

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

Note:

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



School Name: **Cheyenne High School**

Inquiry Area 1 - Student Success

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).

| 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 are we noticing?</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. | Strong | Year-over-year MAP Winter Benchmark data is the highest it has been in the history of the school. Cheyenne HS has the highest MGP (61) of any comprehensive high school in CCSD. Additionally, more students scored at or above the 61st percentile on the Winter Benchmark as compared to the Fall Benchmark in both Math (F: 14%, W: 18%) and Reading (F: 16%, W: 21%). Administrators are currently reviewing and revising Student Learning Goals based on teachers' own progress monitoring. | Data collection, progress monitoring, and feedback to students is inconsistent across all departments. While a standard process for providing MAP Benchmark assessment feedback has been established, a similar, consistent protocol has not been established for common summative assessments. We need to establish a feedback protocol for students and teachers to engage in so that reflection on students progress is more consistent across the school. | The Leadership Team should work with their respective departments to develop a process by which to provide students with feedback on their common summative assessments. |
| 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 | Year-over-year MAP Winter Benchmark data is the highest it has been in the history of the school. Cheyenne HS has the highest MGP (61) of any comprehensive high school in CCSD. Additionally, more students scored at or above the 61st percentile on the Winter Benchmark as compared to the Fall Benchmark in both Math (F: 14%, W: 18%) and Reading (F: 16%, W: 21%). Department chairs are taking a lead role in ensuring that all teachers complete the required PLC paperwork is completed and submitted on time. | Teachers require feedback to make changes on their common end of quarter summative assessments. Currently the Leadership Team reviews all common summative assessments, but specific feedback is not provided directly to the teachers about the alignment of their assessments to the standards. This is due to the focus on calibrating scoring among Leadership Team members. | The Leadership Team should develop an internal procedure that allows teachers to receive concise and actionable feedback to teachers. Administrators and department chairs should work together to ensure that this feedback is provided in a positive and supportive manner. |

Inquiry Area 2 - Adult Learning Culture

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.

| Improvement Strategies | Intended Outcomes/Formative Measures | Status | Now (Lessons Learned) | Next (Next Steps) | Need |
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| 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 | Disproportionality for Black/African American students has increased 4%. When attendance related issues are removed from the data, the difference increases to 19%. Currently, Black/African American students make up 36% of the population, but 55% of all non-attendance referrals. Participation in professional learning offered after school hours has not been as prevalent among staff for the past few months. | Additional professional learning opportunities tied to both restorative practices and equity should be provided to staff at times that more staff are able to participate. The Leadership Team should work to mobilize additional participation in professional learning provided for the remainder of the school year. | Current professional learning related to restorative practices ends in February 2024. Additional resources for professional learning is required. As of 2/8/24, Cheyenne HS has become the beneficiary of grant through the City of North Las Vegas to provide additional professional learning opportunities for all teachers. The content will be both academic and related to restorative practices. |

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| <p>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.</p> | <p>Teachers, staff, and administrators will improve their capacity to develop and revise schoolwide protocols in response to behavior event and resolution data.</p> | <p>At Risk</p> | <p>Cheyenne High School was on track to have substantially fewer behavior referrals than the previous school year. Recently, there is a significant increase in "insubordinate" referrals. This is due to the fact that attendance related concerns (tardies, being out of place, student badges) has been documented under this behavior event. Currently there are 3,733 insubordination events entered into Infinite Campus.</p> | <p>The behavior committee must work to provide recommendations that reduce the preponderance of attendance related incidences. This includes reviewing who is being referred and what consequences are being administered to those students. Upon developing a better understanding of the issue, the behavior committee should make specific recommendations to the Leadership Team.</p> | <p>Department chairs need to ensure there is one representative from each department on the behavior committee. Assistant principals need to disaggregate data at multiple levels so that the committee and review trends in the data and begin to identify a root cause and related action steps.</p> |
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Inquiry Area 3 - Connectedness

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.

| Improvement Strategies | Intended Outcomes/Formative Measures | Status | Now (Lessons Learned) | Next (Next Steps) | Need |
|--|--|---------------|---|---|---|
| <p>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>The entire Cheyenne High School community will increase the sense of connection to their school community through their work in committees.</p> | <p>Strong</p> | <p>A new structure was implemented to build and determine whether there is consensus among staff members. The fist-to-five structure was used to determine whether the schedule should be changed from an 8 period A/B block to a 6 period day for the upcoming school year. Departments were provided an opportunity to study the qualities of both models and then provide feedback as a department to the Leadership Team. This allowed each department to have a more equitable voice in the decision making process as opposed to a straight vote.</p> | <p>Consensus building must continue to be utilized to make decisions related to the SPP and Plan of Operation. The creation of additional committees is necessary in order to provide more teachers with the opportunity to deeply discuss schoolwide issues.</p> | <p>The Leadership Team should develop a survey with questions for the staff to consider related to the SPP and Plan of Operation. The Leadership Team should then utilize this data to identify committees that need to be developed in order to address trends in the survey data.</p> |
| <p>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.</p> | <p>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.</p> | <p>Strong</p> | <p>More students completed the schoolwide student survey than the previous school year (SY22/23: 158; SY23/24: 454). Students made clear that they would like a wider selection of electives, as well as electives specifically aligned with their career aspirations. Students also made clear that they learn best when they are provided individual attention. There was not significant participation in the schoolwide staff survey. This could be due to the fact that the staff did not find the questions as relevant to their work, or not as specific as they would have preferred.</p> | <p>The Leadership Team should with their respective departments to develop questions to ask the entire staff. In order to make disaggregation more efficient, the questions should allow numerical or Likert scale responses.</p> | <p>The Leadership Team should develop a survey with questions for the staff to consider related to the SPP and Plan of Operation. The Leadership Team should then utilize this data to identify committees that need to be developed in order to address trends in the survey data.</p> |