



Clark County School District

Sunrise Mountain HS

School Performance Plan: A Roadmap to Success

Sunrise Mountain HS has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

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School Designations: ☒ Title I ☐ MRI ☐ CSI ☐ TSI ☐ ATSI

Our SPP was last updated on 09/25/2024



School Demographics and Performance Information

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 http://nevadareportcard.nv.gov/DI/nv/clark/sunrise_mountain_high_school/2024/nspf.

Inclusion of this link replaces completion of the tables in the previous year's SPP.

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
AJ Adams	Principal(s) <i>(required)</i>
Dawn Martin, Ross Williams, Antonio Morales	Other School Leader(s)/Administrator(s) <i>(required)</i>
Dana Hazzard, Selena Rodriguez	Teacher(s) <i>(required)</i>
Betty Contreras	Paraprofessional(s) <i>(required)</i>
	Parent(s) <i>(required)</i>
	Student(s) <i>(required for secondary schools)</i>
N/A	Tribes/Tribal Orgs <i>(if present in community)</i>
Elizabeth Adler	Specialized Instructional Support Personnel <i>(if appropriate)</i>
<i>*Add rows as needed</i>	



School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
Update after each outreach event.	Enter Date	<ul style="list-style-type: none">• Add lessons learned after each outreach event.
School Organizational Team (SOT)	5/12/2024	<ul style="list-style-type: none">• Reviewed school data• Discussed action steps
School Organizational Team (SOT)	8/2024	<ul style="list-style-type: none">• Reviewed school data• Discussed action steps
School Organizational Team (SOT)	9/2024	<ul style="list-style-type: none">• Reviewed school data• Discussed action steps



School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.

Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed	NWEA MAP Assessment Data ACT Assessment Data Grade Distributions	Behavior Data Panorama Survey Results	Districtwide Survey NEPF Classroom Observation Data Tier I Instructional Monitoring Tool
	Areas of Strength: Increased in overall percentage of students meeting the 40% percentile in the school-wide MAP testing in the area of Math Teachers provide consistent expectations utilizing learning intentions and success criteria with lessons created within PLC groups and Tier 1 instruction.		
	Areas for Growth: Student participation remains consistent throughout the year to increase and improve the overall number of students meeting the target of 40th percentile or better on MAP testing, and septic—tier 2 instructional strategies are used to provide support to students.		
Problem Statement	Reading achievement is below; only 33% of students met the target of 40th percentile or better on MAP testing.		
Critical Root Causes	Our student chronic absenteeism rate average is 55%, and we continue to have a skill deficit and a lack of foundational skills.		



Part B

Student Success	
School Goal: <i>Increase the percentage of all students scoring at or above the 41th percentile in Reading from 33% (Spring 2024) to 35% (Winter 2024) and to 37% (Spring 2025), as measured by MAP Growth Assessments.</i>	Aligned to Nevada's STIP Goal: Goal 3: All students experience continued academic growth.
Improvement Strategy: <i>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.</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2	
Intended Outcomes: <i>Teachers can use assessment data to target interventions for students and promote growth in their foundational skills for Tier 2 instruction utilizing Tier I instructional materials and resources.</i>	
Action Steps: <ul style="list-style-type: none">● <i>Schedule professional development</i>● <i>Develop intervention expectations for teachers and PLC discussion points within the PLC agenda templates</i>● <i>Follow up with teachers to determine the effectiveness of instructional strategies for Tier I and Tier II or if more professional development is needed</i>● <i>Utilize a status tracker for teacher learning intentions and success criteria</i>	
Resources Needed: <ul style="list-style-type: none">● <i>Intervention program/instructional strategies</i>● <i>Professional development on intervention programs and connecting MAP data</i>● <i>Professional development on varied instructional strategies and connecting MAP data and summative assessment data</i>	
Challenges to Tackle: <ul style="list-style-type: none">● <i>Consistency with implementation across classrooms/teachers; The Administration will utilize a tracker to identify teachers who need</i>	



more support to implement consistently

- *Consistency with interpretation of data; administration/strategist will present professional development at various times to review components of data*
- *Attendance issues with students: Provide incentives and add attendance officers to the staff to support student resources*
- *Teachers follow through with posting learning intentions and success criteria and ensuring that students comprehend them; Provide modeling of these items in various staff meetings and teacher expectations throughout the year*

Improvement Strategy: *Articulation with grade level bands and also feeder middle schools and elementary schools to discuss data and promote student achievement at all levels.*

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 4

Intended Outcomes: *Over time, discussions between teachers at lower levels can promote a focus on building foundational skills before students enter high school.*

Action Steps:

- *Identify feeder schools*
- *Get in touch with the administration at selected schools and schedule articulation time for teachers*
- *Develop agenda/discussion topics to go over during articulation meetings*
- *Hold meetings*
- *Follow up with teachers*

Resources Needed:

- *Funds to pay teachers if meetings are held during off-contract time*

Challenges to Tackle:

- *Development of proactive/positive relationships with feeder schools; Establish a timeline with other administrative teams to create specific tasks related to articulation*
- *Available time to effectively meet within and across grade bands; Administrative commitment to identify time with subs or potential budget to cover other options*
- *Difficulty finding time to meet and scheduling meetings for all to attend; Provide subs for teachers and consider outside-of-contract time to meet goals of conversation*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Look for interventions and strategies that have language supports for other languages; Look for tutoring support in other languages (online or in person)



Foster/Homeless: *Ensure students have access to technology and wifi; ensure students have access to tutoring*

Free and Reduced Lunch: *Ensure students have access to technology and wifi; ensure students have access to tutoring*

Migrant: *N/A*

Racial/Ethnic Minorities: *Ensure students have access to technology and wifi; ensure students have access to tutoring*

Students with IEPs: *Ensure students have extended time with intervention program/teachers if needed; Ensure teachers are providing any needed scaffolding for students*

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	Districtwide Survey and School Surveys PLC Agenda and Meetings Staff and department meetings	Guiding Coalition Meeting Notes PLC Agenda and Meetings Staff and department meetings	Guiding Coalition Meeting Notes PLC Agenda and Meetings Staff and department meetings
	Areas of Strength: Administration consistently requests feedback at Staff meetings, to include, Guiding Coalition meetings.		
	Areas for Growth: Provide a consistent and structured format for staff to receive data and provide feedback.		
Problem Statement	Currently, there is a limited consistent mode of communication or structure to the access of data with teachers and staff. In addition, staff are unable to consistently immediately provide feedback regarding the data.		
Critical Root Causes	Lack of structures and expectations in place - it has not been done consistently before, so there isn't a standard process or expectation.		



Part B

Adult Learning Culture	
<p>School Goal:</p> <p><i>For the 2023-2024 school year, 100% of PLC meetings followed the schoolwide PLC structure, as measured by PLC observation forms.</i></p> <p><i>For the 2024-2025 school year, we will Increase the number of PLCs engaging in analysis and response from 0% (spring 2024) to 30% by spring 2025 (focus on Math/ELA) following the schoolwide 100% PLC and Tier 1 structure as measured by PLC observation forms.</i></p>	<p>STIP Connection: Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.</p>
<p>Improvement Strategy: <i>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.</i></p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 4</p>	
<p>Intended Outcomes: <i>Teachers and staff will be more aware of school performance data and feel more involved in decision-making at the school level, including ACT and MAP proficiency levels.</i></p>	
<p>Action Steps:</p> <ul style="list-style-type: none">● <i>Identify data sources and data to be shared with staff</i>● <i>Develop a timeline for sharing data with staff</i>● <i>Assign appropriate personnel to be responsible for sharing data</i>● <i>Develop a method for teachers to request specific data</i>● <i>Provide a set of expectations for the analysis of data</i>	
<p>Resources Needed:</p> <ul style="list-style-type: none">● <i>Professional Development Opportunity: Funds to pay teachers, drilling down on data, school-wide, department, and classroom levels</i>	
<p>Challenges to Tackle:</p> <ul style="list-style-type: none">● <i>Finding needed data sources and other data outside of our core subject areas; Involve department leaders to help identify tools for their content areas that correlate</i>● <i>Making data user-friendly and easy to read; Using district resources to help break down assessment data and summative assessment</i>	



and strategy to help deliver in various formats.

- *Instruct teachers in utilizing the various tiered agendas and their application to the PLC planning.*

Improvement Strategy: *Develop process/procedure/expectation for PLC groups to look at and discuss school data as it impacts their students.*

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3

Intended Outcomes: *Teachers will become more invested in influencing school data and will have data-based discussions at the PLC level to address Tier I and Tier II instruction.*

Action Steps:

- *Identify data to be discussed*
- *Develop discussion questions/topics for GC/PLC groups*
- *Develop a feedback system for monitoring discussions*

Resources Needed:

- *Professional development in data discussions*
- *PLC Look for Tool*
- *PLC Tiered Agendas*

Challenges to Tackle:

- *Ensuring all PLCs meet to discuss data and feedback in departments; creating a schoolwide monthly structure and structured template to provide teachers with expectations and support in data discussions.*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: *Ensuring data includes subgroups so that they are part of the discussion.*

Foster/Homeless: *Ensuring data includes subgroups so that they are part of the discussion.*

Free and Reduced Lunch: *Ensuring data includes subgroups so that they are part of the discussion.*

Migrant: *N/A*

Racial/Ethnic Minorities: *Ensuring data includes subgroups so that they are part of the discussion.*

Students with IEPs: *Ensuring data includes subgroups so that they are part of the discussion.*





Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	Districtwide Survey, Panorama Survey Results, Behavior Data	Teacher/Staff Attendance Data	Parent Survey Data
	Areas of Strength: The results of the panorama survey state that students are improving their emotional regulation and positive feelings.		
	Areas for Growth: Improving student-to-teacher relationships and student connectedness culture.		
Problem Statement	An average of 37% of students were chronically absent during the 2023=2024 school year.		
Critical Root Causes	Perception and the knowledge of support services and poor teacher-student relationships.		

Part B

Connectedness	
School Goal: <i>By Spring 2024 school year, chronic absenteeism was 36%.</i> <i>By Spring 2025, the chronic absenteeism rate will be below 30%, and the MTSS system will visibly define the support services for students on campus.</i>	STIP Connection: Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.
Improvement Strategy: <i>More visibility and easier access to counselors, social workers and other staff.</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3	



Intended Outcomes: *Making access to support personnel will help students feel supported and connected at school to maintain consistent attendance*

Action Steps:

- *Train office staff in working with students that have experienced trauma*
- *Train teachers in working with students that have experience trauma, and having sensitivity with urgent situations*
- *Design structure for reporting students needs*
- *Establish additional times for SEL staff to be immediately available to students, to include during instructional day and lunch times.*

Resources Needed:

- *Professional Development*
- *Structure for accessing sources*
- *Structure for referring student needs*
- *Providing mentorship through various structures*

Challenges to Tackle:

- *Students know what resources are available and how to access them; Implement various tools on website, social media and canvas to promote resources to students*
- *Creating system to help navigate all students who will need to be supported through identification*

Improvement Strategy: *Provide teachers/staff training on implementing positive/proactive strategies with students in the classroom; using PLC data and have all teachers share best practices.*

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3

Intended Outcomes: *Providing training in positive strategies will help teachers connect with harder to reach students; PLCs will help teachers see a variety of instructional and classroom management styles that will help them be more engaging, connected teachers.*

Action Steps:

- *Professional development with positive/proactive classroom strategies*
- *Continued professional development with smaller groups/specific topics*
- *Admin review PLC Data*
- *Promote resources to all staff and identify the reported system for students*

Resources Needed:

- *Funds for professional development*
- *Funds to cover teachers/subs*

**Challenges to Tackle:**

- *Some teachers may struggle with using new positive/proactive strategies; Provide professional development by strategist and team leaders to help identify areas of concern and support.*
- *Some teachers are uncomfortable with being observed; administrative and department leaders will model observations and provide opportunity for feedback to and from staff during the process.*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: *Language and cultural supports (such as door signs indicating which languages are spoken and where students can get assistance)*

Foster/Homeless: *Ensure teachers are knowledgeable about services that are available on campus and how students can obtain assistance*

Free and Reduced Lunch: *Ensure teachers are knowledgeable about services that are available on campus and how students can obtain assistance*

Migrant: *N/A*

Racial/Ethnic Minorities: *Include cultural sensitivity/empathy training as part of professional development*

Students with IEPs: *Allow for alternate methods for hall passes, if needed*



COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
<i>Strategic Budget</i>	<i>\$13,107,044.00</i>	<i>Staffing, Professional Development, Substitute Pay, Programming</i>	<i>Goals 1, 2 and 3</i>
<i>Title I Budget</i>	<i>\$1,427,280.00</i>	<i>Staffing</i>	<i>Goal 2</i>