# Clark County School District

# Morris Sunset East HS

# 2026-2027 Status Checks with Notes

**Accreditation Status**
**Accredited**

**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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# Inquiry Areas

**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.<br>**Position Responsible:** Administration/counselor<br>**Resources Needed:** Standardized templates or tools that the counselor can use to create personalized graduation plans for at-risk seniors.<br>Funding, facilities, and materials to support the development and maintenance of a variety of extracurricular activities, clubs, and events to engage students.<br>Communication tools, workshops, and resources to actively engage parents in supporting their child's education and success.<br>Collaborative relationships with post-secondary institutions and local businesses to provide internships, job shadowing, and career-related experiences for students.<br><br>**Evidence Level**<br>Level 2: Moderate: Progress Monitoring<br>Level 3: Promising: Multi-Tiered Systems of Support (MTSS)<br>**Problem Statements/Critical Root Cause:** Student Success 1, 2 - Adult Learning Culture 2 - Connectedness 1 | **Oct:** In progress<br>**October Lessons Learned**<br>continue as planned<br>**October Next Steps/Need**<br>Individuals responsible for the plan will continue to monitor its implementation.<br>**Feb:** No review<br>**February Lessons Learned**<br>**February Next Steps/Need**<br>**June:**<br>**June Lessons Learned**<br>**June Next Steps/Need** |

**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 |
|---|---|
| **Improvement Strategy 1:** AB335: Implement Academic Language Acquisition through Content to support access to Tier I instruction for all English learners.<br>**Position Responsible:** Administration/licensed staff<br>**Resources Needed:** Summit K12<br>IXL<br>ULD professional learning series<br>Tier I Monitoring Tool<br><br>**Evidence Level**<br>Level 3: Promising: IXL Reading (3),<br>**Problem Statements/Critical Root Cause:** Student Success 2 | **Oct:** In progress<br>**October Lessons Learned**<br>Continue as planned<br>**October Next Steps/Need**<br>Individuals responsible for the plan will continue to monitor its implementation.<br>**Feb:** No review<br>**February Lessons Learned**<br>**February Next Steps/Need**<br>**June:**<br>**June Lessons Learned**<br>**June Next Steps/Need** |

| Improvement Strategy 2 Details | Reviews |
| --- | --- |
| **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).<br>**Position Responsible:** Administration<br>**Resources Needed:** Summit K12<br>FLS instructional materials, QTEL Newcomer Curriculum.<br>Summit K12<br>ACLE instructional materials, English 3D.<br><br>**Evidence Level**<br>Level 3: Promising: IXL Reading (3), HMH English 3D (3)<br>**Problem Statements/Critical Root Cause:** Student Success 2 | **Oct:** In progress<br>**October Lessons Learned**<br>continue as planned<br>**October Next Steps/Need**<br>Individuals responsible for the plan will continue to monitor its implementation.<br>**Feb:** No review<br>**February Lessons Learned**<br>**February Next Steps/Need**<br>**June:**<br>**June Lessons Learned**<br>**June Next Steps/Need** |

**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 |
|---|---|
| **Improvement Strategy 1:** Improve MTSS Tier I instruction in the classroom and provide interventions if teachers struggle to successfully implement the identified strategies.<br>**Position Responsible:** Administration<br>**Resources Needed:** Regular communication channels for administrators to provide feedback to faculty on data from classroom observations.<br>Data analysis tools to identify instructional concerns and trends<br>Clear guidelines and protocols for early intervention on student success issues.<br>Collaboration platforms or meetings to facilitate communication among teachers, administrators, counselors, and parents.<br><br>**Evidence Level**<br>Level 2: Moderate: Progress Monitoring<br>Level 3: Promising: Multi-Tiered Systems of Support (MTSS)<br>**Problem Statements/Critical Root Cause:** Adult Learning Culture 1 | **Oct:** In progress<br>**October Lessons Learned**<br>Continue as planned<br>**October Next Steps/Need**<br>Individuals responsible for the plan will continue to monitor its implementation.<br>**Feb:** No review<br>**February Lessons Learned**<br>**February Next Steps/Need**<br>**June:**<br>**June Lessons Learned**<br>**June Next Steps/Need** |

**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 | Reviews |
| --- | --- |
| **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.<br>**Position Responsible:** Administration<br>**Resources Needed:** Arts supplies and equipment for clubs and activities.<br>Promotional materials to raise awareness and encourage student participation.<br>Guest speaker programs or community outreach efforts to provide opportunities for students to learn from community leaders.<br>Surveys or feedback mechanisms to monitor student perceptions of the school environment.<br><br>**Evidence Level**<br>Level 2: Moderate: Progress Monitoring<br>Level 3: Promising: MTSS<br>**Problem Statements/Critical Root Cause:** Connectedness 2 | **Oct:** In progress<br>**October Lessons Learned**<br>Continue as planned<br>**October Next Steps/Need**<br>Individuals responsible for the plan will continue to monitor its implementation.<br>**Feb:** No review<br>**February Lessons Learned**<br>**February Next Steps/Need**<br>**June:**<br>**June Lessons Learned**<br>**June Next Steps/Need** |