

Act 2 - Status Check 1

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

Directions and Resources for Status Check 1

Status Tracker Directions:

← Before completing this tab, follow the directions to set up the Master Sheet.

1. Rate the overall status of each improvement strategy:

- Strong** - on track;
- At Risk** - requires some refinement and/or support; or
- Needs Immediate Attention** - requires immediate support

Note:

The status you enter from the drop-down lists will automatically update the accompanying cell on the Master Tracker tab.



2. Identify specific **Lessons Learned (Now)**, **Next Steps**, and **Needs**

School Name: **Cheyenne High School**

Inquiry Area 1 - Student Success

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 '23).

Improvement Strategies	Intended Outcomes/Formative Measures	Status <i>Are we implementing the improvement strategy as planned?</i>	Now (Lessons Learned) <i>What does our progress monitoring data reveal about progress toward our goal? What are we learning as we implement our improvement strategies? What challenges with implementation and gaps in</i>	Next (Next Steps) <i>What specific actions do we need to take to address the challenges and performance gaps we've identified? By when? By whom?</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.	Strong	Cheyenne's PLC model follows the teaching and learning cycle, which includes backwards planning and regular data analysis. Additionally, all departments' SLGs are aligned with College and Career Readiness Anchor Standards. The Leadership Team has invested time to develop an assessment review process. First quarter assessment were not planned with the SLG in mind. There was more growth on the Math benchmark than Reading. The data is the strongest start to the school year in the past 4 years! There was a 10% reduction in students scoring at or below the 40th percentile on the Fall MAP benchmark, and an 5% increase in the students scoring at or above the 70th percentile on the Reading Fall MAP benchmark.	Teachers need to promote the benefits of taking the MAP assessment. More work needs to be done to create common, end of quarter summative assessments, as only the ones for quarter 1 have been made. The Leadership Team needs to communicate the purpose of the common end of quarter summative assessments. It may be beneficial for teachers to explain to students how to calculate their grades so they see the impact assessments have on their grades, and ultimately whether they pass the course.	The current progress monitoring tool needs to be revised in order to provide better feedback to teachers who create the common end of quarter summative assessments. This will also serve the Leadership Team in creating more specific data sets to use to identify trends in assessment creation.
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.	Strong	The Leadership Team has invested time to develop an assessment review process. Additionally, the Leadership Team has engaged in a Teacher Clarity book study to be better able to unwrap standards and develop tasks that are appropriately aligned with grade level standards. Teacher Clarity professional learning has been offered to teachers. There was more growth on the Math benchmark than Reading. The data is the strongest start to the school year in the past 4 years! There was a 10% reduction in students scoring at or below the 40th percentile on the Fall MAP benchmark, and an 5% increase in the students scoring at or above the 70th percentile on the Reading Fall MAP benchmark.	Teachers need to promote the benefits of taking the MAP assessment. More work needs to be done to create common, end of quarter summative assessments, as only the ones for quarter 1 have been made. The Leadership Team needs to communicate the purpose of the common end of quarter summative assessments. It may be beneficial for teachers to explain to students how to calculate their grades so they see the impact assessments have on their grades, and ultimately whether they pass the course. Counselors will meet with students who earned an F in a class but scored well on MAP for the purpose of determining if they are placed incorrectly or if they happen to have a schedule with multiple long term subs.	A hard deadline must be set for when assessments are given, with the explicit expectation for what assessment is to be given.

Inquiry Area 2 - Adult Learning Culture

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 thereby leading to a 10% reduction in disproportionality among Black/African American students by third quarter as measured by behavior events in Infinite Campus.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
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<p>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.</p>	<p>Teachers, staff, and administrators will improve their capacity to address student behavior without the use of exclusionary discipline.</p>	<p style="text-align: center;">Strong</p>	<p>Teachers and staff participated in professional learning related to positively supporting students over two staff development days. Teachers were required to submit specific behavior management plans to their direct supervisors related to this professional learning. As of 10/17/23, disproportionality among all racial groups is the lowest it has been in three years. Only Black/African American students show disproportionality within their group. Currently, 26.9% of students identify as Black/African American, but this group makes up 36.3% of all discipline referrals. Referral rates for all other racial groups is below their percent composition of the total student group.</p>	<p>Minor behavior referrals make up the vast majority of all behavior referrals. The two most common behavior referrals are for tardies and insubordination. Administrators, teachers, and staff who support the student success office should review the data more deeply to identify the students who are habitually referred to the office in order to develop action plans to reduce their referral rates.</p>	<p>Administrators, teachers, and staff who support the student success office need access to the data that indicates which students are habitually referred so they can begin to develop action plans to reduce their referral rates.</p>
<p>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.</p>	<p>Teachers, staff, and administrators will improve their capacity to develop and revise schoolwide protocols in response to behavior event and resolution data.</p>	<p style="text-align: center;">At Risk</p>	<p>Prior to the start of the school year, the Leadership Team met to review the behavior data from the previous school year. One trend that was noticed was that long-term substitutes submitted the most behavior referrals of any teacher group. The Leadership Team created multiple ways to support long-term substitutes on campus. This has resulted in more long-term substitutes remaining in positions on campus this year, as compared to the previous school year. Only two meetings of the discipline committee have been called. The focus of these meetings was dress code.</p>	<p>The discipline committee should continue to identify trends in behavior data that indicate where additional support is needed. The biweekly meetings should continue with the focus on generating specific action steps the entire staff can take to address trends in the data.</p>	<p>The discipline committee needs access to disaggregated data, not just schoolwide overviews. The discipline committee should use an inquiry approach to create guiding questions to explore in order to determine root causes to identified trends.</p>

Inquiry Area 3 - Connectedness

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.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
<p>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>	<p>The entire Cheyenne High School community will increase the sense of connection to their school community through their work in committees.</p>	<p style="text-align: center;">At Risk</p>	<p>The Leadership Team currently meets weekly to engage in professional learning, review data related to the SPP, and engage in work aligned with the SPP. The Leadership Team has currently provided advisement on the development of the PLC process, schoolwide course expectations, and expectations for student behavior.</p>	<p>Development of additional committees must continue in order to engage more adults on campus in learning, extra curriculars, and operations. As of right now, only the behavior committee is engaged in meaningful work.</p>	<p>Members of the Leadership Team must get together to define what committees Cheyenne HS needs in order to engage more individuals on campus. The Leadership team must engage in extended work to chart a pathway towards Cheyenne HS earning 3 Star status so that the development of committees can be put into that context.</p>
<p>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.</p>	<p>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.</p>	<p style="text-align: center;">At Risk</p>	<p>The Leadership Team currently meets weekly to engage in professional learning, review data related to the SPP, and engage in work aligned with the SPP. The Leadership Team has currently provided advisement on the development of the PLC process, schoolwide course expectations, and expectations for student behavior. There are currently multiple opportunities for parents and students to prepare for post-secondary education. One possible reason for inconsistent connection is that recent increase in evictions in the community.</p>	<p>The Leadership Team must engage teachers, staff, and students in a feedback process prior to the end of the first semester. Teachers and staff must build more events for students, as those events bring in parents. Parents would feel more likely to submit feedback if they better understood how the school operated.</p>	<p>Members of the Leadership Team must get together to develop and refine current feedback processes to solicit feedback. The Leadership team must engage in extended work to chart a pathway towards Cheyenne HS earning 3 Star status so that the development of this feedback can be put into that context. A parent FAQ needs to be made so that parents know how to communicate with administrators, teachers, and staff.</p>