

<b>School Name: Cheyenne HS</b>					
<b>Inquiry Area 1 - Student Success</b>					
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).					
<b>Improvement Strategies</b>	<b>Intended Outcomes/Formative Measures</b>	<b>Status</b> <i>Are we implementing the improvement strategy as planned?</i>	<b>Now (Lessons Learned)</b> <i>What does our progress monitoring data reveal about progress toward our goal? What are we learning as we implement our improvement strategies? What challenges with implementation and gaps in</i>	<b>Next (Next Steps)</b> <i>What specific actions do we need to take to address the challenges and performance gaps we've identified? By when? By whom?</i>	<b>Need</b> <i>What do we need to be successful in taking action?</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.	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.	At Risk	7% more students scored at or above the 60th percentile on the Math Fall MAP Benchmark assessment during the 24/25 school year as compared to the 22/23 school year. In Reading 2% more students scored at or above the 60th percentile on the same assessment. 10% more 9th grade students and 2% more 10th grade students scored at or above the 60th percentile on the MAP Fall Benchmark assessment. Cheyenne High School did not meet the 95% participation target on this assessment.	Teachers need a more comprehensive understanding of the relevance and usefulness of MAP data. This includes an understanding of how the data can inform instruction.	Teachers need to provide consistent opportunities for students to take the MAP Benchmark assessments. Teachers need to provide consistent opportunities to set goals for students using their RIT scores. Teachers and administrators need to participate in professional learning on how the MAP assessment data can inform instruction.
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.	At Risk	While more students are scoring at or above the 60th percentile on the Fall MAP Benchmark assessment, grade distribution still indicates that there may be inconsistencies in rigor in assessment. There is great variability in the percent of students who are earning As and Fs across all departments. Furthermore, 93% of students in math and 87% of students in reading are not projected to demonstrate proficiency on the ACT.	Teachers and administrators need a deeper understanding of the relationship between learning progressions, learning intention, and success criteria, and the grade level, content area standards.	Teachers and administrators need to monitor alignment between common end-of-quarter summative assessments, success criteria, and content area standards. Common end-of-quarter summative assessments should be modified as necessary.
<b>Inquiry Area 2 - Adult Learning Culture</b>					
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 measured by infinite campus.					
<b>Improvement Strategies</b>	<b>Intended Outcomes/Formative Measures</b>	<b>Status</b>	<b>Now (Lessons Learned)</b>	<b>Next (Next Steps)</b>	<b>Need</b>
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.	At Risk	Minor referral rates are trending lower during the current school year; however, Black/African American students are being referred at a rate of 1.5:1. This is the highest referral rate of any student group.	Administration needs to develop a means by which to monitor the use of restorative practices and their impact on recidivism.	A comprehensive professional learning plan is needed to ensure that staff has access to professional learning on restorative practices.
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 response to address misconceptions.	Teachers, staff, and administrators will improve their capacity to develop and revise schoolwide protocols in response to student engagement data (both behavior and academic).	At Risk	There is a lack of data on the extent to which learning progressions, learning intentions, and success criteria are posted and utilized in the classroom. There is inconsistent monitoring of teacher clarity information across the entire school.	Administration needs to develop a means by which to monitor and share the extent to which teacher clarity information is utilized in the classroom.	A comprehensive professional learning plan is needed to ensure that staff has access to professional learning on the use of learning progressions, learning intentions, and success criteria.
<b>Inquiry Area 3 - Connectedness</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.					
<b>Improvement Strategies</b>	<b>Intended Outcomes/Formative Measures</b>	<b>Status</b>	<b>Now (Lessons Learned)</b>	<b>Next (Next Steps)</b>	<b>Need</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.	The entire Cheyenne High School community will increase the sense of connection to their school community through their work in committees.	At Risk	The Leadership Team consistently meets weekly; however, staff committees only just began meeting during the past few weeks.	All committees must establish a consistent agenda, norms, and a goal for the current school year in order to gain buy-in from the staff.	A reflection question should be added to each agenda that asks the staff to determine whether or not progress towards the goal has been made during the meeting.
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.	At Risk	Feedback questions from the staff were developed during the previous school year; however these questions were not sent out yet.	An updated staff feedback survey should be developed to be sent out prior to the end of the semester.	The Leadership Team needs to ensure that relevant questions are sent out to the staff in the form of a staff survey before the end of the first semester.