Clark County School District

Sunrise Mountain HS

2025-2026 Status Checks with Notes

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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Inquiry Areas

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. **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	**Oct:** **October Lessons Learned** We collected data and shared with staff in a strategic plan in order to analyze student achievement in PLC time that made planning meaningful. Professional development focused on Tier I instructional practices with conversations relating to cross curriculum, including a focus on achievement gaps, CTE skills and ELL strategies. Professional development has focused on strengthening Tier 2 instruction and student engagement. Teachers participated in department-specific IXL training to align instruction with content standards and use diagnostic data for targeted interventions. T A structured PLC agenda tool was developed to guide teams in data collection and analysis. Administration and strategists have monitored PLC implementation through visits and agenda reviews. Some PLCs are using the tool with fidelity and engaging **October Next Steps/Need** Feedback from staff and reports from the Tier I monitoring tool observations helped identify next steps to include continued monitoring and coaching for PLCs, additional training and support for discussion structures as an engagement strategy, and the launch of a targeted peer-to-peer observation process to strengthen collaboration and instructional practices **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

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. **Position Responsible:** Administration **Resources Needed:** Funds to pay teachers if meetings are held during off-contract time **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 4: Demonstrate Rationale: data discussions **Problem Statements/Critical Root Cause:** Student Success 1	**Oct:** **October Lessons Learned** Articulation was developed and organized for the professional development days to include cross curricular conversations. These were designed to identify areas of concern for each grade level and the implementation of IXL within the programs in order to meet student needs. **October Next Steps/Need** To continue to to plan cross curricular conversations and to develop common expectations within the high school community in order to better prepare to collaborate with feeder schools on expectations. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

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. **Position Responsible:** Administration **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 **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Evidence Level** Level 2: Moderate: Professional Development, Professional Learning Communities **Problem Statements/Critical Root Cause:** Student Success 2	**Oct:** **October Lessons Learned** Leadership team identified data points to help provide guidance in increasing student achievement. The ELA department received training on discussion strategies to enhance speaking and listening skills, with early evidence of increased student participation. **October Next Steps/Need** The ELA department will reflect on the strategies and how to be apply within the Tier I materials and curriculum. All departments will review the use of the discourse strategy and establish a plan for implementation and reflection. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

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. **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	**Oct:** **October Lessons Learned** PLC templates were created to help facilitate the conversations in PLC time based on shared data. Leadership team will continue to review data points and establish tools to help teachers facilitate these conversations **October Next Steps/Need** Professional development to continue to include ways to demonstrate the use of data, how to apply the analysis to lesson planning and development of appropriate Tier II implementation. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

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. **Position Responsible:** Administration **Resources Needed:** Professional Development Structure for accessing sources Structure for referring student needs Providing mentorship through various structures **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 3: Promising: Professional Development **Problem Statements/Critical Root Cause:** Connectedness 1	**Oct:** **October Lessons Learned** Professional learning was provided in August about the Science of Hope and a book study was developed to include both grading for Equity and the Hope Rising to help staff continue with the culture of providing Hope and the process to help students. The referral process for student with concerns was reviewed and clarified, as well as communication of services. **October Next Steps/Need** The use of Imago lessons to help build SEL and life skills for student achievement. Panorama data will be reviewed and shared to help develop a plan for implementation of courses according to specific grades and groups of students. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

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. **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	**Oct:** No review **October Lessons Learned** **October Next Steps/Need** **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**