Clark County School District

Morris Sunset East HS

School Performance Plan: A Roadmap to Success

Morris Sunset East HS has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

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School Designations: ☑ **Title I** ☐ **MRI** ☑ **CSI** ☐ **TSI** ☐ **ATSI**

Our SPP was last updated on 06/24/2024

School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Stacey White	**Principal(s)** *(required)*
Candace Almore	**Other School Administrator(s)** *(required*
Brandon Teasdale	**Teacher(s)** *(required)*
Laiza Catlett	**Paraprofessional(s)** *(required)*
Tracy Nelson	**Parent(s)** *(required)*
Ashland Nelson	**Student(s)** *(required for secondary schools)*
N/A	**Tribes/Tribal Orgs** *(if present in community)*
Jill George	**Specialized Instructional Support Personnel** *(if appropriate)*

School Demographics and Performance Information

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
http://nevadareportcard.nv.gov/DI/nv/clark/morris_sunset_east_high_school/2023/nspf/

School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	**Areas for Growth**
Areas of Strength: ● Students have increased from 27.7% (2021-2022) to 29.9% (2022-2023) in ELA pooled average. This average is made from ACT ELA. ● Credit earning rate has increased from 88.3% (2021-2022) to 91.1% (2022-2023). ● 4-year graduation rate increased from 52.0% (2021-2022) to 85.07% (2022-2023). ● 5-year graduation rate increased from 77.2% (2022-2023) to 84.8% (2023-2024) based on FocusED data from May 2024.	Areas for Growth: ● Students have decreased from 6.6% (2021-2022) to 3.7% (2022-2023) in math pooled average. This average is made from ACT math. ● Graduation attainment decreased from 8.2 (2021-2022) to 5.5 (2022-2023). ● Chronic absenteeism rate improved from 47% (2022-2023) to 41.0% (2023-2024) but remains an area for growth.

Problem Statement: *Since the start of the 2022-2023 school year, Sunset East High School has transitioned from a virtual learning environment to in-person instruction. The school has been working hard to increase enrollment while maintaining gains in both graduation rates and attendance. High rates of absenteeism due to issues with student transportation combined with low student engagement impact students' abilities to learn and obtain necessary credits for graduation.*

Critical Root Causes of the Problem:
● *Students are enrolling at Morris Sunset with severe credit deficiency and therefore task with assisting students not only make up for lost credits but graduating them on time. The requirement that students attend class in person has added a barrier to student success.*

Student Success

| School Goal: *Maintain the overall combined graduation rate, which includes 4th and 5th-year seniors above 84% as measured by Infinite Campus.*

Formative Measures:
While increasing overall enrollment, the percentage of students who are on-track for graduation will remain at 50% by the end of semester 1 and 84% at the end of semester 2 for SY 2024-2025, as measured by Infinite Campus data. | **Aligned to Nevada's STIP Goal:**

☐ STIP Goal 1   ☐ STIP Goal 2

☐ STIP Goal 3   ☑ STIP Goal 4

☐ STIP Goal 5   ☐ STIP Goal 6 |

| **Improvement Strategy:**
Increase Overall Combined Graduation Rate by regularly monitoring student progress and providing students with Multi-Tiered Systems of Support as needed.

Evidence Level:
Multi-Tiered Systems of Support (MTSS) - level 3; Progress Monitoring (2)
Action Steps: *What steps do you need to take to implement this improvement strategy?*

Identify at-risk seniors using academic data, credit tracking, and attendance records. The counselor will create individualized graduation plans to ensure students are on track to graduate. Teachers will provide guidance and foster open communication with students and parents. The school will encourage engagement and involvement via extracurriculars, clubs, events, improved attendance tracking, and parental involvement. The school will continue to offer information on college/career readiness programs. 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 timeframe. Enhance student engagement and attendance: The school will develop initiatives to increase student engagement and attendance rates through the BIONIC class, 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. | **Lead:** *Who is responsible for implementing this strategy?*
School Leadership |

- 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.
- Implement a system to identify at-risk seniors.
- Offer academic counseling, tutoring, and mentoring.
- Encourage teachers to provide personalized guidance to at-risk students.
- Foster engagement and involvement through programs like BIONIC.
- Enhance college and career readiness programs.
- Provide comprehensive guidance on post-secondary education including exposure to HBCUs.
- Establish a system to track and monitor individual student progress, including credit accumulation and graduation status.
- Collect and analyze data on student attendance, academic performance, and participation in support programs.

Resources Needed: *What resources do you need to implement this improvement strategy?*
- 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.

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*
- *Implementation Challenge:* Lack of time and resources to promote student engagement and involvement via extracurriculars, clubs, events, improved attendance tracking, and parental involvement.
- *Potential Solution:*
  - Advocate for additional funding and resources from the school district, community organizations, and grants specifically designated for student engagement initiatives.
  - Reach out to parents, community members, and college students to recruit volunteers who can

support extracurricular programs, events, and attendance tracking initiatives.

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*
- *School Budget*

1003(a) Improvement Strategy: *Provide evidence-based Tier II instruction to reduce the academic deficiencies and learning gaps for identified students based on data.*

Evidence Level:
- *Achieve3000 Literacy (2)*

Action Steps: Implement CCSD's Teaching and Learning expectations for Tier II instruction:
- Analyze MAP Growth Assessment data to identify students scoring below the 40th percentile in reading.
- Students identified as needing further assessment are administered a diagnostic or curriculum-based assessment to determine specific instructional needs, as prescribed in the Tiered Instruction Flowchart.
- Based on the data, educators collaboratively determine each student's specific need(s) for Tier II instruction, including skill-specific intervention.
- Communication will be provided to parents/guardians for students who are provided with Tier II instruction.
- Provide small group, Tier II instruction and intervention to identified students using Achieve3000 Literacy.
- Progress monitor data to monitor student improvement on identified knowledge, skill, and/or concept deficits.
- School teams analyze the data to determine whether Tier II instruction has been effective in improving student performance and make adjustments to the plan.

Resources Needed:
Title I 1003(a) funds will provide:
- Achieve3000 Literacy
- Implementation managers
Additional Resources:
- Teaching and Learning Expectations for Tier II Instruction
- Student assessment and progress monitoring data
- Monitoring tool data

Challenges to Tackle:
- Student absenteeism; *Potential Solution*: Provide Multi-Tiered Systems of Support for attendance, along with contact/contracts with families.

Resource Equity Supports[1]: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners
- Challenge: English Language Learners show higher rates of credit deficiencies than the school population as a whole.
- Support:
  - Provide student/parent a translator to be able to communicate with office staff.
  - Provide students 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.

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 with 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 students and groups of students and strengthen Tier 1, 2, and 3 instructional practice.

- **Migrant:**
- Challenge: N/A
- Support:

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[1] "Resource equity" is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)

- **Racial/Ethnic Groups:**
- 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 are being met as well as graduation requirements.*
- 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 in order to know how to modify learning for each student appropriately.

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	**Areas for Growth**
● All teachers provide MTSS Tier 1 instruction	● Use of tier 2 supports in the lesson

Problem Statement: Morris Sunset issues a semester credit in a quarter. Teachers need ongoing support to consistently implement effective MTSS Tier I instructional requirements. **Critical Root Causes of the Problem:** ● 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.

Adult Learning Culture	
School Goal: By the end of 2024-2025 school year, teachers will consistently implement effective MTSS Tier I instructional strategies to improve student success. **Formative Measures:** ● By the end of semester 1, 80% of teachers will have implemented the consistent MTSS Tier I instructional protocols, and by the end of semester 2, 2025 100% of teachers will fully implement the consistent MTSS Tier I instructional protocols as measured by teacher/administrator observations.	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 ☐ STIP Goal 2 · STIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5 ☐ STIP Goal 6

Improvement Strategy: Improve MTSS Tier I instruction in the classroom and provide interventions if teachers struggle to successfully implement the identified strategies. **Evidence Level:** ● Multi-Tiered Systems of Support (MTSS) - level 3; Progress Monitoring (2) **Action Steps:** *What steps do you need to take to implement this improvement strategy?* ● Establish clear expectations for teachers to consistently provide effective Tier I instruction. ● Establish regular reporting mechanisms for school leadership to observe instruction and provide feedback to teachers. ● Foster collaboration among teachers and school leadership to implement Tier I strategies effectively. ● Implement support networks and interventions to assist teachers with implementation challenges. ● Monitor the effectiveness of the instructional monitoring system and make adjustments as needed. ● Foster collaboration among teachers, administrators, counselors, and parents to develop strategies and interventions to address student success issues. ● Collect feedback from teachers, administrators, and stakeholders on current instructional monitoring practices. **Resources Needed:** *What resources do you need to implement this improvement strategy?* ● 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. **Challenges to Tackle:** *What implementation challenges do you anticipate? What are the potential solutions?* ● *Implementation Challenge:* Establishing effective communication channels and fostering collaboration among teachers, administrators, counselors, and parents to ensure timely intervention on student success issues. ● *Potential Solution:* Establish clear communication protocols and guidelines for reporting student success issues, including the designated channels and timelines for reporting and the individuals or teams responsible for intervention and follow-up. **Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*	**Lead:** *Who is responsible for implementing this strategy?* *School Leadership*

- Title I Funds: Title I funds will be utilized to support initiatives aimed at improving student attendance and addressing attendance challenges. These funds can be used for professional development, interventions, and support networks.
- District Budget Allocation: School budget allocations within the school budget will be used to support attendance improvement initiatives. This will include funding for professional development, data tracking tools, communication platforms, and interventions.
- The school will seek to establish partnerships with local businesses, nonprofits, or foundations that prioritize education and student success. These partners may provide financial support, resources, or grants for attendance improvement initiatives.

1003(a) Improvement Strategy: Analyze student performance data to plan to respond to all students' learning needs and inform Tier II instructional decisions.

Evidence Level *Analyze data in PLCs (3); Build a committed staff and provide professional development (1); Multi-Tiered Systems of Support (MTSS) (1); Achieve3000 Literacy (2)*

Action Steps:
- Teachers will participate in job-embedded professional learning provided by the Achieve3000 Literacy implementation manager.
- Teachers will participate in on-site coaching and collaboration with grade-level peers.
- Teachers will participate in Professional Learning Communities following the CCSD Teaching and Learning Cycle to analyze data to inform Tier II instruction.
- Teachers will participate in a book study, add-on days for planning and data analysis, and/or a literacy conference.
- Administration and coaches will use a look-for tool during instructional walks to provide real-time feedback and coaching opportunities aligned to the program model to support teacher growth and development.
- Implementation managers will provide at least 3 on-site coaching days per grade level, per teacher.

Resources Needed:
Title I 1003(a) funds will provide:
- Achieve3000 Literacy
- Implementation managers
- Look-for tools (Instructional walks and PLC)
- Funding for a literacy conference, books

Additional Resources:
- Teaching and Learning Expectations for PLCs (Plan and Analyze)
- Student assessment and progress monitoring data
- Monitoring tool data

Challenges to Tackle:
- Teacher attendance; *Possible Solution:* Offer incentive to teachers who attend all PLCs, add-on days, and conferences.
- Fidelity to the program model; *Possible Solution:* Implementation managers will provide additional coaching days to address program fidelity.

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners
- Challenge: English Language Learners show higher rates of absences than the school population.
- 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.

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:

- Challenge: N/A
- Support:

- **Racial/Ethnic Groups:**
- Challenge: *In the 2022-2023 school year, there was a small gap in chronic absenteeism rates between the overall rate of 50.8% compared to Hispanic students at 35.8%.*
- 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.

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	**Areas for Growth**
• Students feel supported at school.	• The Average Daily Attendance Rate increased to _____% in 2024.

Problem Statement: Morris Sunset High School had a chronic absenteeism rate of 41% for the 2023-2024 school year as measured on FocusED. Great progress has been made, and the overall chronic absenteeism rate must be maintained as enrollment grows.

Critical Root Causes of the Problem:
- 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.

Connectedness	
School Goal: Student chronic absenteeism will decrease from 41% (2023-2024) to 34.1% during the 2024-25 school year. **Formative Measures:** • The percent of students who are chronically absent will be less than 35% at the end of each quarter of the 2024-2025 school year as measured by the Quarterly Progress Monitoring Report in FocusED.	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 ☐ STIP Goal 2 ☑ STIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5 ☐ STIP Goal 6

Improvement Strategy: Enhance student connectedness by implementing targeted interventions, engaging extracurricular activities, and fostering a positive and inclusive school culture to reduce chronic absenteeism.
 	
Evidence Level:
● Multi-Tiered Systems of Support (MTSS) - level 3; Progress Monitoring (2)
 	
Action Steps: *What steps do you need to take to implement this improvement strategy?*
● Expand extracurricular activities:
    ○ Identify and offer a diverse range of extracurricular activities, including clubs, arts programs, and community service opportunities.
    ○ Promote these activities to students and encourage their participation.
    ○ Monitor student participation and track attendance to assess the impact of extracurricular involvement on reducing chronic absenteeism.
 	
● Engage parents in the school community:
    ○ Develop and implement programs and events that actively involve parents, such as workshops, family nights, and volunteer opportunities.
    ○ Promote effective communication channels between parents and the school.
    ○ Monitor parent involvement rates and evaluate its influence on student attendance.
 	
● Foster a positive and inclusive school climate:
    ○ Implement strategies to create a positive and inclusive school climate, such as anti-bullying programs and culturally sensitive educational practices.
    ○ Encourage student voice and create opportunities for students to learn from community leaders who share their lived experiences.
    ○ Monitor changes in student perceptions of the school environment through surveys or feedback mechanisms.
● Establish a mentoring program:
    ○ Develop a mentoring program that pairs students with caring and supportive mentors within the school community.
    ○ Provide training and support for mentors to effectively guide and support students.
    ○ Monitor the participation and engagement of students in the mentoring program as an indicator of their connection to the school.
	Lead: *Who is responsible for implementing this strategy?*
	School Leadership

- Expand the range of extracurricular activities available to students, including clubs, arts programs, and community service opportunities. Monitor student participation and track the impact of extracurricular involvement on attendance.
- Implement programs and events to actively engage parents in the school community, such as parent workshops, family nights, and volunteer opportunities. Monitor parent involvement rates and assess its impact on student attendance.
- Foster a positive and inclusive school climate that promotes respect, belonging, and student voice. Implement strategies such as anti-bullying programs, culturally sensitive educational practices including offering students an opportunity to hear from community leaders whose lived experiences reflect their own. Monitor changes in student perceptions of the school environment.
- Establish a mentoring program that pairs students with caring and supportive mentors within the school community. Monitor the participation and engagement of students in the program as an indicator of their connection to the school.
- Analysis of attendance data before and after the implementation of targeted interventions, extracurricular activities, and efforts to foster a positive and inclusive school culture.
- Surveys or feedback from students, parents, and teachers indicating increased feelings of connectedness and a positive school culture.
- Ongoing monitoring and evaluation of attendance rates, student engagement indicators, and feedback from stakeholders to assess the effectiveness of the improvement strategy.

Resources Needed: *What resources do you need to implement this improvement strategy?*
- 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.

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*
- *Implementation Challenge:* Overcoming barriers of limited resources and staff capacity to effectively expand extracurricular activities, engage parents, foster a positive school climate, and establish a mentoring program, while ensuring sustained monitoring and evaluation efforts.
- *Potential Solution:* Seek external partnerships with community organizations, businesses, and volunteers to provide additional resources, expertise, and support, while implementing efficient systems for coordination and monitoring to maximize staff capacity.

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*
- Grant funding or school budget allocation (including Title I) to support extracurricular activities, parent programs, training, and evaluation efforts.

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners
- Challenge: English Language Learners show higher rates of absences than the school population as a whole.
- Support:
  - 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.

Foster/Homeless:
- Challenge: Foster and homeless students face multiple challenges attending school on a regular basis due to the circumstances they face.
- Support:
  - 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.
- Support:
  - o 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:**
- Challenge: N/A
- Support:

- **Racial/Ethnic Groups:**
- Challenge: *In the 2022-2023 school year, there was a small gap in chronic absenteeism rates between the overall rate of 39.6% compared to Hispanic students at 35.8%.*
- Support:
  - o Develop and implement a culturally responsive curriculum that incorporates diverse perspectives, histories, and experiences to promote student engagement and connectedness.
  - o 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.
  - o 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.*
- Support:
  - o 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.
  - o 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.

School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
Back to School Night	8/3/2023	● Concerns regarding the return to in-person instruction
Hispanic Heritage Month Showcase	10/13/2023	● Activities focused on connecting the school community with parents and students to ensure they felt empowered as stakeholders in the school..
African-American Heritage Month Showcase	2/23/2024	● African-American students and families connected with members of their community who shared their lived experiences, helping to strengthen school-community ties.
Parent Meeting (including SPP review)	5/2/2024	● Meeting with parents to discuss SY24.
End of Year Staff Meeting	5/10/2024	● Meeting with staff to discuss SY24.