



# 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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**Phone:** (702) 799-4830

**School Designations:**  Title I     CSI     TSI     TSI/ATSI

*Our SPP was last updated on 10/27/2022.*



## 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/2022/nspf/](http://nevadareportcard.nv.gov/DI/nv/clark/cheyenne_high_school/2022/nspf/).

*Inclusion of this link replaces completion of the tables in the previous year's SPP.*

## 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>
Delishia White	<b>Other School Leader(s)/Administrator(s)</b> <i>(required)</i>
Cheri Shumsker	
Grace Bayer	<b>Teacher(s)</b> <i>(required)</i>
Levette McEaddy	
Louis Fry	
Maria Konrad	
Siobhan Fergiels	
Jenn O'Neal	<b>Paraprofessional(s)</b> <i>(required)</i>
Pauline Taylor	<b>Parent(s)</b> <i>(required)</i>
Antonella Canavesi Bastarrica	<b>Student(s)</b> <i>(required for secondary schools)</i>
Takisha Davis-Woods	<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
Title 1 Parent Meeting	9/8/22	Title 1 supports were reviewed with the entire community. It was explained how the Title 1 plan aligns with the SPP Roadmap. Data from the CCSD Districtwide survey was shared with the community. An opportunity to receive feedback from attendees was provided. Parents wanted to ensure that sufficient numbers of qualified staff (licensed and support) were hired in order to provide the supports listed in the Title 1 plan and SPP. Students wanted to ensure that additional effort was placed in designing schoolwide events that promote a positive culture.
School Organizational Team: Plan of Operation Review	9/8/22	Summative academic data (MAP, ACT) was shared with the community. The previous staffing allocation was compared to each inquiry area of the SPP Roadmap. The SOT shared concerns that there were insufficient teachers allocated to create class sizes that enabled teachers to enact improvement strategies in classrooms. Additionally, the SOT shared concerns that the vacancy rate over the past several years has created a barrier to enacting improvement strategies year over year, as well as building collective staff efficacy.
2021/2022 Whole staff data review	9/12/22	All data from FocusEd and NWEA was shared with all staff. Specific trends (strengths/growth) were outlined for all data sets. It was established that academic, attendance, and discipline data indicate that there is an urgent need to collectively impact Tier 1 instruction. Staff was provided an opportunity to provide feedback about the Student Learning Goals that should be established in order to ensure that every department is working towards improving student outcomes.
School Organizational Team: Plan of Operation Revisions	9/14/22	The School Organization Team made specific recommendations to add positions to departments in order to reduce class sizes in English, science, and social studies. The SOT also made recommendations to conduct a comprehensive review of the master schedule to ensure that it was designed to meet the needs of all students. The SOT shared concerns that course offerings may not align with student interest and/or student need.



School Improvement Team: SPP/SPP Addendum Alignment	10/12/22	The team suggested that additional communication regarding specific action steps needed to be taken. The team expressed concern that not all staff are able to connect the improvement strategies from Goal 1 to improving student outcomes.
Discipline/Safety Committee: A review of discipline data and current expectations/systems	10/12/22	Data shared with this team indicated that there was an urgent need to address tardies and absences, which isn't specifically mentioned in the SPP. It was suggested that perhaps disproportionality among groups should be monitored in order to put the focus on determining the extent to which systems are positively or negatively impacting students.
Student Recognition Committee: A review of current and needed celebration structures	10/12/22	The team recognized the immediate need to invest students in the process by which they were to be celebrated. The team agreed that the Student Council could be used as a think-tank, but that broader engagement was necessary.
Student Council Meeting: A review of a suggested process to collect feedback from students	10/19/22	The Student Council suggested that all students be provided the option to provide feedback on how to improve the school in a similar manner as the staff. Student council would like to see questions added asking students to suggest ways that would make them feel more connected to the school.
SOT Meeting: A review of the budget, proposed master schedule, and progress monitoring data.	1/17/23	The SOT stressed the need to focus on providing interventions to students, expanding course opportunities for students, and reducing class size.
SOT Meeting: A review of the budget, proposed master schedule, and progress monitoring data.	1/31/23	The SOT expressed the need for additional tutoring opportunities as well as afterschool programs. The team also suggested that additional targeted social emotional support for students was needed.
Student Council Focus Group: A review of student survey data.	2/1/23	-Students do not know their teachers and do not feel connected to them. -Students would like for teachers to care more about them as individuals and be understanding and open emotionally.



		<p>-Students do not like being yelled at or disrespected in the hallways and in class by admin/teachers.</p> <p>-Students feel like admin/teachers do not like them, do not actually care about them, do not like their job, don't want to be there.</p> <p>-Students can sense the lack of spirit/atmosphere in the classrooms.</p> <p>Our student body yearns for a connection to their teachers. They want to have a positive relationship with their teachers. These students had to spend a year and a half without being able to connect with people because of COVID. They want to connect, they just don't know how to express it and communicate it with their teachers. I hope teachers can reach out and become more emotionally available to their students so that there can be a better connection.</p>
Leadership Team Meeting: A review of the budget, proposed master schedule, and progress monitoring data.	2/2/23	The Leadership Team requested additional support in addressing student behaviors in the form of additional staff trained to reengage students in learning. The Leadership Team also voiced concern that the PLC process changed and lacked a clear vision for what it was supposed to occur. The Leadership Team stated that too many teachers were working on too many different subject areas.



## 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.

*NRS 388.408, Section 1 requires principals of public schools which demonstrate low academic achievement of English learner (EL) pupils to establish a corrective action plan (CAP).*

*AB 219 (a): Root causes of the low levels of achievement among English learners*

*AB 219 (b): Plans to address the EL root causes*

*AB 219 (c): Attainable quantitative goals and timeline for English learners*

*AB 219 (d): Specific actions to improve the achievement of English learners (including monitoring of those actions and persons responsible)*

*AB 219 (e): Plans to provide professional development designed to address the needs of English learners*

## 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> 2022 9th grade Fall Math MAP Benchmark average RIT scores increased across all student groups when compared to 2021 data. 2022 10th grade Fall Math MAP Benchmark average RIT scores increased or remained the same across all student groups when compared to 2021 data.</p>		
	<p><i>Areas for Growth:</i> 2022 9th and 10th grade Fall Reading MAP Benchmark average RIT scores decreased across most student</p>		



	groups when compared to 2021 data.
<b>Problem Statement</b>	<p><i>There is a significant gap between MAP Norm Math Score and student actual score (10 points); a significant gap between MAP Norm Reading Score and student actual performance score (9 points).</i></p> <p>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).</p>
<b>Critical Root Causes</b>	<p><i>Students inability to comprehend content presented in MAPS testing or lack of test taking skills which allow for students' time management leading to poorer testing scores.</i></p> <p><b>AB 219 (a): Root causes of the low levels of achievement among English learners:</b> As evidenced in the data, WIDA and MAP, a root cause of low performance of English language learners in language proficiency and content achievement is 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.</p>



## Part B

Student Success	
<p><b>School Goal:</b> <i>Increase the percent of students scoring above the 60th percentile in math from 10% (fall '22) to 15% (spring '23) as measured by MAP Growth Assessments. Increase the percent of students scoring above the 60th percentile in reading from 17% (fall '22) to 22% (spring '23).</i></p> <p><b>AB 219 (c): Attainable quantitative goals and timeline for English learners:</b> <i>As measured by the WIDA, 111/331 students grew 0.1 or above on the WIDA composite from 2020-2021 to 2021-2022. Therefore, 33% students increased their WIDA overall scores.</i> <i>In an effort to increase student proficiency as measured by the MAP assessment, the percentage of students who demonstrate growth in academic language acquisition during the 2022-2023 to 2023-2024 school year will increase from 33% to 40%.</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>AB 219 (d): Specific actions to improve the achievement of English learners (including monitoring of those actions and persons responsible):</b></p> <ul style="list-style-type: none"><li>● A learning strategist has been provided with time to meet with targeted students in order to ensure expectations are understood. (Responsible: Administration and learning strategist)<ul style="list-style-type: none"><li>○ Monitoring will occur through data analysis.</li></ul></li><li>● 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. (Responsible: Administrators, Learning Strategists, and teachers)<ul style="list-style-type: none"><li>○ Monitoring will occur through data analysis, classroom observations, and district-level instructional walks.</li></ul></li><li>● 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. (Administration, RPDP, Learning Strategist, teachers)<ul style="list-style-type: none"><li>○ Monitoring will occur through data analysis, classroom observations, and district-level instructional walks.</li></ul></li></ul>	





- *Additional instructional coaching has been provided to the Math department through Carnegie Learning in an effort to support pedagogically sound Tier I instruction. (Administration, RPDP, Learning Strategist, teachers)*
  - *Monitoring will occur through data analysis, classroom observations, and district-level instructional walks.*

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

**Intended Outcomes:** *Teachers will create 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.*

**Action Steps:**

- *Professional Learning on the Data Driven Instruction and Assessment Cycle*
- *Professional Learning on Student Learning Goals*
- *Professional Learning on CCSD pacing guides*
- *Professional Learning on College and Career Readiness Standards*
- *Progress monitoring of the MAP Growth Benchmarks (Fall, Winter, Spring)*
- **AB 219 (b): Plans to address the EL root causes:**
  - *Four language acquisition classes have been created to provide targeted support to second language learners in order to assist them to master grade level content. (Responsible: Administration, strategists, and teachers; monitored by classroom observations, assessment data, and grades)*
  - *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. (Responsible: Administration, Learning Strategists, and teachers)*
  - *Provide coaching and feedback on the use of discourse structures, engagement strategies, and effective Tier I instruction following observation and lesson plan audits. (Responsible: Administration, Carnegie, and RPDP)*

**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:**

- *Scheduling professional learning in 30 minute increments in order to ensure the majority occurs during contractual hours.*

**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. 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.*
- **AB 219 (e): Plans to provide professional development designed to address the needs of English learners:**
  - *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, scaffolding, differentiation, standards-based rubrics, and rigorous task development.*
  - *English Language Arts teachers will participate in weekly professional learning provided by RPDP during the Fall semester.*
  - *Math teachers will participate in monthly coaching cycles provided by a Carnegie Learning Coach.*

**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:**

- *Ensuring all administrators and department chairs prioritize PLC time.*
- *Ensuring that all teachers equitably engage in the PLC process so that student outcomes are monitored across the department.*

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

*English Learners: Making sure teachers increase discourse in the classroom so English Learners can engage in cognitive academic language process.*

*Foster/Homeless: Cheyenne High School adheres to the tenants of the McKinney Vento Act to provide foster and homeless students with opportunities to be successful.*

*Free and Reduced Lunch: Cheyenne High School is designed to ensure academic success as 100% of Cheyenne students receive free or reduced*



*priced lunch.*

*Migrant: Cheyenne High School is designed to ensure academic success to all students regardless of country of origin.*

*Racial/Ethnic Minorities: Cheyenne High School engages in an ongoing professional conversation about ways to support students of color academically.*

*Students with IEPs: Cheyenne High School engages in an ongoing professional conversation about ways to support students with IEPs, relying on co-teaching, data analysis, and other tools to ensure students with IEPs have access to the general curriculum and are able to learn.*



## 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: 85% of parents/guardians reported that they felt welcomed at Cheyenne High School, which is an increase of 5% over the past two years. 78% of parents/guardians reported that Cheyenne High School sees them as a partner in their child's education.</i></p>		
	<p><i>Areas for Growth: Students that identify as Black/African American make up 29% of the total student enrollment, but 60% of all behavior events at Cheyenne High School.</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>	Ambiguity in disciplinary language and classroom management disconnect lead to a confusion with disciplinary resolutions and actions.		

### Part B

Adult Learning Culture	
<p><b>School Goal:</b>  <i>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.</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 celebrated.</p>



**Improvement Strategy:** *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.*

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

**Intended Outcomes:** *Teachers, staff, and administrators will improve their capacity to address student behavior without the use of exclusionary discipline.*

**Action Steps:**

- *Identify an individual to participate in the trainer-of-trainers professional learning on restorative practices.*
- *Train a cadre of lead staff on the restorative justice protocols.*
- *Provide professional learning to all teachers, staff, and administrators on the restorative justice practices.*
- *Monitor behavior event resolutions for disproportionality*

**Resources Needed:**

- *Extra Duty pay for the lead restorative justice practices.*

**Challenges to Tackle:**

- *Teacher buy-in*
- *Ensuring that behavior events are logged into Infinite Campus in alignment with the CCSD Code of Conduct*

**Improvement Strategy:** *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.*

**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:**

- *Identify a cadre of lead staff to participate in the committee*
- *Ensure all members of the committee participate in the restorative practices professional learning.*
- *Identify frequency data to monitor and the means to monitor the data.*
- *Participate in professional learning on a data driven inquiry cycle to be applied during each meeting.*

**Resources Needed:**

- *Extra duty pay to participate in restorative practices and data driven inquiry cycle professional learning*
- *Regularly scheduled committee meetings during contractual hours.*

**Challenges to Tackle:**

- *Cheyenne High School previously focused on implementing specific restorative justice protocols and therefore there is an established perspective about what restorative justice is/is not.*

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

English Learners: *Progressive discipline plan continues to be utilized to ensure resolutions follow response level and student behavior infraction regardless of native language.*

Foster/Homeless: *Progressive discipline plan continues to be utilized to ensure resolutions follow response level and student behavior infraction regardless of foster/homeless status.*

Free and Reduced Lunch: *Progressive discipline plan continues to be utilized to ensure resolutions follow response level and student behavior infraction regardless of income levels.*

Migrant: *Progressive discipline plan continues to be utilized to ensure resolutions follow response level and student behavior infraction regardless of country of origin.*

Racial/Ethnic Minorities: *Progressive discipline plan continues to be utilized to ensure resolutions follow response level and student behavior infraction regardless of race or gender.*

Students with IEPs: *Students continue to receive support by utilizing SHIELDS Academy providing accommodations and support to students with IEPs or 504s.*



## 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
	Areas of Strength: 60% of students agree that Cheyenne High School does a good job of preventing bullying.		
	Areas for Growth: 33% of students agree that bullying is a problem at Cheyenne High School. 57% of staff and parents/guardians do not believe that Cheyenne High School is a safe place for students.		
<b>Problem Statement</b>	Students at Cheyenne High School have a decreased sense of belonging when compared to students in the district. Students do not feel people at school adequately understand them, feel connected to the adults at Cheyenne HS, or that they matter as much at Cheyenne HS.		
<b>Critical Root Causes</b>	Students have been disassociated from a physical school and classroom culture which may cause a sense of not feeling connected to the Cheyenne High School community.		

### Part B

Connectedness	
<p><b>School Goal:</b> <i>Decrease the percentage of students who believe that bullying is a problem by 10%. Decrease the percentage of staff and parents/guardians that do not believe Cheyenne High School is safe for students by 10% as measured by the Districtwide Survey.</i></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> <i>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.</i></p>	
<p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 1 - Promising (PBIS)</p>	



<b>Intended Outcomes:</b> <i>The entire Cheyenne High School community will increase the sense of connection to their school community through their work in committees.</i>
<b>Action Steps:</b> <ul style="list-style-type: none"><li>● <i>Develop a committee structure and focus for each committee based on a comprehensive needs assessment.</i></li><li>● <i>Identify a focus for each committee and monitoring structure</i></li><li>● <i>Establish a feedback loop with the principal for the lead committee</i></li></ul>
<b>Resources Needed:</b> <ul style="list-style-type: none"><li>● <i>Regular meetings during the contractual day.</i></li></ul>
<b>Challenges to Tackle:</b> <ul style="list-style-type: none"><li>● <i>Identification of lead facilitators of each committee.</i></li></ul>
<b>Improvement Strategy:</b> <i>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.</i>
<input type="checkbox"/> <b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>1 - Promising (PBIS)</i>
<b>Intended Outcomes:</b> <i>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.</i>
<b>Action Steps:</b> <ul style="list-style-type: none"><li>● <i>Identify the means by which groups prefer to provide feedback.</i></li><li>● <i>Create a process to collect, analyze, and share feedback from target groups.</i></li><li>● <i>Demonstrate that feedback is valued by implementing actions from feedback.</i></li></ul>
<b>Resources Needed:</b> <ul style="list-style-type: none"><li>● <i>Regular meetings during the contractual day.</i></li></ul>
<b>Challenges to Tackle:</b> <ul style="list-style-type: none"><li>● <i>Efficiently collecting feedback from targeted groups.</i></li></ul>
<b>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</b>
English Learners: <i>All cultures of Cheyenne’s Community will be permitted to share their culture and customs through student surveys.</i>





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.*



## 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>	\$10,662,305.45	Staffing and supplies	School Goal 1, 2, and 3
<i>Title I funds</i>	\$641,590.00	Title I - Prep Buy-out, class size reduction (CSR) teacher, Collaboration, Professional Development, and Parent Involvement Set Aside	School Goal 1, 2, and 3
Student Generated Funds	Generated from students	Cheyenne High School does not generate a high amount of Student generated funds to coordinate financial support for various programs	School Goal 1 and 3