



Clark County School District

Cheyenne High School

School Performance Plan: A Roadmap to Success

Cheyenne High School has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: Anthony Nunez

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School Designations: Title I MRI CSI TSI ATSI

Our SPP was last updated on 6/4/2023.



School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating report at http://nevadareportcard.nv.gov/DI/nv/clark/cheyenne_high_school/2023/nspf/.

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
Anthony Nunez	Principal(s) (required)
Cheri Shumsker	Other School Leader(s)/Administrator(s) (required)
Jeff Watkins	Tracey Warren
Lonna Kelly-Ibarra	
Grace Bayer	Teacher(s) (required)
Levette McEaddy	Jennifer West
Katherine Keith	Alicia Ashton
Maria Konrad	Ezekiel Herndon
Siobhan Fergiels	Derek Johnson
Marion Bass	
Jenn O'Neal	Paraprofessional(s) (required)
Pauline Taylor	Parent(s) (required)
Antonella Canavesi Bastarrica	Student(s) (required for secondary schools)
Takisha Davis-Woods	Specialized Instructional Support Personnel (if appropriate)



School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
Title 1 Parent Meeting	9/8/22	Title 1 supports were reviewed with the entire community. It was explained how the Title 1 plan aligns with the SPP Roadmap. Data from the CCSD Districtwide survey was shared with the community. An opportunity to receive feedback from attendees was provided. Parents wanted to ensure that sufficient numbers of qualified staff (licensed and support) were hired in order to provide the supports listed in the Title 1 plan and SPP. Students wanted to ensure that additional effort was placed in designing schoolwide events that promote a positive culture.
School Organizational Team: Plan of Operation Review	9/8/22	Summative academic data (MAP, ACT) was shared with the community. The previous staffing allocation was compared to each inquiry area of the SPP Roadmap. The SOT shared concerns that there were insufficient teachers allocated to create class sizes that enabled teachers to enact improvement strategies in classrooms. Additionally, the SOT shared concerns that the vacancy rate over the past several years has created a barrier to enacting improvement strategies year over year, as well as building collective staff efficacy.
2021/2022 Whole staff data review	9/12/22	All data from FocusEd and NWEA was shared with all staff. Specific trends (strengths/growth) were outlined for all data sets. It was established that academic, attendance, and discipline data indicate that there is an urgent need to collectively impact Tier 1 instruction. Staff was provided an opportunity to provide feedback about the Student Learning Goals that should be established in order to ensure that every department is working towards improving student outcomes.
School Organizational Team: Plan of Operation Revisions	9/14/22	The School Organization Team made specific recommendations to add positions to departments in order to reduce class sizes in English, science, and social studies. The SOT also made recommendations to conduct a comprehensive review of the master schedule to ensure that it was designed to meet the needs of all students. The SOT shared concerns that course offerings may not align with student interest and/or student need.



School Improvement Team: SPP/SPP Addendum Alignment	10/12/22	The team suggested that additional communication regarding specific action steps needed to be taken. The team expressed concern that not all staff are able to connect the improvement strategies from Goal 1 to improving student outcomes.
Discipline/Safety Committee: A review of discipline data and current expectations/systems	10/12/22	Data shared with this team indicated that there was an urgent need to address tardies and absences, which isn't specifically mentioned in the SPP. It was suggested that perhaps disproportionality among groups should be monitored in order to put the focus on determining the extent to which systems are positively or negatively impacting students.
Student Recognition Committee: A review of current and needed celebration structures	10/12/22	The team recognized the immediate need to invest students in the process by which they were to be celebrated. The team agreed that the Student Council could be used as a think-tank, but that broader engagement was necessary.
Student Council Meeting: A review of a suggested process to collect feedback from students	10/19/22	The Student Council suggested that all students be provided the option to provide feedback on how to improve the school in a similar manner as the staff. Student council would like to see questions added asking students to suggest ways that would make them feel more connected to the school.
SOT Meeting: A review of the budget, proposed master schedule, and progress monitoring data.	1/17/23	The SOT stressed the need to focus on providing interventions to students, expanding course opportunities for students, and reducing class size.
SOT Meeting: A review of the budget, proposed master schedule, and progress monitoring data.	1/31/23	The SOT expressed the need for additional tutoring opportunities as well as afterschool programs. The team also suggested that additional targeted social emotional support for students was needed.
Student Council Focus Group: A review of student survey data.	2/1/23	-Students do not know their teachers and do not feel connected to them. -Students would like for teachers to care more about them as individuals and be understanding and open emotionally.



		<p>-Students do not like being yelled at or disrespected in the hallways and in class by admin/teachers.</p> <p>-Students feel like admin/teachers do not like them, do not actually care about them, do not like their job, don't want to be there.</p> <p>-Students can sense the lack of spirit/atmosphere in the classrooms.</p> <p>Our student body yearns for a connection to their teachers. They want to have a positive relationship with their teachers. These students had to spend a year and a half without being able to connect with people because of COVID. They want to connect, they just don't know how to express it and communicate it with their teachers. I hope teachers can reach out and become more emotionally available to their students so that there can be a better connection.</p>
Leadership Team Meeting: A review of the budget, proposed master schedule, and progress monitoring data.	2/2/23	The Leadership Team requested additional support in addressing student behaviors in the form of additional staff trained to reengage students in learning. The Leadership Team also voiced concern that the PLC process changed and lacked a clear vision for what it was supposed to occur. The Leadership Team stated that too many teachers were working on too many different subject areas.
Leadership Team Meeting: Comprehensive SPP review	4/12/23	The Leadership Team reviewed where the school was at in the school improvement process, had their role explained, discussed what two key actions must be completed prior to the start of the upcoming school year, and developed a plan to accomplish the key tasks. The Leadership Team decided to focus on reviewing systems that support student behavior.
Leadership Team Meetings: Behavior systems analysis	4/19/23 5/1/23 5/8/23 5/15/23	<p>The Leadership Team conducted a comprehensive analysis into the systems that support student behavior. This resulted in the identification of 5 trends that will be monitored throughout the school year:</p> <ul style="list-style-type: none">• Long-term substitutes wrote 167 referrals out of a total of 835 referrals.• Tardies have increased from 111 in 2019 to 2,384 in 2023.• 22 students were responsible for 450 referrals (53%)• Insubordination incidents increased from 28 in 2019 to 1306 in 2023. <p>Additionally, the Leadership Team decided to meet to begin to refine systems that support long-term subs and new teachers/new to Cheyenne HS teachers.</p>
SOT Meeting	4/25/23 5/9/23	Two SOT meetings were used to solicit input on the SPP. The SOT recommended that additional professional learning be provided to teachers related to the MAP assessment in order to support teachers better understanding its relevance and how to use the results to inform their



		<p>instruction. The SOT also suggested creating more formal testing structures to support students to do their best on the assessment. The SOT further suggested that more support needed to be provided to long-term substitutes and new teachers in order to retain more staff on campus.</p>
<p>Leadership Team Meeting: Designing supports for long-term substitutes, new teachers, and new to Cheyenne teachers</p>	<p>5/30/23 5/31/23 6/1/23</p>	<p>The Leadership Team developed professional learning in the area of student engagement and classroom discipline to be provided to long-term substitutes. Additionally, a handbook was created in order to help organize information for long-term substitutes specifically.</p> <p>During a discussion on the expectations that would be set for all teachers, it was determined that the school needed to more effectively communicate its purpose. The Leadership Team identified two verbs that defined the work the adults do in support of the entire community: Engage. Elevate.</p>
<p>Meeting with administration and learning strategists</p>	<p>6/4/23</p>	<p>The entire Student Success goal, strategies, and intended outcomes were reviewed based on feedback from the SOT and Leadership Team. The current PLC document was aligned to the CCSD Teaching and Learning Cycle, the schoolwide lesson plan template was aligned to the PLC document, and the schoolwide walkthrough tool was modified to monitor the key actions expected from teachers in order to impact student achievement.</p>



School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.

Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed	<ul style="list-style-type: none"> 9th grade and 10th grade Fall MAP Benchmark RIT scores (Year over year comparison) 9th grade and 10th grade Fall MAP Benchmark percentile distribution (overall and instructional area) 		<ul style="list-style-type: none"> Proficiency data as measured by ACT.
	<p><i>Areas of Strength:</i> 2022 9th grade Fall Math MAP Benchmark average RIT scores increased across all student groups when compared to 2021 data. 2022 10th grade Fall Math MAP Benchmark average RIT scores increased or remained the same across all student groups when compared to 2021 data.</p>		
	<p><i>Areas for Growth:</i> 2022 9th and 10th grade Fall Reading MAP Benchmark average RIT scores decreased across most student groups when compared to 2021 data.</p>		
Problem Statement	<p><i>There is a significant gap between MAP Norm Math Score and student actual score (10 points); a significant gap between MAP Norm Reading Score and student actual performance score (9 points).</i></p>		
Critical Root Causes	<p><i>Students inability to comprehend content presented in MAP testing or lack of test taking skills which allow for students' time management leading to poorer testing scores.</i></p>		



Part B

Student Success	
<p>School Goal: <i>Increase the percent of students scoring above the 60th percentile in math from 6% (Spring 2023 will update to Fall '23 when available) to 15% (spring '24) as measured by MAP Growth Assessments. Increase the percent of students scoring above the 60th percentile in reading from 18% (Spring 2023 will update to Fall '23 when available) to 22% (spring '24).</i></p>	<p>Aligned to Nevada's STIP Goal: Goal 3: All students experience continued academic growth.</p>
<p>Improvement Strategy: <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.</i></p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3 - Promising</p>	
<p>Intended Outcomes: <i>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.</i></p>	
<p>Action Steps:</p> <ul style="list-style-type: none">• <i>Teachers and administrators will participate in professional learning on the CCSD pacing guides. During this professional learning teachers will identify the standards students will need to demonstrate mastery on by the end of the quarter.</i>• <i>Teachers will identify the specific success criteria that will determine whether students are able to demonstrate mastery on content area standards and use these criteria to create a common end-of-quarter summative assessment.</i>• <i>Teachers will administer a content-area specific formative assessment in order to establish an initial baseline for mastery of standards. 9th and 10th grade teachers in English and math will administer the MAP Benchmark assessment.</i>• <i>Teachers will modify their initial long range instructional plans to ensure they provide opportunities for targeted instruction based on the gaps in mastery identified during the administration of the benchmark assessment.</i>• <i>Teachers and administrators will participate in professional learning on how to develop Student Learning Goals.</i>• <i>Teachers will set Student Learning Goals. 9th and 10th grade teachers in English and math will set RIT goals for the upcoming benchmark at or above the 50th percentile of typical growth.</i>• <i>Teachers and students will review goals together, both individually and as a class.</i>• <i>Teachers will administer the common content-area specific end-of-quarter summative assessment.</i>• <i>Teachers will review trends in mastery in order to create modifications to long-range plans that address the needs of their students.</i>• <i>Teachers and students will review trends in data from the common content-area specific end-of-quarter summative assessment both</i>	



individually and as a class.

- *9th and 10th grade teachers of English and math will administer the subsequent MAP Benchmark assessment. These teachers will review trends in mastery and share results with students both individually and as a class.*
- *This cycle will repeat quarterly and for each MAP Benchmark window.*

Resources Needed:

- *Budget for paying teachers for Professional Learning outside contractual time.*
- *Substitutes to cover teacher classes allowing for participation in Professional Learning through contractual days.*
- *Regularly scheduled professional learning during contractual hours.*

Challenges to Tackle:

- *Teachers have not been required to create common summative assessments in the past. This is a new expectation that will require technical and professional support. A revised PLC document with guiding questions has been created to support the development of rigorous, standards-based summative assessments. Additionally, the Leadership Team will be reviewing PLC documents both to calibrate collective expectations for summative assessments, and identify necessary professional learning.*

Improvement Strategy: *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.*

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *2 - Moderate*

Intended Outcomes: *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.*

Action Steps:

- *Targeted professional Learning for administrators, department chairs, and teachers on the schoolwide PLC process.*
- *Monitor PLC groups through PLC logs, review of data collected, and administrative observations.*

Resources Needed:

- *Regularly scheduled PLC time during the contractual work day.*
- *Extra duty pay for department chairs in order to attend targeted professional learning on facilitating the PLC process*



Challenges to Tackle:

- *While the staff has been engaging in a PLC process for several years, the process has been primarily used to plan instruction. This process will ask teachers to utilize their time to create long-range plans, common end-of-quarter summative assessments, and analyze data from these common summative assessments. A supporting professional learning plan has been developed to ensure that teachers understand how to develop assessments. The PLC form has been updated to better align with the focus for PLC for the school year. Additionally, a calendar with due dates for specific deliverables from PLCs has been created to clearly communicate what PLCs should be producing. Finally, the Leadership Team will be providing PLCs with feedback on their common summative assessments.*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

Data Reviewed

ELL ELA Proficiency: ACT 2023-2024: 4.6%

ELL Math Proficiency: ACT 2023-2024: 0.0%

ELL WIDA Met AGP: 5.2%

The Fall MAP Benchmark shows that ELL students have an average Math RIT score of 204 which is 9 points below the school average (215). In Reading the average RIT score is 210 which is also 9 points below the school average (219).

Root Causes: As evidenced by ACT, WIDA, and MAP, the problem is English language learners are performing in the bottom 30th percentile in the state in 2022. A root cause of low performance of English language learners in language proficiency and content achievement is due to the need for additional knowledge and skills for educators to deliver effective, grade-level instruction in Tier I designed to provide English learners' access to the content that builds English language development and content simultaneously. Students need effective, grade-level instruction in Tier I.

Goals:

- **Language Arts Summative Assessment**
 - Increase the percent of ELLs **proficient** in ELA ACT from 4.6% in 2023 to 10% by 2024, as measured by ACT.
- **Mathematics Summative Assessment**
 - Increase the percent of ELLs **proficient** in Math from 0% in 2023 to 5% by 2024, as measured by ACT.
- **Language Summative Assessment**
 - Increase the percent of ELLs **meeting Adequate Growth Percentile (AGP)** in WIDA from 5.2% in 2023 to 10% by 2024, as measured by the WIDA and reported on the NSPF.

Improvement Strategy: Professional Learning Communities

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2

Action

- **Action Step:** A learning strategist has been provided with time to meet with targeted students in order to ensure expectations are understood.
 - **Monitoring Plan:** *Monitoring will occur through data analysis.*



- **Person Responsible:** (Responsible: Administration and learning strategist)
- **Action Step:** *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.*
 - **Monitoring Plan:** *Monitoring will occur through data analysis.*
 - **Person Responsible:** *Administrators, Learning Strategists, and teachers*
- **Action Step:** *Three language acquisition classes have been created to provide targeted support to second language learners in order to assist them to master grade level content.*
 - **Monitoring Plan:** *Master Schedule; monitored by classroom observations, assessment data, and grades*
 - **Person Responsible:** *Administration, strategists, and teachers;*
- **Action Step:** *Core content Tier I instruction will be planned with appropriate scaffolds for EL identified student groups (newcomers, LTELs) in which skills and concepts build upon one another with increasing rigor while maintaining high expectations and timely feedback will be provided to help students make adjustments to learning.*
 - **Monitoring Plan:** *Through PLCs and Common Summative Assessments*
 - **Person Responsible:** *Administration, Learning Strategists, and teachers*

Professional Learning

- **Professional Learning for teachers:**
 - All teachers at Cheyenne HS will complete Understanding Language Development (ULD) professional learning series, sessions 1-4 to increase the knowledge and skills of teachers at Cheyenne HS to deliver effective, grade-level instruction in Tier I designed to provide English learners' access to the content.
 - All teachers at Cheyenne HS will participate in a Tier I instruction focused professional learning series that includes standards-based planning, teacher clarity with embedded language objectives, scaffolding, differentiation, standards-based rubrics, and rigorous task development.
 - English Language Arts teachers will participate in monthly professional learning provided by RPDP August through March.
 - Professional learning on the implementation of the Tier I curriculum

Foster/Homeless: Students with this status and their families are provided with additional support during the initial registration process. This includes conducting an expedited review of their educational records to ensure that an appropriate academic plan is created and reduce any disruption to their learning. The registrar, counselor, and SEIF work as a team to conduct this review. Once the academic plan is developed, the site social worker and counselor work with the family to ensure they have access to any additional supports to address non-academic needs.

Free and Reduced Lunch: In addition to providing all students with free breakfast and lunch, a grab-and-go breakfast is provided after the morning tardy bell to ensure that students who arrive late to school are able to quickly access food and begin their instructional day. Cheyenne HS is currently identified as 100% FRL through the Community Eligibility Program. Therefore counselors work directly with students and their families to inform them of scholarships opportunities and how to access school funds to use towards course fees, athletic/activity fees, and fines from lost/stolen/damaged materials. Cheyenne HS works to remove any economic barriers that would prevent students from graduating,



accessing a specific program of study (i.e. CTE pathway, AP course, elective), or applying for post-secondary opportunities.

Migrant: Cheyenne HS works to provide students and their families with access to documents that can be translated into the language spoken primarily at home. Community newsletters are sent via Smore, which allows all content to be translated into over 50 different languages. Cheyenne HS provides courses to students who need additional support with the English language. These courses are designed to both accelerate English language literacy as well as provide instruction in content area specific language.

Racial/Ethnic Minorities: Cheyenne HS monitors racial/ethnic disproportionality within academic and behavior data sets. When racial/ethnic groups are disproportionately represented within academic outcomes a root cause analysis is conducted and a plan is made to address the adult actions that require modification to address the trend in the data. Often additional instructional opportunities (i.e. tutoring), time to complete work, and opportunities to demonstrate mastery (i.e. retake assessments) are provided to students. Prior to the school year starting, Cheyenne HS staff monitor formative and summative assessment data to ensure that all students whose test scores are within specific ranges are placed in honors, pre-AP, AP, or dual enrollment coursework. Similarly, participation in all CTE, honors, pre-AP, AP and dual enrollment coursework is monitored. Each year goals and action plans to ensure proportionate participation by all student groups are made. A similar root cause analysis is conducted when disproportionate outcomes are observed in behavior data. Often this analysis results in the modification of a schoolwide system used to address student behavior as well as opportunities for students to receive additional social-emotional supports. Cheyenne HS provides qualifying students with access to mental health professionals on campus. Cheyenne HS also provides small group mentoring to students to provide them with opportunities to develop strategies they can use to positively engage in the school setting.

Students with IEPs: Cheyenne HS provides families with access to a Special Education Instructional Facilitator (SEIF) who reviews IEPs to ensure that they are written based on the needs of each student. Additionally, Cheyenne HS funds a full time social worker who assists with referrals to community resources organizations such as The Harbor. This provides families with comprehensive support to address each of their child's needs. The social worker also ensures that there is effective communication between The Harbor and families. Support staff assigned to support students with IEPs are provided with schedules that minimize the variety of content areas they support so they are able to better understand how to support the needs of their students relative to a specific content area.



Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	<ul style="list-style-type: none"> CCSD Districtwide Survey Data 	<ul style="list-style-type: none"> CCSD Districtwide Survey Data 	<ul style="list-style-type: none"> Frequency of behavior events disaggregated by demographic Graduation projections by cohort Chronic absenteeism rates by grades and ethnicity
	<p><i>Areas of Strength: 85% of parents/guardians reported that they felt welcomed at Cheyenne High School, which is an increase of 5% over the past two years. 78% of parents/guardians reported that Cheyenne High School sees them as a partner in their child's education. During the 22/23 school year, disproportionality among Black/African American students decreased from 60% to 40%.</i></p>		
	<p><i>Areas for Growth: Students that identify as Black/African American make up 29% of the total student enrollment, but 60% of all behavior events at Cheyenne High School.</i></p>		
Problem Statement	Approximately 30% of teachers and staff do not feel that Cheyenne High School sets clear rules of behavior for students.		
Critical Root Causes	Ambiguity in disciplinary language and classroom management disconnect lead to a confusion with disciplinary resolutions and actions.		

Part B

Adult Learning Culture	
<p>School Goal: <i>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</i></p>	<p>STIP Connection: Goal 4: All students graduate future-ready and globally prepared for postsecondary success and civic life Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and</p>



<p><i>thereby leading to a 10% reduction in disproportionality among Black/African American students by third quarter as measured by behavior events in Infinite Campus.</i></p>	<p>celebrated.</p>
<p>Improvement Strategy: <i>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.</i></p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>1 - Strong</i></p>	
<p>Intended Outcomes: <i>Teachers, staff, and administrators will improve their capacity to address student behavior without the use of exclusionary discipline.</i></p>	
<p>Action Steps:</p> <ul style="list-style-type: none">● <i>All licensed staff, administrators, instructional assistants, and specialized program teaching assistants will participate in professional learning on the schoolwide restorative practices to be implemented at the classroom and school level.</i>● <i>A team of two assistant principals, two learning strategists, and social worker will develop school-level restorative practices to implement during the school level.</i>● <i>All department chairs, learning strategists, and administrators will monitor schoolwide trends in behavior data, specifically looking for trends in disproportionality among all students groups.</i>● <i>All department chairs, learning strategists, and administrators will establish goals to reduce disproportionality among student groups, frequency of specific behaviors</i>● <i>A team of two assistant principals, two learning strategists, and a social worker will develop a professional support plan for departments, grade levels, and individual teachers based on the trends in behavior data.</i>● <i>All department chairs, learning strategists, and administrators will identify specific restorative practices to look for during schoolwide walkthroughs. Trends in this data will be reviewed quarterly and subsequent professional learning plans will be developed in order to address trends in the walkthrough data.</i>	
<p>Resources Needed:</p> <ul style="list-style-type: none">● <i>Extra Duty pay for the lead restorative justice practices.</i>	
<p>Challenges to Tackle:</p> <ul style="list-style-type: none">● <i>Cheyenne High School lost some of its key staff members who were tasked with supporting a specific restorative justice protocol. A new professional learning plan has been developed in order to build a cadre to site experts, as well as ensure that newly hired staff can positively support student behavior. This cadre of site experts has been expanded to include two assistant principal, two learning strategists, and a social worker.</i>	



Improvement Strategy: *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.*

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *1 - Promising (MTSS listed as Evidence Level 1, MTSS is the subject of dialogue.)*

Intended Outcomes: *Teachers, staff, and administrators will improve their capacity to develop and revise schoolwide protocols in response to behavior event and resolution data.*

Action Steps:

- *A Leadership Team will be created consisting of all administrators, learning strategists, and department chairs.*
- *The Leadership Team will review all behavior trends for the past three years and identify the top 5 trends to address.*
- *The Leadership Team will conduct a root cause analysis for each data trend and develop an action plan to address each data trend.*
- *The Leadership Team will monitor specific data trends in order to determine whether the action plan is effectively addressing student behavior and make modifications as necessary.*
- *The Leadership Team will share trends in data with the entire staff quarterly and communicate actions being taken to address each data trend.*

Resources Needed:

- *Extra duty pay to participate in restorative practices and data driven inquiry cycle professional learning*
- *Regularly scheduled committee meetings during contractual hours.*

Challenges to Tackle:

- *There was insufficient time provided for the Leadership Team to conduct a deep analysis of behavior data. This has been resolved by creating a master schedule where all Leadership Team members have a common preparatory time to participate in a weekly meeting. Additionally, a schedule where this data will be reviewed has been created to ensure that appropriate time has been allocated throughout the school year.*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

Data Reviewed

Classroom Observations

Understanding Language Development Professional Learning Participation: 68% of Teachers in Session 4, 0% of Administrators have completed session 4



Root Causes: As evidenced by observations and ULD data, the problem is a need for greater awareness of ELL student needs and a need for more supports and scaffolds toward high expectations. A root cause of low performance of English language learners in language proficiency and content achievement is due to lack of scaffolds and supports in Tier I instruction. Students need more embedded scaffolds within the Tier I instruction.

Goals:

- **Professional Learning and Collaboration**
 - Increase the number of **Professional Learning Community (PLC) meetings** that follow the **Teaching and Learning Cycle** from 25% in 22-23 to 95% in 23-24 as measured by PLC meeting backup documentation.

Improvement Strategy: Professional Learning Communities

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2

Action

- **Action Step:** *Additional instructional coaching has been provided to the English Language Arts department through the Southern Nevada Regional Professional Development Programs (RPDP) to support pedagogically sound Tier I instruction.*
 - **Monitoring Plan:** *Monitoring will occur through data analysis and classroom observations*
 - **Person Responsible:** *Administration, RPDP, Learning Strategist, teachers*
- **Action Step:** Provide coaching and feedback on the use of discourse structures, engagement strategies, and effective Tier I instruction following observation and lesson plan audits.
 - **Monitoring Plan:** *Monitoring will occur through data analysis and classroom observations*
 - **Person Responsible:** *Administration, Carnegie, and RPDP*
- **Action Step:** Provide PLC systems such as weekly scheduled PLC meetings, PLC documents aligned with the Teaching and Learning cycle, and structured feedback to promote teacher efficacy and rigorous Tier I instruction.
 - **Monitoring Plan:** *Monitoring will occur through the administration team's observations, PLC document review, and Leadership Team's PLC assessment review.*
 - **Person Responsible:** *Administration and Leadership Team*

Professional Learning

Professional Learning teachers:

- *Professional learning on the use of discourse structures, engagement strategies, and effective Tier I instruction*
- *Professional learning on Depth of Knowledge and Rigor in response to Common Summative Assessment analysis*

Foster/Homeless: Students with this status and their families are provided with additional support during the initial registration process. This includes conducting an expedited review of their educational records to ensure that an appropriate academic plan is created and reduce any disruption to their learning. The registrar, counselor, and SEIF work as a team to conduct this review. Once the academic plan is developed, the site social worker and counselor work with the family to ensure they have access to any additional supports to address non-academic



needs.

Free and Reduced Lunch: In addition to providing all students with free breakfast and lunch, a grab-and-go breakfast is provided after the morning tardy bell to ensure that students who arrive late to school are able to quickly access food and begin their instructional day. Cheyenne HS is currently identified as 100% FRL through the Community Eligibility Program. Therefore counselors work directly with students and their families to inform them of scholarships opportunities and how to access school funds to use towards course fees, athletic/activity fees, and fines from lost/stolen/damaged materials. Cheyenne HS works to remove any economic barriers that would prevent students from graduating, accessing a specific program of study (i.e. CTE pathway, AP course, elective), or applying for post-secondary opportunities.

Migrant: Cheyenne HS works to provide students and their families with access to documents that can be translated into the language spoken primarily at home. Community newsletters are sent via Smore, which allows all content to be translated into over 50 different languages. Cheyenne HS provides courses to students who need additional support with the English language. These courses are designed to both accelerate English language literacy as well as provide instruction in content area specific language.

Racial/Ethnic Minorities: Cheyenne HS monitors racial/ethnic disproportionality within academic and behavior data sets. When racial/ethnic groups are disproportionately represented within academic outcomes a root cause analysis is conducted and a plan is made to address the adult actions that require modification to address the trend in the data. Often additional instructional opportunities (i.e. tutoring), time to complete work, and opportunities to demonstrate mastery (i.e. retake assessments) are provided to students. Prior to the school year starting, Cheyenne HS staff monitor formative and summative assessment data to ensure that all students whose test scores are within specific ranges are placed in honors, pre-AP, AP, or dual enrollment coursework. Similarly, participation in all CTE, honors, pre-AP, AP and dual enrollment coursework is monitored. Each year goals and action plans to ensure proportionate participation by all student groups are made. A similar root cause analysis is conducted when disproportionate outcomes are observed in behavior data. Often this analysis results in the modification of a schoolwide system used to address student behavior as well as opportunities for students to receive additional social-emotional supports. Cheyenne HS provides qualifying students with access to mental health professionals on campus. Cheyenne HS also provides small group mentoring to students to provide them with opportunities to develop strategies they can use to positively engage in the school setting.

Students with IEPs: Cheyenne HS provides families with access to a Special Education Instructional Facilitator (SEIF) who reviews IEPs to ensure that they are written based on the needs of each student. Additionally, Cheyenne HS funds a full time social worker who assists with referrals to community resources organizations such as The Harbor. This provides families with comprehensive support to address each of their child's needs. The social worker also ensures that there is effective communication between The Harbor and families. Support staff assigned to support students with IEPs are provided with schedules that minimize the variety of content areas they support so they are able to better understand how to support the needs of their students relative to a specific content area.



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<ul style="list-style-type: none"> CCSD Districtwide Survey 	<ul style="list-style-type: none"> CCSD Districtwide Survey 	Outreach Session Data
	Areas of Strength: 60% of students agree that Cheyenne High School does a good job of preventing bullying.		
	Areas for Growth: 33% of students agree that bullying is a problem at Cheyenne High School. 57% of staff and parents/guardians do not believe that Cheyenne High School is a safe place for students.		
Problem Statement	Students at Cheyenne High School have a decreased sense of belonging when compared to students in the district. Students do not feel people at school adequately understand them, feel connected to the adults at Cheyenne HS, or that they matter as much at Cheyenne HS.		
Critical Root Causes	Students have been disassociated from a physical school and classroom culture which may cause a sense of not feeling connected to the Cheyenne High School community.		

Part B

Connectedness	
<p>School Goal: 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.</p>	<p>STIP Connection: Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.</p>
<p>Improvement Strategy: 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>	



Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 1 - Promising (PBIS)

Intended Outcomes: *The entire Cheyenne High School community will increase the sense of connection to their school community through their work in committees.*

Action Steps:

- *Administration will communicate the structure of the Leadership Team and its make up to the entire staff (All administrators, department chairs, and learning strategists).*
- *Administration will facilitate a process to select staff members for participation on the Leadership Team from all interested staff members.*
- *The Leadership Team will review the current mission and vision for the school and develop messaging to share with staff that will serve to focus their efforts for the school year.*
- *The Leadership Team will review the required committees and develop a means by which to reorganize them into 4 committees who will serve multiple purposes.*
- *Department chairs will work with their respective departments to obtain volunteers to participate in each committee.*
- *The Leadership Team will develop a schedule for committees to meet based on their area of focus as well as a feedback loop between committees and the Leadership Team.*

Resources Needed:

- *Regular meetings during the contractual day.*

Challenges to Tackle:

- *Meeting as a Leadership Team has been challenging due to the fact that participants are often coaches and advisors. Therefore all Leadership Team teachers will be assigned a common preparatory period to ensure that a weekly meeting can take place without disruption to the instructional day or extra-curricular activities.*

Improvement Strategy: *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.*

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 1 - Promising (PBIS)

Intended Outcomes: *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.*

Action Steps:

- *The Leadership Team will identify specific questions to ask staff, families, and students to assist with the school improvement process.*



- *The Leadership Team will develop a survey to administer at the end of each semester to staff, families, and students.*
- *The Leadership Team will review trends in the survey data and develop a means by which to share these trends with the entire community.*
- *The Leadership Team will facilitate focus groups for staff, students, and families in order to develop action steps that can be taken to address the feedback provided.*
- *The Leadership Team will develop a means to share actions school staff will take based on feedback from the community.*

Resources Needed:

- *Regular meetings during the contractual day.*

Challenges to Tackle:

- *Participation from families has been historically low. There has been inconsistent participation by families on the School Organizational Team and family nights. In order to encourage more productive participation by families in the schoolwide survey and corresponding focus groups the school will enter participants into drawings.*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

Data Reviewed

CCSD Districtwide Survey
Chronic Absenteeism

Improvement Strategy: Truancy Diversion

Cheyenne High School will develop utilize the Truancy Diversion 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.

Root Causes: As evidenced by chronic absenteeism data, ELLs are experiencing chronic absenteeism at a rate similar to the school population. A root cause of low performance of English language learners in language proficiency and content achievement is due to chronic absenteeism and connecting with families regarding absences as well as transportation and community commitments outside of the school day. Students need clear and consistent communication about attendance protocols.

Goals:

- Chronic Absenteeism
 - Reduce the percent of LEP **chronically absent students** from 37.1% in 23-24 to 15% by 24-25, as measured by School-Wide absenteeism data. All departments will establish clarity of instruction through effective planning of instruction and hold high expectations through common assessments.

Improvement Strategy: Truancy Diversion

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 4



Action

- **Action Step:** *Referrals to Truancy Outreach for families*
 - **Monitoring Plan:** As needed throughout the year based on reports of consecutive absences
 - **Person Responsible:** Attendance Office
- **Action Step:** *Teacher connection plans with families regarding absences*
- **Monitoring Plan:** In development, as needed
- **Person Responsible:** Attendance Office, Teachers

Professional Learning

- **Professional Learning for office staff:**

Training on new procedures and protocols

What professional learning does the site need around Connectedness for ELL students?

- English Learners: *All cultures of Cheyenne's Community will be permitted to share their culture and customs through student surveys.*
- Foster/Homeless: *This will be a free to attend event where all Cheyenne Community members are invited to attend. Free and Reduced Lunch: This will be a free to attend event where all Cheyenne Community members are invited to attend. Migrant: This will be a free to attend event where all Cheyenne Community members are invited to attend.*
- Racial/Ethnic Minorities: *All student racial/ethnic minorities will be invited to be represented at the Multicultural Fair. Students with IEPs: This will be a free to attend event where all Cheyenne Community members are invited to attend.*

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COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
<i>Strategic Budget</i>	\$10,662,305.45	Staffing and supplies	School Goal 1, 2, and 3
<i>Title I funds</i>	\$641,590.00	Title I - Prep Buy-out, class size reduction (CSR) teacher, Collaboration, Professional Development, and Parent Involvement Set Aside	School Goal 1, 2, and 3
Student Generated Funds	Generated from students	Cheyenne High School does not generate a high amount of Student generated funds to coordinate financial support for various programs	School Goal 1 and 3