# Clark County School District

# Sunrise Mountain HS

# 2025-2026 Status Checks with Notes

**District Approval Date:** March 5, 2026

# 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.<br>**Position Responsible:** Administration<br>**Resources Needed:** Intervention program/instructional strategies<br>Professional development on intervention programs and connecting MAP data<br>Professional development on varied instructional strategies and connecting MAP data and summative assessment data<br><br>**Schoolwide and Targeted Assistance Title I Elements:**<br>2.4, 2.5, 2.6, 4.1, 4.2<br>**Evidence Level**<br>Level 2: Moderate: professional development<br>**Problem Statements/Critical Root Cause:** Student Success 1 | **Oct:** In progress<br>**October Lessons Learned**<br>Fall Outcome:<br>15% Math<br>26% Reading<br><br>After norms adjustment.<br><br>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.<br>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:** In progress

**February Lessons Learned**

Winter Outcome: Winter MAP Growth data indicate continued progress toward the school's achievement goals, with notable growth in Reading and Math.
25% Math
34% Reading

**February Next Steps/Need**

-Reviewed Winter MAP Reading and Math results at all levels (admin, teacher, students) to monitor student progress toward school achievement goals.
-Used PLC time to review MAP and IXL data, identify learning gaps, and adjust instruction to better meet student needs.
-Provided professional development focused on strengthening high-quality classroom instruction.
-Implemented strategies to increase student engagement, support English Language Learners, and strengthen connections across subject areas.
-Used a structured PLC agenda to support consistent data review and instructional planning.
-Monitor PLC meetings to ensure teams are using data to plan instruction and interventions effectively.

We will:

-Continue targeted small-group supports (Tier 2) using IXL based on individual student needs.
-Prepare for upcoming CTE assessment by continuing collaboration with CTE teachers.
-Strengthen alignment between assessment data, classroom walkthrough tools, and instructional materials.

**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.<br>**Position Responsible:** Administration<br>**Resources Needed:** Funds to pay teachers if meetings are held during off-contract time<br><br>**Schoolwide and Targeted Assistance Title I Elements:**<br>2.4, 2.5, 2.6, 4.1, 4.2<br>**Evidence Level**<br>Level 4: Demonstrate Rationale: data discussions<br>**Problem Statements/Critical Root Cause:** Student Success 1 | **Oct:** In progress<br>**October Lessons Learned**<br>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.<br>**October Next Steps/Need**<br>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.<br>**Feb:** In progress<br>**February Lessons Learned**<br>-Met regularly with feeder elementary and middle schools to review data and support student learning across grade levels.<br>-Provided monthly time for full departments to meet and plan together.<br>-Included cross-curricular collaboration time during each professional development day.<br>**February Next Steps/Need**<br>-Continue to meet regularly with feeder elementary and middle schools to strengthen instructional practices and MTSS systems.<br>-Continue to provide monthly time for full departments to meet and plan together.<br>-Cross-curricular collaboration time will continue.<br><br>We will:<br>-Deepen alignment of instructional strategies across subject areas to support student achievement<br>-Align Math and Science instruction by focusing on shared academic vocabulary.<br>-Strengthen ELA and Social Studies instruction by using common writing strategies across classes.<br>-Continue leadership collaboration across schools to support consistent instructional practices. |

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| | **June:**<br>**June Lessons Learned**<br>**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.<br>**Position Responsible:** Administration<br>**Resources Needed:** Intervention program/instructional strategies<br>Professional development on intervention programs and connecting WIDA and ACT data<br>Professional development on ULD, data and summative assessment data<br><br>**Schoolwide and Targeted Assistance Title I Elements:**<br>2.4, 2.5, 2.6<br>**Evidence Level**<br>Level 2: Moderate: Professional Development, Professional Learning Communities<br>**Problem Statements/Critical Root Cause:** Student Success 2 | **Oct:** In progress<br>**October Lessons Learned**<br>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.<br>**October Next Steps/Need**<br>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.<br>**Feb:** In progress<br>**February Lessons Learned**<br>Current MAP growth data, from Fall MAP testing to Winter MAP testing, indicate that ELL students are demonstrating overall positive academic growth, particularly among students who began the year in the lowest achievement bands. Students performing in the 0-30th percentile bands during Fall MAP showed growth well above the 50th percentile, suggesting that targeted supports are helping accelerate learning for our most |

at-risk learners.

Walkthrough data indicate that teachers are using discussion structures and strategic student groupings across the school.

**February Next Steps/Need**

The following initiatives and structures have been intentionally implemented:
-ELLevate129 Initiative boosted access, support, and incentives for ELL students enrolled in AP and Dual Enrollment courses while still participating in WIDA
-ELL learning community (PLC), launched November 2025, focused on coaching and supporting teachers
-Instructional observations conducted with site and district stakeholders
-Optimized WIDA testing environments to maximize student performance
-After-school WIDA targeted instruction bootcamps
-Strategists and administrators continued to coach and support teachers in discussion strategies to enhance speaking and listening skills.

We will:
-Continue cross-campus collaboration (Bailey, Von Tobel, and Sunrise) to align high-quality instructional practices
-Continued monitoring and support for discussion strategies and strategic groupings
-Continue ELL-targeted data collection process

**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 |
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| **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.<br>**Position Responsible:** Administration<br>**Resources Needed:** Professional Development Opportunity: Funds to pay teachers, drilling down on data, school-wide, department, and classroom levels<br><br>**Schoolwide and Targeted Assistance Title I Elements:**<br>2.4, 2.5, 2.6, 4.1, 4.2<br>**Evidence Level**<br>Level 4: Demonstrate Rationale: PLCs<br>**Problem Statements/Critical Root Cause:** Adult Learning Culture 1 | **Oct:** In progress<br>**October Lessons Learned**<br>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<br>**October Next Steps/Need**<br>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.<br>**Feb:** In progress<br>**February Lessons Learned**<br>Winter Outcomes:<br>Winter PLC data show measurable progress in the consistent use of PLC agendas to guide instructional conversations. As of the winter review, 61% of PLC teams demonstrated regular completion of PLC agendas, indicating growing use of structured data discussions to support student learning. Math and ELA teams showed the strongest consistency, reflecting positive momentum in core academic areas. Overall, PLC agenda use supported more focused conversations around student data, instructional planning, and Tier 1 classroom practices.<br>**February Next Steps/Need**<br>-Used structured PLC agendas to guide staff analysis of |

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| | student data and instructional planning.<br>-Shared multiple data sources with PLC teams, including MAP results and grade distribution data, to support meaningful discussions.<br>-Asked PLC teams to identify students at risk of failing and plan targeted instructional or support actions.<br>-Implemented a monthly PLC focus and communicated expectations and data sources through the staff newsletter.<br>-Provided targeted support to selected PLC teams, including the ELL PLC and English 9, to strengthen planning and data use.<br>-Began expanding opportunities for peer observation focused on effective Tier 1 instructional strategies.<br><br>We will:<br>-Increase consistent use of PLC agendas across all departments.<br>-Strengthen the consistent use of the PLC Observation Tool to monitor effectiveness.<br>-Expand peer observation opportunities to promote shared instructional practices and collaboration.<br>-Look at Focus Ed for Tier I Metric data (Focal Point)<br><br>**June:**<br><br>**June Lessons Learned**<br><br>**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 |
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| **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.<br>**Position Responsible:** Administration<br>**Resources Needed:** Professional Development<br>Structure for accessing sources<br>Structure for referring student needs<br>Providing mentorship through various structures<br><br>**Schoolwide and Targeted Assistance Title I Elements:**<br>2.4, 2.5, 2.6, 4.1, 4.2<br>**Evidence Level**<br>Level 3: Promising: Professional Development<br>**Problem Statements/Critical Root Cause:** Connectedness 1 | **Oct:** In progress<br>**October Lessons Learned**<br>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.<br>**October Next Steps/Need**<br>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.<br>**Feb:** In progress<br>**February Lessons Learned**<br>As of Spring/January 2026, the school's chronic absenteeism rate is 38% Federal, and 36.4% using NSPF data.<br><br>Student support services have become more visible and accessible across campus. Clear systems for connecting students to counselors, social workers, and SEL staff are increasingly used, resulting in more timely identification of student needs and improved coordination of supports within |

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| | the MTSS framework.<br><br>**February Next Steps/Need**<br>We have:<br>-Increased staff visibility by expanding counselor and social worker presence across campus.<br>-Established clearer referral pathways for student support services within MTSS.<br>-Expanded availability of SEL staff during instructional time and lunch.<br>-Reviewed Panorama data to guide targeted SEL supports by grade level and student group.<br>-Implemented Imago lessons and Science of Hope strategies to strengthen student connection and belonging.<br><br>We will:<br>-Continue clarifying and reinforcing referral processes so all stakeholders understand how to access supports, including work on the new website.<br>-Continue promoting a schoolwide culture of connection, safety, and belonging to improve attendance.<br><br>**June:**<br><br>**June Lessons Learned**<br><br>**June Next Steps/Need** |

| Improvement Strategy 2 Details | Reviews |
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| **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.<br>**Position Responsible:** Administration<br>**Resources Needed:** Funds for professional development<br>Funds to cover teachers/subs<br><br>**Schoolwide and Targeted Assistance Title I Elements:**<br>2.4, 2.5, 2.6, 4.1, 4.2<br>**Evidence Level**<br>Level 3: Promising: PLC data<br>**Problem Statements/Critical Root Cause:** Connectedness 1 | **Oct:** In progress<br>**October Lessons Learned**<br>In Progress<br>**October Next Steps/Need**<br>In Progress<br>**Feb:** In progress<br>**February Lessons Learned**<br>PLC discussions increasingly include review of attendance-related data and sharing of instructional and relationship-based strategies that support consistent student attendance.<br>**February Next Steps/Need**<br>We have:<br>-Provided professional learning focused on proactive classroom strategies.<br>-Supported teachers in using PLC data to identify attendance trends and student needs.<br>-Created opportunities for staff to share effective classroom practices during PLCs and department meetings.<br>-Reinforced the use of relationship-building strategies to support student engagement.<br><br>We will:<br>-Continue creating structured opportunities for teachers to share best practices.<br>-Continue aligning classroom strategies with MTSS attendance supports.<br>-Continue building staff capacity to respond consistently and supportively to student needs.<br>**June:**<br>**June Lessons Learned**<br>**June Next Steps/Need** |

**Inquiry Area 3:** Connectedness

**SMART Goal 2:** Reduce the suspension rate for Black/African American students from 34.2% (24-25) to 33% during the 2025-2026 school year, as measured by school-wide behavior data

**Aligns with District Goal**

**Formative Measures:** -School-Wide Behavior Data Reports
-Classroom walkthrough data
-Observational data
-Informal surveys
-School evaluation reports
-Data collected by an individual who is external to the school, CCSD MTSS department

| Improvement Strategy 1 Details | Reviews |
| --- | --- |
| **Improvement Strategy 1:** Strengthen Tier I Positive Behavioral Interventions and Supports (PBIS) by identifying necessary action steps based on the results of the Tiered Fidelity Inventory (TFI) 3.0.<br>**Position Responsible:** Administration/PBIS Leadership Team<br>**Resources Needed:** PBIS Leadership Team/TFI 3.0 Data<br><br>**Schoolwide and Targeted Assistance Title I Elements:**<br>2.6<br>**Evidence Level**<br>Level 1: Strong: PBIS<br>**Problem Statements/Critical Root Cause:** Connectedness 2 | **Oct:** Revisions needed<br>**October Lessons Learned**<br>Implemented Status Check 2. 2025-2026.<br>**October Next Steps/Need**<br>In Progress.<br>**Feb:** In progress<br>**February Lessons Learned**<br>Our current level of disproportional suspensions among African American students is 38%.<br>**February Next Steps/Need**<br>-Team discussed the result of the Tiered Fidelity Inventory (TFI) and identified root causes.<br>-The team identified one high-priority area, which is to provide staff with ongoing guidance to consistently teach and reinforce the same behavior expectations across all school settings.<br><br>We will:<br>-The school will conduct the TFI status check.<br>-The school will increase understanding of behavior expectations among external stakeholders, including families and community partners.<br>**June:**<br>**June Lessons Learned**<br>**June Next Steps/Need** |