



## Clark County School District

# Cheyenne High School

## School Performance Plan: A Roadmap to Success

*Cheyenne High School* 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.

**Principal:** Anthony Nunez

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### School

**Designations:**  Title I  MRI  CSI  TSI  ATSI

*Our SPP was last updated on 7/16/2024*



## 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/cheyenne\\_high\\_school/2023/nspf/](http://nevadareportcard.nv.gov/DI/nv/clark/cheyenne_high_school/2023/nspf/).

## School Continuous Improvement (CI) Team

*The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.*

Name	Role
Anthony Nunez	<b>Principal(s)</b> <i>(required)</i>
Cheri Shumsker	<b>Other School Leader(s)/Administrator(s)</b> <i>(required)</i>
Jeff Watkins	Tracey Warren
Lonna Kelly-Ibarra	Cristal Boisseau
Grace Bayer	<b>Teacher(s)</b> <i>(required)</i>
Levette McEaddy	Jennifer West
Katherine Keith	Alicia Ashton
Maria Konrad	Ezekiel Herndon
Siobhan Fergiels	Derek Johnson
Marion Bass	
MarQuez Strawder-Eagles	<b>Paraprofessional(s)</b> <i>(required)</i>
Pauline Taylor	<b>Parent(s)</b> <i>(required)</i>
Leslie Huerta	<b>Student(s)</b> <i>(required for secondary schools)</i>
Ezekiel Herndon	<b>Specialized Instructional Support Personnel</b> <i>(if appropriate)</i>



## 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
Leadership Team Meetings	4/18/24 4/12/24 5/3/24 5/7/24 5/13/24	The Leadership Team reviewed the progress made between the 22/23 and 23/24 school years. The Leadership Team identified that significant academic progress has been made, and that in order to continue to enable educators to support students the school needed to focus on setting clear expectations for communication, meeting goals, and using time. The Leadership Team also identified that particular attention was needed in the areas of professionalism, customer service, and engagement. It was recommended to continue to revise the PLC process to promote collective efficacy and efficiency, continue to gather staff feedback, and create a professional learning plan based on the needs of educators at Cheyenne High School. The Leadership Team successfully developed a scope and sequence for the beginning of the school year in order to ensure that newly hired staff are onboarded and that current staff are provided the critical updates to systems needed to build off of the previous school year's successes.
Admin Team Meetings	5/20/20 5/28/24 6/3/24	Based on the feedback from the Leadership Team the administrative team worked through a process to develop core values, a core focus, and marketing strategy for the upcoming school year. This process included gaining insight from teachers and staff related to the work Cheyenne High School was currently engaged in. This resulted in the creation of a Vision/Traction Organizer, which summarized the critical actions from the SPP being taken in a manner that is easily communicated to all stakeholders. This document then allowed for the redistribution of responsibilities among all administrators to ensure that each were accountable to enacting key components of the SPP.
School Organizational Team Meetings	4/25/24 5/16/24	The SOT celebrated many schoolwide improvements made over the past year. They noted that the addition of Saturday School provided many students with the opportunity to get back on track to graduate. The SOT also celebrated the recruitment and retention numbers, which were the best over the past two years. The SOT noted that the community would benefit from providing consistent customer service to all members of the community. The SOT also provided feedback on the Parent and Family Engagement Policy. The SOT recommended that there be a



		weekly email with events, a monthly newsletter, an updated website, and credit sufficiency letters to all students (instead of just 11th/12th grade students).
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# School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.

## Inquiry Area 1 - Student Success

### Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
<b>Data Reviewed</b>	<ul style="list-style-type: none"> <li>9th grade and 10th grade Fall MAP Benchmark RIT scores (Year over year comparison)</li> <li>9th grade and 10th grade Fall MAP Benchmark percentile distribution (overall and instructional area)</li> </ul>		<ul style="list-style-type: none"> <li>Proficiency data as measured by ACT.</li> </ul>
	<p><i>Areas of Strength:</i> During the 23/24 school year, the percentage of students scoring at or above the 61st percentile significantly improved in both Reading (+14%) and Math (+19%) on the Spring MAP Benchmark Assessment compared to the previous school year. This was also the first year that the number of students scoring at or above the 61st percentile increased during each administration of the MAP Benchmark Assessment (Math: 14%, 17%, 26%; Reading: 16%, 21%, 23%)</p>		
	<p><i>Areas for Growth:</i> While there was a 30% reduction in the among Black/African American and Hispanic/Latino students scoring between the 1st and 40th percentile on the 2024 Spring MAP Benchmark assessment, 55.20% of Black/African American students and 55.61% of Hispanic/Latino students scored between the 1st and 40th percentile.</p>		
<b>Problem Statement</b>	<p>While the MAP Median Growth Percentile between the Fall Benchmark and Spring Benchmark in Reading (55) and Math (53) was above the 50th percentile, the MAP Median Achievement Percentile remains below the 50th percentile (Reading: 37; Math: 34).</p>		
<b>Critical Root</b>	<p>Students inability to comprehend content presented in MAP testing or lack of test taking skills which allow for students' time</p>		



<b>Causes</b>	<i>management leading to poorer testing scores.</i>
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## Part B

Student Success	
<p><b>School Goal:</b> <i>Increase the percentage of students scoring above the 60th percentile in math from 27% (Spring 2024) to 32% (spring '25) as measured by MAP Growth Assessments. Increase the percentage of students scoring above the 60th percentile in reading from 23% (Spring 2024)) to 28% (Spring '25).</i></p>	<p><b>Aligned to Nevada's STIP Goal:</b> Goal 3: All students experience continued academic growth.</p>
<p><b>Improvement Strategy:</b> <i>Teachers will use a Data Driven Instruction and Assessment Cycle to monitor Student Learning Goals aligned with College and Career Readiness Anchor Standards and content area standards.</i></p>	
<p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3 - <i>Promising</i></p>	
<p><b>Intended Outcomes:</b> <i>Teachers will create common summative assessments aligned to content area standards and College and Career Readiness Standards, create Tier 1 instructional plans for students, and monitor student mastery of content. Teachers will clearly identify success criteria during lessons in order to explicitly inform students on how they are being asked to demonstrate mastery.</i></p>	
<p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>● <i>Teachers and administrators will participate in professional learning on the CCSD pacing guides. During this professional learning teachers will identify the standards students will need to demonstrate mastery on by the end of the quarter.</i></li> <li>● <i>Teachers will identify the specific success criteria that will determine whether students are able to demonstrate mastery on content area standards and use these criteria to create a common end-of-quarter summative assessment.</i></li> <li>● <i>Teachers will administer a content-area specific formative assessment in order to establish an initial baseline for mastery of standards. 9th and 10th grade teachers in English and math will administer the MAP Benchmark assessment.</i></li> <li>● <i>Teachers will modify their initial long range instructional plans to ensure they provide opportunities for targeted instruction based on the gaps in mastery identified during the administration of the benchmark assessment.</i></li> <li>● <i>Teachers and administrators will participate in professional learning on how to develop Student Learning Goals.</i></li> <li>● <i>Teachers will set Student Learning Goals. 9th and 10th grade teachers in English and math will set RIT goals for the upcoming benchmark at or above the 50th percentile of typical growth.</i></li> <li>● <i>Teachers and students will review goals together, both individually and as a class.</i></li> <li>● <i>Teachers will administer the common content-area specific end-of-quarter summative assessment.</i></li> </ul>	



- *Teachers will review trends in mastery in order to create modifications to long-range plans that address the needs of their students.*
- *Teachers and students will review trends in data from the common content-area specific end-of-quarter summative assessment both individually and as a class.*
- *9th and 10th grade teachers of English and math will administer the subsequent MAP Benchmark assessment. These teachers will review trends in mastery and share results with students both individually and as a class.*
- *This cycle will repeat quarterly and for each MAP Benchmark window.*

**Resources Needed:**

- *Budget for paying teachers for Professional Learning outside contractual time.*
- *Substitutes to cover teacher classes allowing for participation in Professional Learning through contractual days.*
- *Regularly scheduled professional learning during contractual hours.*

**Challenges to Tackle:**

- *The 23/24 school year was the first year teachers were required to create common summative assessments. Moving forward, these assessments will continue to need to be aligned to content area and grade level standards. A revised PLC document with guiding questions has been created to support the development of rigorous, standards-based summative assessments. Additionally, the Leadership Team will be reviewing PLC documents both to calibrate collective expectations for summative assessments, and identify necessary professional learning.*

**Improvement Strategy:** *Teachers will facilitate a Data Driven Instruction and Assessment Cycle through the use of Professional Learning Communities during which instruction and assessment are aligned to student needs and grade level standards.*

**Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2 - Moderate

**Intended Outcomes:** *Teachers will effectively collaborate to plan, assess, reteach, and reassess targeted lessons based on content area standards and College and Career Readiness Standards using a PLC process aligned to the CCSD Teaching and Learning Cycle. Teachers will communicate learning intentions and learning progressions for each lesson so that students are explicitly informed about how they are progressing towards demonstrating mastery. Students will meet or exceed their MAP Growth targets during the Winter and Spring Benchmarks.*

**Action Steps:**

- *Targeted professional Learning for administrators, department chairs, and teachers on the schoolwide PLC process.*
- *Monitor PLC groups through PLC logs, review of data collected, and administrative observations.*

**Resources Needed:**

- Regularly scheduled PLC time during the contractual work day.
- Extra duty pay for department chairs in order to attend targeted professional learning on facilitating the PLC process

**Challenges to Tackle:**

- This process will continue to ask teachers to utilize their time to create long-range plans, common end-of-quarter summative assessments, and analyze data from these common summative assessments. A supporting professional learning plan has been developed to ensure that teachers understand how to develop assessments. The PLC form has been updated to better align with the focus for PLC for the school year. Additionally, a calendar with due dates for specific deliverables from PLCs has been created to clearly communicate what PLCs should be producing. Finally, the Leadership Team will be providing PLCs with feedback on their common summative assessments.

**Equity Supports. What, specifically, will we do to support the following student groups around this goal?****Data Reviewed**

ELL ELA Proficiency: ACT 2023-2024: 4.6%

ELL Math Proficiency: ACT 2023-2024: 0.0%

ELL WIDA Met AGP: 5.2%

The Fall MAP Benchmark shows that ELL students have an average Math RIT score of 204 which is 9 points below the school average (215). In Reading the average RIT score is 210 which is also 9 points below the school average (219).

**Root Causes:** As evidenced by ACT, WIDA, and MAP, the problem is English language learners are performing in the bottom 30th percentile in the state in 2022. A root cause of low performance of English language learners in language proficiency and content achievement is due to the need for additional knowledge and skills for educators to deliver effective, grade-level instruction in Tier I designed to provide English learners' access to the content that builds English language development and content simultaneously. Students need effective, grade-level instruction in Tier I.

**Goals:**

- **Language Arts Summative Assessment**
  - Increase the percent of ELLs **proficient** in ELA ACT from 4.6% in 2023 to 10% by 2024, as measured by ACT.
- **Mathematics Summative Assessment**
  - Increase the percent of ELLs **proficient** in Math from 0% in 2023 to 5% by 2024, as measured by ACT.
- **Language Summative Assessment**
  - Increase the percent of ELLs **meeting Adequate Growth Percentile (AGP)** in WIDA from 5.2% in 2023 to 10% by 2024, as measured by the WIDA and reported on the NSPF.

**Improvement Strategy: Professional Learning Communities**

**Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2





## Action

- **Action Step:** A learning strategist has been provided with time to meet with targeted students in order to ensure expectations are understood.
  - **Monitoring Plan:** *Monitoring will occur through data analysis.*
  - **Person Responsible:** (Responsible: Administration and learning strategist)
- **Action Step:** *Teachers will facilitate a Data Driven Instruction and Assessment Cycle through the use of Professional Learning Communities during which instruction and assessment are aligned to student needs and grade level standards.*
  - **Monitoring Plan:** *Monitoring will occur through data analysis.*
  - **Person Responsible:** *Administrators, Learning Strategists, and teachers*
- **Action Step:** *Three language acquisition classes have been created to provide targeted support to second language learners in order to assist them to master grade level content.*
  - **Monitoring Plan:** *Master Schedule; monitored by classroom observations, assessment data, and grades*
  - **Person Responsible:** *Administration, strategists, and teachers;*
- **Action Step:** *Core content Tier I instruction will be planned with appropriate scaffolds for EL identified student groups (newcomers, LTELs) in which skills and concepts build upon one another with increasing rigor while maintaining high expectations and timely feedback will be provided to help students make adjustments to learning.*
  - **Monitoring Plan:** *Through PLCs and Common Summative Assessments*
  - **Person Responsible:** *Administration, Learning Strategists, and teachers*

## Professional Learning

- **Professional Learning for teachers:**
  - All teachers at Cheyenne HS will complete Understanding Language Development (ULD) professional learning series, sessions 1-4 to increase the knowledge and skills of teachers at Cheyenne HS to deliver effective, grade-level instruction in Tier I designed to provide English learners' access to the content.
  - All teachers at Cheyenne HS will participate in a Tier I instruction focused professional learning series that includes standards-based planning, teacher clarity with embedded language objectives, scaffolding, differentiation, standards-based rubrics, and rigorous task development.
  - English Language Arts teachers will participate in monthly professional learning provided by RPDP August through March.
  - Professional learning on the implementation of the Tier I curriculum

*Foster/Homeless: Students with this status and their families are provided with additional support during the initial registration process. This includes conducting an expedited review of their educational records to ensure that an appropriate academic plan is created and reduce any disruption to their learning. The registrar, counselor, and SEIF work as a team to conduct this review. Once the academic plan is developed, the site social worker and counselor work with the family to ensure they have access to any additional support to address non-academic needs.*

*Migrant: Cheyenne HS works to provide students and their families with access to documents that can be translated into the language spoken primarily at home. Community newsletters are sent via Smore, which allows all content to be translated into over 50 different languages.*



*Cheyenne HS provides courses to students who need additional support with the English language. These courses are designed to both accelerate English language literacy as well as provide instruction in content area specific language.*



## Inquiry Area 2 - Adult Learning Culture

### Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
<b>Data Reviewed</b>	<ul style="list-style-type: none"> <li>CCSD Districtwide Survey Data</li> </ul>	<ul style="list-style-type: none"> <li>CCSD Districtwide Survey Data</li> </ul>	<ul style="list-style-type: none"> <li>Frequency of behavior events disaggregated by demographic</li> <li>Graduation projections by cohort</li> <li>Chronic absenteeism rates by grades and ethnicity</li> </ul>
	<p><i>Areas of Strength: 71.43% of parents reported that Cheyenne High School sets clear rules for behavior, which is an increase of 3.57% over the past three years. When disaggregated by ethnicity, overall behavior referrals for each ethnic group are proportionate to their prevalence in total enrollment.</i></p>		
	<p><i>Areas for Growth: The majority of referrals among Black/African American students are in the minor to major category (58.8%) or minor category (26.3%). The majority of referrals among Hispanic/Latino students are in the minor to major category (49.5%) or minor category (54.9%). During the 23/24 school year Black/African American students were repeatedly referred for minor-to-major referrals an average of 6.1 times, compared to Hispanic/Latino students (4.2) and White students (4.2).</i></p>		
<b>Problem Statement</b>	Approximately 30% of teachers and staff do not feel that Cheyenne High School sets clear rules of behavior for students.		
<b>Critical Root Causes</b>	The high rate of minor behaviors and minor-to-major behaviors indicate that classroom expectations must also be maintained through engagement in high quality Tier 1 instruction.		

### Part B

Adult Learning Culture	
<p><b>School Goal:</b>  <i>Teachers will have both clarity regarding discipline resolutions and Tier 1 instruction thereby leading to a reduction in the average repeat referral rate from 6.1 times to 4.1 times for Black students by May 2025 as</i></p>	<p><b>STIP Connection:</b> Goal 4: All students graduate future-ready and globally prepared for postsecondary success and civic life            Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and</p>



<i>measured by infinite campus.</i>	<i>celebrated.</i>
<b>Improvement Strategy:</b> <i>All Cheyenne High School teachers, staff, and administrators will participate in professional learning on the CCSD restorative justice protocols in order to implement the protocols in their classrooms and offices.</i>	
<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>1 - Strong</i>	
<b>Intended Outcomes:</b> <i>Teachers, staff, and administrators will improve their capacity to address student behavior without the use of exclusionary discipline.</i>	
<b>Action Steps:</b> <ul style="list-style-type: none"><li>● <i>All licensed staff, administrators, instructional assistants, and specialized program teaching assistants will participate in professional learning on the schoolwide restorative practices to be implemented at the classroom and school level.</i></li><li>● <i>A team of two assistant principals, two learning strategists, and social worker will develop school-level restorative practices to implement during the school level.</i></li><li>● <i>All department chairs, learning strategists, and administrators will monitor schoolwide trends in behavior data, specifically looking for trends in disproportionality among all students groups.</i></li><li>● <i>All department chairs, learning strategists, and administrators will establish goals to reduce disproportionality among student groups, frequency of specific behaviors</i></li><li>● <i>A team of two assistant principals, two learning strategists, and a social worker will develop a professional support plan for departments, grade levels, and individual teachers based on the trends in behavior data.</i></li><li>● <i>All department chairs, learning strategists, and administrators will identify specific restorative practices to look for during schoolwide walkthroughs. Trends in this data will be reviewed quarterly and subsequent professional learning plans will be developed in order to address trends in the walkthrough data.</i></li></ul>	
<b>Resources Needed:</b> <ul style="list-style-type: none"><li>● <i>Extra Duty pay for the lead restorative justice practices.</i></li></ul>	
<b>Challenges to Tackle:</b> <ul style="list-style-type: none"><li>● <i>Cheyenne High School lost some of its key staff members who were tasked with supporting a specific restorative justice protocol. A new professional learning plan has been developed in order to build a cadre to site experts, as well as ensure that newly hired staff can positively support student behavior. This cadre of site experts has been expanded to include two assistant principal, two learning strategists, and a social worker.</i></li></ul>	
<b>Improvement Strategy:</b> <i>Teachers and administrators will focus on Tier 1 purposeful instructional planning and consistent implementation including analysis of student group data, strategic targeted scaffolds, differentiation, and checking for student understanding with a timely</i>	



*response to address misconceptions.*

**Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *1 - Promising (MTSS listed as Evidence Level 1, MTSS is the subject of dialogue.)*

**Intended Outcomes:** *Teachers, staff, and administrators will improve their capacity to develop and revise schoolwide protocols in response to behavior event and resolution data.*

**Action Steps:**

- *Administration will work with the NWEA coach to develop a schoolwide instructional coaching process designed to provide timely feedback and support to teachers.*
- *Administration will participate in quarterly professional learning on the instructional coaching process during the 2024/2025 school year.*
- *Administration and teachers will engage in a minimum of three coaching cycles each week.*
- *The Leadership Team and administration will review trends in instructional coaching data in order to develop professional learning based on the needs of teachers.*

**Resources Needed:**

- *Quarterly professional learning with NWEA coach.*

**Challenges to Tackle:**

- *Trends in behavior data previously indicated a disproportionate overall referral rate between ethnic student groups. While that trend no longer exists, it will be important to consistently monitor overall referral rates to ensure that disproportionate referral rates do not present once again. Additionally, teachers will need support to understand the link between engagement in Tier 1 instruction and students being able to consistently meet classroom expectations.*

**Equity Supports. What, specifically, will we do to support the following student groups around this goal?**

**Data Reviewed**

*Classroom Observations*

*Understanding Language Development Professional Learning Participation: 68% of Teachers in Session 4, 0% of Administrators have completed session 4*

**Root Causes:** *As evidenced by observations and ULD data, the problem is a need for greater awareness of ELL student needs and a need for more support and scaffolds toward high expectations. A root cause of low performance of English language learners in language proficiency*



and content achievement is due to lack of scaffolds and support in Tier I instruction. Students need more embedded scaffolds within the Tier I instruction.

**Goals:**

- **Professional Learning and Collaboration**

- Increase the number of **Professional Learning Community (PLC) meetings** that follow the **Teaching and Learning Cycle** from 25% in 22-23 to 95% in 23-24 as measured by PLC meeting backup documentation.

**Improvement Strategy: Professional Learning Communities**

**Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2

**Action**

- **Action Step:** *Additional instructional coaching has been provided to the English Language Arts department through the Southern Nevada Regional Professional Development Programs (RPDP) to support pedagogically sound Tier I instruction.*
  - **Monitoring Plan:** *Monitoring will occur through data analysis and classroom observations*
  - **Person Responsible:** *Administration, RPDP, Learning Strategist, teachers*
- **Action Step:** Provide coaching and feedback on the use of discourse structures, engagement strategies, and effective Tier I instruction following observation and lesson plan audits.
  - **Monitoring Plan:** *Monitoring will occur through data analysis and classroom observations*
  - **Person Responsible:** Administration, Carnegie, and RPDP
- **Action Step:** Provide PLC systems such as weekly scheduled PLC meetings, PLC documents aligned with the Teaching and Learning cycle, and structured feedback to promote teacher efficacy and rigorous Tier I instruction.
  - **Monitoring Plan:** *Monitoring will occur through the administration team's observations, PLC document review, and Leadership Team's PLC assessment review.*
  - **Person Responsible:** Administration and Leadership Team

**Professional Learning**

**Professional Learning teachers:**

- *Professional learning* on the use of discourse structures, engagement strategies, and effective Tier I instruction
- Professional learning on Depth of Knowledge and Rigor in response to Common Summative Assessment analysis

Racial/Ethnic Minorities: *Cheyenne HS monitors racial/ethnic disproportionality within academic and behavior data sets. When racial/ethnic groups are disproportionately represented within academic outcomes a root cause analysis is conducted and a plan is made to address the adult actions that require modification to address the trend in the data. Often additional instructional opportunities (i.e. tutoring), time to complete work, and opportunities to demonstrate mastery (i.e. retake assessments) are provided to students. Prior to the school year starting, Cheyenne HS staff monitor formative and summative assessment data to ensure that all students whose test scores are within specific ranges are placed in honors, pre-AP, AP, or dual enrollment coursework. Similarly, participation in all CTE, honors, pre-AP, AP and dual enrollment coursework is monitored. Each year goals and action plans to ensure proportionate participation by all student groups are made. A similar root cause analysis is conducted when disproportionate outcomes are observed in behavior data. Often this analysis results in the modification*



*of a schoolwide system used to address student behavior as well as opportunities for students to receive additional social-emotional support. Cheyenne HS provides qualifying students with access to mental health professionals on campus. Cheyenne HS also provides small group mentoring to students to provide them with opportunities to develop strategies they can use to positively engage in the school setting.*

*Students with IEPs: Cheyenne HS provides families with access to a Special Education Instructional Facilitator (SEIF) who reviews IEPs to ensure that they are written based on the needs of each student. Additionally, Cheyenne HS funds a full time social worker who assists with referrals to community resources organizations such as The Harbor. This provides families with comprehensive support to address each of their child's needs. The social worker also ensures that there is effective communication between The Harbor and families. Support staff assigned to support students with IEPs are provided with schedules that minimize the variety of content areas they support so they are able to better understand how to support the needs of their students relative to a specific content area.*



## Inquiry Area 3 - Connectedness

### Part A

Connectedness			
	Student	Staff	Family & Community Engagement
<b>Data Reviewed</b>	<ul style="list-style-type: none"> <li>CCSD Districtwide Survey</li> </ul>	<ul style="list-style-type: none"> <li>CCSD Districtwide Survey</li> </ul>	Outreach Session Data
	<p><i>Areas of Strength: 79.48% of students agree that the school encourages them to have healthy habits. 71.62% of students agree that school staff treat students with respect, regardless of differences like race, ethnicity, gender, or disability.</i></p>		
	<p><i>Areas for Growth: 49.16% of students do not believe the school is safe. 32% of staff do not believe they have opportunities to influence what happens within the school, and that the school promotes staff and teacher participation in decision-making.</i></p>		
<b>Problem Statement</b>	<p>The teachers and staff have improved their overall sense of safety, but do not experience consistent engagement in decision-making. Students have improved their perception of being treated with respect and valued, but do not consistently feel safe.</p>		
<b>Critical Root Causes</b>	<p>Students and staff are not strategically integrated to schoolwide decision-making structures and processes.</p>		

### Part B

Connectedness	
<p><b>School Goal:</b> Increase the percentage of students who believe Cheyenne High School is safe from 50.84% to 60%. Increase the percentage of teachers and staff who believe they have many opportunities to influence what happens within the school from 67.19% to 77% by May 2025 as measured by the districtwide survey.</p>	<p><b>STIP Connection:</b> Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.</p>
<p><b>Improvement Strategy:</b> Cheyenne High School will develop an umbrella committee structure to mobilize staff, community members, and students to develop plans to improve the school environment, operations, and manner in which students are celebrated.</p>	
<p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 1 - Promising (PBIS)</p>	





**Intended Outcomes:** *The entire Cheyenne High School community will increase the sense of connection to their school community through their work in committees.*

**Action Steps:**

- *Administration will communicate the structure of the Leadership Team and its make up to the entire staff (All administrators, department chairs, and learning strategists).*
- *Administration will facilitate a process to select staff members for participation on the Leadership Team from all interested staff members.*
- *The Leadership Team will review the current mission and vision for the school and develop messaging to share with staff that will serve to focus their efforts for the school year.*
- *The Leadership Team will review the required committees and develop a means by which to reorganize them into 4 committees who will serve multiple purposes.*
- *Department chairs will work with their respective departments to obtain volunteers to participate in each committee.*
- *The Leadership Team will develop a schedule for committees to meet based on their area of focus as well as a feedback loop between committees and the Leadership Team.*

**Resources Needed:**

- *Regular meetings during the contractual day.*

**Challenges to Tackle:**

- Meeting as a Leadership Team has been challenging due to the fact that participants are often coaches and advisors. Therefore all Leadership Team teachers will be assigned a common preparatory period to ensure that a weekly meeting can take place without disruption to the instructional day or extra-curricular activities.

**Improvement Strategy:** *Cheyenne High School will develop a process by which to solicit feedback from all stakeholders in order to gain feedback as to how to improve the school environment, operations, and manner in which students are celebrated.*

**Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *1 - Promising (PBIS)*

**Intended Outcomes:** *The entire Cheyenne High School community will increase the sense of connection to their school community through the opportunity to participate providing feedback to leaders.*

**Action Steps:**

- *The Leadership Team will identify specific questions to ask staff, families, and students to assist with the school improvement process.*
- *The Leadership Team will develop a survey to administer at the end of each semester to staff, families, and students.*
- *The Leadership Team will review trends in the survey data and develop a means by which to share these trends with the entire*



community.

- *The Leadership Team will facilitate focus groups for staff, students, and families in order to develop action steps that can be taken to address the feedback provided.*
- *The Leadership Team will develop a means to share actions school staff will take based on feedback from the community.*

**Resources Needed:**

- *Regular meetings during the contractual day.*

**Challenges to Tackle:**

- *Participation from families has been historically low. There has been inconsistent participation by families on the School Organizational Team and family nights. In order to encourage more productive participation by families in the schoolwide survey and corresponding focus groups the school will enter participants into drawings.*

**Equity Supports. What, specifically, will we do to support the following student groups around this goal?**

**Data Reviewed**

CCSD Districtwide Survey  
*Chronic Absenteeism*

**Improvement Strategy: Truancy Diversion**

Cheyenne High School will develop utilize the Truancy Diversion an umbrella committee structure to mobilize staff, community members, and students to develop plans to improve the school environment, operations, and manner in which students are celebrated.

**Root Causes:** As evidenced by chronic absenteeism data, students on FRL status are experiencing chronic absenteeism at a rate similar to the school population. A root cause of low performance of FRL students in language proficiency and content achievement is due to chronic absenteeism and connecting with families regarding absences as well as transportation and community commitments outside of the school day. Students need clear and consistent communication about attendance protocols.

**Goals:**

- Chronic Absenteeism
  - Reduce the percent of FRL **chronically absent students** from 46.7% in 23-24 to 40% by 24-25, as measured by School-Wide absenteeism data. All departments will establish clarity of instruction through effective planning of instruction and hold high expectations through common assessments.

**Improvement Strategy:** Truancy Diversion

**Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 4

**Action**

- **Action Step:** *Referrals to Truancy Outreach for families*



- **Monitoring Plan:** As needed throughout the year based on reports of consecutive absences
- **Person Responsible:** Attendance Office
- **Action Step:** *Teacher connection plans with families regarding absences*
- **Monitoring Plan:** In development, as needed
- **Person Responsible:** Attendance Office, Teachers

#### **Professional Learning**

- **Professional Learning for office staff:**

Training on new procedures and protocols

*What professional learning does the site need around Connectedness for ELL students?*

- English Learners: *All cultures of Cheyenne's Community will be permitted to share their culture and customs through student surveys.*
- Foster/Homeless: This will be a free to attend event where all Cheyenne Community members are invited to attend. Free and Reduced Lunch: This will be a free to attend event where all Cheyenne Community members are invited to attend. Migrant: This will be a free to attend event where all Cheyenne Community members are invited to attend.
- Racial/Ethnic Minorities: All student racial/ethnic minorities will be invited to be represented at the Multicultural Fair. Students with IEPs: This will be a free to attend event where all Cheyenne Community members are invited to attend.

*Free and Reduced Lunch: In addition to providing all students with free breakfast and lunch, a grab-and-go breakfast is provided after the morning tardy bell to ensure that students who arrive late to school are able to quickly access food and begin their instructional day. Cheyenne HS is currently identified as 100% FRL through the Community Eligibility Program. Therefore counselors work directly with students and their families to inform them of scholarships opportunities and how to access school funds to use towards course fees, athletic/activity fees, and fines from lost/stolen/damaged materials. Cheyenne HS works to remove any economic barriers that would prevent students from graduating, accessing a specific program of study (i.e. CTE pathway, AP course, elective), or applying for post-secondary opportunities.*



## COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
<i>Strategic Budget</i>	\$13,281,565	Staffing and supplies	School Goal 1, 2, and 3
<i>At-Risk</i>	\$1,848,832	Staffing and supplies	School Goal 1, 2, and 3
<i>EL</i>	1,028,679	Staffing, supplies, recruitment/retention	School Goal 1, 2, and 3
<i>Title I funds</i>	\$943,920.00	Title I - Prep Buy-out, class size reduction (CSR) teacher, Collaboration, Professional Development, and Parent Involvement Set Aside	School Goal 1, 2, and 3