

Clark County School District

Fertitta, Victoria MS

2025-2026 Status Checks with Notes



District Approval Date: February 18, 2026

Mission Statement

We challenge the educational status quo by breaking academic and social boundaries with a high-energy culture of innovation, service, and excellence for all.

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/victoria_fertitta_middle_school/nspf/

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: All teachers and administrators will focus on increasing the percentage of students scoring in the 61st percentile or above in math from 50% (Spring 2025), to 51% (Fall) to 54% (winter) to 57% (spring 2026) as measured by MAP Growth Assessment. Increase the percentage of students scoring in the 61st percentile or above in reading from 42% (Spring 2025), to 43% (fall) to 44% (winter) to 45% (spring 2026) as measured by MAP Growth Assessment. Increase the percentage of students scoring proficient on the SBAC in math from 42.5% in 24-25 to 45% in 25-26 and in reading from 56% in 24-25 to 59% in 25-26.

Aligns with District Goal

Formative Measures: Progress Monitoring (iReady) and Common Summative Assessment Data (PLC)

Rocket Math

Fertitta Learning Lab Model (Interventions for 6-20th percentile, CC mins provided; Interventions for 21-40th percentile)

Improvement Strategy 1 Details	Reviews
<p>Improvement Strategy 1: Data Driven PLCs with common formative and summative assessments.</p> <p>Resources Needed: ELMS MAP course(s) for self-selected PD. Teacher Led PD for Math PLCs in October 2023. Monthly Teacher Led engagement strategy examples. Carnegie Math PL sessions September, October, November & December 2023. Math games, curriculum information for parents, MAP information for parents Attendance data from FocusEd. Website updated in a timely manner, weekly email. Math MAP Assessment Curriculum adjustments; engagement, differentiation techniques Instructional Opportunity schedule for math interventions</p> <p>Problem Statements/Critical Root Cause: Student Success 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned</p> <p>Now: All teachers and administrators will focus on increasing the percentage of students scoring in the 61st percentile or above in math from 50% (Spring 2025), to 51% (Fall) to 54% (winter) to 57% (spring 2026) as measured by MAP Growth Assessment. Increase the percentage of students scoring in the 61st percentile or above in reading from 42% (Spring 2025), to 43% (fall) to 44% (winter) to 45% (spring 2026) as measured by MAP Growth Assessment. Increase the percentage of students scoring proficient on the SBAC in math from 42.5% in 24-25 to 45% in 25-26 and in reading from 56% in 24-25 to 59% in 25-26.</p> <p>Fall MAP Math= 45% (Outcome was 6% decrease than projected) Fall MAP Rdg= 50% (Outcome was 6% increase than projected) Project CRT based on Fall Benchmark= 33% in math and 50% in rdg.</p>

October Next Steps/Need

Next:

- Revisit action steps and identify areas to improve for math and continuing reading trajectory.
- Removing intensive ELA/Math courses due to budget revisions
- Adjusting teacher and student schedules to continue Learning Lab

Need:

- Realignment of prep schedules and staffing

Feb: In progress

February Lessons Learned

Now:

All teachers and administrators will focus on increasing the percentage of students scoring in the 61st percentile or above in math from 50% (Spring 2025), to 51% (Fall) to 54% (winter) to 57% (spring 2026) as measured by MAP Growth Assessment. Increase the percentage of students scoring in the 61st percentile or above in reading from 42% (Spring 2025), to 43% (fall) to 44% (winter) to 45% (spring 2026) as measured by MAP Growth Assessment. Increase the percentage of students scoring proficient on the SBAC in math from 42.5% in 24-25 to 45% in 25-26 and in reading from 56% in 24-25 to 59% in 25-26.

Winter MAP Math= 45% (Outcome was 6% decrease than projected) (Fall)

49% (Outcome was 5% decrease than projected) (Winter)

Winter MAP Rdg= 50% (Outcome was 6% increase than projected) (Fall)

58% (Outcome was 14% increase than projected) (Winter)

Project CRT based on Winter Benchmark= 39% in math and 57% in rdg.

February Next Steps/Need

Next:

- Monitor iReady Progress to provide additional support
- Additional Learning Lab sessions based on iReady progress and teacher input
- Teacher input allows a more flexible scheduling for Learning Lab

Need:

-Intervention groupings for anticipated SBAC prep
----Groupings will be based on teacher recommendations and MAP scores (specifically targeting students scoring in the "orange"

June: Continue

June Lessons Learned

Now:

All teachers and administrators will focus on increasing the percentage of students scoring in the 61st percentile or above in math from 50% (Spring 2025), to 51% (Fall) to 54% (winter) to 57% (spring 2026) as measured by MAP Growth Assessment. Increase the percentage of students scoring in the 61st percentile or above in reading from 42% (Spring 2025), to 43% (fall) to 44% (winter) to 45% (spring 2026) as measured by MAP Growth Assessment. Increase the percentage of students scoring proficient on the SBAC in math from 42.5% in 24-25 to 45% in 25-26 and in reading from 56% in 24-25 to 59% in 25-26.

Winter MAP Math= 51% (Outcome was 6% decrease than projected (Spring 2026)

Winter MAP Rdg= 53% (Outcome was 8% increase that projected (Spring 2026)

Project CRT based on Winter Benchmark= 40% in math and 54% in rdg.

June Next Steps/Need

Next:

- Providing PL for iReady platform; including benchmark assessments and monitoring iReady progress monitoring

Need:

- Master scheduling based on MAP data, intervention data, and behavioral data; with Learning Lab adjustments

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Teachers will implement 20-30 mins. of Tier II small group instruction based on data (MAP/ Common Summative Data) in all classrooms

The percent of classroom observations during instructional time that provide Tier II small group instruction based on data will be 75% at the end of semester 1 and 80% at the end of semester 2 as measured by classroom walkthrough data (Focal Point/Tier I monitoring tool)

Aligns with District Goal

Formative Measures: MTSS Standards and Tier II teacher logs, PLC+ Implementation (Teaching and Learning Cycles)

iReady and MAP Learning Continuum Data

Focal Point Classroom logs

Teacher led PD about PLC

PLC and PBL Guidelines/agendas

IC Gradebooks/Canvas

Improvement Strategy 1 Details	Reviews
<p>Improvement Strategy 1: Instruct a school-wide format of PBL Gold Standards in all classes and execute two PBLs through all teachers. Incorporate PLC guidelines that provide common goals using the 4 critical questions and formative/summative data.</p> <p>Resources Needed: Google Form/PBL- Classroom Walks Teacher led PD about PLC/PBL PLC & PBL Guidelines/agendas IC Gradebooks/Canvas Funding will come from Strategic & district Pilot</p> <p>Evidence Level Level 2: Moderate: PLC Level 3: Promising: PBL</p> <p>Problem Statements/Critical Root Cause: Adult Learning Culture 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned Now: -Identify current goal outcomes</p> <p>October Next Steps/Need Next: -PLC addition focused on ELA support (Claim 1 for 24-25 is at 29.8%) to focus on speaking and listening -Tier I Monitoring walkthroughs Need: -Adjusting school wide SLG department-wide for speaking/ listening - Incorporating verbiage from Tier I monitoring metric (FocusED-Instruction-Walkthrough)</p> <p>Feb: In progress</p> <p>February Lessons Learned Now: -Reflect and adjust current goal outcomes</p> <p>February Next Steps/Need Next: -Review and discuss SLG progress during midcycle reviews to analyze data and apply course corrections</p> <p>Need: - Anticipated SBAC prep course utilizing Title I 1003A grant -Licensed staff (collaborate and develop curriculum and analyze student data for targeted groupings)</p> <p>June: Continue</p> <p>June Lessons Learned Now: - PLC+ refinement for PLC meetings (established minutes, data analysis, common summatives) - Teacher input on grading reform</p> <p>June Next Steps/Need Next: -Review course expectations and grading reform practices Need: - PL on PLC+</p>

Inquiry Area 3: Connectedness

SMART Goal 1: Staff will decrease the percentage of suspensions, specifically the overrepresentation of the African American subgroup from 14% to 9% by May 2026 as measured by FocusEd Behavior Analysis. Administrators and Staff will make adjustments to the progressive discipline plan to involve more intervention prior to suspension.

Aligns with District Goal

Formative Measures: Tiered Fidelity Data
 Progressive Discipline Plan to leverage appropriate resolutions and restorative practices
 Rethink Ed lessons and application (staff and students)

Improvement Strategy 1 Details	Reviews
<p>Improvement Strategy 1: Conduct attendance meetings with students who are at-risk of 10% absenteeism and implement events that promote student attendance at school.</p> <p>Resources Needed: Social Worker for deep trauma (not available in the budget); Hazel Health & Care Solace supports being utilized 24-25 Student Success Coordinator Student Success Instructional Facilitator (SSIF) SEL Competencies from CASEL</p> <p>Evidence Level Level 1: Strong: Positive Action - Attendance Level 3: Promising: Home Visits</p> <p>Problem Statements/Critical Root Cause: Connectedness 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned Now: -Update Action steps to reflect TFI Disproportionality Data - Hired 1 Student Success Coordinator (Total 2)</p> <p>October Next Steps/Need Next: -Behavior Interventions in Learning Lab focusing on social skills - MTSS implementation (restorative includes academic, SEL, behaviors)</p> <p>Need: -Alternative website to ReThinkED -Utilizing "What's in Your Backpack?" book and weekly lessons</p> <p>Feb: In progress</p> <p>February Lessons Learned Now: -Analyze data and continue to revise action steps to reflect TFI Disproportionality Data -PL on the Regulated Classroom</p> <p>February Next Steps/Need Next: - Continue to include Behavior Interventions in Learning Lab focusing on individual targeted SEL needs</p>

-MTSS implementation (restorative includes academic, SEL, behaviors, and Regulated Classroom)

Need:

-Alternative website to ReThinkED
-Procedures/protocols in implementing "What's in Your Backpack?" book and weekly lessons

June: Continue

June Lessons Learned

Now:

-Analyze data and continue to revise action steps to reflect TFI Disproportionality Data
- Continue offering PL on the Regulated Classroom

June Next Steps/Need

Next:

- Develop Behavior Interventions in Learning Lab focusing on individual targeted SEL needs
-MTSS implementation (restorative includes academic, SEL, behaviors, and Regulated Classroom)
- Refining systems and processes for climate and culture for the school

Need:

-Alternative website to ReThinkED
-Procedures/protocols in implementing "What's in Your Backpack?" book and weekly lessons
- Administer TFI Disproportionality Data for 2026-2027 school year