

Act 3 - Reviewing Our Journey

Directions and Resources for Act 3

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

Status Tracker Directions: 1. Select from the drop-down list: Did we achieve our goals - Yes, No . Should we continue, correct, or cancel our goals/strategies - Continue, Correct, Cancel . 2. Identify specific Lessons Learned, Next Steps and Needs . <div style="text-align: right;"> Note: The status you enter from the drop-down lists will automatically update the accompanying cell on the Master Tracker tab. ↓ </div>						
School Name: Cheyenne HS						
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?</i>			
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).		Yes	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?</i>	Now (Lessons Learned) <i>Why were our improvement strategies successful or unsuccessful? What have we learned about ourselves and our school through this goal and these improvement strategies? How have our improvement efforts impacted achievement across demographic groups?</i>	Next (Next Steps) <i>What can we do right away to put our Lessons Learned into practice?</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.	Yes	Continue	Spring MAP Benchmark assessment scores were 32% in math and 28% in reading. We met our goal! Teachers are consistently monitoring SLGs using common summative assessments. The common summative assessments share alignment with CCRS and content standards. All teachers are able to utilize the common summative assessments.	For the past three years the focus has been on creating common end-of-quarter summative assessments. Additional time needs to be provided to emphasize the lesson planning and responding to the needs of students.	The planning instruction tool should be modified to ensure that teachers are focused on implementing high quality Tier 1 instruction. This planning tool should also enable PLCs to efficiently unwrap standards, implement adopted materials, and promote student engagement.
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.	Yes	Continue	Spring MAP Benchmark assessment scores were 32% in math and 28% in reading. We met our goal! There has been inconsistent engagement in the PLC process. Work is distributed among a small number of the teachers in the department. Teachers show up to PLCs, however, the work ends up being completed or discussed by a limited number of teachers.	Departments are a varying levels of organization and efficiency related to the PLC process. Time must be provided to check each department's organization, understanding of the tools, and collaboration structures in order to determine how to garner more participation by a more teachers during each PLC meeting.	Professional learning and support should be provided to each department based on their level of readiness. Specific support should be provided in the area of facilitation in order to promote equitable distribution of responsibilities during PLC meetings.
Inquiry Area 2 - Adult Learning Culture		Did we achieve our Adult Learning Culture goal?	Continue, Correct, or Cancel the Goal?			
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.		No	Correct			
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	Correct	Black/African American students made up 33.1% of referrals, but are only 27.4% of enrollment. Professional learning did not occur at the frequency needed in order to fully implement protocols schoolwide. Time was provided during staff development days, but there were only 4 of those this year.	More frequent professional learning needs to be provided throughout the school year. The professional learning must reinforce the expectations for what protocols teachers are following in the classroom.	We need access to schoolwide protocols that should be followed that promote positive behavior and engagement in students. These should be the foundation of the professional learning provided.
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).	Yes	Correct	Black/African American students made up 33.1% of referrals, but are only 27.4% of enrollment The Leadership Team noticed that there were significant differences in teachers' implementation of the Classroom Plan, which documented their expectations for students. This impacted the extent to which students were effectively redirected when disengaged.	In addition to professional learning, there needs to be a systematic follow up with teachers on their level of implementation. Teachers need specific, actionable feedback on the manner in which they are using their Classroom Plans to promote student engagement.	We need exemplar Classroom Plans that teachers can model their individual plans off of in order to enable teachers to consistently and positively support student behaviors.
Inquiry Area 3 - Connectedness		Did we achieve our Connectedness goal?	Continue, Correct, or Cancel the Goal?			
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.		Yes	Cancel			
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.	Yes	Cancel	While the on time attendance rate decreased by 2% over the past four months, the chronic absenteeism rate decreased by 2% for the entire school year. Most significantly, there was a year-over-year increase in students reporting that they feel safe in school on the CCSD Districtwide Survey (50.84% to 67.60%). We have exceeded our goal for the school year!	We successfully implemented a committee structure this school year; however, there was inconsistent participation in committees. Committees need to be restructured to focus on specific areas of school improvement, and should only last as long as they need to complete a problem.	At the direction of CCSD and NDE this goal will be revised to focus on decreasing the use of exclusionary disciplinary procedures through implementing a schoolwide PBIS structure.
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	Cancel	While the on time attendance rate decreased by 2% over the past four months, the chronic absenteeism rate decreased by 2% for the entire school year. Most significantly, there was a year-over-year increase in students reporting that they feel safe in school on the CCSD Districtwide Survey (50.84% to 67.60%). We have exceeded our goal for the school year!	Students were provided an opportunity to voice their opinions about what the student core values should be. 1000 students participated and the following core values were created: We are Authentic, Loyal, Intentional, Goal-Oriented, and Nurturing.	These core values should be integrated into the new schoolwide PBIS system for the upcoming school year. Specifically, they should be the foundation of the schoolwide expectation matrix.