Clark County School District

Morris Sunset East HS

2026-2027 School Improvement Plan

Accreditation Status
Accredited

Classification: 3 Star School

Alternative, ≥ 10% of enrolled students are English Learners

District Approval Date: October 19, 2026 **Public Presentation Date:** August 14, 2026

Mission Statement

The mission of Morris Sunset East High School is to provide a mutually respectful environment wherein students feel welcomed. This atmosphere will provide the best opportunity in which to learn, achieve, and graduate from high school, thereby providing a greater chance for success in the future.

Vision

Cultivating a culture of mutual respect and high achievement, Morris Sunset East High School envisions a future where every graduate is prepared to excel, adapt, and thrive in an ever-changing world.

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/morris_sunset_hs/2026/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Areas of Strength:

Based on the FocusEd review, the Chronic absenteeism rate decreased from 39.0% in the 2023-2024 school year to 32.6% in the 2024-2025 school year and 36.8% in the 2025-2026 school year. The percentage of students testing as proficient increased from 16.3% in the 2023-2024 school year to 18.8% in the 2024-2025 school year, then 18.2% in the 2025-2026 in the ELA pooled average. The percentage of students testing as proficient increased from 4.0% (2023-2024) to 5.5% (2024-2025) in the Math pooled average. The percentage of students showing growth in the WIDA Access increased from 0% in 2024-2025 to 20% in 2025-2026, as reflected by the number of students exiting the program, and the percentage of students expanding proficiency has increased from 22% in 2024-2025 to 27% in 2025-2026 in the WIDA assessment based on FocusEd. The credit-earning rate has increased from 88.3% (2021-2022) to 91.1% (2022-2023), then to 91.9% (2023-2024), and finally to 93.2% (2024-0225). The 4-year graduation rate increased from 52.0% (2022-2023) to 85.0% (2023-2024), then to 86.8% (2024-2025), and 95.0% (2025-2026). The 5-year graduation rate increased from 77.2% (2022-2023) to 86.0% (2023-2024), to 86.7% (2024-2025), and to 94.5% (2025-2026), based on Nevada Report Card data from May 2026.

Student Success Areas for Growth

Areas for Growth:
Based on the FocusEd review, Chronic absenteeism increased by 4.2 percent from 32.6% in the 2024-2025 school year to 36.8% in the 2025-2026 school year, exceeding our 2025-2026 target of 29.6 percent. The number of students approaching proficiency decreased from 58.8% in 2023-2024 to 36.3% in 2024-2025, then increased to 50% in 2025-2026 in the math pooled average based on ACT math scores. The number of students expanding proficiency has decreased from 62.5% in 2023-24 to 22.2% in 2024-2025, then increased to 27.3% in the 2025-2026 school year. However, 20% of ELL students met their AGP in the 2025-2026 WIDA annual assessment, based on the Nevada Report Card. 77.5% of the current cohort of Morris Sunset East High School students are on track to graduate. This area will remain a focus for improvement. Decrease the proficiency gap for English Learners on ACT (ELA) by 11% (one student) compared with non-English Learners, based on 2024-2025 ACT data.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Challenges: English Language Learners show higher rates of credit deficiencies than the school population as a whole. English Language Learners show lower rates of passing the WIDA assessment annually.	Support: Provide student/parent a translator to be able to communicate with office staff. Provide students with a peer mentor to assist with understanding teacher instructions. Students and teachers will utilize Google Translate whenever necessary. Teachers are provided with TESL strategies to assist with helping identified ELL students in the classroom. WIDA scores are shared and reviewed by the teachers to assist with lesson planning and accommodating student needs. Test prepation for students using Summit K12 for 45 minutes weekly. Quarterly classroom visits to monitor/support ELs participation in Tier 1 instruction.
Foster/Homeless	Challenge: Foster and homeless students face multiple challenges attending school on a regular basis due to the circumstances they face.	Support: Registrar will meet with the student and contact the parent to enroll the student in Title I Hope. Students will be provided with food, toiletries, clothing, and a bus pass on a regular basis to ensure their personal well-being needs are being addressed.
Free and Reduced Lunch	Challenge: For the class of 2022, 44.2% of students eligible for free and reduced lunch did not graduate within 4 years. Class of 2023 data for this student group will be published in the next NSPF rating report.	Support: Teachers will review summative assessments and grades to better serve individual and group students and to strengthen Tier 1, 2, and 3 instructional practices.
Migrant/Title1-C Eligible	N/A	N/A

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Challenge: For the class of 2023, there was a gap in 4-year graduation rates between the overall rate of 85% compared to white students at 80%, Hispanic students at 81%, and Multi-Race students at 83%.	Support: 95% of all students at Morris are minorities. Teachers will review summative assessments and grades to better serve individual students and groups of students and strengthen Tier 1, 2, and 3 instructional practice.
Students with IEPs	Challenge: Students with an IEP require specialized support to ensure IEP goals and graduation requirements are met.	Support: Students will receive support for their academic needs as outlined in their IEP or 504 plan. Teachers will be provided with student accommodations upon entering their class to help them modify learning for each student appropriately.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Sunset East High School has been working hard to increase enrollment while maintaining gains in both graduation rates and attendance. High rates of absenteeism due to transportation issues, combined with low student engagement, hinder students' ability to learn and obtain the credits necessary for graduation.
Critical Root Cause: Students are enrolling at Morris Sunset with severe credit deficiencies, and therefore, are tasked with not only helping students make up for lost credits but also ensuring they graduate on time. The requirement that students attend class in person has added a barrier to student success.

Problem Statement 2 (Prioritized): As evidenced by the ELA ACT, the problem is ELs are performing below other identified student groups at Morris Sunset HS.
Critical Root Cause: The low performance of ELs in language proficiency and content achievement is largely due to the limited language support embedded in the lesson during instruction.

Inquiry Area 1: Student Success

SMART Goal 1: Maintain the overall combined graduation rate, which includes 4th- and 5th-year seniors above 88% as measured by Infinite Campus. (Academic Excellence: Inclusive Classrooms that Support Every Learner)

Aligns with District Goal

Formative Measures: While overall enrollment increases, the percentage of students who are on-track for graduation will remain at 50% by the end of semester 1 and 88% at the end of semester 2 for SY 2026-2027, as measured by Infinite Campus data. (Career-Connected Learning and Durable Skills: Graduates with Marketable Assets)

Improvement Strategy 1 Details	Reviews	
Improvement Strategy 1: Increase Overall Combined Graduation Rate by regularly monitoring student progress and providing students with Multi-Tiered Systems of Support as needed.	**Status Check**	**EOY Reflection**

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Establish and maintain a data-driven system to track individual student progress toward graduation, using real-time data on attendance, academic performance, and participation in support programs to identify at-risk students and empower teachers to provide personalized guidance.	Counselor, Site Administrator, licensed staff	Bi-monthly	
2	The counselor will create individualized graduation plans to ensure students are on track to graduate.	Counselor	Bi-monthly	
3	Teachers will provide guidance and foster open communication with students and parents.	Site Administrator/ Counselor/ Attendance Clerk	Weekly	
4	The school will encourage engagement and involvement via extracurricular, clubs, events, improved attendance tracking, and parental involvement.	Site Administrator/ Counselor/ strategist	Monthly	
5	The school will continue to campaign and offer information on college/ career readiness programs.	Counselor/ licensed staff	Quarterly	
6	Implement targeted intervention programs for at-risk students to help them make-up credit deficiencies. The school will identify students who are at risk of not graduating on time and provide them with additional support and resources, including access to APEX classes for credit retrieval. This will include academic counseling to help them catch up and stay on track to graduate within the designated time frame.	Site Administrator/ licensed staff	Quarterly	
7	Enhance student engagement and attendance: The school will develop initiatives to increase student engagement and attendance rates through classes, as they are closely linked to academic success and graduation. This will include intensive monitoring of student attendance with a focus on early intervention, organized extracurricular activities that cater to diverse student interests, and creating a positive and inclusive school culture that will motivate students to attend regularly.	Counselor/ Attendance Clerk/staff	Weekly	
8	Strengthen college and career readiness programs: The school will provide comprehensive college and career guidance to students, starting early, to ensure they are adequately prepared for post-secondary education or the job market. The school will host workshops, career fairs, and help students identify opportunities to explore different career paths and gain practical skills that will facilitate their transition to higher education or employment after graduation.	Counselor/ licensed staff	Monthly	

Oct	Feb	June
In progress	No review	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
9	Foster engagement and involvement through school programs.	Admin/ Counselor/ licensed staff	Quarterly	
10	Enhance college and career readiness programs. Provide comprehensive guidance on post-secondary education including exposure to HBCUs.	Counselor/ staff	Monthly	
11	Establish a system to track and monitor individual student progress, including credit accumulation and graduation status.	Counselor/ staff	Quarterly	

Position Responsible: Administration/counselor

Resources Needed: Standardized templates or tools that the counselor can use to create personalized graduation plans for at-risk seniors.
Funding, facilities, and materials to support the development and maintenance of a variety of extracurricular activities, clubs, and events to engage students.
Communication tools, workshops, and resources to actively engage parents in supporting their child's education and success.
Collaborative relationships with post-secondary institutions and local businesses to provide internships, job shadowing, and career-related experiences for students.

Evidence Level
Level 2: Moderate: Progress Monitoring
Level 3: Promising: Multi-Tiered Systems of Support (MTSS)

Problem Statements/Critical Root Cause: Student Success 1, 2 - Adult Learning Culture 2 - Connectedness 1

Inquiry Area 1: Student Success

SMART Goal 2: Increase the percentage of English Learners proficient in English and Math from 0 percentage points in 2025-2026 to 5 percentage points by 2026-2027, as measured by state summative assessments (ACT).
Increase the percentage of English Learners proficient from 20% in 2025-2026 to 21.5% by 2026-2027, as measured by the state summative assessment (WIDA). (Academic Excellence: Strong Readers, Writers, and Communicators and Academic Excellence: Confident Mathematical Thinkers and Problem Solvers)

Aligns with District Goal

Formative Measures: Summit K12
I-Ready
IXL data
Grades and/or classroom assessments

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	In progress	No review	

Improvement Strategy 1: AB335: Implement Academic Language Acquisition through Content to support access to Tier I instruction for all English learners.

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).	Site administrator, counselor, ELL Support Coordinator, and teachers.	Completed by March 2027.	
2	Monitor the English learner support in Tier ll by implementing intentional groupings during instruction using the ULD lesson structures.	Site administrator, counselor, ELL Support Coordinator, and teachers.	Two times during the 2026-2027 school year, October and January.	
3	Based on classroom observations, identify professional learning, professional learning community, and coaching needs for the school.	Site administrator, counselor, ELL Support Coordinator, and teachers.	Ongoing during the 2026-2027 school year.	
4	Implement IXL across all grade levels to increase student proficiency specifically targeted to student's individual needs.	Teachers	Ongoing during the 2026-2027 school year.	
5	Implement the Summit K12 curriculum to prepare ELL students for the annual WIDA assessment	Teacher/Licensed staff	Ongoing during the 2026-2027 school year.	
6	Based on the I-Ready BOY assessment, teachers of 9th- and 10th-grade ELL students will ensure they engage in quality interaction during instruction.	Teachers	Ongoing during the 2026-2027	

Position Responsible: Administration/licensed staff

Resources Needed: Summit K12
IXL
ULD professional learning series
Tier I Monitoring Tool

Evidence Level
Level 3: Promising: IXL Reading (3),

Problem Statements/Critical Root Cause: Student Success 2

Improvement Strategy 2 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	In progress	No review	

Improvement Strategy 2: AB335: Implement Tier II support for identified EL student groups, (newcomers, short-term English learners (STEL), and long-term English learners (LTEL).

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implement Focused Language Study (FLS) Tier II support for newcomers.	Site administrator, teachers, EL School Support Coordinator.	Ongoing during the 2026-2027 school year.	
2	Implement IXL and Summit K12 programs to support ELLs.	Site administrator, teachers, EL School Support Coordinator.	Ongoing during the 2026-2027 school year.	
3	Monitor implementation of English learner support in Tier II by participating in instructional rounds utilizing the Tier II monitoring tools for FLS and ACLE.	Site administrator, teachers, EL School Support Coordinator.	Ongoing during the 2026-2027 school year.	
4	Based on the instructional rounds, identify professional learning, professional learning community, and coaching needs for the school.	Site administrator, teachers, EL School Support Coordinator.	Ongoing during the 2026-2027 school year.	
5	Use the Summit K12 BOY data to drive instruction.	Site ELL coordiantor/ teachers	Ongoing during the 2026-2027 school year.	

Position Responsible: Administration

Resources Needed: Summit K12
FLS instructional materials, QTEL Newcomer Curriculum.
Summit K12
ACLE instructional materials, English 3D.

Evidence Level
Level 3: Promising: IXL Reading (3), HMH English 3D (3)

Problem Statements/Critical Root Cause: Student Success 2

Adult Learning Culture

Adult Learning Culture Areas of Strength

Morris Sunset High teachers have been in the school district for years, and none of our licensed teachers are new. Most Morris Sunset HS teachers teach in a comprehensive high school with a large student population and hold key positions such as learning strategies and department leads, where they provide MTSS Tier 1 instruction. For Morris Sunset HS teachers, they are expected to continue implementing the MTTSS Tier I instruction.

Adult Learning Culture Areas for Growth

Morris Sunset High School's administration team expects teachers to incorporate Tier II supports for students with Individualized Education Programs (IEPs) and English language learners. These support structures should be embedded in teachers' lesson plans, following the school-wide lesson plan template. Tier II supports are provided through the ELLD Instructional Framework and teacher and learning cycle.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Challenge: English Language Learners show higher rates of absences than the school population and some teachers lack instructional structures needed to suport ELL students.	Support: The EL Division provides professional development on staff development days. All teachers are TEOSL-endorsed. Provide students/parents with a translator to communicate with office staff. Provide students with a peer mentor to assist with understanding teacher instructions. Students and teachers will utilize Google Translate whenever necessary. Teachers will establish regular communications with parents using bilingual school staff, if necessary. The teachers share and review WIDA scores to assist with lesson planning and accommodate student needs. Teachers will implement structures during instruction to support ELL students learn the content and acquire the academic language.
Foster/Homeless	Challenge: Foster and homeless students face multiple challenges attending school regularly due to the circumstances they face.	Support: The Registrar will meet with the student and contact the parent to enroll the student with Title I Hope. Students will be provided with food, toiletries, clothing, and a regular bus pass to ensure their well-being needs are addressed.
Free and Reduced Lunch	Challenge: In the 2021-2022 school year, 50.8% of students eligible for free and reduced lunch were chronically absent. No data was available for this student group in 2022-2023.	Support: Teachers will review records of students classified as FRL to help narrow gaps in student success with the overall student population.
Migrant/Title1-C Eligible	N/A	N/A

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Challenge: In 2025-2026 school year, there was a big gap in chronic absenteeism rates between the overall rate of 100% compared to Hispanic students at 38.8%.	Support: Continue to support 95% of all students at Morris are minorities. Teachers will review attendance records to serve individual and group students better and implement attendance interventions if needed.
Students with IEPs	Challenge: Regular attendance is vital for students with an IEP so that they can receive specialized support to ensure academic success.	Support: Students will be provided with support for their academic needs based on their IEP or 504 plan. Teachers will be provided with student accommodations upon entry to their class to know how to appropriately modify learning for each student.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Morris Sunset issues a semester credit in a quarter. Teachers need ongoing support to consistently implement effective MTSS Tier I instructional requirements.
Critical Root Cause: Students perform better when MTSS Tier 1 instructional strategies are implemented consistently across all curriculum areas. Some staff members have not addressed all of the MTSS Tier I requirements with fidelity, as reflected in classroom walk-through data.

Problem Statement 2 (Prioritized): Sunset East High School has been working hard to increase enrollment while maintaining gains in both graduation rates and attendance. High rates of absenteeism due to transportation issues, combined with low student engagement, hinder students' ability to learn and obtain the credits necessary for graduation.
Critical Root Cause: Students are enrolling at Morris Sunset with severe credit deficiencies, and therefore, are tasked with not only helping students make up for lost credits but also ensuring they graduate on time. The requirement that students attend class in person has added a barrier to student success.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By the end of 2026-2027 school year, teachers will continue to consistently implement effective MTSS Tier 1 instructional strategies to improve student success. (Academic Excellence: Inclusive Classrooms that Support Every Learner)

Aligns with District Goal

Formative Measures: By the end of semester 1, 80% of teachers will have implemented the consistent MTSS Tier 1 instructional protocols, and by the end of semester 2, 2027, 100% of teachers will fully implement them as measured by teacher/administrator observations.

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	In progress	No review	

Improvement Strategy 1: Improve MTSS Tier I instruction in the classroom and provide interventions if teachers struggle to successfully implement the identified strategies.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Establish clear expectations for teachers to consistently provide effective Tier I instruction.	Site Administrator	Weekly	
2	Establish regular reporting mechanisms for school leadership to observe instruction and provide feedback to teachers.	Site Administrator	Weekly	
3	Foster collaboration among teachers and school leadership to implement Tier I strategies effectively.	Site Administrator	Bi-Monthly	
4	Implement support networks and interventions to assist teachers with implementation challenges.	Site Administrator	Weekly	
5	Monitor the effectiveness of the instructional monitoring system/tool and make adjustments as needed.	Site Administrator/ licensed staff	Bi-monthly	
6	Foster collaboration among teachers, administrators, counselors, and parents to develop strategies and interventions to address student success issues.	Site Administrator	Monthly	
7	Collect feedback from teachers, administrators, and stakeholders on current instructional monitoring practices.	Site Administrator/ Counselor	Quarterly	

Position Responsible: Administration

Resources Needed: Regular communication channels for administrators to provide feedback to faculty on data from classroom observations.
Data analysis tools to identify instructional concerns and trends
Clear guidelines and protocols for early intervention on student success issues.
Collaboration platforms or meetings to facilitate communication among teachers, administrators, counselors, and parents.

Evidence Level
Level 2: Moderate: Progress Monitoring
Level 3: Promising: Multi-Tiered Systems of Support (MTSS)

Problem Statements/Critical Root Cause: Adult Learning Culture 1

Connectedness

Connectedness Areas of Strength

Morris Sunset East High School is a welcoming learning environment for students who face challenges in earning their credits at traditional schools. After experiencing just a quarter at Morris SEHS, many concurrent students opt for full-time enrollment. When asked about their decision to stay, the overwhelming sentiment is one of gratitude; students feel genuinely supported and valued in this nurturing environment. Additionally, in the 2025-2026 school year, the WIDA passing rate rose from 0% in 2024-2025 to 20%, which earned 10 out of 10 points in the NSPF.

Connectedness Areas for Growth

The Average Daily Attendance Rate for Morris Sunset East High School is 84.66% for the period from August 11, 2025, to May 29, 2026, according to FocusED data. Our goal is to increase this average attendance rate to 88% by the end of the 2026-2027 school year, as outlined in FocusED.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Challenge: English Language Learners show higher rates of absences than the school population as a whole.	Incorporate culturally responsive teaching practices that value and incorporate students' diverse backgrounds and experiences, ensuring an inclusive and welcoming environment for ELLs. Develop strategies to engage and involve ELL families, such as bilingual parent workshops, interpreters for parent-teacher conferences, and translated newsletters, to foster a strong home-school connection. Collaborate with community organizations, cultural centers, or language services to provide additional resources, mentorship programs, or cultural enrichment opportunities for ELLs, promoting their sense of belonging and connection. Establish support networks or clubs specifically designed to provide social and emotional support for ELLs, fostering connections with peers who share similar language and cultural backgrounds. Conduct an informational meeting at the beginning of school year to inform parents and guardian about the importance of being at school every day.

Student Group	Challenge	Solution
Foster/Homeless	Challenge: Foster and homeless students face multiple challenges attending school on a regular basis due to the circumstances they face.	Appoint a designated staff member or liaison to serve as the point of contact for foster and homeless students, providing individualized support, resources, and guidance to foster connections and address attendance challenges. Collaborate with homeless education liaisons or community organizations specialized in supporting homeless students, who can provide resources, referrals, and advocacy to enhance student connectedness and address attendance barriers. Foster communication and collaboration between school staff, caseworkers, and caregivers of foster and homeless students to ensure coordinated efforts, timely interventions, and shared responsibility for supporting student connectedness and reducing chronic absenteeism.
Free and Reduced Lunch	Challenge: In the 2021-2022 school year, 50.8% of students eligible for free and reduced lunch were chronically absent. No data was available for this student group in 2022-2023.	Remove financial barriers by providing scholarships or reduced fees for extracurricular activities, allowing free/ reduced lunch students to actively participate and engage in a variety of activities.
Migrant/Title1-C Eligible	N/A	N/A

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Challenge: In the 2025-2026 school year, there was a big gap in chronic absenteeism rates between the overall rate of 100% among miniroities compared to Hispanic students at 38.8%.	Develop and implement a culturally responsive curriculum that incorporates diverse perspectives, histories, and experiences to promote student engagement and connectedness. Create affinity groups and cultural clubs that celebrate the diverse racial and ethnic backgrounds of students, providing a space for students to connect, share experiences, and foster a sense of belonging. Facilitate intercultural dialogue and awareness activities, such as cultural exchange events, guest speakers, and workshops, to promote understanding, respect, and appreciation for different racial and ethnic groups.
Students with IEPs	Challenge: Regular attendance is vital for students with an IEP so that they can receive specialized support to ensure academic success.	Ensure that IEP teams actively involve the student, parents/guardians, and relevant school staff to collaboratively develop and review IEPs that address the student's unique needs for academic, social, and emotional support. Foster collaboration among general education teachers, special education teachers, support staff, and parents to ensure effective implementation of the student's IEP and provide training opportunities to enhance understanding and implementation of strategies that promote student connectedness.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Sunset East High School has been working hard to increase enrollment while maintaining gains in both graduation rates and attendance. High rates of absenteeism due to transportation issues, combined with low student engagement, hinder students' ability to learn and obtain the credits necessary for graduation.
Critical Root Cause: Students are enrolling at Morris Sunset with severe credit deficiencies, and therefore, are tasked with not only helping students make up for lost credits but also ensuring they graduate on time. The requirement that students attend class in person has added a barrier to student success.

Problem Statement 2 (Prioritized): Morris Sunset High School had a chronic absenteeism rate of 36.8% for the 2025-2026 school year as measured on FocusED. Additional initiatives have been made and the overall chronic absenteeism rate must decrease as enrollment grows.
Critical Root Cause: Students attending Morris Sunset who exhibit chronic absenteeism do so for a variety of reasons: consistency of communication with students and parents, students lack of understanding of the importance of attendance, and students transportation to and from school.

Inquiry Area 3: Connectedness

SMART Goal 1: Chronic absenteeism will decrease from 36.8% in the 2025-2026 school year to 33.6% in the 2026-2027 school year as measured by FocusEd. (Safe and Supportive Schools: Safe, Respectful, and Consistent School Environments)

Aligns with District Goal

Formative Measures: As measured by the Quarterly Progress Monitoring Report in FocusED, the percentage of chronically absent students will be less than 30% at the end of each quarter of the 2026-2027 school year.

Improvement Strategy 1 Details

Improvement Strategy 1: Enhance student connectedness by implementing targeted interventions, engaging extracurricular activities, and fostering a positive and inclusive school culture to reduce chronic absenteeism.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Conduct Individual Attendance Conferences Strategy: Meet one-on-one with chronically absent students and their parents or guardians to identify the root causes and discuss available supports.	Counselor, Attendance Clerk, and Site Administrator	Bi-monthly	
2	Clarify and Reinforce Attendance Policy Strategy: Review the school's attendance policy with students and families during conferences, ensuring a clear understanding of expectations and consequences.	Site Administrator and Counselor	Weekly	
3	Create a weekly attendance monitoring board and celebrate the class with the highest weekly attendance with a dress-down Thursday.	Administrator, attendance clerk, and licensed staff	Weekly	
4	Implement Academic Probation Notices Strategy: Notify families when chronic absenteeism results in academic probation. Communicate that continued absenteeism may result in withdrawal after Quarter 1.	Site Administrator	Quarterly	
5	Initiate Attendance Improvement Contracts Strategy: Require students and parents/guardians to sign a contract outlining attendance goals, supports, and consequences for non-compliance.	Counselor and Attendance Clerk	Quarterly	

Reviews

Status Check		EOY Reflection
Oct	Feb	June
In progress	No review	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
6	Monitor Absences and Proactively Contact Families Strategy: Track attendance weekly and notify families as students approach the maximum number of allowed absences.	Attendance Clerk	Daily	
7	Submit DMV 301 Forms as Required Strategy: Complete and file DMV 301 forms for eligible students to suspend or restrict driver's licenses in accordance with state law.	Registrar, Attendance Clerk and Site Administrator	Monthly	
8	Recognize Positive Attendance Improvement Strategy: Celebrate students with improved attendance each quarter through certificates, announcements, or small incentives.	Counselor and School Climate Committee	Weekly	
9	Conduct Home Visits When Needed Strategy: Visit homes of chronically absent students to assess barriers and provide support when families are unresponsive to school contact.	Attendance Clerk and Site Administrator	Bi-monthly	
10	Ensure Accurate Attendance Coding Strategy: Regularly review and verify attendance codes to ensure they reflect students' true attendance patterns.	Attendance Clerk	Daily	
11	Refer to Counseling or Community Services Strategy: Connect students with emotional or mental health challenges to school-based or community resources to support regular attendance.	Counselor	Daily	

Position Responsible: Administration

Resources Needed: Arts supplies and equipment for clubs and activities.
Promotional materials to raise awareness and encourage student participation.
Guest speaker programs or community outreach efforts to provide opportunities for students to learn from community leaders.
Surveys or feedback mechanisms to monitor student perceptions of the school environment.

Evidence Level
Level 2: Moderate: Progress Monitoring
Level 3: Promising: MTSS

Problem Statements/Critical Root Cause: Connectedness 2

Priority Problem Statements

Problem Statement 1: Sunset East High School has been working hard to increase enrollment while maintaining gains in both graduation rates and attendance. High rates of absenteeism due to transportation issues, combined with low student engagement, hinder students' ability to learn and obtain the credits necessary for graduation.

Critical Root Cause 1: Students are enrolling at Morris Sunset with severe credit deficiencies, and therefore, are tasked with not only helping students make up for lost credits but also ensuring they graduate on time. The requirement that students attend class in person has added a barrier to student success.

Problem Statement 1 Areas: Student Success - Adult Learning Culture - Connectedness

Problem Statement 2: Morris Sunset issues a semester credit in a quarter. Teachers need ongoing support to consistently implement effective MTSS Tier I instructional requirements.

Critical Root Cause 2: Students perform better when MTSS Tier 1 instructional strategies are implemented consistently across all curriculum areas. Some staff members have not addressed all of the MTSS Tier I requirements with fidelity, as reflected in classroom walk-through data.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: As evidenced by the ELA ACT, the problem is ELs are performing below other identified student groups at Morris Sunset HS.

Critical Root Cause 3: The low performance of ELs in language proficiency and content achievement is largely due to the limited language support embedded in the lesson during instruction.

Problem Statement 3 Areas: Student Success

Problem Statement 4: Morris Sunset High School had a chronic absenteeism rate of 36.8% for the 2025-2026 school year as measured on FocusED. Additional initiatives have been made and the overall chronic absenteeism rate must decrease as enrollment grows.

Critical Root Cause 4: Students attending Morris Sunset who exhibit chronic absenteeism do so for a variety of reasons: consistency of communication with students and parents, students lack of understanding of the importance of attendance, and students transportation to and from school.

Problem Statement 4 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Credit Sufficiency/Deficiency/Retrieval data
- Graduation rates/GED/HiSET data
- SAT, ACT, PSAT or ASPIRE
- Student Climate Survey, Student Voice
- WIDA ACCESS for ELLs
- WIDA Screener

Adult Learning Culture

- Administrator evaluation
- Evaluation(s) of professional development implementation and impact
- Lesson Plans
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- School leadership data
- Staff surveys and/or other feedback

Connectedness

- Attendance
- Dual credit College Prep
- Enrollment
- Perception/survey data
- Volunteer opportunities, attendance, and participation

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	$1,324,658.31	Teachers, support staff, administration, general supplies	Student Success, Adult Learning Culture, Connectedness
At-Risk Weighted Allocation	$42,519.38	Extra pay for credit retrieval, employee training, apparel for students, chromebooks, RTC bus passes	Student Success, Adult Learning Culture, Connectedness
EL Weighted Allocation	$140,309.93	Chrome book cases, summer school pay (licensed and support), field trips, Professional development conferences (WIDA, AP Annual Conference)	Student Success, Adult Learning Culture, Connectedness
General Carry Forward	$6,387.51	School supplies for students	Student Success, Adult Learning Culture, Connectedness
At-Risk Weighted Carry Forward	$0	N/A	N/A
EL Weighted Carry Forward	$0	N/A	N/A
Title IA	$0	N/A	N/A

School Continuous Improvement (CI) Team

Team Role	Name	Position
Advisor	Stacey White	Principal
Member	Laiza Catlett	Office Manager
Member	Candace Almore	Assistant Principal
CIT Lead	Joma Matutino	Teacher
Member	Pablo Mejia	Student
Member	Corina Avila	Parent