

Clark County School District

Sunrise Mountain HS

2026-2027 School Improvement Plan

Accreditation Status
Accredited

Classification: 2 Star School

TSI



District Approval Date: August 6, 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/

Table of Contents

Comprehensive Needs Assessment	5
Student Success	5
Inquiry Area 1: Student Success	7
Adult Learning Culture	12
Inquiry Area 2: Adult Learning Culture	14
Connectedness	16
Inquiry Area 3: Connectedness	18
Priority Problem Statements	23
Comprehensive Needs Assessment Data Documentation	24
Schoolwide and Targeted Assistance Title I Elements	26
1.1: Comprehensive Needs Assessment	26
2.1: School Performance Plan (SPP) developed with appropriate stakeholders	26
2.2: Regular monitoring and revision	26
2.3: Available to parents and community in an understandable format and language	26
2.4: Opportunities for all children to meet State standards	26
2.5: Increased learning time and well-rounded education	27
2.6: Address needs of all students, particularly at-risk	27
3.1: Annually evaluate the schoolwide plan	27
4.1: Develop and distribute Parent Involvement and Family Engagement Policy	27
4.2: Offer flexible number of parent involvement meetings	27
5.1: Determine which students will be served by following local policy	27
Plan Notes	28
School Continuous Improvement Team	29
Community Outreach Activities	30

Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Sunrise Mountain High School demonstrates positive growth in student achievement as measured by MAP data, particularly in Reading. The percentage of students scoring at or above the 60th percentile in Reading is increasing toward the target of 35%, indicating improved academic performance and growth. Additionally, MAP Math data reflects stabilization in student performance, suggesting consistent instructional impact. A significant strength is the marked reduction in the achievement gap between LEP and non-LEP students in Reading, which decreased from 23% in 2024–2025 to 10% in 2025–2026. This improvement indicates accelerated growth among LEP students and reflects effective instructional supports that are contributing to increased equity in student outcomes, which is expected to be further reflected in future ACT performance data.

Student Success Areas for Growth

By the end of the school year, Sunrise Mountain High School will increase the percentage of students who are on track for college and career readiness across all cohorts by improving academic achievement in reading and math, as measured by ACT performance. The school will increase the number of students scoring proficient on the ACT in both English and Math, increase the percentage of students completing CCR requirements for graduation, and improve academic achievement for LEP students as measured by increased WIDA growth, including progress toward Annual Growth Progress (AGP) and increased rates of students exiting LEP status. These efforts will ensure equitable academic growth and improved postsecondary readiness for all student groups.

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	<p>There is a 7.6% achievement gap between the Non LEP and ELs in math, and a 37% achievement gap between the Non LEP and ELs in reading both at level 1 in the ACT.</p> <p>English learners face academic challenges as they continue to develop proficiency in the English language.</p>	<p>1003(a) Funding</p> <p>Weighted funding will be used to provide site-specific professional learning focused on effectively planning instruction to support ELs.</p> <p>Weighted funding will be used to employ a Language Learner Strategist to provide ongoing language-focused support.</p>
Foster/Homeless	<p>There is currently no identifiable achievement gap between Foster/Homeless and Not Foster/Homeless students. Disruptions in housing can negatively affect academic achievement and/or attendance rates.</p>	<p>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.</p>
Free and Reduced Lunch	<p>There is currently no identifiable achievement gap between Free and Reduced Lunch and Not Free and Reduced Lunch. Students face challenges related to the hierarchy of basic needs (e.g., housing instability, food insecurity), which can affect their ability to fully engage in academic learning.</p>	<p>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.</p>
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 34% 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: Based on the evidence that 18.8% of the 2025-2026 12th-Grade students (Class of 2026) qualified for the College and Career Readiness Diploma (CCR), by strengthening Tier 2 Classroom Interventions, direct counseling regarding Industry Recognized Credential (IRC) eligibility and 3.25 GPA eligibility, we will increase the percentage of students who are eligible to earn the CCR by 12 % (total of 30%) upon graduation of the Class of 2027 as measured by the Academic Plan Progress Report, CTE Assessment Data, and the verified Diploma Types posted to student records.

Formative Measures: -Tier I common assessment to assess student skills created and analyzed by PLC.

-Review of PLC agendas to review assessments and analysis.

-Data review in PLC+ meetings to arrange targeted supports

Aligns with District Goal

Improvement Strategy 1 Details					Reviews		
Improvement Strategy 1: Articulation with grade level bands and also feeder middle schools and elementary schools to discuss data and promote student achievement at all levels.					Status Check		EOY Reflection
					Oct	Feb	June
					No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
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				
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							

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.

New draft based on WIDA data Yvonne suggested: By spring 2027, the average WIDA composite proficiency score for English Learners will increase from 2.9 to 3.1, (OPTION ONE, ADD TOGETHER DEVELOPING, EXPANDING, BRIDGING, AND REACHING and the percentage of EL students scoring at Level 3 (Developing) or higher will increase from 46.0% to 52.0% as measured by WIDA ACCESS assessments. (OPTION TWO, JUST DEVELOPING CATEGORY) and the percentage of English Learner students scoring at the Developing (Level 3) proficiency level on the WIDA ACCESS assessment will increase from 24.9% to 26.0% in Listening, 19.1% to 23.0% in Reading, 50.4% to 53.0% in Writing, and 18.6% to 23.0% in Speaking.

From Parra: AB 335 Smart Goal: Increase the percentage of EL proficient from 3.3% exit rate in 2026 to 8.3% by 2027 as measured by WIDA Access.

AB 335 Smart Goal: Increase the percentage of ELL students meeting Adequate Growth percentile by 3% to achieve AGP of 8.7%, as measured by the WIDA Access 2026. (We can update the numbers once we have the new data).

Formative Measures: Summit K12
ACT and WIDA data
Grades and/or classroom assessments

Aligns with District Goal

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><th>Complete</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 2027.</td><td></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><td></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><td></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	Complete	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 2027.		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	Complete																		
					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 2027.																			
					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																								
Oct	Feb	June																									
No review	No review																										

Improvement Strategy 2 Details					Reviews		
Improvement Strategy 2: Implement Tier II support for identified EL student groups, (newcomers, short-term English learners (STEL), and long-term English learners (LTEL)).					Status Check		EOY Reflection
					Oct	Feb	June
					No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
1	Implement Focused Language Study (FLS) and Summit K12 Tier II support for newcomers.	School leadership team, learning strategist, and teachers	Ongoing during the 2026-2027 school year.				
2	Implement Essentials for Language Development (ELD) and Summit K12 Tier II support for STELs.	School leadership team, learning strategist, and teachers.	Ongoing during the 2026-2027 school year.				
3	Implement Academic Content Language Expansion (ACLE) and Summit K12 Tier II for LTELs.	School leadership team, learning strategist, and teachers.	Ongoing during the 2026-2027 school year.				
4	Monitor implementation of English learner support in Tier II by participating in instructional rounds utilizing the Tier II monitoring tools for FLS, ELD, and ACLE.	School leadership team, learning strategist, and teachers.	Ongoing during the 2026-2027 school year.				
5	Based on the instructional rounds, identify professional learning, professional learning community, and coaching needs for the school.	School leadership team, learning strategist, and teachers.	Ongoing during the 2026-2027 school year.				
Position Responsible: Administration Resources Needed: FLS instructional materials, QTEL Newcomer Curriculum. ELD instructional materials, STEL Curriculum ACLE instructional materials, English 3D Summit K12 FLS, ELD, and ACLE Look For Tools Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Evidence Level Level 4: Demonstrate Rationale: Summit K12 Problem Statements/Critical Root Cause: Student Success 2							

Adult Learning Culture

Adult Learning Culture Areas of Strength

Administration has fostered a culture of collaboration, transparency, and continuous improvement by consistently seeking staff feedback through staff meetings, department meetings, instructional leadership meetings, and other communication platforms. Schoolwide progress toward improvement goals was regularly communicated through quarterly reviews of state assessment results, MAP growth data, and attendance data, ensuring that staff remained informed and engaged in data-driven decision-making. Additionally, Tier I monitoring observations demonstrated strong implementation of instructional expectations, with 75% of the 708 observed classrooms displaying Learning Intentions and Success Criteria that were clearly connected to the lesson's learning objectives. These practices reflect the school's commitment to shared leadership, instructional clarity, and a focused approach to improving student outcomes.

Adult Learning Culture Areas for Growth

An area for growth is strengthening the use of Professional Learning Communities (PLC+) by providing teachers with consistent structures and tools to efficiently access, analyze, and apply student data to inform instructional decisions. While Tier I monitoring observations indicate that teachers consistently display Learning Intentions and Success Criteria, these instructional components are actively referenced and integrated into learning only 45% of the time or less during lessons. Additionally, differentiated instructional practices were observed in only 30% of the 780 classroom observations, indicating a need to increase intentional planning that meets the diverse learning needs of students. Moving forward, teachers will focus on developing standards-aligned Learning Intentions and Success Criteria that actively engage students throughout the lesson, support differentiated instruction, and ensure students clearly understand the learning targets necessary for success.

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.	<p>1003(a) Funding</p> <p>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.</p>
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): Although teachers consistently display Learning Intentions and Success Criteria, they do not consistently use them to guide instruction throughout the lesson, and differentiated instructional practices are not yet implemented consistently. As a result, students may not be fully engaged in understanding their learning targets or receiving instruction that meets their individual learning needs.

Critical Root Cause: Systems for collaborative data analysis, instructional coaching, and PLC+ implementation have not been fully developed to support teachers in consistently using Learning Intentions and Success Criteria throughout instruction and implementing differentiated Tier I instructional practices aligned to student learning needs

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Old: 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.

New: By spring 2027, teachers will strengthen collaborative planning and instructional practices through the PLC+ process, resulting in increased implementation of learning intentions and success criteria. Classroom walkthrough data will demonstrate growth in teacher and student interaction with learning intentions from 48% to 65% and with success criteria from 47% to 65%.

Formative Measures: - PLC Agenda

- PLC Observation Tool

- Tier I Monitoring Tool/Classroom walkthrough data

Aligns with District Goal

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	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
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 structure 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

Sunrise Mountain High School demonstrates a strong sense of community and belonging, reflected in both family and student perceptions of the school environment. Survey data indicates that 95% of parents and students report feeling welcomed at school, and 83% identify the school as a safe place to learn. In addition, Panorama Survey results show that 86% of students report experiencing supportive relationships with peers and adults on campus. These results highlight a positive school climate characterized by strong connectedness, trust, and supportive relationships, which contribute to students feeling valued, included, and engaged in the school community.

Connectedness Areas for Growth

While Sunrise Mountain High School demonstrates strong indicators of a welcoming and supportive environment, student data reveals a need to further strengthen student belonging and engagement. Panorama Survey results indicate that only 42% of students report a strong sense of belonging at school, and chronic absenteeism is at 34%, suggesting that a significant portion of students are not consistently connected to the school experience. This disconnect highlights an opportunity to deepen intentional strategies that foster student relationships, increase engagement, and strengthen students' sense of membership within the school community, with the goal of improving both attendance and overall student engagement

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Student resources and support for consistent attendance and academic support	1003(a) Funding Language and cultural supports (such as door signs indicating which languages are spoken and where students can get assistance)

Student Group	Challenge	Solution
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
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 34% of students were chronically absent during the 2025-2026 school year.

Critical Root Cause: Systems to ensure consistent student connection, belonging, and early identification of disengagement are not yet fully embedded or consistently implemented. As a result, only 42% of students report a sense of belonging and 34% are chronically absent, indicating gaps in sustained student engagement and connection across the school.

Problem Statement 2 (Prioritized): Disproportionate Behavior

Critical Root Cause: Consistent expectation and awareness for internal and external stakeholders related to the acceptable behavior matrix.

Inquiry Area 3: Connectedness

SMART Goal 1: Old: 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.

New: For the 2025-2026 school year, chronic absenteeism was 34.5%.

By Spring 2027, the chronic absenteeism rate will be below 30%, and the MTSS system will visibly define the support services for students on campus.

Formative Measures: - Student Daily Attendance

- Behavior Data
- Referrals to MTSS
- Surveys
- Talking Points Data

Aligns with District Goal

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><th>Complete</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><td></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><td></td></tr><tr><td>3</td><td>Design structure for reporting students needs</td><td>Assistant Principal, MTSS</td><td>July - August</td><td></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><td></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	Complete	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
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete																							
					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																													
Oct	Feb	June																														
No review	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	Complete				
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								

Inquiry Area 3: Connectedness

SMART Goal 2: New: Reduce the suspension rate for Black/African American students from 32.1% (25-26) to 31% during the 2026-2027 school year, as measured by school-wide behavior data

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

Aligns with District Goal

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. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Administer TFI 3.0 to obtain baseline data.</td><td>Administration</td><td>Winter 2025 - 2026</td><td></td></tr><tr><td>2</td><td>Based on the results of the TFI, prioritize one to three TFI items for implementation focus.</td><td>Administration</td><td>Ongoing</td><td></td></tr><tr><td>3</td><td>Administer TFI 3.0 focused on the prioritized implementation items to monitor progress.</td><td>Administration</td><td>Winter 2025-2026</td><td></td></tr><tr><td>4</td><td>Continue strengthening Tier I PBIS implementation.</td><td>Administration</td><td>Ongoing</td><td></td></tr><tr><td>5</td><td>During Status Check 2, engage in the Now, Next, Need conversation to discuss progress.</td><td>Administration</td><td>Winter/ Spring 2026</td><td></td></tr><tr><td>6</td><td>Monitor progress by administering the TFI 3.0.</td><td>Administration</td><td>Ongoing</td><td></td></tr></table> <p>Position Responsible: Administration/PBIS Leadership Team</p> <p>Resources Needed: PBIS Leadership Team/TFI Data</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> <p>Evidence Level Level 1: Strong: PBIS</p> <p>Problem Statements/Critical Root Cause: Connectedness 2</p>					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Administer TFI 3.0 to obtain baseline data.	Administration	Winter 2025 - 2026		2	Based on the results of the TFI, prioritize one to three TFI items for implementation focus.	Administration	Ongoing		3	Administer TFI 3.0 focused on the prioritized implementation items to monitor progress.	Administration	Winter 2025-2026		4	Continue strengthening Tier I PBIS implementation.	Administration	Ongoing		5	During Status Check 2, engage in the Now, Next, Need conversation to discuss progress.	Administration	Winter/ Spring 2026		6	Monitor progress by administering the TFI 3.0.	Administration	Ongoing		Status Check		EOY Reflection
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete																																	
					1	Administer TFI 3.0 to obtain baseline data.	Administration	Winter 2025 - 2026																																		
					2	Based on the results of the TFI, prioritize one to three TFI items for implementation focus.	Administration	Ongoing																																		
3	Administer TFI 3.0 focused on the prioritized implementation items to monitor progress.	Administration	Winter 2025-2026																																							
4	Continue strengthening Tier I PBIS implementation.	Administration	Ongoing																																							
5	During Status Check 2, engage in the Now, Next, Need conversation to discuss progress.	Administration	Winter/ Spring 2026																																							
6	Monitor progress by administering the TFI 3.0.	Administration	Ongoing																																							
Oct	Feb	June																																								
No review	No review																																									

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 34% 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: Although teachers consistently display Learning Intentions and Success Criteria, they do not consistently use them to guide instruction throughout the lesson, and differentiated instructional practices are not yet implemented consistently. As a result, students may not be fully engaged in understanding their learning targets or receiving instruction that meets their individual learning needs.

Critical Root Cause 2: Systems for collaborative data analysis, instructional coaching, and PLC+ implementation have not been fully developed to support teachers in consistently using Learning Intentions and Success Criteria throughout instruction and implementing differentiated Tier I instructional practices aligned to student learning needs

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: An average of 34% of students were chronically absent during the 2025-2026 school year.

Critical Root Cause 3: Systems to ensure consistent student connection, belonging, and early identification of disengagement are not yet fully embedded or consistently implemented. As a result, only 42% of students report a sense of belonging and 34% are chronically absent, indicating gaps in sustained student engagement and connection across the school.

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

Problem Statement 5: Disproportionate Behavior

Critical Root Cause 5: Consistent expectation and awareness for internal and external stakeholders related to the acceptable behavior matrix.

Problem Statement 5 Areas: Connectedness

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
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- 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

Adult Learning Culture

- Budgets/entitlements and expenditures data
- Class size averages by grade and subject
- Lesson Plans
- Master schedule
- Professional development needs assessment data
- 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

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

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	\$13,929,442.21	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	\$ 1,830,164.00	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	\$ 2,910642.61	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	\$ 1,664738.60	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	\$ 57443.84	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	\$ 112988.66	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	\$ 899262.00	Fund additional preparatory periods for teachers to teach additional classes to make class sizes smaller and provide more offerings to students	Student Success/
1003(a)	\$5,454,702.03	Extra duty pay, substitutes	Student Success/Adult Learning Culture/Connectedness

School Continuous Improvement Team

Team Role	Name	Position
Administration	Peter Gigliotti	Assistant Principal
Teacher	Dana Hazzard	Department Chair
Teacher	Selena Rodriguez	Department Chair
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
SOT Meeting	June 15, 2026	Present data from Status Check 3 and Act I for new year implementation based on findings and goals.
SOT Meetings	Ongoing: August 2026- June 2027	Discussions will be focused on staffing, progress towards goals, community engagement, and budget allocations.
Open House	August 6, 2026	Present school performance plan data and goals for the school year to staff and families.