical Root Cause: Adult Learning Culture 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned We are in line to meet our goal based on current data.</p> <p>October Next Steps/Need Continue to discuss documenting two-way communication at PLCs and in 1:1 meetings with teachers.</p> <p>Feb: In progress</p> <p>February Lessons Learned We are in line to meet our goal based on current data. Currently, 47% of total students enrolled have had teacher contact logged on the teacher contact log which is up from 18% at the last status check.</p> <p>February Next Steps/Need We will discuss individual teacher contact log data with teachers at mid-cycle meetings.</p> <p>June:</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</p>

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 2025-2026 school year, as measured by school-wide behavior data.

Aligns with District Goal

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

Improvement Strategy 1 Details	Reviews
<p>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.</p> <p>Position Responsible: Administration, Behavior Strategist</p> <p>Resources Needed: Staff to assist with completing TFI, Tiered Fidelity Inventory</p> <p>Evidence Level</p> <p>Problem Statements/Critical Root Cause: Connectedness 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned Current data shows that we are with the 10% in all categories except our white student population.</p> <p>October Next Steps/Need Train staff of the PBIS matrix ,collect TFI walk-through data, complete TFI 3.0.</p> <p>Feb: In progress</p> <p>February Lessons Learned We are within 10% range in all categories except the Black/ African American and male.</p> <p>February Next Steps/Need Implementation of the PBIS school matrix.</p> <p>June:</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</p>