

# School Performance Plan

School Name  
MORRIS SUNSET EAST HIGH SCHOOL

Address (City, State, Zip Code, Telephone):  
3801 EAST WASHINGTON AVENUE  
LAS VEGAS, NV 89110, 7028559765

Superintendent/Region Superintendent: Jesus Jara / Robert Tarter

For Implementation During The Following Years: 2020-2021

**The Following MUST Be Completed:**

<b>Title I Status:</b>	Served
<b>Designation:</b>	CSI
<b>Grade Level Served:</b>	High School
<b>Classification:</b>	1 Star
<b>NCCAT-S:</b>	Not Required

<b>*1 and 2 Star Schools Only:</b>	Please ensure that the following documents will be available upon request	<input checked="" type="checkbox"/> Use of Core Instructional Materials	<input checked="" type="checkbox"/> Scheduling	<input checked="" type="checkbox"/> Model School Visits
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Members of Planning Team \* ALL Title I schools must have a parent on their planning team that is NOT a district employee.

Name of Member	Position	Name of Member	Position
Stacey White	Principal	Jill George	Special Education Teacher
Brad Kircher	Math Teacher	Lucia Earle	Outreach Liaison
Candace Almore	Counselor		

## COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### DATA REVIEWED & ANALYZED:

Based on your schools NSPF results, identify what additional data have been reviewed and analyzed in development of the SPP.

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
Nevada School Performance Framework (NSPF)	ELL Program Policies and Procedures	IEP Compliance
Coordination of Services for FRL, ELL, IEP students	Achievement Gap Data	Individualized Education Programs (IEP)
SAT/ACT Assessments	NA	NA
Interim Assessments	NA	NA
NA	NA	NA
Other: Average Daily Attendance	Other:	Other:
Other: Graduation Rates	Other:	Other:

#### Summary Statement: Please provide a brief description for how the analyzed data will impact your Inquiry and Action Planning process.

In the past, Morris Sunset East High School was primarily an alternative credit retrieval high school, servicing a diverse population of students who were credit deficient. However, Morris Sunset East High School has now become a high school that balances credit retrieval with students on-track to graduate. A growing number of students are on an accelerated pace to graduation, while still servicing the same diverse population of 100% free and reduced lunch recipients.

Morris Sunset High School experienced some positive performance growth trends in the 2018-2019 school year. When analyzing graduation rates from 2017-18 compared to the 2018-19 school year, matriculation rates of fourth-year seniors increased from 40.74% to 68.10%, while the graduation rates of fifth-year seniors also improved from 38.18% to 50.00%. In addition, the attendance rate increased from 76.1% to 82.9%, while the chronic absenteeism rate also dropped from 69.9% to 57% during the two year time frame mentioned earlier.

Evidence-based interventions will be used to address academic needs:

Achieve 3000 (EBI level 1) Shannon, L., & Grant, B-J. (2015). An evaluation of the Achieve3000 programs. Charlottesville, VA: Magnolia Consulting.; IXL (EBI level2) Measuring the Impact of IXL Math and IXL Language Arts in California Schools. 2013. Empirical Education. <https://www.ixl.com/research/Impact-of-IXL-in-California.pdf>

## HIGH SCHOOL GRADUATION RATES

If you serve high school graduation seniors you must fill in the graduation rates for all subpopulations.

Subpopulation	Percentage of Students
<input type="checkbox"/> AM In/Ak Native	
<input type="checkbox"/> Asian	
<input type="checkbox"/> Black	
<input type="checkbox"/> Hispanic	
<input type="checkbox"/> Two or More Races	
<input type="checkbox"/> Pacific Islander	
<input type="checkbox"/> White	
<input type="checkbox"/> FRL	
<input type="checkbox"/> IEP	
<input type="checkbox"/> ELL	

**NOTES:**

## COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 1

<b>Based on the CNA, identify all that apply:</b>	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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**Priority Need/Goal 1:**

Decrease chronic absentee rate by 3%.

**Root Causes:**

Students attending Morris Sunset do so for a variety of reasons: credit deficiency, parenthood, lack of transportation, the need to work, homelessness, and failure in other programs. In addition, students attending comprehensive schools are often referred to adult education if they have not completed graduate requirements by the end of their fourth year of attendance.

**Measurable Objective 1:**

Student absenteeism will decrease from 57% to 55.29% during the 2020-21 school year.

**Measurable Objective 2:**

Student daily attendance rate will increase from 82.9% to 85.39% during the 2020-21 school year.

<b>Monitoring Status</b>
N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
<b>1.1 Professional Development (Required)</b>		<b>Continuation From Last Year:</b>  Yes	<b>NCCAT-S Indicators:</b>	
The attendance clerk and counselor will meet with the students approaching the absence limit to work with them to formulate a plan to attend daily.	Attendance letters, Phone calls to parents, Meeting with students, Quarterly award ceremony recognition Title I - materials for parent communication	Printing of certificates for awards, Credit/Attendance checks	Credit & attendance checks will be held throughout the year by the counselor and attendance clerk. Award ceremony to recognize achievement will be held at the end of each quarter.	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<b>1.2 Family Engagement (Required)</b>		<b>Continuation From Last Year:</b>  Yes	<b>NCCAT-S Indicators:</b>	
Hold an Open House for families to come and meet the teacher, find out how to check attendance/grades through IC, and learn more about the school.	Title I - materials for parent communication	Sign-in sheets for each classroom	Open House Committee will handle planning for the event, which will take place on November 6 or 13, 2020.	N/A

Comments:

<b>1.3 Curriculum/Instruction/Assessment (Required)</b>	<b>Continuation From Last Year:</b>  Year: Yes	<b>NCCAT-S Indicators:</b>		
Teachers will submit weekly lesson plans through Curriculum Engine to the principal and will align instruction with standards and will grade student work in accordance with school policy. Additionally, supplemental materials, such as Achieve 3000, BrainPop, IXL, will be utilized in classrooms to increase discourse, assist with bridging the gap for credit deficiency, language acquisition, and ensuring students are receiving high quality standards-based instruction.	Title I - Prep buy-outs to provide additional instruction, instructional supplies	Lesson plans via Curriculum Engine Data from supplemental programs to track student progress	Teachers are responsible for submitting lesson plans weekly and principal will ensure teachers are aligning lesson plans to District Standards. Teachers will monitor student progress and provide principal with monthly reports .	N/A

Comments:

<b>1.4 Other (Optional)</b>	<b>Continuation From Last Year:</b>		<b>NCCAT-S Indicators:</b>	
				N/A

Comments:

## COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 2

<b>Based on the CNA, identify all that apply:</b>	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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**Priority Need/Goal 2:**

Increase the overall combined graduation rate, which includes 4th and 5th year seniors by 8%.

**Root Causes:**

Students attending Morris Sunset do so for a variety of reasons: credit deficiency, parenthood, lack of transportation, the need to work, homelessness, and failure in other programs. In addition, students attending comprehensive schools are often referred to adult education if they have not completed graduate requirements by the end of their fourth year of attendance.

**Measurable Objective 1:**

For the 2018-19 school year, the 4th year cohort graduation rate was 68%. We plan to increase the graduation rate by 8%.

**Measurable Objective 2:**

For the 2018-19 school year, the 5th year cohort graduation rate was 24.68%. We plan to increase the graduation rate by 8%.

### Monitoring Status

N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
<b>2.1 Professional Development (Required)</b>		<b>Continuation From Last Year:</b>  Yes	<b>NCCAT-S Indicators:</b>	
The staff at Morris Sunset is involved in professional development at their home schools; however, meetings will be held twice a year to review expectations and outcomes.	Title I - Prep buy-outs to provide professional development Reviewing best practices and going over students that may be in danger of failing.	Sign-in sheets	On the Universal testing day all licensed staff will meet. Also, at the end of the third and fourth quarter. Principal will be responsible for holding these meetings. Also, individual meetings with teachers as need.	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<b>2.2 Family Engagement (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
Parents will be provided information on Apex programs and how their children may access them from home. Parents will also be provided with a copy of their child’s credit check and conferencing will be available for parents who have questions regarding their graduation status. Also, parents receive progress reports mid-quarter and can access student grades via Infinite Campus.	Title I - materials for parent communication	Progress report dates per district; Call logs; APEX logs; and parent letters upon class completion	Continuous throughout the school year by counselor and APEX instructor	N/A

Comments:

<b>2.3 Curriculum/Instruction/Assessment (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
Teachers will submit weekly lesson plans through Curriculum Engine to the principal and will align instruction with standards and will grade student work in accordance with school policy.	Title I - Prep buy-outs to provide additional instruction	Lesson plans via Curriculum Engine	Teachers are responsible for submitting lesson plans weekly and principal will ensure teachers are aligning lesson plans to District Standards.	N/A

Comments:

<b>2.4 Other (Optional)</b>	<b>Continuation From Last Year:</b>		<b>NCCAT-S Indicators:</b>	
				N/A

Comments:

## COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 3

<b>Based on the CNA, identify all that apply:</b>	<input type="checkbox"/> General Education	<input type="checkbox"/> FRL	<input type="checkbox"/> ELL	<input type="checkbox"/> IEP	<input type="checkbox"/> Other
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**Priority Need/Goal 3:**  
Not Required

**Root Causes:**

Monitoring Status
N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
<b>3.1 Professional Development (Required)</b>		<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>	
				N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<b>3.2 Family Engagement (Required)</b>		<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>	



				N/A
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Comments:

3.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
				N/A

Comments:

3.4 Other (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	
				N/A

Comments:

## COMPONENT III: Budget Plan

**COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS:** Provide the sources of funds your school is currently receiving and identify the purposes for which those funds are spent. Sources of funds may include General Budget, Title I , Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century After School Programs, Gear Up, IDEA, McKinney-Vento/Homeless, Head Start, state-funded Pre-Kindergarten, Teacher Incentive Fund, Striving Readers, and other state/federal funds.

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
Title I and Parent Involvement Set-Aside	\$38,561.80	Prep buy-outs to provide professional development and additional instruction, instructional supplies, materials for parent communication	Goals 1 and 2
General Funds	TBD	School operations and staffing	Goals 1 and 2

## COMPONENT IV: REQUIRED ELEMENTS FOR TITLE I SCHOOLS:

Title I Schools operating a Schoolwide Program must complete Items 1 through 5 on this page.

### **1. Describe the school's strategies to attract effective, highly-qualified teachers to your school.**

All of the licensed professionals, except for the full-time counselor, are contracted at a comprehensive school during the day. When there is a vacancy there are a few different strategies I utilize. One strategy used to bring in highly qualified teachers is administration reaches out to other secondary school administrators to advertise open positions to their staff. Another strategy is to have staff reach out to their colleagues to contact administration if they are interested in the vacancy. Administration will reach out to other licensed professionals who may be interested due to expressing interest in the past. Once licensed professionals express interest, their license and resume are reviewed and administration contacts their current day administrator for a reference. Then, an interview is scheduled. When conducting an interview, a panel interviews the candidate. The candidate is ranked and the best candidate is selected. However, in the event the candidate is clearly a good fit for the school, the position will be offered immediately. A tour of the campus is conducted to ensure the teacher is comfortable with the school climate.

### **2. Describe the school's strategies to increase family engagement in accordance with Section 1116 of ESSA (see resource link), such as family literacy services and the provision to parents on how the school will share academic information in a language they understand.**

This information is shared with families through flyers, Parent Link calls/texts and announcements at the school for students to relay information to their parents. All communication is delivered in both English and Spanish to support the entire school population. Award ceremonies (Quarterly); Open House event; Tailgating event; Equity/Diversity Performances; Food Bank; Community Outreach (Red Cross Blood Drive/Dental and Vision Mobile Services).

### **3. Describe the school's plans for transition and articulation between school programs (ie: assisting preschool children from early childhood programs such as Head Start, Even Start, or a state-run preschool program to elementary school, elementary school to middle school, and middle to high school, etc.).**

Several of our students want to work or go on to college. We assist with their post-graduate goals by providing various community guests on campus to speak and off-site visits. Teachers incorporate real-life learning experiences when teaching standards to also assist students with realizing their post-graduate goals. Teacher work one-on-one with ELL students; Scholarship (SGF to assist students with college funds); Field trip opportunities; Field Days; Job Fairs/Careers; College Fairs; College Visits; FAFSA assistance; Scholarship Search Assistance; Military Visits; ASVAP testing; Job Site Visits (Tour for Construction, Women in Construction); Fee waiver for national/standardized testing; Comprehensive quarterly campus visits to recruit off-track students; Betty's Boutique/Project 150; APEX classes for credit recovery; 1:1 Counseling; Guest Speakers (discussing their transitional paths after high school); Middle School Visits (to support incoming 8th grade students).

### **4. Identify the measures that include teachers in decisions regarding the use of academic assessments.**

Measures that include teachers in decision making regarding assessments are: staff meetings, individual conferences with the principal, suggestions from teachers who have expertise with a particular assessment/program. Teachers use data to identify students in need of extra assistance in order to target their weaknesses and build on their strengths. Data is additionally used to help students understand their strengths and weaknesses so that they feel free to ask for help without feeling embarrassed. WIDA; ACT; ASVAB; Pre/Post Quarterly testing (Achieve 3000, IXL).

### **5. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts**

Morris Sunset utilizes the following funding sources: Instructional budget School Generated Funds (SGF) Title III funding Title I funding SB178 funding The funding provided to Morris Sunset are used to purchase the items listed below. These items were provided to the educators to assist with reaching the students where they are academically to help bring them to grade level. The programs listed are researched-based and aligned to guidelines specified with SB178, Title I, and Title III funding. All of these items are additionally aligned to Nevada Common Core Standards. Other items are purchased to assist with breaking down barriers to allow students to attend school regularly. Chromebook; iPad; IXL; BrainPop extension for ELL learners; Headphones for WIDA testing and classroom activities; Level Reading Books (aligned with Achieve 3000); Student Supplies; SPP committee analyzes data throughout the year. We get teacher input to determine classroom needs. Based on that and research-based product the committee will provide technology and classroom materials; SGF to assist with student attire and shoes; Bus passes to reduce truancy.

## Plan for improving the school climate

**Goal:**

All members of Morris Sunset East will be responsible for treating themselves and others with respect and dignity as measured by the Clark County School District Staff Climate and Culture Survey, perception data, and office referrals.

**Action Plan:** How will this plan improve the school climate?

This data will inform staff on perception of students, parents and staff on how they feel about the school and what areas are a concern to work on. For example, safety is an issue, SPP team will collaborate to put into place procedures to make staff/students feel safe. We will convey to faculty the results and collaborate to improve areas of concern.

**Monitoring Plan:** How will you track the implementation of this plan?

Share results from survey with staff. Host staff meetings with agenda items to build healthy relationships with students; provide staff recognition quarterly (Staff & Teacher of the Quarter); climate/culture walks; Student Quarterly awards; positive reinforcement for improvement of grades/behavior/attendance.

**Evaluation Plan:** What data will you use to determine if the climate of the school has been improved through the implementation of this plan?

Clark County School District Staff Climate and Culture survey; absenteeism data; behavior referrals

## APPENDIX A - Professional Development Plan

### 1.1

The attendance clerk and counselor will meet with the students approaching the absence limit to work with them to formulate a plan to attend daily.

### Goal 1 Additional PD Action Step (Optional)

### 2.1

The staff at Morris Sunset is involved in professional development at their home schools; however, meetings will be held twice a year to review expectations and outcomes.

### Goal 2 Additional PD Action Step (Optional)

### 3.1

### Goal 3 Additional PD Action Step (Optional)

## APPENDIX B - Family Engagement Plan

### 1.2

Hold an Open House for families to come and meet the teacher, find out how to check attendance/grades through IC, and learn more about the school.

#### Goal 1 Additional Family Engagement Action Step (Optional)

### 2.2

Parents will be provided information on Apex programs and how their children may access them from home. Parents will also be provided with a copy of their child's credit check and conferencing will be available for parents who have questions regarding their graduation status. Also, parents receive progress reports mid-quarter and can access student grades via Infinite Campus.

#### Goal 2 Additional Family Engagement Action Step (Optional)

### 3.2

#### Goal 3 Additional Family Engagement Action Step (Optional)

## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 1

**Priority Need/Goal 1:**

Decrease chronic absentee rate by 3%.

**Measurable Objective(s):**

- Student absenteeism will decrease from 57% to 55.29% during the 2020-21 school year.
- Student daily attendance rate will increase from 82.9% to 85.39% during the 2020-21 school year.

<b>Status</b>
N/A

N/A

**Comments:**

**1.1 Professional Development:**

**1.2 Family Engagement:**

**1.3 Curriculum/Instruction/Assessment:**

**1.4 Other:**

	Mid-Year	End-of-Year
1.1	The attendance clerk and counselor will meet with the students approaching the absence limit to work with them to formulate a plan to attend daily.	
Progress		
Barriers		
Next Steps		
1.2	Hold an Open House for families to come and meet the teacher, find out how to check attendance/grades through IC, and learn more about the school.	
Progress		

Barriers		
Next Steps		
1.3	Teachers will submit weekly lesson plans through Curriculum Engine to the principal and will align instruction with standards and will grade student work in accordance with school policy. Additionally, supplemental materials, such as Achieve 3000, BrainPop, IXL, will be utilized in classrooms to increase discourse, assist with bridging the gap for credit deficiency, language acquisition, and ensuring students are receiving high quality standards-based instruction.	
Progress		
Barriers		
Next Steps		
1.4		
Progress		
Barriers		
Next Steps		



## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 2

**Priority Need/Goal 2:**

Increase the overall combined graduation rate, which includes 4th and 5th year seniors by 8%.

**Measurable Objective(s):**

- For the 2018-19 school year, the 4th year cohort graduation rate was 68%. We plan to increase the graduation rate by 8%.
- For the 2018-19 school year, the 5th year cohort graduation rate was 24.68%. We plan to increase the graduation rate by 8%.

Status
N/A

**Comments:**

**2.1 Professional Development:**

**2.2 Family Engagement:**

**2.3 Curriculum/Instruction/Assessment:**

**2.4 Other:**

	Mid-Year	End-of-Year
2.1	The staff at Morris Sunset is involved in professional development at their home schools; however, meetings will be held twice a year to review expectations and outcomes.	
Progress		
Barriers		
Next Steps		
2.2	Parents will be provided information on Apex programs and how their children may access them from home. Parents will also be provided with a copy of their child's credit check and conferencing will be available for parents who have questions regarding their graduation status. Also, parents receive progress reports mid-quarter and can access student grades via Infinite Campus.	
Progress		

Barriers		
Next Steps		
2.3	Teachers will submit weekly lesson plans through Curriculum Engine to the principal and will align instruction with standards and will grade student work in accordance with school policy.	
Progress		
Barriers		
Next Steps		
2.4		
Progress		
Barriers		
Next Steps		

## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 3

**Priority Need/Goal 3:**

Not Required

**Measurable Objective(s):**

<b>Status</b>
N/A

**Comments:**

**3.1 Professional Development:**

**3.2 Family Engagement:**

**3.3 Curriculum/Instruction/Assessment:**

**3.4 Other:**

	Mid-Year	End-of-Year
3.1		
Progress		
Barriers		
Next Steps		
3.2		
Progress		
Barriers		

Next Steps		
3.3		
Progress		
Barriers		
Next Steps		
3.4		
Progress		
Barriers		
Next Steps		