

Directions:

As a team, for each Goal:

Step 1: Review the *Findings/Visualizations* slides within the *Event 9* slide deck. These will need to be updated prior to each event.

Step 2: Reflect on the *Now, Next, Need* questions noted in the slide deck.

Step 3: Fill in the appropriate cells in the table below.

- Did we achieve our Goal/Intended Outcomes - Yes, No.

- Do we continue, correct, or cancel our goals/implementation strategies - Continue, Correct, Cancel.

- Identify specific Lessons Learned, Next Steps and Needs.

Note: The rating you enter for Step 3 will automatically update the accompanying cell on the Master Tracker (tab 1).

School Goal		Did we achieve our goal?				
By Spring MAPS testing, reduce the performance gap between MAP Norm scores and student actual performance scores in the categories of Reading and Math.		No				
Improvement Strategies	Intended Outcomes	Were our improvement strategies successful? (Select One)	Continue, Correct, or Cancel the Strategy? (Select One)	Lessons Learned (Now)	Next Steps	Need
Using Data Driven Instruction and Assessment Cycle to ascertain standards students struggle with allowing the reteaching to mastery of standards.	Teachers participate in Professional Learning Communities using data driven instruction and assessment identifying content to reteach and reassess ensuring students build on previous knowledge toward mastery of new standards.	Yes	Correct	Data driven instruction cycle occurred most consistently in the math department. The overall starting point, as measured by MGP from the Fall MAP assessment, increased year over year. This was not the case for Reading. There was a consistent increase in MGP as measured by the Fall Math MAP assessment across all demographics. This was not the case for Reading.	Correct. All departments should create SLGs aligned to the College and Career Readiness standards in order to promote grade level literacy and communication across all departments. Student outcomes are impacted by our collective effort. Expansion of our collective impact should improve outcomes in all content areas. Provide professional learning on pacing guides and CCRS in order to prepare teachers to create SLGs. Provide professional learning on pacing guides and CCRS in order to prepare teachers to create SLGs.	Professional learning on CCRS, pacing guides, PLCs, and walkthroughs in order to begin implementing and monitoring the correction. All teachers must include a question on each summative assessment that can be scored using their CCRS rubric. This will help ensure that all students are provided an opportunity to demonstrate mastery of content area standards at grade level communication and literacy expectations.
Teachers in Professional Learning Communities will collaboratively build lessons using grade level standards and instructional materials to support student learning.	Teachers will effectively collaborate to plan, assess, reteach, and reassess targeted lessons based on curriculum standards which are actively appearing in MAPS testing. Students who are in these collaboratively taught classes will demonstrate performance levels at or near MAPS Norm values.	Yes	Correct	PLCs occurred most consistently in math. The overall starting point, as measured by MGP from the Fall MAP assessment, increased year over year. This was not the case for Reading. There was a consistent increase in MGP as measured by the Fall Math MAP assessment across all demographics. This was not the case for Reading.	Correct. All departments should create SLGs aligned to the College and Career Readiness standards in order to promote grade level literacy and communication across all departments. Student outcomes are impacted by our collective effort. Expansion of our collective impact should improve outcomes in all content areas. Provide professional learning on pacing guides and CCRS in order to prepare teachers to create SLGs. Provide professional learning on pacing guides and CCRS in order to prepare teachers to create SLGs.	Professional learning on CCRS, pacing guides, PLCs, and walkthroughs in order to begin implementing and monitoring the correction. All teachers must include a question on each summative assessment that can be scored using their CCRS rubric. This will help ensure that all students are provided an opportunity to demonstrate mastery of content area standards at grade level communication and literacy expectations.
School Goal		Did we achieve our goal?				
Teachers will have clarity regarding discipline resolutions and effectively manage behavior in their classrooms through Minor Behavior Incident logging systems in Infinite Campus increasing the number of teachers actively using the system 10% by the end of 3rd quarter.		No				
Improvement Strategies	Intended Outcomes	Were our improvement strategies successful? (Select One)	Continue, Correct, or Cancel the Strategy? (Select One)	Lessons Learned (Now)	Next Steps	Need
Professional Development with staff implementing the use of MTSS with consistent follow-up sessions for additional support.	Teachers will have an increased clarity in behavior rules through use of MBI logging and better classroom management.	No	Correct	Professional learning was inconsistent due to a lack of staff available to provide professional learning. Disproportionality remains in the Black, Not LEP, and IEP groups. Disproportionality is most significant within the Black group. 60% of all behavior referrals occur for students who are a part of the Black group.	Correct. Professional learning should be aligned to districtwide restorative justice expectations. We have a significant proportion of willing teachers who are challenged by class sizes due to staffing and scheduling issues. We must participate in the required districtwide professional learning in order to develop a plan to implement it schoolwide.	Individuals need to participate in the required professional learning on restorative justice.

Open discipline dialogue discussions to promote clarity of resolutions and disciplinary language.	Teachers will have an increased understanding of disciplinary language and be able to determine how progressive discipline plan is used in the resolution of incidents.	No	Correct	Discipline dialogues were inconsistent due to the fact that they were as needed and upon request, as opposed to systematically scheduled. Disproportionality remains in the Black, Not LEP, and IEP groups. Disproportionality is most significant within the Black group. 60% of all behavior referrals occur for students who are a part of the Black group.	Correct. Committee reviews of disproportionality data using root cause analysis should be implemented. We have a significant proportion of willing teachers who are challenged by class sizes due to staffing and scheduling issues. We must establish committee protocols to conduct a thorough review of schoolwide protocols used to address student behavior.	We need others to join the committee to review schoolwide protocols.
School Goal		Did we achieve our goal?				
Increase the percentage of students who feel a sense of belonging at Cheyenne HS by 5% on the Spring 2022 SEL Survey.		No				
Improvement Strategies	Intended Outcomes	Were our improvement strategies successful? (Select One)	Continue, Correct, or Cancel the Strategy? (Select One)	Lessons Learned (Now)	Next Steps	Need
Cheyenne High School will continue its implementation of Culture of Care initiatives such as student driven beautification, student feedback forms, and on-track celebrations.	Students will feel a stronger sense of belonging when they participate in a group project for the beautification of the school.	No	Correct	Schoolwide beautification occurred throughout the school year. Student feedback was collected inconsistently. On-Track celebrations occurred for juniors and seniors. The data set for this goal was not clear.	Correct. Strategy 1 should focus on systematically gathering student feedback that will serve as progress monitoring for the Districtwide survey. This may be the most difficult goal to achieve due to the fact that staffing shortages make participating in extracurricular activities challenging. Engage student council in initial discussions about steps they would like to see taken in the areas of campus beautification, feedback, and celebrations. Teachers and staff would appreciate opportunities during the work day to complete tasks that impact this goal.	We need this group to develop a process by which to gather student feedback. We need administrators and teachers to engage in work through committees to develop plans to improve the school environment, operations, and manner in which students are celebrated.
Cheyenne HS will revive their annual Multicultural Fair to incorporate all students' cultures and celebrate customs and traditions.	Students will gain a better understanding of each other's cultures by experiencing those cultures through the Multicultural Fair.	No	Correct	The schoolwide multicultural fair did not occur. The data set for this goal was not clear.	Correct. Strategy 2 should focus on using staff and student feedback to create opportunities to improve the environment, operations, learning program, and the manner in which students are celebrated. This may be the most difficult goal to achieve due to the fact that staffing shortages make participating in extracurricular activities challenging. Teachers and staff would appreciate opportunities during the work day to complete tasks that impact this goal. Engage student council in initial discussions about steps they would like to see taken in the areas of campus beautification, feedback, and celebrations.	We need this group to develop a process by which to gather student feedback. We need administrators and teachers to engage in work through committees to develop plans to improve the school environment, operations, and manner in which students are celebrated.