

Act 3 - Reviewing Our Journey

Directions:

- Fill in the appropriate cells in the table below.
 - Did we achieve our Goals - **Yes, No**.
 - Do we continue, correct, or cancel our goals/strategies - **Continue, Correct, Cancel**.
- Identify specific **Lessons Learned, Next Steps and Needs**.

Note:
The selections you enter will automatically update the accompanying cell on the Master Tracker tab.

School Name: **Cheyenne High School**

Inquiry Area 1 - Student Success		Did we achieve our Student Success goal? <i>What does our data reveal about our progress toward our goal?</i>	Continue, Correct, or Cancel the Goal? <i>Should we continue, correct, or cancel this goal in our next SPP? Why?</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).		No	Continue (and update)			
Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful? <i>How successful were we at implementing our improvement strategies?</i>	Continue, Correct, or Cancel the Strategy? <i>Should we continue, correct, or cancel the associated improvement strategies in our next SPP? Why?</i>	Now (Lessons Learned) <i>How have our improvement efforts impacted achievement across demographic groups?</i>	Next (Next Steps) <i>What have we learned about ourselves and our school through this goal and these improvement strategies? What can we do right away to put these lessons into practice?</i>	Need <i>What do we need from others in this room and others outside of this room 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 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.	No	Correct	The majority of students at Cheyenne HS are Hispanic/Latino, however the percent of students who score at or above the 60th percentile is 11% compared to the highest achieving group, Asian students, who demonstrated 32% of students scoring at or above the 60th percentile. Black/African American students, who make up the second largest group, demonstrated only 8% of their students scoring at or above the 60th percentile.	We need to include the expectation for departments to utilize common grade level assessments in order to ensure that all students are required to demonstrate similar levels of mastery. We need to communicate to students specific success criteria to better inform students on what they are being asked to do.	Learning strategists, administrators, and members of the Leadership Team need to support professional learning in the area of creating common assessments aligned to specific success criteria.
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. Students will meet or exceed their MAP Growth targets during the Winter and Spring Benchmarks.	No	Correct	There is considerable variability between the grades students earn and their MAP percentile threshold. Only 14.1% of students who earned an A scored at or above the 70th percentile. In math this percentage is 8.8% and in reading it is 15.1%. The majority of students who earned any grade scored at or below the 40th percentile. Additionally, there are students who scored at or above the 70th percentile no matter what grade they earned. This was 10.4% of students who earned a B, 7.8% of students who earned a C, 4.5% of students who earned a D, and 3.2% of students who earned an F.	We need to align our PLC process to the CCSD Teaching and Learning Cycle in order to ensure that standards are effectively taught, and that our pacing allows students ample time to learn new content. We need to communicate to students our learning intention for each lesson as well as the learning progression so that students understand how they are progressing towards demonstrating mastery as required by success criteria.	Learning strategists, administrators, and members of the Leadership Team need to support professional learning in the area of creating learning intentions for all lessons and outlining specific learning progressions for all content as part of the PLC process. All teachers must attend weekly PLC meetings. The Leadership Team must monitor the effectiveness of each PLC in order to ensure that it is positively impacting student achievement.
Inquiry Area 2 - Adult Learning Culture		Did we achieve our Adult Learning Culture goal?	Continue, Correct, or Cancel the Goal?			
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.	No	Continue	During the Spring of 2022 Black/African American students made up 29% of the population and 60% of all participants in referrals. During the Spring of 2023, Black/African American students made up 28% of the population and 40% of all participants in referrals. RPCs decreased from 266 in SY21/22 to 208 in SY23/24, however they are still above 74 from SY18/19. Suspensions increased significantly from 8 in SY21/22 to 109 in SY22/23. Suspensions with instruction decreased from 166 in SY21/22 to 122 in SY22/23. While disproportionality decreased significantly for Black/African American students, the use of exclusionary discipline is still prevalent.	The Leadership Team discovered that as a group, long-term substitutes submitted the most referrals on campus. This often led to the use of exclusionary discipline. We must take immediate steps to directly support our long-term substitutes.	Members of the Leadership Team must create professional learning on teaching strategies in order to ensure that they have the capacity to positively engage students in content. Additionally, a handbook specifically for long-term substitutes needs to be created in order to ensure they have access to all the critical schoolwide information required to participate as a member of the Cheyenne HS team.

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.	No	Continue	A new Leadership Team has been formed during the second semester. This team began reviewing behavior event data late in the school year. During that time protocols were changed by administration in response to schoolwide events on campus. This has resulted in a significant increase in the number of behavior events on campus. Disproportionality trends have begun to change with Hispanic/Latino students now making up 53% of the population but 46% of all participants in behavior referrals. This is almost twice the rate of the previous school year.	The Leadership Team discovered that 22 students were responsible for 450 referrals, or 53% of all referrals on campus. While referrals are increasing, the number of students habitually referred is less than the number of students in one classroom. We must review the needs of these students in order to determine how to better support them as a school.	Staff supporting the Student Success Office must conduct a comprehensive review of the needs of the habitually referred students and share this with the Leadership Team. The Leadership Team then needs to work in their departments to create a structure to individually support these students. Data trends must be reviewed monthly to monitor the effectivity of schoowide systems.
Inquiry Area 3 - Connectedness		Did we achieve our Connectedness goal?	Continue, Correct, or Cancel the Goal?			
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.		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.	No	Continue	A new Leadership Team has been formed during the second semester. This team will be reformatting the organization of the committees in order to ensure that all adults are mobilized to support the development of stronger connections within the school. The Student Council did operate more successfully this year by initiating schoolwide assemblies and schoolwide events, but no other committees operated with frequency.	The Leadership Team must reorganize the schoolwide committees in order to create fewer committees on which more adults participate in order to more equitably share committee work across the school.	All teachers and staff must participate on a committee in a meaningful way in order to expand the opportunities for students to become more connected to school and teachers
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	CCSD Districtwide Survey results revealed an increase from 39.7% to 42.28% of students who believed that bullying was a problem. An even larger increase was observed in students who believed that cyberbullying was a problem (32.86% to 38.83%). During the end of the first semester, students were asked what would make them feel more connected to the school. 15% of students reported that they would like to see more assemblies and pep rallies. 10% of students reported that they wanted teachers and staff to build stronger relationships with students. 9% of students stated that they want their teachers to teach them more engaging activities. This data was further validated through the use of focus groups facilitatd through Student Council.	The Leadership Team must be involved in reviewing feedback from the community. The Leadership Team must also be trained to solicit and share feedback with their colleagues.	The teachers and staff will need to be trained and apprised of the opportunities to provide feedback. Students and their families must be more regularly included in opportunities to provide feedback. Parents/guardians must be sent a survey similar to the one sent to students during the current school year.