

CHEROKEE HIGH SCHOOL SIP Impact Check
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23-24 School Year

2nd SIP Impact Review Survey

January 2024

Form Prepared by: Andy Hall, Principal

SIP GOAL	ACTION Plan Strategies	Current Progress	Now what?	What do you need?	Reflections
<p>Starting in the 2023-2024 school year, CHS will increase participation in future-readiness programs by 1% yearly over 3 years as measured by CCRPI Readiness indicators.</p>	<p>Improve Student Advisement Processes and Academic Progress Monitoring.</p>	<p>Continued AP departmental focus on increasing student enrollments in AP courses</p> <p>AP Ambassadors heavily involved in transition and encouragement to take advanced courses through middle school visits, tours, Future Focus nights, activities</p> <p>AP registration was revamped to provide increased access to AP courses through student requests using QR codes/links</p> <p>Elective Tour – Middle school students toured the school with a student ambassador to see elective classes in action</p> <p>Future Focus Night for middle school students and parents before registration for 9th grade. Information provided for registration including career and academic pathways.</p>	<p>AP Potential use will increase, targeting students who may be good candidates for AP.</p> <p>Reviewing student schedules, comparing AP requests and other data pieces like grades and teacher recommendations for best placement</p> <p>Counselors will continue communicating with students any changes to course requests and scheduling conflicts</p> <p>Work with the middle schools on transitioning 8th graders into freshman year</p>	<p>Continued support from district on clear, articulated post secondary readiness options (ie Dual Enrollment, WBL, AP, CTAE etc).</p> <p>Time to meet with middle schools to vertically plan instruction and expectations for high school</p>	<p>The AP Ambassador program has been a huge help in hearing from students who are in programs to encourage others. Students are more apt to ask questions of a peer than an adult</p> <p>After a first year of inaugural Future Focus nights, we reflected on ways to make it better in years</p>

CHEROKEE HIGH SCHOOL SIP Impact Check
Document

		<p>Future Focus Night for upperclassmen and parents targeting information on CTAE, Graduation requirements, AP, and student success to increase enrollments in various readiness programs.</p> <p>Offered informational nights for students and parents through our counseling department for dual enrollment and work-based learning</p> <p>Students completed registration with counselors in an arena-style scheduling. The schedule allowed for 1-on-1 conversations with students about their courses next year</p> <p>Algebra and Spanish 1 PLCs developed proficiency assessments for students as an additional data point to help place students properly before August</p>			<p>to come, including increased marketing and communication.</p> <p>Arena-style scheduling ensures each student is part of the registration process and takes ownership of their education.</p>
	<p>Develop opportunities through Feedback for students to create and achieve short-term and long-term goals and reflect on their individual progress.</p>	<p>Usage reports and follow up training provided for AP teachers on Albert.io to provide high rigor practice questions and supports to prepare for the AP exam. This has created a buzz and other teachers are requesting access and getting trained.</p> <p>Created a cell phone committee to create strategies with teachers and address barriers to academic success. A large focus was placed on setting expectations for S2 and communicating/partnering with parents to make the best environment for student learning.</p>	<p>Based on teacher responses, the ILS will continue coaching PLCs and teachers on feedback in small chunks, "bite-size PD" with a focus on blended learning.</p> <p>Continue the cadence of accountability and support PLCs with the ILS and DLCDs.</p>	<p>Continued partnership with behavior, digital and technology teams</p>	<p>The new cell phone expectations have created a shared understanding of expectations from stakeholders – administration, teachers, students, and parents.</p>

CHEROKEE HIGH SCHOOL SIP Impact Check
Document

		<p>Most core content classes completed at least 1 Mastery Connect assessment to track student progress on standards.</p> <p>Used PLC data-informed strategies to provide feedback to students i.e. individual conferencing, self-assessments, etc.</p> <p>Distributed computer carts to areas of high-need throughout the building</p>			
<p>Starting in the 2022-2023 school year, CHS will increase the overall Four-Year Graduation Rate by 1% (from 84.2% in 2021, 86.1% in 2022) by increasing the number of students who are on-track providing supports to targeted subgroups.</p>	<p>Monitor student progress toward Pathway Completion (i.e. four-year graduation plans).</p>	<p>Used monthly PowerBI reports as an additional PLC data piece to inform instruction and further discussion for remediation, recovery and additional opportunities to show mastery</p> <p>Continued use of CCSD course enrichment courses to create opportunities for mastery in addition to DeltaMath and Albert. Non-enrichment courses, like Spanish, have created their own modules to enrich/recover.</p> <p>Course Extension used to recover credits ran by our Student Success Coach through the Edgenuity program. Expectations were shared with students to keep the integrity of the courses including costs and a limit on the amount of courses could be made up in 10 days. We had over 150 students enrolled and over 125 have completed with more expected.</p>	<p>Develop the EOPA and portfolio options for the Workforce Ready pathway</p> <p>Creation of a visualization of curricular paths toward graduation in each subject area</p> <p>Continued strategic vertical planning with feeder schools to create effective registration processes</p>	<p>Expanded capability and support in using PowerBI with administration and instructional staff including ILS</p> <p>Continued allotment for Student Success Coach</p>	<p>A multitude of resources and avenues for student success are being used to support students toward graduation</p> <p>We will continue to seek ways to support student success in the classroom on the first attempt of a course for all students by improving Tier 1 instruction in addition to</p>

CHEROKEE HIGH SCHOOL SIP Impact Check
Document

		<p>Provided support for students using Edgenuity, CHOICE, department tutoring schedule, peer tutoring program, writing center, ISS restorative practices, and Academic Extension.</p> <p>Creation of classes in the master scheduling process for SY24-25 that support complete pathways and exposure to career readiness skills - expanded Workforce Ready to include an additional level and added Web Development pathway</p>			remediation and recovery options
	<p>Develop students' Career and Future Readiness by developing an understanding of student aptitudes, interests, and pathways to various future outcomes</p>	<p>YouScience aptitude tests were completed in Literature courses</p> <p>Utilization of Student Success coach to work with students in exploring interests and talents to connect to school</p> <p>Teachers provided 1-on-1 conversations with students about course recommendations for the 24-25 school year to prepare for registration</p> <p>CARES mentors and teachers continue to seek student interests to inform and communicate about future outcomes</p>	<p>Increase knowledge of all staff on markers for graduation, pathways and accelerated enrollment</p> <p>Create opportunities for TAA/homeroom teachers to discuss future possibilities based on student interests and aptitudes</p> <p>Increase use of the graduation team, expanding to generate feedback for future years</p>	<p>Guidance on best-use for TAA time or brainstorming with other schools on lessons</p>	
	<p>Continuation and growth of leadership opportunities for students and</p>	<p>There are over 50 opportunities for students to become involved in clubs and organizations including:</p> <ul style="list-style-type: none"> - Strive for 23 program identifies at-risk students and utilize 	<p>Funding and community partnerships for student needs and projects throughout campus.</p>		<p>CHS has a strong community of students and teachers who</p>

CHEROKEE HIGH SCHOOL SIP Impact Check
Document

	<p>staff through clubs and organizations for students and committees and extracurricular involvement for staff.</p>	<p>relationships and mentoring opportunities</p> <ul style="list-style-type: none"> - SALT – Student Athletic Leadership - First Generation Club – Future Focus Fair - Warrior Collective, partnership with MUST - 44 clubs <p>Administration worked to streamline all the facets of the CARES program umbrella</p> <p>TLA/SLA/Athletic SLA nominees and projects</p> <p>Creation of Teacher Wellness Ambassador and the Warrior Wellness program that includes weekly wellness tips and activities to bring community among staff members. The latest events were a Pick ‘Em tournament, lunch, and holiday movie event with snacks/drinks.</p> <p>We continue to celebrate the passing of World Class Warriors titles among staff:</p> <ul style="list-style-type: none"> - Instructional Excellence - Community Engagement - Collaborative Excellence - Athletic/Extracurricular Excellence - First Year Teacher Excellence - Support Staff Excellence 			<p>want to be involved.</p> <p>A special thanks goes out to PTSA for granting \$500 toward our teacher wellness program.</p> <p>Our CARES umbrella will serve well with the district’s focus on MTSS for the future years</p>
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