Act 3 - Reviewing Our Journey

Directions and Resources for Act 3

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School Name: Cheyenne High School

Inquiry Area 1 - Student Success		**Did we achieve our Student Success goal?** *What does our data reveal about our progress toward our goal?*	**Continue, Correct, or Cancel the Goal?** *Should we continue, correct, or cancel this goal in our next SPP?*			
Increase the percent of students scoring above the 60th percentile in math from 14% (Fall '23) to 15% (spring '24) as measured by MAP Growth Assessments. Increase the percent of students scoring above the 60th percentile in reading from 16% (Fall '23) to 22% (spring '23).		Yes	Continue (and update)			
Improvement Strategies	**Intended Outcomes/Formative Measures**	**Were our improvement strategies successful?** *How successful were we at implementing our improvement strategies?*	**Continue, Correct, or Cancel the Strategy?** *Should we continue, correct, or cancel the associated improvement strategies in our next SPP?*	**Now (Lessons Learned)** *Why were our improvement strategies successful or unsuccessful? What have we learned about ourselves and our school through this goal and these improvement strategies? How have our improvement efforts impacted achievement across demographic groups?*	**Next (Next Steps)** *What can we do right away to put our Lessons Learned into practice?*	**Need** *What do we need to be successful in taking action?*
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.	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.	Yes	Continue	We exceeded our goal in both math and reading. For the first time in the school's history, the percentage of students scoring at or above the 61st percentile increase during each administration of the MAP Benchmark. 19% more students scored at or above the 61st percentile on the Math Spring Benchmark (26% total) and 8% more students scored at or above the 61st percentile on the Reading Spring Benchmark (24% total) compared to the previous school year.	There is clear evidence that implementing common summative assessments greatly improved student outcomes. In order to continue to promote both growth and achievement, we must strengthen our capacity to align summative tasks to the rigor of the standards being assessed.	1. Professional learning at the beginning of the school year for teachers new to the established PLC process. 2. Update the summative assessment review form to include a more explicit process for aligning tasks with the rigor of the standard.
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.	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.	Yes	Continue	We achieved a significant reduction in the percentage of students scoring in the lowest percentile group (1st-40th). On the Spring Reading Benchmark 11% fewer Black/African American students and 4.88% fewer Hispanic/Latino students scored between the 1st and 40th achievement percentile compared to the previous school year. On the Spring Math Benchmark 33% fewer Black/African America students and 27% fewer Hispanic/Latino students scored in the 1st-40th achievement percentile compared to the previous school year.	There is clear evidence that making clear the purpose and relevance of instruction greatly improved student outcomes. Student goal setting must be broadened across all content areas. learning intentions and learning progressions must be explained in terms of how they support students to complete the common summative assessment.	1. Professional learning at the beginning of the school year for teachers new to the use of learning intentions, learning progressions, and success criteria. 2. Update the SLG tracking sheet to include a goal setting component. 3. Revise learning intentions, learning progressions, and success criteria to better align with the common summative assessments.

Inquiry Area 2 - Adult Learning Culture		**Did we achieve our Adult Learning Culture goal?**	**Continue, Correct, or Cancel the Goal?**			
Black/African American students represent 28% of the population but 40% of all behavior referrals on campus. Teachers will have clarity regarding discipline resolutions and effectively manage behavior in their classrooms thereby leading to a 10% reduction in disproportionality among Black/African American students by third quarter as measured by behavior events in Infinite Campus.		Yes	Continue (and update)			
Improvement Strategies	**Intended Outcomes/Formative Measures**	**Were our improvement strategies successful?**	**Continue, Correct, or Cancel the Strategy?**	**Now (Lessons Learned)**	**Next (Next Steps)**	**Need**
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.	Teachers, staff, and administrators will improve their capacity to address student behavior without the use of exclusionary discipline.	Yes	Continue	Black/African American students make up 25.9% of the population and accounted for 26.4% of all behavior events. This is a significant reduction from 40%. We have far exceeded our goal. However, Hispanic/Latino students now make up 54.9% of all behavior events. This trend must be closely monitored.	All staff must continue to implement the classroom management that works program in each of their classrooms.	1. Professional learning at the beginning of the school year for teachers new to Cheyenne HS. 2. A review of all classroom management plans for the upcoming school year.
Teachers, staff, and administrators will work in a committee format to review behavior event and resolution data in order to determine the effectiveness of schoolwide protocols.	Teachers, staff, and administrators will improve their capacity to develop and revise schoolwide protocols in response to behavior event and resolution data.	Yes	Continue	There has been a significant increase in the number of students associated with a behavior event. The largest group of students is associated with 6-10 events. A similar trend is seen between the largest ethnic groups. 58.7% of behavior events involving Black/African American students, and 49.5% of behavior events involving Hispanic/Latino students, are of minor-to-major severity.	The committee must transition their focus to investigate the root cause of the trend in students being associated with multiple behavior events, as well as moving from minor to major events. Additional Tier II and Tier III supports must be developed and implemented in the upcoming school year.	1. Identify the students who have been associated with multiple behavior events who are returning to the school during the upcoming school year. 2. Mobilize the social worker, attendance officer, and Miracle Minds team to determine what additional supports these students could benefit from.

Inquiry Area 3 - Connectedness		**Did we achieve our Connectedness goal?**	**Continue, Correct, or Cancel the Goal?**			
Increase the percentage of students who believe that Cheyenne High School prevents bullying from 60% to 70%. Increase the percentage of staff and parents/guardians that believe Cheyenne High School is safe for students from 43% to 53% as measured by the Districtwide Survey.		No	Continue (and update)			

Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful?	Continue, Correct, or Cancel the Strategy?	Now (Lessons Learned)	Next (Next Steps)	Need
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.	The entire Cheyenne High School community will increase the sense of connection to their school community through their work in committees.	Yes	Continue	While we did not reach our target, there continues to be an increase in the percentage of students, parents, and staff who believe that the school does a good job to prevent bullying over the past three years: Students (44.99%, 51.25%, 52.53%); Parents (50%, 64.29%, 63.27%); Staff (66.67%, 66.67%, 73.44%).	There was a Leadership Team that served as an umbrella committe, however much of that committees focus what on implementing the Teaching and Learning Cycle. The work was not tied to a clear mision, vision, and goals. Better communication about the Leadership Team's work and how it ties to mission, vision, and goals is needed for the upcoming school year.	1. Creation of a short document that summarizes mission, vision, and goals so that better communication can be established among the entire community. 2. More consistent celebration of the work tied to the goals by members of the Leadership Team.
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.	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.	Yes	Continue	While we did not reach our target, there continues to be an incrase in the percentage of students, parents, and staff who believe that Cheyenne HS is a safe school over the past three years: Students (37.93%, 50.52%, 58.77%); Parents (55.56%, 48.28%, 55.10%); Staff (56.52%, 69.44%, 76.56%).	We have not yet fully engaged the staff in participation of subcommittees and therefore are unable to solicit feedback from staff in regular and frequent intervals. This could explain why we have been less successful in changing the community's perception about bullying, as there is no specific group working on this specific issue.	1. Implement the use of subcommittees aligned to specific goals in the SPP. 2. Ensure that subcommittees meet at least twice each month and communicate their progress.