

# School Performance Plan

School Name  
CHEYENNE HS

Address (City, State, Zip Code, Telephone):  
3200 WEST ALEXANDER ROAD  
NORTH LAS VEGAS, NV 89032, 7027994830

Superintendent/Region Superintendent: Jesus Jara / Dustin Mancl

For Implementation During The Following Years: 2020-2021

**The Following MUST Be Completed:**

<b>Title I Status:</b>	Served
<b>Designation:</b>	NA
<b>Grade Level Served:</b>	High School
<b>Classification:</b>	2 Star
<b>NCCAT-S:</b>	Initial

<b>*1 and 2 Star Schools Only:</b>	Please ensure that the following documents will be available upon request	<input checked="" type="checkbox"/> Use of Core Instructional Materials	<input checked="" type="checkbox"/> Scheduling	<input checked="" type="checkbox"/> Model School Visits
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Members of Planning Team \* ALL Title I schools must have a parent on their planning team that is NOT a district employee.

Name of Member	Position	Name of Member	Position
Shawnasey Johnson	Parent	Toni Washington	Parent
Dr. Zachary Robbins	Principal	Melody Kriedler	Assistant Principal
Hela Naziri	Teacher/Strategist	Louis Fry	Strategist
Maria Konrad	Strategist	Fran Bromley-Norwood	Teacher
Grace Bayer	Teacher	Regina Williams	Support Staff

**COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)****DATA REVIEWED & ANALYZED:**

Based on your schools NSPF results, identify what additional data have been reviewed and analyzed in development of the SPP.

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
Statewide Assessments	Placement (Proficiency Levels)	Individualized Education Programs (IEP)
Interim Assessments	Achievement Gap Data	Special Education Procedures - Whole School
Stakeholder Survey Information	Teacher/Administrator Observation Data	IEP Compliance
Teacher/Administrator Observation Data	N/A	Approaches to Testing Accommodations
N/A	N/A	N/A
Other:	Other:	Other:
Other:	Other:	Other:

**Summary Statement:** Please provide a brief description for how the analyzed data will impact your Inquiry and Action Planning process.

Based on the data in the Nevada School Performance Framework (NSPF), Cheyenne High School earned 2.5 out of 25 possible points during the 2017-2018 school year and 3.5 in the 2018-2019 school year in the category of student academic achievement as measured by the percent of students who scored proficient on the Math ACT, English Language Arts (ELA) ACT, and Nevada Science Assessment.

During the 2017-2018 school year, 4.6% of students demonstrated proficiency on the Math ACT and 19.68% of students demonstrated proficiency on the ELA ACT. Cheyenne High School demonstrated an upward trend in performance on the ACT in the 2018-2019 school year; 7.3% of students demonstrated proficiency on the Math ACT and 23.8% demonstrated proficiency on the ELA ACT. This demonstrates an upward trend of 2.6% in Math and 4.1% in ELA.

Cheyenne High School's ACT average composite score has demonstrated an upward trend over the last three years. The composite score was 14.8 in the 2016-2017 school year, 14.95 in the 2017-2018, and 15.1 in the 2018-2019 school year.

While Cheyenne High School's graduation rate remains over 90 percent, the graduation rate fluctuated over the last three years. Cheyenne High School's graduation rate was 91% in the 2017-2018 school year, which was an increase of 14% from the 2016-2017 graduation rate of 77%; however, during the 2018-2019 school year, Cheyenne's Graduation rate was 90.6%. The drop in graduation rate equates to five students who did not earn a regular diploma.

Cheyenne High School demonstrates an upward trend in the number of students enrolled in Advanced Placement (AP) classes. In the 2016-2017 school year 280 students were enrolled in AP courses, in the 2017-2018 school year 235 students were enrolled, and in the 2018-2019 school year 284 students were enrolled. In the 2019-2020 school year 360 students are currently enrolled. Out of the 2,144 students in Cheyenne HS, 360 are enrolled in Advanced Placement classes. Asians are over represented as they comprise 3% of the student population and over 6% of the AP students. Black students are under represented as they comprise 31% of the student population and only 24% of the AP students. Caucasians comprise 10% of the student population and 10% of AP students. Hispanics are slightly over represented, as they comprise 53% of the AP students and 49% of the overall student population.

## HIGH SCHOOL GRADUATION RATES

If you serve high school graduation seniors you must fill in the graduation rates for all subpopulations.

Subpopulation	Percentage of Students
<input type="checkbox"/> AM In/Ak Native	
<input checked="" type="checkbox"/> Asian	100
<input checked="" type="checkbox"/> Black	90.85
<input checked="" type="checkbox"/> Hispanic	94.69
<input checked="" type="checkbox"/> Two or More Races	92.31
<input checked="" type="checkbox"/> Pacific Islander	88.9
<input checked="" type="checkbox"/> White	82.19
<input checked="" type="checkbox"/> FRL	92.24
<input checked="" type="checkbox"/> IEP	74.23
<input checked="" type="checkbox"/> ELL	93.81

### NOTES:

## HOPE 2 Intervention

**Focus of Intervention:**

Intervention is facilitated through STAR ON (on-site behavior program) and mentoring for at-risk seniors. STAR ON greatly reduces the number of suspensions and expulsions in SEAOC identified at-risk student populations. Our senior mentors work to keep students focused and on-track both academically and behaviorally in a preventative measure.

**Monitoring Plan:**

Data is collected and analyzed to monitor each program's effectiveness. Data includes: STAR ON numbers of suspensions and expulsions, numbers of repeat offenses by STAR ON completers, credit sufficiency, attendance, behavioral infractions, proficiency status, as well as formative student feedback.

**Evaluation Plan:**

School-wide and individual numbers of referrals, suspensions, and expulsions compared to previous years as well as individual student improvement after completing the STAR ON program. Student "on-track" data will also be collected and analyzed.

## COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 1

<b>Based on the CNA, identify all that apply:</b>	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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**Priority Need/Goal 1:**

Increase the percent of students graduating from 91% to 94% by 2021.

**Root Causes:**

Credit Sufficiency: Based on the previous year's 9th grade credit deficiency rate at the end of 2nd semester, school personnel are not providing adequate support (monitoring, interventions, and counseling services) to ensure the success of freshmen; Proficiency Exams: Based on the first time proficiency pass rates of previous years, teachers are not fully pinpointing areas of deficiency in individual students by performing standards-based item analysis during Professional Learning Communities (PLC) and/or Site Based Collaboration Time (SBCT).

**Measurable Objective 1:**

Decrease the percent of credit deficient 9th graders from 54.97% to 45% by the end of 2019-2020 school year.

### Monitoring Status

In Progress

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
<b>1.1 Professional Development (Required)</b>		<b>Continuation From Last Year:</b>  <b>Yes</b>	<b>NCCAT-S Indicators: 1.3, 2.2</b>	
Teachers will participate in a Professional Learning Community, which will meet regularly to share expertise and work collaboratively to improve instructional practices. Each professional development includes effective instructional practices geared towards addressing standards in the NEPF. Each professional development is teacher driven and administrator approved.	Content and grade level common prep, SBCT, and school personnel (presenters)	Agendas, materials, sign-in sheets	Administrative team and Instructional Leadership Team (ILT) of teachers	In Progress

Comments:

PD-Professional Development, NEPF-Nevada Performance Framework

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<b>1.2 Family Engagement (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators: 1.4, 1.9</b>	
Provide multiple resources for parents to engage and support their students in meeting all graduation requirements. Resources will include a series of trainings for parents as well as a the use of MIDAS Education to share and communicate specific student data with parents. Trainings will include topics such as: Graduation Requirements and Tracking Student Progress, Informational Parent Night for incoming freshmen, Scholarship and Financial Aid, and ELL Empowerment Nights. MIDAS Education will provide grades and academic progress for parents to review.	Faculty to conduct trainings (Title I funds-\$4,943.40), Refreshments (SGF), and Informational handouts (school budget), MIDAS Education subscription (Title I).	Agendas and Sign-in sheets materials	Dates and agendas for Credit Check/Graduation Requirements by the end of first semester- Counselors sign-in sheets from meetings in Dec. and Feb./Mar.- Counselors Date and Agenda for Incoming Freshmen Night set by the end of February. Sign-in sheets from meetings in May from counselors.	In Progress

Comments:

<b>1.3 Curriculum/Instruction/Assessment (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators: 1.5, 1.6, 2.2</b>	
Core teachers will participate in collaboration to develop targeted lessons and activities based on data analysis as well as craft standard based questions for use during formative and summative assessment.	PLC time and Collaboration funds through Title I.	Minutes/sign-in sheets from collaboration days, PLC Form, analysis results/lessons	Documentation from collaboration days (1 per core content area for 2nd and 4th quarter); lesson plans; teacher/admin. observations from admin./strategists	In Progress

Comments:

<b>1.4 Other (Optional)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators: 1.6</b>	
Create credit recovery labs second semester for freshman students who are credit deficient in core areas.	Title I prep buy-out for virtual lab class.	Master schedule with added virtual labs, freshmen credit sufficiency rates	Master schedule additions; Curriculum AP and Learning Strategist credit sufficiency rates for January 2019 and June 2020.	In Progress

Comments:

## COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 2

<b>Based on the CNA, identify all that apply:</b>	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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**Priority Need/Goal 2:**

Increase the number of students participating and completing Post Secondary Participation from 60.7% to 63.8% and Post Secondary Completion from 21.1% to 24.1% each year, as well as earning advanced diplomas as measured by the NSPF 2021.

**Root Causes:**

Based on AP enrollment and the AP School Score Summary, teachers are not preparing students for the rigor and/or workload in AP courses. Based on enrollments in year 2 of CTE Programs of Study, students are not attaining completion in CTE Programs of Study.

**Measurable Objective 1:**

Increase the percentage of students passing AP tests from 11% to 25% by Spring of 2021 as measured by College Board.

**Measurable Objective 2:**

Increase the number of students enrolling in the second year of CTE Programs of Study by 20% by the end of the 2020-2021 school year.

**Measurable Objective 3:**

Increase the percentage of students earning advanced diplomas from 17.6% to 20.6% by 2021 as measured by the NSPF..

<b>Monitoring Status</b>
In Progress

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
<b>2.1 Professional Development (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators: 1.3, 2.2</b>	
Teachers will participate in professional development on the components of an effective lesson and effective instructional practices (NEPF) to increase rigor.	Cheyenne HS will use Zero period to implement professional development. Professional Development will be presented by various school personnel.	Agendas, materials, and sign-in sheets	Instructional Leadership Team and Administration	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<b>2.2 Family Engagement (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators: 1.4, 1.9</b>	
Develop and implement a series of trainings and communications for parents of freshman and sophmores, including: Graduation Requirements and Tracking Student Progress, AP Information Night, and Informational Parent Night for incoming freshmen.	Faculty to conduct trainings (Title I funds \$2,241.20), refreshments (SGF funds), and informational handouts (school budget)	Agendas and sign-in sheets, materials, and parent evaluations	Dates and agendas for "Graduation Requirements" by the end of November, Counselors sign-in sheets from meetings in December and Feb./Mar., Counselors date and agenda for Incoming Freshman Night set by the end of February, sign-in sheets from meetings in May from Counselors	In Progress

Comments:

<b>2.3 Curriculum/Instruction/Assessment (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators: 1.5, 1.6, 2.2</b>	
Core teachers will participate in collaboration to increase rigor by developing targeted lessons and activities on data analysis.	Professional Learning Communities (PLC), subs for collaboration days.	Minutes and sign-in sheets from collaboration days and PLC form with analysis results and lessons	Documentation from collaboration days (1 per core content area for 2nd and 4th quarters), lesson plans, teacher/admin. observations from strategists and admin. team	N/A

Comments:

<b>2.4 Other (Optional)</b>	<b>Continuation From Last Year:</b>		<b>NCCAT-S Indicators:</b>	
				N/A

Comments:

## COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 3

<b>Based on the CNA, identify all that apply:</b>	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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**Priority Need/Goal 3:**

All staff will participate in (mandatory) cultural competency/diversity professional development to occur during Back to School professional development and (voluntary) as scheduled throughout the school year.

**Root Causes:**

There is need for training in the area of cultural competency as evidence by the district student achievement gap data.

**Measurable Objective 1:**

100% of staff will participate in a mandatory cultural competency professional development session during the 2020-2021 school year as measured by sign-in sheets.

<b>Monitoring Status</b>
N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
<b>3.1 Professional Development (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators: 1.3, 1.8</b>	
All staff will participate in a cultural competency professional development session facilitated by Cheyenne High School administrators.	Training materials from Equity and Diversity Department	Sign-in sheets and teacher observation data (NEPF)	The school principal is responsible for ensuring this action step takes place during the 2020-2021 school year.	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
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3.2 Family Engagement (Required)	Continuation From Last Year:	NCCAT-S Indicators:	
			N/A

Comments:

3.3 Curriculum/Instruction/Assessment (Required)	Continuation From Last Year:	NCCAT-S Indicators:	
			N/A

Comments:

3.4 Other (Optional)	Continuation From Last Year:	NCCAT-S Indicators:	
			N/A

Comments:

## COMPONENT III: Budget Plan

**COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS:** Provide the sources of funds your school is currently receiving and identify the purposes for which those funds are spent. Sources of funds may include General Budget, Title I , Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century After School Programs, Gear Up, IDEA, McKinney-Vento/Homeless, Head Start, state-funded Pre-Kindergarten, Teacher Incentive Fund, Striving Readers, and other state/federal funds.

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
Title I	\$624,160.00	Title I- Prep Buy-out, Class size reduction (CSR) teacher, Collaboration, Professional Development, and Parent Involvement Set Aside	Goals 1 and 2
SB178	\$1,228,800.00	Licensed salaries, instructional supplies, software.	Goals 1, 2 and 3
Strategic	\$9,673,303.28	Administrative salaries, licensed salaries, support staff salaries, instructional materials, and building operations.	Goals 1, 2 and 3

## COMPONENT IV: REQUIRED ELEMENTS FOR TITLE I SCHOOLS:

Title I Schools operating a Schoolwide Program must complete Items 1 through 5 on this page.

### **1. Describe the school's strategies to attract effective, highly-qualified teachers to your school.**

During interviews, all prospective teachers are informed about our expectations for student learning. Our programs and professional development are designed to support instruction and our status as a Title I school. In alignment with our Capturing Kids' Hearts initiative, our administrators strive to capture teachers' hearts.

### **2. Describe the school's strategies to increase family engagement in accordance with Section 1116 of ESSA (see resource link), such as family literacy services and the provision to parents on how the school will share academic information in a language they understand.**

To increase parent involvement, Cheyenne will host an Open House, College Night, AP Night, FAFSA Workshops, Scholarship Nights, Freshman and Sophomore informational meetings, Father and Father Figures Nights, ELL Empowerment Nights, sports and activity meetings and parent meetings focused on academics. All school communication will be shared through various means, including: email, newsletters, website, school app, and Infinite Campus. Parentlink communication will be delivered in English and Spanish.

### **3. Describe the school's plans for transition and articulation between school programs (ie: assisting preschool children from early childhood programs such as Head Start, Even Start, or a state-run preschool program to elementary school, elementary school to middle school, and middle to high school, etc.).**

Incoming Freshman Family Night and Back to School BBQ to support successful transition from 8th to 9th grade; school performing groups visit feeder schools during pre-registration; counselors work with feeder schools during pre-registration. School holds incoming Freshman Family Night in May.

### **4. Identify the measures that include teachers in decisions regarding the use of academic assessments.**

Cheyenne teachers participate in Back to School PD days, PLC, and Zero Period PD in order to make decisions about academic assessment and other measurement tools (aside from those prescribed by the district or state). Subject and grade level groups create and pre determine appropriate assessments for their students

### **5. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts**

Cheyenne utilizes General Budget, Title I, and SB178 funding to support school-wide programs designed to increase student proficiency and credit sufficiency. Cheyenne also uses funds to support the development of teachers' instructional skills and effectiveness.

## Plan for improving the school climate

**Goal:**

Students will respond positively on the Districtwide Survey when asked whether they like their school; student responses will increase from 54.8% to 60% in the agree or strongly agree category on the 2020-2021 Districtwide Survey.

**Action Plan:** How will this plan improve the school climate?

Cheyenne High School will continue its implementation of Culture of Care initiatives such as student driven school beautification, student feedback forms, and on-track celebrations.

**Monitoring Plan:** How will you track the implementation of this plan?

Implementation of the plan will be monitored throughout the year through Culture of Care student forums and the school principal's Lunch and Listen events.

**Evaluation Plan:** What data will you use to determine if the climate of the school has been improved through the implementation of this plan?

Cheyenne High School will use Districtwide Survey and qualitative data gathered from the various student forums to evaluate the school climate improvement plan.

## APPENDIX A - Professional Development Plan

### 1.1

Teachers will participate in a Professional Learning Community, which will meet regularly to share expertise and work collaboratively to improve instructional practices. Each professional development includes effective instructional practices geared towards addressing standards in the NEPF. Each professional development is teacher driven and administrator approved.

#### **Goal 1 Additional PD Action Step (Optional)**

Teachers will participate in a Professional Learning Community which establishes a workplace where teachers feel supported in their ongoing learning of effective instructional practices. (NEPF)

### 2.1

Teachers will participate in professional development on the components of an effective lesson and effective instructional practices (NEPF) to increase rigor.

#### **Goal 2 Additional PD Action Step (Optional)**

Teachers will participate in professional development on the components of an effective lesson and effective instructional practices (NEPF) to increase rigor.

### 3.1

All staff will participate in a cultural competency professional development session facilitated by Cheyenne High School administrators.

#### **Goal 3 Additional PD Action Step (Optional)**

All staff will participate in a cultural competency professional development session facilitated by Cheyenne High School administrators.

## APPENDIX B - Family Engagement Plan

### 1.2

Provide multiple resources for parents to engage and support their students in meeting all graduation requirements. Resources will include a series of trainings for parents as well as the use of MIDAS Education to share and communicate specific student data with parents. Trainings will include topics such as: Graduation Requirements and Tracking Student Progress, Informational Parent Night for incoming freshmen, Scholarship and Financial Aid, and ELL Empowerment Nights. MIDAS Education will provide grades and academic progress for parents to review.

#### **Goal 1 Additional Family Engagement Action Step (Optional)**

Develop and implement a series of trainings for parents of freshmen and sophomores, including: Graduation Requirements and Tracking Student Progress, Informational Parent Night for incoming freshmen and ELL Empowerment Nights.

### 2.2

Develop and implement a series of trainings and communications for parents of freshman and sophomores, including: Graduation Requirements and Tracking Student Progress, AP Information Night, and Informational Parent Night for incoming freshmen.

#### **Goal 2 Additional Family Engagement Action Step (Optional)**

Develop and implement a series of trainings and communications for parents of freshmen and sophomores, including: Graduation Requirements and Tracking Student Progress, AP Information Night, and Informational Parent Night for incoming freshmen.

### 3.2

#### **Goal 3 Additional Family Engagement Action Step (Optional)**

## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 1

**Priority Need/Goal 1:**

Increase the percent of students graduating from 91% to 94% by 2021.

**Measurable Objective(s):**

- Decrease the percent of credit deficient 9th graders from 54.97% to 45% by the end of 2019-2020 school year.

<b>Status</b>
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In Progress
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**Comments:**

1.1 Professional Development: PD-Professional Development, NEPF-Nevada Educator Performance Framework 1.2 Family Engagement 1.3 Curriculum/Instruction/Assessment

**1.1 Professional Development:** PD-Professional Development, NEPF-Nevada Performance Framework

**1.2 Family Engagement:**

**1.3 Curriculum/Instruction/Assessment:**

**1.4 Other:**

	Mid-Year	End-of-Year
1.1	Teachers will participate in a Professional Learning Community, which will meet regularly to share expertise and work collaboratively to improve instructional practices. Each professional development includes effective instructional practices geared towards addressing standards in the NEPF. Each professional development is teacher driven and administrator approved.	N/A
Progress		
Barriers		
Next Steps		
1.2	Provide multiple resources for parents to engage and support their students in meeting all graduation requirements. Resources will include a series of trainings for parents as well as the use of MIDAS Education to share and communicate specific student data with parents. Trainings will include topics such as: Graduation Requirements and Tracking Student Progress, Informational Parent Night for incoming freshmen, Scholarship and Financial Aid, and ELL Empowerment Nights. MIDAS Education will provide grades and academic progress for parents to review.	N/A
Progress		

Barriers		
Next Steps		
1.3	Core teachers will participate in collaboration to develop targeted lessons and activities based on data analysis as well as craft standard based questions for use during formative and summative assessment.	N/A
Progress		
Barriers		
Next Steps		
1.4	Create credit recovery labs second semester for freshman students who are credit deficient in core areas.	N/A
Progress		
Barriers		
Next Steps		

## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 2

**Priority Need/Goal 2:**

Increase the number of students participating and completing Post Secondary Participation from 60.7% to 63.8% and Post Secondary Completion from 21.1% to 24.1% each year, as well as earning advanced diplomas as measured by the NSPF 2021.

**Measurable Objective(s):**

- Increase the percentage of students passing AP tests from 11% to 25% by Spring of 2021 as measured by College Board.
- Increase the number of students enrolling in the second year of CTE Programs of Study by 20% by the end of the 2020-2021 school year.
- Increase the percentage of students earning advanced diplomas from 17.6% to 20.6% by 2021 as measured by the NSPF..

<b>Status</b>
In Progress

**Comments:**

**2.1 Professional Development:**

**2.2 Family Engagement:**

**2.3 Curriculum/Instruction/Assessment:**

**2.4 Other:**

	Mid-Year	End-of-Year
2.1	Teachers will participate in professional development on the components of an effective lesson and effective instructional practices (NEPF) to increase rigor.	N/A
Progress		
Barriers		
Next Steps		
2.2	Develop and implement a series of trainings and communications for parents of freshman and sophmores, including: Graduation Requirements and Tracking Student Progress, AP Information Night, and Informational Parent Night for incoming freshmen.	N/A

Progress		
Barriers		
Next Steps		
2.3	Core teachers will participate in collaboration to increase rigor by developing targeted lessons and activities on data analysis.	N/A
Progress		
Barriers		
Next Steps		
2.4		N/A
Progress		
Barriers		
Next Steps		

## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 3

**Priority Need/Goal 3:**

All staff will participate in (mandatory) cultural competency/diversity professional development to occur during Back to School professional development and (voluntary) as scheduled throughout the school year.

**Measurable Objective(s):**

- 100% of staff will participate in a mandatory cultural competency professional development session during the 2020-2021 school year as measured by sign-in sheets.

Status
N/A

**Comments:**

**3.1 Professional Development:**

**3.2 Family Engagement:**

**3.3 Curriculum/Instruction/Assessment:**

**3.4 Other:**

	Mid-Year	End-of-Year
3.1	All staff will participate in a cultural competency professional development session facilitated by Cheyenne High School administrators.	
Progress		N/A
Barriers		
Next Steps		
3.2		
Progress		N/A

Barriers		
Next Steps		
3.3		N/A
Progress		
Barriers		
Next Steps		
3.4		N/A
Progress		
Barriers		
Next Steps		