

Clark County School District



Fertitta, Victoria MS

Classification: 5 Star School

TSI

2025-2026 School Improvement Plan

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.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

MAP (61st Percentile>)- SPRING 2025 Math 50%, ; SBAC 2024 (Proficient)- Math 41.7%, Reading 51.7%, Science 43%
6% growth in students scoring at or above 61st percentile on MAP Math (Spring 2024- 44% to Spring 2025- 50%)

Areas for Growth

MAP (61st Percentile>)- SPRING 2025 Rdg 42%; SBAC 2024 (Proficient)- Math 41.7%, Rdg 51.7%
2% decrease in students scoring at or above 61st percentile on MAP Reading (44% to 42%)

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Due to language barriers and/or lack of discourse opportunities, ELs struggle with foundational literacy skills and/or have limited opportunities to practice and improve language skills.	Title III funding will be leveraged to provide curricular materials to support EL-specific language development courses, targeting either Newcomers or Long-term English Learners (LTELs).
Foster/Homeless	Disruptions in housing can negatively affect academic achievement and/or attendance rates.	The school counselor and will implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth.
Free and Reduced Lunch	Students receiving free or reduced-price meals may feel stigmatized, leading to embarrassment or reluctance to participate, which can negatively impact their social and emotional well-being, as well as academic achievement.	The counselor will provide Social-Emotional Learning (SEL) lessons monthly to equip students with essential life skills like self-awareness, empathy, and conflict resolution.

<p>Racial/Ethnic Minorities</p>	<p>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.</p>	<p>Multicultural resources are incorporated into Tier I instruction to promote awareness and inclusivity.</p>
<p>Students with IEPs</p>	<p>Due to the need for individualized support, students may have gaps in foundational knowledge.</p>	<p>Co-teaching opportunities will be provided in the least restrictive environment to ensure students receive grade-level instruction with the appropriate accommodations and modifications.</p>

Problem Statements Identifying Student Success Needs

Problem Statement

Critical Root Cause

1



There is a decrease in proficiency levels and growth of all students in reading, widening the achievement gap between demographic groups.

Learning tasks and common assessments lack alignment with the level of rigor of state assessments (SBAC). Teachers are not consistently analyzing and utilizing common assessment data (MAP) or Interim Assessment Blocks (IABs) to drive differentiated instruction.

 = Priority

Adult Learning Culture

Areas of Strength

PLC weekly, Implementation of PBL Gold Standards, progress monitoring (data walls)/goal setting achievement

Areas for Growth

Using data to inform instruction; Use data to guide flexible Tier II small group instruction for all classes

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Due to language barriers and/or lack of discourse opportunities, ELs struggle with foundational literacy skills and/or have limited opportunities to practice and improve language skills.	Title III funding will be leveraged to provide curricular materials to support EL-specific language development courses, targeting either Newcomers or Long-term English Learners (LTELs).
Foster/Homeless	Disruptions in housing can negatively affect academic achievement and/or attendance rates.	The school counselor and social worker will implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth.
Free and Reduced Lunch	Students receiving free or reduced-price meals may feel stigmatized, leading to embarrassment or reluctance to participate, which can negatively impact their social and emotional well-being, as well as academic achievement.	The counselor will provide Social-Emotional Learning (SEL) lessons monthly to equip students with essential life skills like self-awareness, empathy, and conflict resolution.
Migrant/Title1-C Eligible	N/A	N/A
	Data indicates that students from certain racial and ethnic groups are experiencing	

<p>Racial/Ethnic Minorities</p>	<p>academic performance gaps. These disparities highlight the need for culturally responsive practices, targeted supports, and equitable access to high-quality instruction.</p>	<p>Utilize a language learner strategist to provide tiered interventions and acceleration for students.</p>
<p>Students with IEPs</p>	<p>Due to the need for individualized support, students may have gaps in foundational knowledge.</p>	<p>Co-teaching opportunities will be provided in the least restrictive environment to ensure students receive grade-level instruction with the appropriate accommodations and modifications.</p>

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement

Critical Root Cause

1



Teachers need to bridge learning gaps through an emphasis on the MTSS model Teachers need to utilize common summative assessment data to drive instruction in order to support growth, fill in achievement gaps or provide challenges.

Inconsistent guidelines of PLC in regards to the use of data to inform instruction.

 = Priority

Connectedness

Areas of Strength

Provide SEL lessons for all students in Leadership classes, school-wide interventions and incentives, Panorama surveys, Student Success Coordinators

Areas for Growth

Decrease percentage of student suspensions, specifically African American subgroup; ensure proper attendance tracking

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Due to language barriers and/or lack of discourse opportunities, ELs struggle with foundational literacy skills and/or have limited opportunities to practice and improve language skills.	Title III funding will be leveraged to provide curricular materials to support EL-specific language development courses, targeting either Newcomers or Long-term English Learners (LTELs).
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 social worker will implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth.
Free and Reduced Lunch	Students receiving free or reduced-price meals may feel stigmatized, leading to embarrassment or reluctance to participate, which can negatively impact their social and emotional well-being, as well as academic achievement.	The counselor will provide Social-Emotional Learning (SEL) lessons monthly to equip students with essential life skills like self-awareness, empathy, and conflict resolution.
Migrant/Title1-C Eligible	N/A	N/A
	Data indicates that students	

<p>Racial/Ethnic Minorities</p>	<p>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.</p>	<p>Multicultural resources are incorporated into Tier I instruction to promote awareness and inclusivity.</p>
<p>Students with IEPs</p>	<p>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.</p>	<p>Co-teaching opportunities will be provided in the least restrictive environment to ensure students receive grade-level instruction with the appropriate accommodations and modifications.</p>

Problem Statements Identifying Connectedness Needs

Problem Statement

Critical Root Cause


1



Student suspension rates increased. Students who miss more than 10% of school continue to fall further behind and create additional achievement gaps.

Students lack social and emotional foundations, coping skills and professional support of social and emotional needs. Many students struggle to connect with other students, staff or have an activity/club/sport to feel part of the school.

 = Priority



Priority Problem Statements

Problem Statement

Critical Root Cause

1
★

There is a decrease in proficiency levels and growth of all students in reading, widening the achievement gap between demographic groups.

Learning tasks and common assessments lack alignment with the level of rigor of state assessments (SBAC). Teachers are not consistently analyzing and utilizing common assessment data (MAP) or Interim Assessment Blocks (IABs) to drive differentiated instruction.

2
★

Teachers need to bridge learning gaps through an emphasis on the MTSS model Teachers need to utilize common summative assessment data to drive instruction in order to support growth, fill in achievement gaps or provide challenges.

Inconsistent guidelines of PLC in regards to the use of data to inform instruction.

3
★

Student suspension rates increased. Students who miss more than 10% of school continue to fall further behind and create additional achievement gaps.

Students lack social and emotional foundations, coping skills and professional support of social and emotional needs. Many students struggle to connect with other students, staff or have an activity/club/sport to feel part of the school.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- Curriculum Based Measures
- Grades
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Nevada State Performance Framework (NSPF)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Student failure and/or retention rates
- Tier I Instructional Materials Assessments
- Other

Climate Survey Results & SEL Surveys

Amplify, HMH

Adult Learning Culture

- Budgets/entitlements and expenditures data
- Lesson Plans
- Master schedule
- Professional learning communities (PLC) data/agenda/notes
- Staff surveys and/or other feedback
- Study of best practices
- Teacher evaluation
- Walk-through data
- Other

Formative & Summative Data; grade books

Classroom Observations; Data Walks; Kagan Walks; PBL Walks

Weekly PLC; ½ Day PLCs; Classroom Walks

Connectedness

- Attendance
- Behavior
- Demographic data
- Home Visits
- PBIS/MTSS data
- Perception/survey data
- School safety data
- Volunteer opportunities, attendance, and participation
- Other

Behavior Management Data (IC); Average Daily Attendance

Classroom Monitor IC; 5 Star; PBIS

Behavior Contracts; House Points/School-Wide Incentives



Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1 Aligns with District Goal

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.

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

Data Driven PLCs with common formative and summative assessments.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Identify ELA strands from SBAC & Spring MAP as a focus - Provide PD on analyzing ELA Map student scores and how to apply that data to drive instruction including learning continuum -Provide PD on engagement strategies (KAGAN, CHAMPS)	Administration, Department Chairs	Revisit quarterly
2	MAP Math/ELA assessment (Student Profile) for 1:1 conferences - Incorporate intensive intervention through RTI & Tier II instruction (through learning lab) -Science & Social Studies will be supporting school wide note-taking strategies to supplement core classes	Administration, Department Chairs, All Staff	Revisit quarterly

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

Problem Statements: Student Success 1

Status Checks

In progress

In progress

October

February

June

SMART Goal 1 Problem Statements Identifying Student Success

Problem Statement

Root Cause

1

There is a decrease in proficiency levels and growth of all students in reading, widening the achievement gap between demographic groups.

Learning tasks and common assessments lack alignment with the level of rigor of state assessments (SBAC). Teachers are not consistently analyzing and utilizing common assessment data (MAP) or Interim Assessment Blocks (IABs) to drive differentiated instruction.

SMART Goal 1 Aligns with District Goal

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)

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

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.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Provide PD for all teachers in their PLCs on analyzing the data from common formative assessments and how to use that data to drive instruction - Incorporate PLC+ PD as it becomes available from the district - Teacher created common summative assessments	Administration, PLCs	Quarterly
2	School-wide PLC agendas and PLC+ implementation (Teaching/Learning Cycles)	PLC Teams	Weekly
3	All teachers will implement two PBLs in the 2025-26 school year. - Implementation of PBL elements wheel	PLC Teams	Semester
4	Administration will conduct Tier I Monitoring Tool observations for a minimum of 20 minutes to identify Tier II, small group instruction	Administration	Semester

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

Evidence Level

Level 2: Moderate:
 PLC

Level 3: Promising:
 PBL

Problem Statements: Adult Learning Culture 1

Status Checks

In progress

In progress

October

February

June

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

Problem Statement

Root Cause

1

Teachers need to bridge learning gaps through an emphasis on the MTSS model
 Teachers need to utilize common summative assessment data to drive instruction in order to support growth, fill in achievement gaps or provide challenges.

Inconsistent guidelines of PLC in regards to the use of data to inform instruction.

Inquiry Area

Connectedness

3

SMART Goal 1 Aligns with District Goal

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.

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

Conduct attendance meetings with students who are at-risk of 10% absenteeism and implement events that promote student attendance at school.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Continue with staff mentorship program during instructional opportunity time - Evaluate behavior resolutions and progressive discipline plan to level appropriate conflict resolutions	Administration	Beginning of school year, revisit throughout the year
2	Survey students and staff on SEL topics of importance (needs assessment) - SEL lessons implemented in Leadership classes and applied schoolwide -PD on SEL competencies to staff -Continue utilizing restorative practices (classroom implementation)	Administration, All Staff	Revisit Quarterly
3	Implement/Develop Tiered Fidelity Schoolwide Expectations/Values Matrix -5 Star/PBIS/FIREbird Way	Administration, All Staff	Revisit Quarterly

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

Evidence Level

Level 1: Strong:

Positive Action - Attendance

Level 3: Promising:

Home Visits

Problem Statements: Connectedness 1

Status Checks

In progress

In progress

October

February

June

SMART Goal 1 Problem Statements Identifying Connectedness

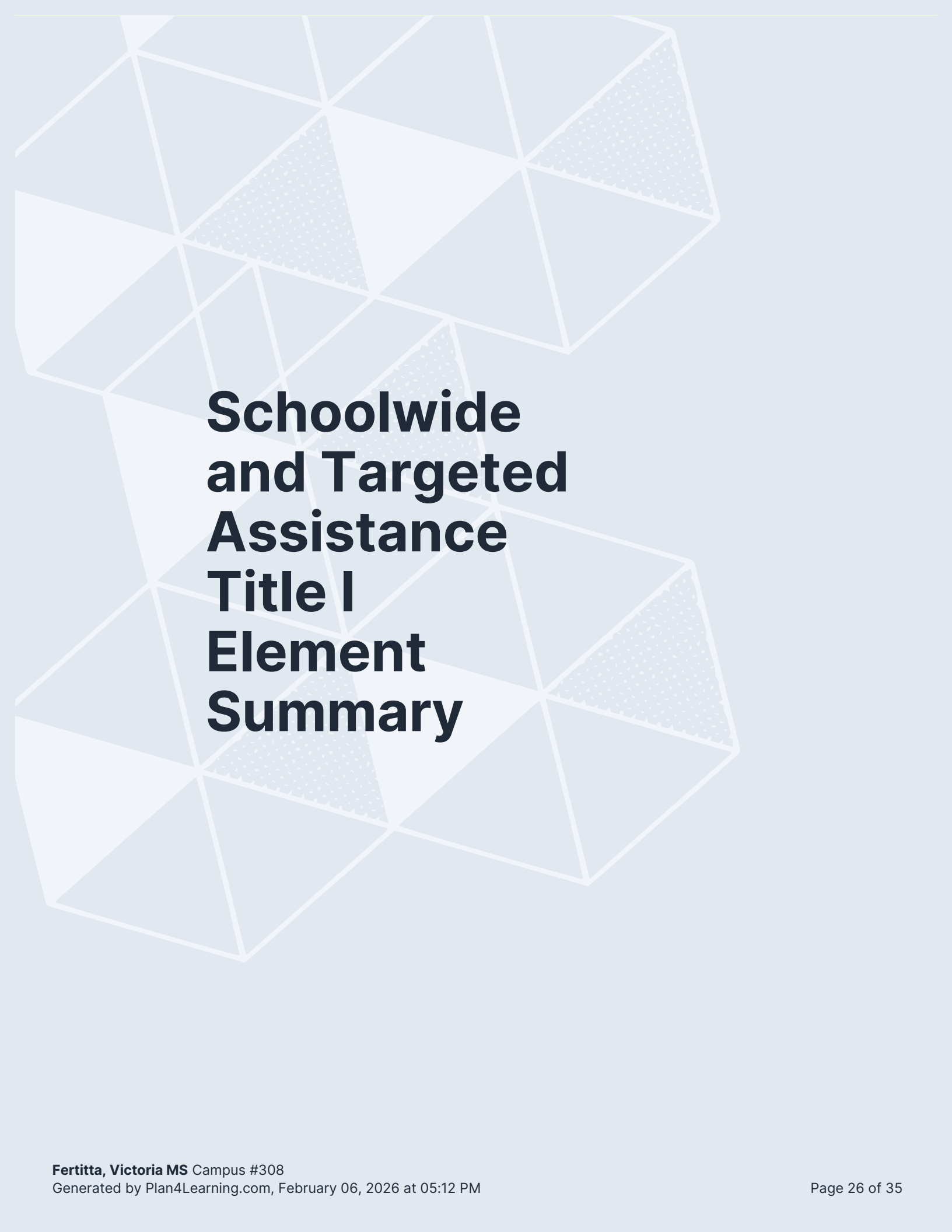
Problem Statement

Root Cause

1

Student suspension rates increased. Students who miss more than 10% of school continue to fall further behind and create additional achievement gaps.

Students lack social and emotional foundations, coping skills and professional support of social and emotional needs. Many students struggle to connect with other students, staff or have an activity/club/sport to feel part of the school.



Schoolwide and Targeted Assistance Title I Element Summary

Schoolwide and Targeted Assistance Title I Elements

1.1 Comprehensive Needs Assessment

The comprehensive needs assessment is reviewed bi-weekly with administrators and discussed with department chairs and CI Team members monthly during the Leadership meetings.

2.1 School Performance Plan (SPP) developed with appropriate stakeholders

The Site- Based Committee, which includes staff, families, parents, community members, and students meet quarterly to review the plans and provide feedback for making revisions. In addition, stakeholder feedback is gathered through Family Engagement activities (throughout the year) and monthly SOT meetings.

2.2 Regular monitoring and revision

We hold status checks quarterly with the teams responsible for monitoring each strategy and document our lessons learned and next steps. Our teams provide strengths and areas for growth aligned with the SPP's action steps, teacher feedback, and student data.

2.3 Available to parents and community in an understandable format and language

The plan is posted on our school website, as well as sent to families in our weekly Firebird Feed newsletter.

2.4 Opportunities for all children to meet State standards

An adopted curriculum aligned with state standards in English language arts, mathematics, science, and social studies, including differentiated scaffolds and supports, is used. Districtwide Multi-tiered Systems of Support (MTSS) are implemented in every Clark County School District school.

2.6 Address needs of all students, particularly at-risk

Please refer to the budget table in Plan Notes for Title I-funded major initiatives, along with Equity Resource Supports within each Inquiry Area.

3.1 Annually evaluate the schoolwide plan

SPP is reevaluated quarterly, by semester, and evaluated at the end of the school year with administration.

4.1 Develop and distribute Parent Involvement and Family Engagement Policy

The development of the Parent Involvement and Family Engagement Policy stems from a team of administrators, teachers, and paraprofessionals from Fertitta Middle School. Information on the Parent Involvement and Family Engagement Policy is distributed through fliers and the school's weekly newsletter.

4.2 Offer flexible number of parent involvement meetings

Multiple events throughout the school year is communicated and held during different times on various days. These include but not limited to Open House, Family Engagement BBQ, and Student of the Month



Plan Notes

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	\$6,884,095	Personnel to support all students through SEL, Academics and Activities, as well as supplies and daily operations	1,2,3
At-Risk Weighted Allocation	\$551,313	Personnel to support students with low grad scores	1,2,3
EL Weighted Allocation	\$269,366	Personnel to support EL students in all settings	1,2,3



Teams

Teams

Continuous Improvement Team

Meeting Logs

Date	Location	Sign In Sheet	Notes
May 20, 2025 @ 3:00 PM	Google Meet	--	--
January 28, 2025 @ 3:00 PM	Google Meet	--	--

Members

First Name	Last Name	Position	Committee Role
Juby	Benin	Parent	Required
Roger	West	Parent	Required
Marian	Abad	Specialized Instructional Support Personnel	CI Team Member
Yaneli	Topete	Specialized Instructional Support Personnel	CI Team Member
Summer	Orellanos	Student	Required
Jennifer	Warnick	Parent	Required
Connie	Johnson	Parent	Required
Lisa	Raino	Paraprofessional	Required
Teryl	Harrison	Paraprofessional	Required
Kathy	Dunaway	Paraprofessional	Required
Tammy	Wolff	Teacher	Required
Jennifer	Fitzgerald	Teacher	Required
Leslie	VanSchaik	Teacher	Required
Shurine	Simpson	Teacher	Required
Amber	Bielak	Teacher	Required
George	Willacey	Student Success Coordinator	Other School Leader Administrator
Jeanine	Roser	Assistant Principal	Other School Leader Administrator

Angela	Fitch	Assistant Principal	Other School Leader Administrator
MaryAnne	Almario	Student Success Coordinator	CI Team Lead
Greg	Siqueiros	Principal	Required



Community Outreach Activities

Activity	Date	Lesson Learned
End of Year SOT	May 2025	End of Year Reflection
August SOT		
September SOT	09/30/2026	SOT elections and Budget Overview
Open House	08/15/2025	Open House Presentation for parents
Fall Festival	10/10/2025 (School wide fundraiser)	Staff Sign up
October SOT	10/28/25	Agenda
November SOT		
December SOT		
January SOT	01/28/2026	Agenda