

Clark County School District

Sunrise Mountain HS

2025-2026 School Improvement Plan

Title I



Mission Statement

Working together, The Sunrise Mountain High School Community will assist ALL of our students achieve the high levels of learning required for success in college or post-secondary opportunities by utilizing collaborative approaches that are Purposeful, Inclusive, and Consistent (PIC).

Vision

The policies, programs, and practices of Sunrise Mountain High School reflect its commitment to helping ALL of our students learn at high levels.

As a result of That Commitment:

- The staff constantly seeks out the most promising practices that support student learning.
- The school is characterized by a collaborative culture in which educators take collective responsibility for helping ALL students learn at high levels.
- The collaborative team is the fundamental structure of the school.
- Students are provided a guaranteed and viable curriculum, unit by unit.
- The learning of each student is monitored on an ongoing basis through daily formative assessment in the classroom and team-developed summative assessments for each unit.
- Our school has systems in place to ensure that evidence of student learning is used to:
 - Provide timely diagnostic and directed support for students who are struggling
 - Enrich and extend learning for students who demonstrate they are proficient
 - Inform educators regarding their strengths and weaknesses in helping students learn at high levels
 - Alert the collaborative team to areas of concern in student learning that warrant the attention of the entire team
- Our school supports educators' continuous learning and ongoing professional development.
- Our school has a strong partnership with parents and provides parents with the information necessary to monitor and support the learning of their children.

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/sunrise_mountain_high_school/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

During the school year 24/25, the percentage of students meeting at or above the 41st percentile in the school-wide MAP testing in the area of Math from 36% in the fall 24/25 to 45% in the spring 24/25.

Teachers provide consistent expectations utilizing learning intentions and success criteria with lessons created within PLC groups and Tier 1 instruction.

Year over year, comparing SY 2022-23 to SY 2023-24, who are meeting their AGP growth goal increased from 4.3% of all students in SY 2022-2023, to 5.7% in SY 2023-2024.

Student Success Areas for Growth

- Student participation to remain consistent throughout the year to increase and improve the overall number of students meeting the target of 61st percentile or better on MAP testing in reading and math. Teacher and student engaging in the aligned learning intentions and define tier 2 instructional strategies are used to provide support to students.
- Student to increase their completion of CTE requirements with in all programs.

English Learner (EL) English Language Arts (ELA) Proficiency: Data Review Conclusion: Decrease the percentage of students (61%) that are a level 1 on the ACT ELA assessment, vs their Not LEP peers, (24.3%).

EL Mathematics Proficiency: Data Review Conclusion: Decrease the percentage of students (53.4%) that are a level 1 on the ACT Math assessment, vs their Not LEP peers, (61%).

EL WIDA Met AGP: Data Review Conclusion: Increase the percentage of students who are meeting their AGP growth goal from 5.7% in SY 2023-2024 to 10% or greater.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Students can be a struggle with instruction in Tier I for students with language acquisition barriers. Teachers also can be unfamiliar with having instructional tools to increase acquisition skills.	Provide teachers interventions and strategies that have language supports for other languages. Utilizing funds to provide tutoring support in other languages (online or in person). Professional Development with EL Strategist and a strategic plan for support.
Foster/Homeless	Students face challenges to their basic needs, such stability in housing or food, which can affect their ability to engage to achieve academic success.	Ensure students have access to technology and WIFI; ensure students have access to tutoring. Provide resources and support to both school and community through social workers and Title I Hope advocate.
Free and Reduced Lunch	Many students at SMHS experience challenges in meeting basic needs such as stable housing and reliable access to food, which can impact their ability to fully participate in academic learning.	Ensure students have access to technology, Wi-Fi, and academic support. Licensed and support staff will offer after-hours tutoring and office hours to provide additional help. Tier 2 instruction will be emphasized to deliver differentiated support tailored to student needs.
Migrant/Title1-C Eligible		

Student Group	Challenge	Solution
Racial/Ethnic Minorities	District data show that academic performance gaps persist among certain racial and ethnic groups. Given our school's demographics, there is an ongoing need for culturally responsive practices, targeted support, and equitable access to high-quality instruction.	We implement restorative practices and social-emotional learning to foster a positive school climate, while counselors and social workers offer direct support for student well-being. Teachers receive training in trauma-informed and culturally responsive practices, and are supported by instructional facilitators, strategists, and administrative coaching. Students also have access to academic help through tutoring and office hours, as well as inclusive extracurricular such as Black Student Union, Latinos in Action, mariachi, and folkloric dance that celebrate and reflect their cultural identities.
Students with IEPs	Student may contain gaps in their educational development and knowledge due to their need for individualized support.	Ensure students have extended time with intervention program/teachers if needed; Ensure teachers are providing any needed scaffolding for students.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): The percentile of students increased in meeting the 41st percentile, the percentage of students who have reached the 61st percentile is still below 30% in both math and reading, also below 33% achievement for students for CTE program proficiency in testing requirement

Critical Root Cause: Student chronic absenteeism is at 37% and students continue to have a skill deficit and a lack of foundational skills and test taking strategies.

Problem Statement 2 (Prioritized): As evidenced by the state assessments, the problem is ELL students are performing below other identified student groups at Sunrise Mountain High School in ELA, Math, and on the WIDA exam.

Critical Root Cause: The low performance of ELL students in language proficiency and content achievement is due to students missing specific skills and knowledge, and the lack of structures in place for organizational planning, including collaborative time.

Inquiry Area 1: Student Success

SMART Goal 1: - Increase the percentage of all students scoring at or above the 61st percentile in Reading and Math from 25% (Spring 2025) to 27% (Winter 2025) and to 30% (Spring 2026), as measured by MAP Growth Assessments.

- Increase the percentage of students completing the CTE program assessments within all programs from 33% to 50 %

Aligns with District Goal

Formative Measures: -Exact Path individualized pathways to be regularly assessed
 -Tier I common assessment to assess student skills created and analyzed by PLC.
 -Review of PLC agendas to review assessments and analysis.

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Professional development on interpreting assessment data and connecting that data to the District's Tier 1 and Tier 2 Instructional Materials/Strategies and computer-based intervention programs such as Exact Path, including by not limited to, during PLC planning time. Ensuring that teachers post the learning intentions and success criteria daily in their classrooms and that students understand them.				Status Check		EOY Reflection
				Oct	Feb	June
					No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Develop intervention expectations for teachers and PLC discussion points within the PLC agenda templates	Principal, Assistant Principal, Learning Strategist, Department chairs	Complete by August 30th			
2	Review students within CTE programs and access their status within the program	Curriculum Administrator, counselors	August - May			
3	Schedule professional development for data analysis	Principal, Assistant Principals, Learning Strategist	August - May			
4	Utilize a status tracker for teacher learning intentions and success criteria	Principal, Assistant Principal, Learning Strategist, Department chairs	August - May			
5	Follow up with teachers to determine the effectiveness of instructional strategies for Tier I and Tier II or if more professional development is needed	Principal, Assistant Principal, Learning Strategist, Department chairs	August - May			
6	Provide professional development for Tier II intervention programs and its implementation into instruction	Assistant Principals, Learning Strategist	August-May			
Position Responsible: Administration Resources Needed: Intervention program/instructional strategies Professional development on intervention programs and connecting MAP data Professional development on varied instructional strategies and connecting MAP data and summative assessment data Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 2: Moderate: professional development Problem Statements/Critical Root Cause: Student Success 1						

Improvement Strategy 2 Details				Reviews																										
Improvement Strategy 2: Articulation with grade level bands and also feeder middle schools and elementary schools to discuss data and promote student achievement at all levels. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Identify feeder middle schools and gather data for comparison.</td><td>Assistant Principal, Learning Strategist</td><td>August - September</td></tr><tr><td>2</td><td>Communicate with the administration at selected schools and schedule articulation time for teachers</td><td>Assistant Principal, Learning Strategist</td><td>August - September</td></tr><tr><td>3</td><td>Identify strategic plan to implement exposure to CTE programs and skills.</td><td>Principal, Assistant Principals</td><td>October - January</td></tr><tr><td>4</td><td>Develop agenda/discussion topics to go over during articulation meetings</td><td>Assistant Principal, Learning Strategist</td><td>September - May</td></tr><tr><td>5</td><td>Facilitate meetings with feedback and next step actions within the meeting to allow for follow up.</td><td>Assistant Principal, Learning Strategist</td><td>September - May</td></tr></table> <p>Position Responsible: Administration</p> <p>Resources Needed: Funds to pay teachers if meetings are held during off-contract time</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Evidence Level Level 4: Demonstrate Rationale: data discussions</p> <p>Problem Statements/Critical Root Cause: Student Success 1</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Identify feeder middle schools and gather data for comparison.	Assistant Principal, Learning Strategist	August - September	2	Communicate with the administration at selected schools and schedule articulation time for teachers	Assistant Principal, Learning Strategist	August - September	3	Identify strategic plan to implement exposure to CTE programs and skills.	Principal, Assistant Principals	October - January	4	Develop agenda/discussion topics to go over during articulation meetings	Assistant Principal, Learning Strategist	September - May	5	Facilitate meetings with feedback and next step actions within the meeting to allow for follow up.	Assistant Principal, Learning Strategist	September - May	Status Check		EOY Reflection
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	No review																													

Inquiry Area 1: Student Success

SMART Goal 2: English Learner (EL) English Language Arts (ELA) Proficiency: Data Review Conclusion: Decrease the percentage of students (61%) that are a level 1 on the ACT ELA assessment, vs their Not LEP peers, (24.3%).

EL Mathematics Proficiency: Data Review Conclusion: Decrease the percentage of students (53.4%) that are a level 1 on the ACT Math assessment, vs their Not LEP peers, (61%).

EL WIDA Met AGP: Data Review Conclusion: Increase the percentage of students who are meeting their AGP growth goal from 5.7% in SY 2023-2024 to 10% or greater.

Aligns with District Goal

Formative Measures: Summit K12
MAP projected proficiency data
Grades and/or classroom assessments

Improvement Strategy 1 Details				Reviews																		
Improvement Strategy 1: To increase students opportunity for discourse in all subject areas. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Ensure all teachers and administrators complete CCSD's adopted Language Development Approach, Understanding Language Development (ULD).</td><td>School leadership team, learning strategist, teachers.</td><td>Completed by May 2026.</td></tr><tr><td>2</td><td>Based on the instructional rounds, identify professional learning, professional learning community, and coaching needs for the school.</td><td>School leadership team, learning strategist, teachers, EL School Support Coordinator.</td><td>Ongoing</td></tr><tr><td>3</td><td>Monitor implementation of English learner support in Tier I by participating in instructional rounds utilizing the Tier I monitoring tool.</td><td>School leadership team, learning strategist, teachers, EL School Support Coordinator.</td><td>Monthly</td></tr></table> <p>Position Responsible: Administration</p> <p>Resources Needed: Intervention program/instructional strategies Professional development on intervention programs and connecting WIDA and ACT data Professional development on ULD, data and summative assessment data</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Evidence Level Level 2: Moderate: Professional Development, Professional Learning Communities</p> <p>Problem Statements/Critical Root Cause: Student Success 2</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Ensure all teachers and administrators complete CCSD's adopted Language Development Approach, Understanding Language Development (ULD).	School leadership team, learning strategist, teachers.	Completed by May 2026.	2	Based on the instructional rounds, identify professional learning, professional learning community, and coaching needs for the school.	School leadership team, learning strategist, teachers, EL School Support Coordinator.	Ongoing	3	Monitor implementation of English learner support in Tier I by participating in instructional rounds utilizing the Tier I monitoring tool.	School leadership team, learning strategist, teachers, EL School Support Coordinator.	Monthly	Status Check		EOY Reflection
				Action #	Actions for Implementation	Person(s) Responsible	Timeline															
				1	Ensure all teachers and administrators complete CCSD's adopted Language Development Approach, Understanding Language Development (ULD).	School leadership team, learning strategist, teachers.	Completed by May 2026.															
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Oct	Feb	June																				
	No review																					

Adult Learning Culture

Adult Learning Culture Areas of Strength

Administration consistently requests feedback at Staff meetings, to include, Guiding Coalition meetings. Administration provides overall data related to the improvement of school wide goals. The data was shared every quarter to show State assessment data, MAP data and attendance data. Tier I Monitoring observations were conducted and 82% of the 507 had Learning Intentions and Success Criteria displayed during the lesson and connected to the learning.

Adult Learning Culture Areas for Growth

Supporting teachers with tools for accessing data and to analyze the data efficiently and effectively in order to utilize Professional Learning Communities to inform and improve instruction. During Tier I monitoring observations it demonstrated that teachers display their Learning Intentions and Success Criteria but only engage with them during the lesson 30% or less. Differentiation was only observed 22% of the 507 observations completed.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Instruction in Tier I is a challenge for students acquiring proficiency in the English language due to the struggle of foundational skills within the language.	Ensuring data includes subgroups so that they are part of the discussion. Provide teachers interventions and strategies that have language supports for other languages. Provide tutoring support in other languages (online or in person). Professional Development with EL strategist. Leverage funding to support academic areas with instructional support.
Foster/Homeless	Disruptions in housing can negatively affect academic achievement and/or attendance rates.	Title I Hope advocate and social workers will connect resources to students and families to support attendance as well as provide professional training and resources for identification to all staff.
Free and Reduced Lunch	Students face challenges related to basic needs such as housing instability and food insecurity, which can impact their ability to fully engage with teachers in the classroom. Our ongoing challenge is to provide effective student resources that support consistent attendance and academic success.	To address these challenges, teachers will develop and implement targeted engagement strategies, including tutoring and after-hours office hours, to provide additional academic support. Data will be regularly reviewed with attention to student subgroups, ensuring all voices are included in discussions to inform interventions and promote equitable outcomes.
Migrant/Title1-C Eligible		

Student Group	Challenge	Solution
Racial/Ethnic Minorities	District data indicate 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.	Teachers will receive direct support through professional learning opportunities focused on restorative practices and social-emotional learning. They will also be trained in trauma-informed and culturally responsive strategies and supported by instructional facilitators, strategists, and administrative coaching. Additionally, teachers will analyze and discuss disaggregated data, including student subgroups, during PLC meetings to guide instruction and interventions.
Students with IEPs	Because students require individualized support, many face gaps in foundational knowledge. Additionally, ensuring consistent attendance and providing adequate academic resources remain ongoing challenges.	Special education teachers and instructional facilitators will actively participate in grade-level Professional Learning Community (PLC) meetings to analyze data, identify student needs, and collaboratively plan effective instruction and supports.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Teachers need to be supported and provided with tools and professional development to utilize data that will help connect Tier I instruction with Tier 2 strategies to help student achievement.

Critical Root Cause: The amount of time for training and analysis is minimally available.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: For the 2025-2026 school year, we will Increase the number of PLCs engaging in analysis and response to data and Tier 1 structures from 30% in spring 2025 (focused on Math/ELA) to 100% schoolwide in PLC and as measured by PLC observation forms and agenda.

Aligns with District Goal

Formative Measures: - PLC Agenda

- PLC Observation Tool
- Tier I Monitoring Tool
- Feedback Surveys

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Develop structures and timelines for disseminating data to staff and provide expectations for analyzing the data with use of Tiered PLC agendas and the PLC look for tools.				Status Check		EOY Reflection
				Oct	Feb	June
					No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Assign appropriate personnel to be responsible for sharing data	Principal	July			
2	Identify data sources and data to be shared with staff	Principal, Assistant Principal, Learning Strategist	July - August			
3	Develop a timeline for sharing data with staff	Principal, Assistant Principal, Learning Strategist	July - August			
4	Provide a set of expectations for the analysis of data	Principal, Assistant Principal, Learning Strategist	July - August			
5	Develop a method for teachers to request specific data	Principal, Assistant Principal, Learning Strategist	August-September			
Position Responsible: Administration Resources Needed: Professional Development Opportunity: Funds to pay teachers, drilling down on data, school-wide, department, and classroom levels Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 4: Demonstrate Rationale: PLCs Problem Statements/Critical Root Cause: Adult Learning Culture 1						

Connectedness

Connectedness Areas of Strength

Students reported in 24/25 that they have felt encouraged by staff to be healthy (83%), to be courteous (86%), and take challenging classes not what their demographic status (88%). Staff also reported at 88% that they felt supported at their school and by their administration.

Connectedness Areas for Growth

In the 24/25 school year, 37% of students were considered chronically absent. 23% of students report that they feel connected with an adult at their school and 42% report to stay home at times because they feel overwhelmed and anxious. 48% of students also report that they engage in class.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Student resources and support for consistent attendance and academic support	Language and cultural supports (such as door signs indicating which languages are spoken and where students can get assistance)
Foster/Homeless	Student resources and support for consistent attendance and academic support	Ensure teachers are knowledgeable about services that are available on campus and how students can obtain assistance
Free and Reduced Lunch	Student resources and support for consistent attendance and academic support	Ensure teachers are knowledgeable about services that are available on campus and how students can obtain assistance
Migrant/Title1-C Eligible	Student resources and support for consistent attendance and academic support	N/A
Racial/Ethnic Minorities	Student resources and support for consistent attendance and academic support	Include cultural sensitivity/empathy training as part of professional development

Student Group	Challenge	Solution
Students with IEPs	Student resources and support for consistent attendance and academic support	Include strategies and supports to staff and students to navigate resources and instruction based on individual needs.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): An average of 37% of students were chronically absent during the 2024/2025 school year.
Critical Root Cause: Students are not engaged in class and do not feel the necessity of being on campus.

Inquiry Area 3: Connectedness

SMART Goal 1: By Spring 2025 school year, chronic absenteeism was 36%.

By Spring 2026, the chronic absenteeism rate will be below 30%, and the MTSS system will visibly define the support services for students on campus.

Aligns with District Goal

- Formative Measures:** - Student Daily Attendance
- Behavior Data
 - Referrals to MTSS
 - Surveys
 - Talking Points Data

Improvement Strategy 1 Details				Reviews																						
Improvement Strategy 1: More visibility and easier access to counselors, social workers and other staff with defined structures that all stakeholders will be able to identify. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Train office staff in working with students that have experienced trauma</td><td>Principal, Social Workers</td><td>July - August</td></tr><tr><td>2</td><td>Train teachers in working with students that have experience trauma, and having sensitivity with urgent situations</td><td>Principal, Social Workers</td><td>August - May</td></tr><tr><td>3</td><td>Design structure for reporting students needs</td><td>Assistant Principal, MTSS</td><td>July - August</td></tr><tr><td>4</td><td>Establish additional times for SEL staff to be immediately available to students, to include during instructional day and lunch times.</td><td>Assistant Principal</td><td>July - August</td></tr></table> <p>Position Responsible: Administration</p> <p>Resources Needed: Professional Development Structure for accessing sources Structure for referring student needs Providing mentorship through various structures</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Evidence Level Level 3: Promising: Professional Development</p> <p>Problem Statements/Critical Root Cause: Connectedness 1</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Train office staff in working with students that have experienced trauma	Principal, Social Workers	July - August	2	Train teachers in working with students that have experience trauma, and having sensitivity with urgent situations	Principal, Social Workers	August - May	3	Design structure for reporting students needs	Assistant Principal, MTSS	July - August	4	Establish additional times for SEL staff to be immediately available to students, to include during instructional day and lunch times.	Assistant Principal	July - August	Status Check		EOY Reflection
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4	Establish additional times for SEL staff to be immediately available to students, to include during instructional day and lunch times.	Assistant Principal	July - August																							
Oct	Feb	June																								
	No review																									

Improvement Strategy 2 Details				Reviews		
Improvement Strategy 2: Provide teachers/staff training on implementing positive/proactive strategies with students in the classroom; using PLC data and have all teachers share best practices.				Status Check		EOY Reflection
				Oct	Feb	June
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Professional development with positive/proactive classroom strategies.	Principal, Assistant Principals, Learning Strategist, Teacher leaders	July - October			
2	Continued professional development with smaller groups/ specific topics.	Principal, Assistant Principals, Learning Strategist, Teacher leaders	October - May			
3	Promote resources to all staff and identify the reported system for students.	Principal, Assistant Principal	July - October			
4	Participate in a book study to help identify goals for increasing students intrinsic motivation	All staff	June - May			
Position Responsible: Administration Resources Needed: Funds for professional development Funds to cover teachers/subs Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 3: Promising: PLC data Problem Statements/Critical Root Cause: Connectedness 1						

Priority Problem Statements

Problem Statement 1: The percentile of students increased in meeting the 41st percentile, the percentage of students who have reached the 61st percentile is still below 30% in both math and reading, also below 33% achievement for students for CTE program proficiency in testing requirement

Critical Root Cause 1: Student chronic absenteeism is at 37% and students continue to have a skill deficit and a lack of foundational skills and test taking strategies.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Teachers need to be supported and provided with tools and professional development to utilize data that will help connect Tier I instruction with Tier 2 strategies to help student achievement.

Critical Root Cause 2: The amount of time for training and analysis is minimally available.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: An average of 37% of students were chronically absent during the 2024/2025 school year.

Critical Root Cause 3: Students are not engaged in class and do not feel the necessity of being on campus.

Problem Statement 3 Areas: Connectedness

Problem Statement 4: As evidenced by the state assessments, the problem is ELL students are performing below other identified student groups at Sunrise Mountain High School in ELA, Math, and on the WIDA exam.

Critical Root Cause 4: The low performance of ELL students in language proficiency and content achievement is due to students missing specific skills and knowledge, and the lack of structures in place for organizational planning, including collaborative time.

Problem Statement 4 Areas: Student Success

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Accelerated/Advanced Coursework Enrollment
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- AP Completion
- CCR Participation data
- College and career readiness data
- Course Offerings
- CTE
- Curriculum Based Measures
- Grades
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- SAT, ACT, PSAT or ASPIRE
- Student Climate Survey, Student Voice
- Student failure and/or retention rates
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- WIDA Screener
- Other
 - behavior data, NEPF classroom observation data, Tier I instructional monitoring tool

Adult Learning Culture

- Budgets/entitlements and expenditures data
- Class size averages by grade and subject
- Lesson Plans
- Master schedule
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data
- Staff surveys and/or other feedback
- Student Climate Survey
- Walk-through data
- Other
 - Guiding Coalition meeting notes

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback

- Demographic data
- Enrollment
- Enrollment trends
- Home Visits
- Perception/survey data
- Social Emotional Learning Data
- Volunteer opportunities, attendance, and participation
- Other
 - teacher/staff attendance data

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

Please see the Comprehensive Needs Assessment detailed in this school performance plan. The various stakeholders were made up of administrators, teacher leaders and School Organizational Team members (SOT) that were provided data to review and analyze for strengths and concerns. The information was provided multiple times during the year, minimally each quarter, to identify areas of growth related to the school goals and the areas of academic performance. These include formative and summative assessment data, survey data, academic and attendance data, as well as social-emotional data. They were reviewed as a whole school and then broken down by various components, such as grade level and at risk groups. The feedback would be shared and used to make recommendations to the plan to achieve the goals, such as professional development.

2.1: School Performance Plan (SPP) developed with appropriate stakeholders

Please see the Continuous Improvement Team table included in this plan.

The CIP Team members will meet to gather the data and share with both small and large groups of staff to elicit feedback each quarter to address the current achievement towards the goals. Feedback is also provided by the School Organizational Team on the status of the goals with the data and suggestions or considerations are shared with leadership team.

2.2: Regular monitoring and revision

During Act 2 (September-October and January -February): Navigating Our Course, CI teams will monitor progress toward achieving goals by engaging in the Now, Next, Need question protocol as data is analyzed and plan implementation is reflected upon. Real-time adjustments will be made, as needed, to ensure the plan results in the intended improvements. The outcomes of this analysis will be documented in the Status Checks section of this plan and posted on school websites to serve as a communication tool with the school community.

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

Per Nevada Revised Statutes (NRS).388G, school plans must be posted on both the District and school websites. Upon approval, the School Performance Plan (SPP: Roadmap) is posted following each Act in the Continuous Improvement Process. With 111 languages in our district, translation services are available upon request.

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. District wide Multi-tiered Systems of Support (MTSS) are implemented in every Clark County School District school.

2.5: Increased learning time and well-rounded education

The Title I funded initiatives will be to increase student achievement with Tier I materials and Tier II programs that will increase student deficient skills, increase family engagement and school culture. The increase of licensed and support staff will help to increase student safety, decrease class sizes and provide added resources for support. It ensures that we can support with additional EL endorsed teachers in co teaching classrooms, smaller special education resource settings, provide co teaching for all core subject areas for IEP support, provide tutoring after school and mentorship throughout the school year.

2.6: Address needs of all students, particularly at-risk

Please refer to the Equity Resource Supports table within each Inquiry Area to see challenges and solutions developed to ensure the needs of all students are considered and addressed.

3.1: Annually evaluate the schoolwide plan

During Act 3 (May-June): Reviewing Our Journey, CI teams will reflect on the school year and determine which goals and improvement strategies will continue, be corrected, or be canceled in the following school year as part of the continuous improvement process.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

The school leadership, staff, parents, and community stakeholders collaborate annually to develop and revise the Parent Involvement and Family Engagement Policy (PIFEP), providing input throughout the process. The finalized plan is then posted on the school website for accessibility. See Community Outreach table for more information.

4.2: Offer flexible number of parent involvement meetings

Refer to the Community Outreach Activities table for parent involvement opportunities.

5.1: Determine which students will be served by following local policy

N/A

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	\$13,848,399.89	Fund the staff to support academic courses that meet various levels and to increase student achievement	Student Success/Adult Learning Culture/Connectedness
At-Risk Weighted Allocation	\$ 2,366,956.34	Fund additional teachers and strategist to provide services to students in a smaller ratio to improve student achievement. Provide more resources for students to meet all needs.	Student Success/Connectedness
EL Weighted Allocation	\$ 2,466,040.98	Fund additional teachers and strategist to provide services to students in a smaller ratio to improve student achievement and provide EL services to supplement FLS	Student Success/Connectedness
General Carry Forward	\$ 1,815,857.34	Fund the staff to support academic courses that meet various levels and to increase student achievement. Includes professional development	Student Success/Adult Learning Culture/Connectedness
At-Risk Weighted Carry Forward	\$ 228,099.73	Fund additional teachers and strategist to provide services to students in a smaller ratio to improve student achievement	Student Success/Connectedness
EL Weighted Carry Forward	\$ 826,138.14	Fund additional teachers and strategist to provide services to students in a smaller ratio to improve student achievement and provide EL services to supplement FLS	Student Success/Adult Learning Culture/Connectedness
Title IA	\$ 1,351,812	Fund additional preparatory periods for teachers to teach additional classes to make class sizes smaller and provide more offerings to students	Student Success/

School Continuous Improvement Team

Team Role	Name	Position
Teacher	Dana Hazzard	Department Chair
Teacher	Selena Rodriguez	Department Chair
Administration	Aaron Ward	Assistant Principal
Administration	Alex Alger	Assistant Principal
Teacher	Elizabeth Adler	Learning Strategist
Teacher	Ronae Wilkes	Learning Strategist
Teacher	Meenyah Allen	Learning Strategist
CI Team Lead	Victoria Andrus	Assistant Principal
Required	Dawn Martin	Principal

Community Outreach Activities

Activity	Date	Lesson Learned
Open House	August 7, 2025	Map Data and SPP goals will be shared with the school community during our open house.
SOT Meetings	Ongoing monthly: August 2025-to May 2026	Discussions will be focused around staffing, progress towards goals, community engagement and budget allocations.