

Act 2 - Status Check 2 (Plan of Operation Requirement)

****Only type in the yellow cells.****

[Directions and Resources for Status Check 2](#)

Status Tracker Directions:

1. Rate the overall status of each improvement strategy:
 - Strong** - on track;
 - At Risk** - requires some refinement and/or support; or
 - Needs Immediate Attention** - requires immediate support
2. Identify specific **Lessons Learned (Now), Next Steps, and Needs**

Note:
The status you enter from the drop-down lists will automatically update the accompanying cell on the Master Tracker tab.



School Name: Cheyenne HS

Inquiry Area 1 - Student Success

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).

Improvement Strategies	Intended Outcomes/Formative Measures	Status <i>Are we implementing the improvement strategy as planned?</i>	Now (Lessons Learned) <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 performance exist?</i>	Next (Next Steps) <i>What specific actions do we need to take to address the challenges and performance gaps we've identified? By when? By whom?</i>	Need <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	There was significant improvement in the participation rates on the Winter MAP Benchmark in 9th grade Math (69% to 86%). The range for participation was 86% to 90%. No grade level or content area met the 95% target, which makes progress monitoring difficult, but this was the highest participation rates in the past few years.	In order to make the MAP scores more actionable on campus, counselors will begin to utilize MAP scores to appropriately place students in courses. Additionally, teachers will begin to utilize the MAP reports to identify key skills to build on in order accelerate learning.	Department chairs need targeted professional learning in order to support teachers to respond to the needs of students as evidenced by the MAP data. This professional learning should be for all departments as each department impacts literacy or math. PLC time should explicitly be used to build lessons that respond to students' needs.
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.	Strong	There was significant improvement in the percent of students scoring at or above the 61st percentile on the Winter MAP Benchmark. Reading increased from 18% to 25% and Math increased from 15% to 24%. We are on track to exceed the performance on the Spring '24 Benchmark assessment.	The growth observed in student outcomes is generally from the implementation of a schoolwide PLC cycle. Grade levels should work to identify a specific PLC focus in order to begin to take a targeted approach to improving student outcomes. This work has begun effective January 2025 and each department has identified a PLC focus for the remainder of the school year.	Department chairs and supervising administrators will review student outcomes on the quarter 3 summative, quarter 4 summative, and Spring MAP Benchmark to determine whether the established PLC focus has a measurable impact on student learning.

Inquiry Area 2 - Adult Learning Culture

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.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	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.	At Risk	Fewer students are being habitually referred, however the majority of the referrals for each student group are in the minor-to-major category. The issue is that teachers are submitting behavior referrals without following the progressive discipline policy, which requires 4 minor behavior incidents to be entered before submitting a major behavior referral. This has resulted in Black/African America students being referred at a rate of 34% while only making up 26% of the population.	Clarity must be provided to teachers related to what requires a minor behavior referral as well as what restorative practices are available to teachers in order address minor-to-major incidents.	A comprehensive professional learning plan must be developed that clearly displays trends in behavior referrals. Specifically, the context of referral type must be made clear so that staff can understand the impact our expectations have on referral types (ex: IDs are tracked through insubordination). Additionally, classroom management plans must be revisited in order to ensure they align with the CCSD Code of Conduct.
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).	Strong	Intentional monitoring has consistently occurred using the Tier 1 Monitoring Tool for the first time in two years. Data from this year is considered to be more of a baseline, but it is encouraging. 67% Teacher and Student Interact with Success Criteria; 57% Students Engaged; 64% Scaffolding.	The use of learning progressions, learning intentions, and success criteria to plan scaffolds and differentiation is still not consistently understood by all teachers. Teacher required additional support in using teacher clarity statements to develop lesson plans.	A comprehensive professional learning plan must be developed in order to continue developing teachers' capacity to utilize teacher clarity statements. Time to refine current learning intentions, learning progressions, and success criteria must be provided during the upcoming staff development day in order to be better prepared for the upcoming school year.

Inquiry Area 3 - Connectedness

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.					
Improvement Strategies	Intended Outcomes/Formative Measures	Status	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.	At Risk	Committees are meeting during scheduled times; however not all staff members are participating in their meetings. Agendas, norms, and goals have been created for each committee.	Not all committees have completed their one goal step for the school year. This is either because their action has not yet taken place or because their committee is still getting organized.	Committee leads must be supported to develop systems to keep their team engaged when they are not meeting. The Leadership Team should develop recommended structures for keeping staff engaged.
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.	Strong	Districtwide survey results are not yet available to determine whether there has been a measurable impact on the staff's believe that they have an opportunity to influence what happens. However, feedback is consistently solicited and acted upon through the Leadership Team, departments, and committees.	Feedback has been collected primarily through formal school structures. Teachers and staff should organize their own groups to provide timely feedback directly to the principal on issues important to them.	Teachers and staff should organize and structure monthly advisory team meetings in order to further foster a problem-solving culture.