

**Churchill County School District**  
**Churchill County High School**  
**2025-2026 School Improvement Plan**

# Demographics & Performance Information

## Nevada Report Card

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 [\(Add a link to the school's School Rating Report.\)](#)

# Table of Contents

Comprehensive Needs Assessment .....	4
Student Success .....	4
Adult Learning Culture .....	7
Connectedness .....	10
Priority Problem Statements .....	13
Comprehensive Needs Assessment Data Documentation .....	14
Inquiry Areas .....	16
Inquiry Area 1: Student Success .....	16
Inquiry Area 2: Adult Learning Culture .....	21
Inquiry Area 3: Connectedness .....	26
Community Outreach Activities .....	30

# Comprehensive Needs Assessment

## Student Success

### Student Success Areas of Strength

- **Strong Systems for Summative Data Collection:** CCHS effectively uses ACT, CTE, Science, and MAP Growth assessments to monitor academic progress in core content areas. This gives teachers and administrators data to drive instructional planning.
- **Establishing Use of Proficiency Scales:** Teachers are incorporating proficiency scales across some content areas, and efforts have been made to align them with classroom instruction and assessment.
- **Culture of Academic Ownership is Emerging:** Many students are beginning to self-assess their learning using scales and goal-setting strategies, especially in Science.
- **Focus on College & Career Readiness:** The ACT is on its way to be embedded into the academic culture, and pathways are offered to support students in meeting benchmarks.

### Student Success Areas for Growth

- **Inconsistent Formative Assessment Practices:** Not all teachers are consistently aligning daily checks for understanding to proficiency scales, limiting real-time adjustments to instruction.
- **Limited Student Metacognition:** While some students can explain their proficiency level, fewer can articulate specific next steps or how to use feedback to improve.
- **Gap in ACT Benchmark Achievement:** Current ACT results show that a significant portion of students are not yet meeting college and career readiness benchmarks in Math and Reading.
- **Variable MAP Growth Results:** Although MAP is used school-wide, only a portion of students demonstrate a full year's academic growth in both reading and math.

### Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	EL students often require scaffolds to fully access rigorous content and vocabulary embedded in both MAP and ACT assessments.	Expand targeted ELD supports aligned to content proficiency scales and implement integrated language supports within mainstream classes.

Student Group	Challenge	Solution
<b>Foster/Homeless</b>	High mobility and trauma-related challenges can lead to inconsistent attendance and limited academic progress.	Strengthen mentoring/student services relationships and provide academic recovery programs tailored to students with interrupted learning.
<b>Free and Reduced Lunch</b>	Economic barriers can impact access to learning materials, consistent internet, and tutoring or enrichment opportunities.	Ensure access to chromebooks, offline support materials, and academic intervention labs. Consider a school-based tutoring initiative or ACT prep support for these students.
<b>Migrant/Title1-C Eligible</b>	Migrant students may experience inconsistent academic continuity due to relocation and seasonal work schedules.	Establish a system to flag and monitor learning gaps early, and offer wraparound academic services through Title I-C resources in collaboration with district services.
<b>Racial/Ethnic Minorities</b>	Achievement gaps persist among some racial/ethnic subgroups, especially on standardized tests like ACT and MAP.	Disaggregate data by subgroup and monitor academic growth quarterly. Implement culturally responsive teaching practices and mentorship programs that reflect student diversity.
<b>Students with IEPs</b>	Students with IEPs often struggle with demonstrating proficiency on MAP and ACT due to curriculum access challenges and varied cognitive or behavioral needs.	Ensure general education and special education teachers are collaborating to align IEP goals with core content proficiency scales. Increase use of co-teaching and in-class supports utilizing UDL strategies.

### Problem Statements Identifying Student Success Needs

**Problem Statement 1 (Prioritized):** CCHS student achievement data indicates persistent gaps in college and career readiness, particularly in ACT Math and Reading and MAP Growth scores. Although proficiency scales are in place, not all students can explain their performance levels or articulate growth goals, limiting student agency and metacognitive engagement. These academic challenges are disproportionately experienced by English Learners, foster/homeless youth, students with IEPs, and students identified as economically disadvantaged or from racially/ethnically diverse backgrounds. Without targeted supports and equitable access to instruction aligned with proficiency-based learning, these students remain at risk of falling further behind.

**Critical Root Cause:** The primary root cause is inconsistent instructional alignment and differentiation, especially in how proficiency scales, assessments, and supports are used to meet the diverse academic needs of all learners. There is uneven teacher implementation of formative assessment practices tied to clear learning targets, particularly in classrooms with high populations of underserved students. Additionally, gaps in targeted interventions, culturally responsive instruction, and inclusive co-teaching practices further exacerbate disparities in growth and achievement for our most vulnerable student groups. Equity Challenges by Student Group English Learners Struggle to access rigorous grade-level content due to limited academic vocabulary support and lack of integrated scaffolds. Foster/Homeless Youth Experience interruptions in learning and low engagement due to trauma, mobility, and inconsistent access to stable academic support. Free/Reduced Lunch Eligible Face opportunity gaps in access to resources such as technology, tutoring, and test prep, which impact academic growth and readiness. Migrant/Title I-C Eligible Students Encounter interrupted schooling and limited opportunities for remediation or acceleration due to

mobility and seasonal constraints. Racial/Ethnic Minorities Demonstrate disproportionate underperformance on ACT/MAP due to gaps in culturally responsive pedagogy, academic mentorship, and connection to school identity. Students with IEPs Often lack access to instruction that is fully differentiated or aligned to their goals, leading to disconnects between IEP targets, grade-level expectations, and assessment measures.

# Adult Learning Culture

## Adult Learning Culture Areas of Strength

- **Established PLC Structures:** Monthly PLC meetings are in place, providing time for teacher collaboration focused on instruction, assessment, and student outcomes.
- **Teacher Buy-In for Growth:** Some of staff demonstrate openness to aligning their practice with the NEPF and Marzano's Highly Reliable Schools (HRS) framework.
- **Initial Proficiency Scale Development:** Most departments have developed basic proficiency scales tied to core standards, offering a foundation for instructional consistency.
- **Administrative Support:** Leadership actively encourages professional development and walkthroughs, providing both accountability and support for continuous improvement.

## Adult Learning Culture Areas for Growth

- **Inconsistent Implementation of Proficiency-Based Practices:** While scales exist, alignment between instruction, formative assessments, and student reflection remains uneven across departments, and grades are not being put in IC weekly.
- **Limited Differentiation Within PLCs:** PLC agendas often lack targeted learning based on teacher experience or student needs, resulting in generic rather than strategic collaboration.
- **Insufficient Evidence Collection:** Student work samples, survey data, and lesson plans are not consistently used as artifacts to inform PLC discussion or reflect HRS pillar growth.
- **Disconnect Between PD and Daily Practice:** Professional development is not always job-embedded, and follow-up on instructional shifts from PD sessions is limited.

## Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Teachers need more training on integrating language supports and scaffolds into core instruction across all content areas.	Targeted PLCs and PD on sheltered instruction (SIOP), academic language development, and asset-based EL strategies.
Foster/Homeless	Instructional practices often lack trauma-informed approaches or flexible structures that support students with disrupted learning.	PD in trauma-informed pedagogy and universal design for learning (UDL); shared instructional strategies across PLCs to support stability and predictability.

Student Group	Challenge	Solution
<b>Free and Reduced Lunch</b>	Teachers may not differentiate based on gaps in background knowledge, digital literacy, or resource access.	Cross-PLCs on equitable grading practices, access to offline supports, and enrichment opportunities regardless of home environment.
<b>Migrant/Title1-C Eligible</b>	Staff need strategies for quickly assessing and integrating mobile students who have missed prior instruction.	Collaborative PLC focus on rapid diagnostic tools, personalized learning plans, and welcome/onboarding academic protocols.
<b>Racial/Ethnic Minorities</b>	Teachers benefit from deeper understanding of how to implement culturally responsive instruction and bias mitigation.	Ongoing equity-focused PLC topics, PD in CRT (Culturally Responsive Teaching), and calibration of student expectations and classroom norms.
<b>Students with IEPs</b>	General education teachers sometimes lack confidence or clarity in co-teaching, accommodations, and goal alignment with proficiency scales.	Embedded SPED training within PLCs, co-teaching model support, UDL model, and aligned IEP goals with grade-level standards using vertical collaboration between GenEd and SPED staff.

### Problem Statements Identifying Adult Learning Culture Needs

**Problem Statement 1 (Prioritized):** While Churchill County High School has established professional learning communities (PLCs) and developed core proficiency scales, there is inconsistent implementation of aligned instructional practices across classrooms. This disconnect results in varied student experiences, particularly for English learners, students with IEPs, and those from historically underserved backgrounds. Many teachers lack the sustained support, targeted training, and differentiated professional learning needed to confidently align instruction, assessment, and reporting to clearly defined standards and outcomes.

**Critical Root Cause:** The primary root cause is a lack of systematic and job-embedded professional development that equips teachers to meaningfully integrate the five pillars of a highly reliable school into their daily practice. Although PLCs are in place, they are often not differentiated by need, lack clear accountability for instructional change, and do not consistently utilize data artifacts (e.g., student work, surveys, walkthroughs) to drive reflection and growth. Additionally, instructional collaboration across special education, English language development, and core content areas is limited, leading to inequitable learning environments for students who require the most support.

**Problem Statement 2 (Prioritized):** CCHS student achievement data indicates persistent gaps in college and career readiness, particularly in ACT Math and Reading and MAP Growth scores. Although proficiency scales are in place, not all students can explain their performance levels or articulate growth goals, limiting student agency and metacognitive engagement. These academic challenges are disproportionately experienced by English Learners, foster/homeless youth, students with IEPs, and students identified as economically disadvantaged or from racially/ethnically diverse backgrounds. Without targeted supports and equitable access to instruction aligned with proficiency-based learning, these students remain at risk of falling further behind.

**Critical Root Cause:** The primary root cause is inconsistent instructional alignment and differentiation, especially in how proficiency scales, assessments, and supports are used to meet the diverse academic needs of all learners. There is uneven teacher implementation of formative assessment practices tied to clear learning targets, particularly in classrooms with high populations of underserved students. Additionally, gaps in targeted interventions, culturally responsive instruction, and inclusive co-teaching practices further exacerbate disparities in growth and achievement for our most vulnerable student groups. Equity Challenges by Student Group English Learners Struggle to access rigorous grade-level content due to limited academic vocabulary support and lack of integrated scaffolds. Foster/Homeless Youth Experience interruptions in learning and low engagement due to trauma,

mobility, and inconsistent access to stable academic support. Free/Reduced Lunch Eligible Face opportunity gaps in access to resources such as technology, tutoring, and test prep, which impact academic growth and readiness. Migrant/Title I-C Eligible Students Encounter interrupted schooling and limited opportunities for remediation or acceleration due to mobility and seasonal constraints. Racial/Ethnic Minorities Demonstrate disproportionate underperformance on ACT/MAP due to gaps in culturally responsive pedagogy, academic mentorship, and connection to school identity. Students with IEPs Often lack access to instruction that is fully differentiated or aligned to their goals, leading to disconnects between IEP targets, grade-level expectations, and assessment measures.

# Connectedness

## Connectedness Areas of Strength

- **Student-Staff Relationships:** Many students report strong relationships with at least one adult at CCHS, fostering a baseline sense of belonging.
- **Cross-Curricular PLC Interest:** There is growing momentum and teacher interest in collaborating beyond content silos, especially among newer staff.
- **Professional Development Completion:** Staff engagement in Personal Professional Development (PPD) has been strong, with most completing required hours.
- **Student Ownership of Learning:** Students are increasingly aware of their performance levels through proficiency scales, especially in core areas where scales are consistently used.

## Connectedness Areas for Growth

- **Inconsistent Culture of Belonging:** Survey data shows that not all student subgroups feel equally heard, valued, or emotionally supported—especially students with IEPs, English learners, and racial/ethnic minorities.
- **Low Voice & Choice Structures:** Structures for students to share input or co-design learning experiences remain limited, particularly in whole-school and cross-curricular spaces.
- **Fragmented Staff Collaboration:** While PLCs exist, cross-curricular PLCs are still in early implementation and often lack structure or facilitation, limiting their impact on student experience and cohesion.
- **Lack of Shared Celebrations:** CCHS lacks consistent, school-wide rituals or traditions that celebrate academic and cultural diversity, which can contribute to feelings of invisibility for marginalized students.

## Connectedness Equity Resource Supports

Student Group	Challenge	Solution
<b>English Learners</b>	Limited culturally responsive instructional practices and peer interaction opportunities can isolate EL students.	Implement peer mentoring, bilingual outreach, and PD in culturally responsive teaching. Integrate visuals, sentence frames, and language scaffolds into all content areas.

Student Group	Challenge	Solution
<b>Foster/Homeless</b>	Students may lack stable adult relationships and experience emotional detachment from school.	Create seminar/homeroom support with a consistent adult mentor; ensure access to clothing, food, and mental health resources. Student services, Greenwave Closet.
<b>Free and Reduced Lunch</b>	Economic barriers reduce access to enrichment and extracurricular activities that foster belonging.	Provide free or subsidized participation in clubs, sports, and field trips. Include SEL lessons and community-building activities during the school day - supported/ driven by student services.
<b>Migrant/Title1-C Eligible</b>	Frequent mobility disrupts relationship-building and academic connectedness.	Use consistent onboarding practices, offer portable portfolios, and assign bilingual liaison support.
<b>Racial/Ethnic Minorities</b>	These students may not see themselves represented in curriculum, staffing, or celebrations.	Infuse identity-affirming curriculum, expand affinity spaces, and ensure diverse voices in school-wide events and decisions.
<b>Students with IEPs</b>	Some students feel stigmatized or disconnected from general education peers.	Provide inclusive instruction, co-taught environments, and promote self-advocacy using personalized learning plans linked to proficiency scales.

### Problem Statements Identifying Connectedness Needs

**Problem Statement 1 (Prioritized):** While Churchill County High School has foundational structures in place for student and staff connection, inconsistent implementation of belonging-centered practices has resulted in significant disparities in connectedness among subgroups. Students who are English Learners, foster/homeless, economically disadvantaged, racially/ethnically diverse, or receiving special education services report lower levels of safety, support, and inclusion in school-wide culture, reducing engagement and motivation. Additionally, limited cross-curricular collaboration and student voice initiatives weaken the sense of shared purpose and belonging across campus.

**Critical Root Cause:** CCHS lacks a systematic, equity-focused framework for fostering inclusive connectedness and collaboration across all learning and cultural spaces. Current efforts are fragmented and rely heavily on individual teacher initiative rather than school-wide expectations. Furthermore, professional learning and school structures have not yet fully prioritized culturally responsive practices, student agency, and adult collaboration across disciplines--limiting consistent opportunities for all students to feel valued, seen, and empowered.

**Problem Statement 2 (Prioritized):** CCHS student achievement data indicates persistent gaps in college and career readiness, particularly in ACT Math and Reading and MAP Growth scores. Although proficiency scales are in place, not all students can explain their performance levels or articulate growth goals, limiting student agency and metacognitive engagement. These academic challenges are disproportionately experienced by English Learners, foster/homeless youth, students with IEPs, and students identified as economically disadvantaged or from racially/ethnically diverse backgrounds. Without targeted supports and equitable access to instruction aligned with proficiency-based learning, these students remain at risk of falling further behind.

**Critical Root Cause:** The primary root cause is inconsistent instructional alignment and differentiation, especially in how proficiency scales, assessments, and supports are used to

meet the diverse academic needs of all learners. There is uneven teacher implementation of formative assessment practices tied to clear learning targets, particularly in classrooms with high populations of underserved students. Additionally, gaps in targeted interventions, culturally responsive instruction, and inclusive co-teaching practices further exacerbate disparities in growth and achievement for our most vulnerable student groups. Equity Challenges by Student Group English Learners Struggle to access rigorous grade-level content due to limited academic vocabulary support and lack of integrated scaffolds. Foster/Homeless Youth Experience interruptions in learning and low engagement due to trauma, mobility, and inconsistent access to stable academic support. Free/Reduced Lunch Eligible Face opportunity gaps in access to resources such as technology, tutoring, and test prep, which impact academic growth and readiness. Migrant/Title I-C Eligible Students Encounter interrupted schooling and limited opportunities for remediation or acceleration due to mobility and seasonal constraints. Racial/Ethnic Minorities Demonstrate disproportionate underperformance on ACT/MAP due to gaps in culturally responsive pedagogy, academic mentorship, and connection to school identity. Students with IEPs Often lack access to instruction that is fully differentiated or aligned to their goals, leading to disconnects between IEP targets, grade-level expectations, and assessment measures.

# Priority Problem Statements

**Problem Statement 1:** CCHS student achievement data indicates persistent gaps in college and career readiness, particularly in ACT Math and Reading and MAP Growth scores. Although proficiency scales are in place, not all students can explain their performance levels or articulate growth goals, limiting student agency and metacognitive engagement. These academic challenges are disproportionately experienced by English Learners, foster/homeless youth, students with IEPs, and students identified as economically disadvantaged or from racially/ethnically diverse backgrounds. Without targeted supports and equitable access to instruction aligned with proficiency-based learning, these students remain at risk of falling further behind.

**Critical Root Cause 1:** The primary root cause is inconsistent instructional alignment and differentiation, especially in how proficiency scales, assessments, and supports are used to meet the diverse academic needs of all learners. There is uneven teacher implementation of formative assessment practices tied to clear learning targets, particularly in classrooms with high populations of underserved students. Additionally, gaps in targeted interventions, culturally responsive instruction, and inclusive co-teaching practices further exacerbate disparities in growth and achievement for our most vulnerable student groups. Equity Challenges by Student Group English Learners Struggle to access rigorous grade-level content due to limited academic vocabulary support and lack of integrated scaffolds. Foster/Homeless Youth Experience interruptions in learning and low engagement due to trauma, mobility, and inconsistent access to stable academic support. Free/Reduced Lunch Eligible Face opportunity gaps in access to resources such as technology, tutoring, and test prep, which impact academic growth and readiness. Migrant/Title I-C Eligible Students Encounter interrupted schooling and limited opportunities for remediation or acceleration due to mobility and seasonal constraints. Racial/Ethnic Minorities Demonstrate disproportionate underperformance on ACT/MAP due to gaps in culturally responsive pedagogy, academic mentorship, and connection to school identity. Students with IEPs Often lack access to instruction that is fully differentiated or aligned to their goals, leading to disconnects between IEP targets, grade-level expectations, and assessment measures.

**Problem Statement 1 Areas:** Student Success - Adult Learning Culture - Connectedness

**Problem Statement 2:** While Churchill County High School has established professional learning communities (PLCs) and developed core proficiency scales, there is inconsistent implementation of aligned instructional practices across classrooms. This disconnect results in varied student experiences, particularly for English learners, students with IEPs, and those from historically underserved backgrounds. Many teachers lack the sustained support, targeted training, and differentiated professional learning needed to confidently align instruction, assessment, and reporting to clearly defined standards and outcomes.

**Critical Root Cause 2:** The primary root cause is a lack of systematic and job-embedded professional development that equips teachers to meaningfully integrate the five pillars of a highly reliable school into their daily practice. Although PLCs are in place, they are often not differentiated by need, lack clear accountability for instructional change, and do not consistently utilize data artifacts (e.g., student work, surveys, walkthroughs) to drive reflection and growth. Additionally, instructional collaboration across special education, English language development, and core content areas is limited, leading to inequitable learning environments for students who require the most support.

**Problem Statement 2 Areas:** Adult Learning Culture

**Problem Statement 3:** While Churchill County High School has foundational structures in place for student and staff connection, inconsistent implementation of belonging-centered practices has resulted in significant disparities in connectedness among subgroups. Students who are English Learners, foster/homeless, economically disadvantaged, racially/ethnically diverse, or receiving special education services report lower levels of safety, support, and inclusion in school-wide culture, reducing engagement and motivation. Additionally, limited cross-curricular collaboration and student voice initiatives weaken the sense of shared purpose and belonging across campus.

**Critical Root Cause 3:** CCHS lacks a systematic, equity-focused framework for fostering inclusive connectedness and collaboration across all learning and cultural spaces. Current efforts are fragmented and rely heavily on individual teacher initiative rather than school-wide expectations. Furthermore, professional learning and school structures have not yet fully prioritized culturally responsive practices, student agency, and adult collaboration across disciplines--limiting consistent opportunities for all students to feel valued, seen, and empowered.

**Problem Statement 3 Areas:** Connectedness

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Student Success

- College and career readiness data
- Criterion-Referenced Test in Mathematics
- Criterion-Referenced Test in Science
- CTE
- End-of-Unit Assessments
- Grades
- Graduation rates/GED/HiSET data
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- SAT, ACT, PSAT or ASPIRE
- Student Climate Survey, Student Voice
- Student failure and/or retention rates
- WIDA ACCESS for ELLs

## Adult Learning Culture

- Administrator evaluation
- Coaching Logs
- Communications data
- Evaluation(s) of professional development implementation and impact
- Lesson Plans
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Professional Development Agendas
- Professional development needs assessment data
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data
- Staff surveys and/or other feedback
- Student Climate Survey
- Teacher evaluation
- Walk-through data

## Connectedness

- Annual dropout rate data
- Attendance
- Behavior
- Community surveys and/or other feedback

- Completion rates and/or graduation rates data
- Dual credit College Prep
- Home Visits
- PBIS/MTSS data
- Tobacco, alcohol, and other drug-use data

# Inquiry Areas

## Inquiry Area 1: Student Success

### SMART Goal 1: SMART Goal:

By May 2026, CCHS will increase the percentage of students meeting ACT college and career readiness benchmarks in Math, and Reading by 10%, and will improve MAP Growth scores in Reading and Math by showing at least one year's academic growth for 70% of students. Additionally, 80% of students will be able to use and explain their proficiency scales, identify their current performance level, and articulate their next steps in learning.

Rationale:  
Using MAP Growth and ACT as our primary academic indicators allows CCHS to monitor student progress and readiness over time. Embedding student ownership through proficiency scales fosters metacognitive awareness and motivation. Connecting formative and summative assessments directly to those scales ensures students know how classroom performance links to larger college and career goals.

### Aligns with District Goal

#### Formative Measures: MAP Growth Interim Assessments (2x/year: Fall & Spring)

Track growth in Math and Reading for each student.  
Identify students not on track for one year's growth.  
Use data in PLCs to adjust instruction and interventions.

#### Proficiency Scale Checks & Student Reflections (Monthly/Unit-based)

Students complete reflection/data sheets identifying their current level, next steps, and evidence of learning.  
Teachers track student ability to articulate performance on a 4-point scale in at least two core subjects.  
Admin team conducts random student interviews quarterly to verify understanding and ownership and with monthly data meetings.

#### Classroom-Based Formative Assessments

Exit tickets, quizzes, writing tasks, and performance tasks aligned to proficiency scales.  
Data used to drive Tier 1 differentiation and identify needs for Tier 2 support.  
PLCs and data meetings to analyze patterns of performance and adjust instruction accordingly.

#### Progress Monitoring Logs (MTSS)

Students receiving interventions have progress monitored biweekly.  
Tied to proficiency targets and MAP strands.  
Reports used during RTI/MTSS team meetings.

#### College and Career Readiness Tracking

ACT Practice Benchmarks  
Use PreACT (if available), ACT Academy, or other practice exams in Fall and Winter.  
Track Reading and Math subscore performance against benchmark goals.

Adjust academic support for bubble students (just below benchmark).

**ACT Boot Camps & Targeted Tutoring Logs**

Track student participation in ACT prep interventions.  
Pre/post data collected to monitor impact on readiness levels.

**Student Ownership of Learning**

Student Goal Setting and Progress data/Journals (Quarterly)  
Each student sets learning goals based on assessment proficiency scale data.  
Reflection prompts used during seminar or content classes.  
Teacher advisors check for goal alignment and growth over time.

**Student-Led Conferences or Data Chats**

Occur 2x - 1st semester & 2nd Semester  
Students explain progress and connect it to class performance and next steps.  
Scales/Rubrics used to measure clarity, ownership, and action planning.

Improvement Strategy 1 Details				Reviews			
<b>Improvement Strategy 1:</b> Implement a Schoolwide Proficiency Scale Monitoring System with Monthly Reflection and Formative Data Collection Cycles				Status Check			EOY Reflection
				Nov	Jan	Mar	June
				<b>Action #</b>	<b>Actions for Implementation</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>
1	Develop and distribute student-friendly proficiency scale templates. Each core department adapts district proficiency scales into accessible versions for student reflection and use.	Admin, Teachers, support staff	End of August 2025				
2	Train staff on embedding scales into daily instruction and formative assessments Include during August PD, PLCs, and monthly follow-up training (Tier 1 focus). Model instructional alignment to scales.	Admin, Teachers, Department Leads, student support services	August-May				
3	Implement monthly student reflection/data tracking in core content classes Students use data trackers and reflection sheets to identify their level, evidence, and next steps in at least 2 subjects.	Admin, student, teachers, department leads, student support services	August-May (monthly)				
4	Launch quarterly student ownership audits	Admin	October, January, March, May				
5	Track formative assessment performance in PLC data cycles Teachers submit exit ticket or quiz analysis tied to scales monthly. PLCs adjust Tier 1 & Tier 2 support.	Department leads, teachers, student support services	August-May (monthly)				

Action #	Actions for Implementation	Person(s) Responsible	Timeline
6	Train student leaders for Student-Led Conferences (2x/year). Implement rubric for student ownership, clarity, and goal connection. Host practice run-throughs in Seminar.	Students, teachers, admin, student support services	October & March

**Position Responsible:** Admin Team: Principal, Assistant Principals PLC Leads & Instructional Coaches: Department collaboration and fidelity checks Counselors & MTSS Team: Monitor academic support tracking Classroom Teachers: Implement scale-aligned instruction, formative assessments, and student reflection cycles Students: Track goals, engage in reflections and data chats Student Advisory Team: Help model student-led conference expectations

**Resources Needed:** Student-Friendly Proficiency Scale Templates  
Translated into accessible language for students in all core content areas.  
Reflection/Data Tracking Sheets (digital & print)  
Tools for students to set goals, track performance levels, and write reflections. Can be housed in Google Drive or binders.  
Scale-Aligned Formative Assessment Bank  
Quizzes, exit tickets, writing prompts, etc., aligned to proficiency levels. Shared within departments via PLC folders.  
MAP Growth Data Access and Analysis Tools  
Admin and teacher dashboards from NWEA. Training in interpreting RIT bands and growth projections.  
ACT Practice Tools  
ACT Academy access, PreACT resources, benchmark breakdowns, and targeted subskill materials.  
Student-Led Conference Rubrics  
Clear rubrics for students to reflect, present growth, and plan next steps.

**Schoolwide and Targeted Assistance Title I Elements:**

2.4, 2.5, 2.6, 4.1, 4.2

**Evidence Level**

Level 1: Strong: Visible learning 1.6 zone of Desired Effects.

**Problem Statements/Critical Root Cause:** Student Success 1 - Adult Learning Culture 2 - Connectedness 2

**SMART Goal 1 Problem Statements:**

## Student Success

**Problem Statement 1:** CCHS student achievement data indicates persistent gaps in college and career readiness, particularly in ACT Math and Reading and MAP Growth scores. Although proficiency scales are in place, not all students can explain their performance levels or articulate growth goals, limiting student agency and metacognitive engagement. These academic challenges are disproportionately experienced by English Learners, foster/homeless youth, students with IEPs, and students identified as economically disadvantaged or from racially/ethnically diverse backgrounds. Without targeted supports and equitable access to instruction aligned with proficiency-based learning, these students remain at risk of falling further behind. **Critical Root Cause:** The primary root cause is inconsistent instructional alignment and differentiation, especially in how proficiency scales, assessments, and supports are used to meet the diverse academic needs of all learners. There is uneven teacher implementation of formative assessment practices tied to clear learning targets, particularly in classrooms with high populations of underserved students. Additionally, gaps in targeted interventions, culturally responsive instruction, and inclusive co-teaching practices further exacerbate disparities in growth and achievement for our most vulnerable student groups. Equity Challenges by Student Group English Learners Struggle to access rigorous grade-level content due to limited academic vocabulary support and lack of integrated scaffolds. Foster/Homeless Youth Experience interruptions in learning and low engagement due to trauma, mobility, and inconsistent access to stable academic support. Free/Reduced Lunch Eligible Face opportunity gaps in access to resources such as technology, tutoring, and test prep, which impact academic growth and readiness. Migrant/Title I-C Eligible Students Encounter interrupted schooling and limited opportunities for remediation or acceleration due to mobility and seasonal constraints. Racial/Ethnic Minorities Demonstrate disproportionate underperformance on ACT/MAP due to gaps in culturally responsive pedagogy, academic mentorship, and connection to school identity. Students with IEPs Often lack access to instruction that is fully differentiated or aligned to their goals, leading to disconnects between IEP targets, grade-level expectations, and assessment measures.

## Adult Learning Culture

**Problem Statement 2:** CCHS student achievement data indicates persistent gaps in college and career readiness, particularly in ACT Math and Reading and MAP Growth scores. Although proficiency scales are in place, not all students can explain their performance levels or articulate growth goals, limiting student agency and metacognitive engagement. These academic challenges are disproportionately experienced by English Learners, foster/homeless youth, students with IEPs, and students identified as economically disadvantaged or from racially/ethnically diverse backgrounds. Without targeted supports and equitable access to instruction aligned with proficiency-based learning, these students remain at risk of falling further behind. **Critical Root Cause:** The primary root cause is inconsistent instructional alignment and differentiation, especially in how proficiency scales, assessments, and supports are used to meet the diverse academic needs of all learners. There is uneven teacher implementation of formative assessment practices tied to clear learning targets, particularly in classrooms with high populations of underserved students. Additionally, gaps in targeted interventions, culturally responsive instruction, and inclusive co-teaching practices further exacerbate disparities in growth and achievement for our most vulnerable student groups. Equity Challenges by Student Group English Learners Struggle to access rigorous grade-level content due to limited academic vocabulary support and lack of integrated scaffolds. Foster/Homeless Youth Experience interruptions in learning and low engagement due to trauma, mobility, and inconsistent access to stable academic support. Free/Reduced Lunch Eligible Face opportunity gaps in access to resources such as technology, tutoring, and test prep, which impact academic growth and readiness. Migrant/Title I-C Eligible Students Encounter interrupted schooling and limited opportunities for remediation or acceleration due to mobility and seasonal constraints. Racial/Ethnic Minorities Demonstrate disproportionate underperformance on ACT/MAP due to gaps in culturally responsive pedagogy, academic mentorship, and connection to school identity. Students with IEPs Often lack access to instruction that is fully differentiated or aligned to their goals, leading to disconnects between IEP targets, grade-level expectations, and assessment measures.

## Connectedness

**Problem Statement 2:** CCHS student achievement data indicates persistent gaps in college and career readiness, particularly in ACT Math and Reading and MAP Growth scores. Although proficiency scales are in place, not all students can explain their performance levels or articulate growth goals, limiting student agency and metacognitive engagement. These academic challenges are disproportionately experienced by English Learners, foster/homeless youth, students with IEPs, and students identified as economically disadvantaged or from racially/ethnically diverse backgrounds. Without targeted supports and equitable access to instruction aligned with proficiency-based learning, these students remain at risk of falling further behind. **Critical Root Cause:** The primary root cause is inconsistent instructional alignment and differentiation, especially in how proficiency scales, assessments, and supports are used to meet the diverse academic needs of all learners. There is uneven teacher implementation of formative assessment practices tied to clear learning targets, particularly in classrooms with high populations of underserved students. Additionally, gaps in targeted interventions, culturally responsive instruction, and inclusive co-teaching practices further exacerbate disparities in growth and achievement for our most vulnerable student groups. Equity Challenges by Student Group English Learners Struggle to access rigorous grade-level content due to limited academic vocabulary support and lack of integrated scaffolds. Foster/Homeless Youth Experience interruptions in learning and low engagement due to trauma, mobility, and inconsistent access to stable academic support. Free/Reduced Lunch Eligible Face opportunity gaps in access to resources such as technology, tutoring, and test prep, which impact academic growth and readiness. Migrant/Title I-C Eligible Students Encounter interrupted schooling and limited opportunities for remediation or acceleration due to mobility and seasonal constraints. Racial/Ethnic Minorities Demonstrate disproportionate underperformance on ACT/MAP due to gaps in culturally responsive pedagogy, academic mentorship, and connection to school identity. Students with IEPs Often lack access to instruction that is fully differentiated or aligned to their goals, leading to disconnects between IEP targets, grade-level expectations, and assessment measures.

## **Inquiry Area 2: Adult Learning Culture**

### **SMART Goal 1: SMART Goal:**

By May 2026, 100% of CCHS teachers will participate in monthly PLC meetings focused on alignment between instruction, assessments, and proficiency scales. At least 90% of teachers will demonstrate growth on the five pillars of a highly reliable schools:

Safe, Supportive, and Collaborative Culture

Effective Teaching in Every Classroom

Guaranteed and Viable Curriculum

Standards-Referenced Reporting

Competency-Based Education

and all core-content assessments will be aligned to clearly articulated proficiency scales, evidenced by teacher lesson plans, student work samples, student surveys, observations, and walkthrough data.

Rationale:

Empowering teachers to lead their own professional growth through structured PLCs, connected to NEPF and aligned assessments, reinforces instructional coherence. When teachers intentionally connect instruction to proficiency scales, students receive consistent, focused instruction that drives deeper learning and measurable outcomes--especially on the ACT and MAP assessments.

#### **Aligns with District Goal**

**Formative Measures:** PLC Attendance Logs (Monthly)

Document 100% teacher participation in scheduled PLCs.

Use sign-ins and facilitator reports to monitor consistency and engagement.

PLC Meeting Agendas & Artifacts

Collect evidence of agenda items focused on proficiency scale alignment, assessment review, and data-driven instruction.

Track the number of meetings incorporating MAP/ACT data review.

PLC Self-Assessment Surveys (Quarterly)

Teachers reflect on the effectiveness of their PLC work and its impact on instruction.

Use responses to adjust support and structures.

Instructional Alignment and Curriculum Coherence

Proficiency Scale-to-Assessment Audit 2x

School leadership conducts a review of core-content assessments to ensure 100% are explicitly aligned to proficiency scales.

Alignment verified through teacher-submitted lesson plans and assessment blueprints.

Student Work Samples and Performance Evidence (Quarterly)

Teachers submit samples showing student use of proficiency scales.

Review consistency between expectations, scoring, and student understanding. Assessments correlating with Scales.

Walkthroughs and Instructional Rounds (Ongoing)

Admin and leadership team collect data using a walkthrough tool focused on:

Evidence of scale use in instruction

Learning targets posted and referenced  
 Student engagement with success criteria  
 Trends shared during faculty meetings or coaching sessions.  
 Professional Growth on HRS Pillars  
 Teacher Growth Reflections on HRS Pillars (November, January, March, May  
 Teachers self-rate and reflect on progress in the five HRS areas.  
 Responses reviewed for individual and collective growth patterns.

NEPF-aligned Coaching & Observation Notes  
 Evidence of instructional alignment to HRS and NEPF domains:  
 Standards-aligned instruction  
 Student ownership  
 Data-informed adjustments  
 Used for formative feedback and goal-setting conversations.

Professional Learning Logs  
 Teachers track participation in PD sessions aligned to HRS pillars (e.g., standards-based grading, collaborative culture, competency-based learning).  
 Logs monitored for completion and impact discussions during evaluation meetings.

Improvement Strategy 1 Details	Reviews	
<b>Improvement Strategy 1:</b> Establish and sustain monthly PLCs aligned to High Reliability Schools (HRS) pillars to increase instructional alignment, coherence, and teacher leadership capacity.	<b>Status Check</b>	<b>EOY Reflection</b>

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Facilitate monthly Professional Learning Communities (PLCs) in all departments that are focused on: Aligning instruction and assessments to clearly articulated proficiency scales. Reflecting on student performance data (MAP, ACT, formative data). Embedding HRS pillars into instructional planning and practice. Strengthening collaborative team culture and collective teacher efficacy. Each PLC will follow a structured agenda and use shared protocols that emphasize: Review of student work tied to scales. Reflection on teacher implementation of scales. Identification of Tier 1 instructional adjustments. Planning of Tier 2 supports where needed.	Principal - Oversight and integration of PLC focus with schoolwide instructional goals and HRS levels. Assistant Principals - Monitor PLC implementation, conduct walkthroughs, and collect instructional data aligned to HRS. Department Chairs / PLC Leads - Facilitate monthly PLCs using the HRS-aligned protocol, submit artifacts and logs. Instructional Coaches - Provide support on proficiency scale use, model alignment strategies, and co-lead collaborative sessions. All Teachers - Participate in PLCs, implement feedback, bring student work samples, and align assessments and instruction.	August 2025 Train PLC leads, revise PLC protocols to reflect HRS framework and SMART goal. Create monitoring tools for participation, agendas, artifacts. September 2025 Launch monthly PLC cycle. First PLC focuses on unpacking the HRS pillars, especially curriculum and assessment alignment. Baseline teacher HRS self-assessment collected. October 2025 - April 2026 Continue monthly PLCs. Rotate focus between scales, assessments, student work, data review, and tiered instruction. Admin/coach walkthroughs aligned to HRS indicators. Quarterly (Nov, Jan, Mar, May) Collect PLC reflection surveys. Audit proficiency-scale alignment through lesson plans, assessments, and work samples. May 2026 Final HRS self-assessment, PLC survey, and artifact collection. Celebrate and showcase progress at final faculty meeting.

Nov	Jan	Mar	June
In progress	No review	No review	

**Position Responsible:** Admin- Oversight and integration of PLC focus.

**Resources Needed:** Trained PLC Leads/Department Chairs

- Facilitation training (aligned to HRS pillars & PLC protocols)
- Dedicated time for agenda planning and reflection

Instructional Coaches

- Provide modeling, planning support, and scale-alignment guidance

Administrative Team

- Conduct walkthroughs, gather observation data, and lead coaching conversations

Data Support Staff or Analyst (if available)

- Help disaggregate MAP, ACT, and formative data for PLC use

High Reliability Schools Framework Resources

- HRS books or Marzano HRS Institute materials
- HRS rubrics and self-assessment tools for staff

<p>NEPF-Aligned Coaching &amp; Reflection Tools</p> <ul style="list-style-type: none"> <li>- NEPF domain observation templates</li> <li>- Teacher reflection journals or forms connected to HRS pillars</li> </ul> <p>PLC Protocols &amp; Templates</p> <ul style="list-style-type: none"> <li>- Shared digital folders with meeting agenda templates, student work analysis protocols, reflection forms</li> </ul> <p>Collaboration Tools</p> <ul style="list-style-type: none"> <li>- Google Workspace (Docs, Forms, Sheets for PLCs)</li> <li>- Shared Drive for storing lesson plans, student samples, and PLC minutes</li> <li>- Data tracking tools (e.g., EduClimber, Illuminate, or custom Google Sheets)</li> </ul> <p>Survey Tools</p> <ul style="list-style-type: none"> <li>- Google Forms, Panorama, or SurveyMonkey for quarterly teacher self-assessments</li> </ul> <p>Data Dashboards</p> <ul style="list-style-type: none"> <li>- Access to MAP Growth, ACT subscore, and classroom formative assessment results.</li> </ul> <p>Proficiency Scales (Updated and Aligned)</p> <ul style="list-style-type: none"> <li>- Hard copies and digital versions available for core content areas</li> <li>- Scale-to-assessment alignment checklists or audit tools</li> </ul> <p>Assessment Blueprints and Rubrics</p> <ul style="list-style-type: none"> <li>- Guides for aligning assessments directly to scales</li> <li>- Templates for common formative assessments across courses</li> </ul> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 4.1, 4.2</p> <p><b>Evidence Level</b> Level 1: Strong: Hattie's research on teacher clarity, teacher credibility, and collective teacher efficacy</p> <p><b>Problem Statements/Critical Root Cause:</b> Adult Learning Culture 1 - Connectedness 1</p>				
---	--	--	--	--

**SMART Goal 1 Problem Statements:**

<p><b>Adult Learning Culture</b></p> <p><b>Problem Statement 1:</b> While Churchill County High School has established professional learning communities (PLCs) and developed core proficiency scales, there is inconsistent implementation of aligned instructional practices across classrooms. This disconnect results in varied student experiences, particularly for English learners, students with IEPs, and those from historically underserved backgrounds. Many teachers lack the sustained support, targeted training, and differentiated professional learning needed to confidently align instruction, assessment, and reporting to clearly defined standards and outcomes. <b>Critical Root Cause:</b> The primary root cause is a lack of systematic and job-embedded professional development that equips teachers to meaningfully integrate the five pillars of a highly reliable school into their daily practice. Although PLCs are in place, they are often not differentiated by need, lack clear accountability for instructional change, and do not consistently utilize data artifacts (e.g., student work, surveys, walkthroughs) to drive reflection and growth. Additionally, instructional collaboration across special education, English language development, and core content areas is limited, leading to inequitable learning environments for students who require the most support.</p>
---

## Connectedness

**Problem Statement 1:** While Churchill County High School has foundational structures in place for student and staff connection, inconsistent implementation of belonging-centered practices has resulted in significant disparities in connectedness among subgroups. Students who are English Learners, foster/homeless, economically disadvantaged, racially/ethnically diverse, or receiving special education services report lower levels of safety, support, and inclusion in school-wide culture, reducing engagement and motivation. Additionally, limited cross-curricular collaboration and student voice initiatives weaken the sense of shared purpose and belonging across campus. **Critical Root Cause:** CCHS lacks a systematic, equity-focused framework for fostering inclusive connectedness and collaboration across all learning and cultural spaces. Current efforts are fragmented and rely heavily on individual teacher initiative rather than school-wide expectations. Furthermore, professional learning and school structures have not yet fully prioritized culturally responsive practices, student agency, and adult collaboration across disciplines--limiting consistent opportunities for all students to feel valued, seen, and empowered.

### **Inquiry Area 3: Connectedness**

**SMART Goal 1:** By May 2026, CCHS will increase school-wide connectedness among students and staff by implementing intentional structures that foster collaboration, voice, and belonging. This will be measured by:

a 10% increase in student survey responses indicating they feel safe, supported, heard, and connected;

an 85% teacher participation rate in cross-curricular PLC collaboration;

a 100% completion rate of Personal Professional Development (PPD) hours by staff;

and the successful delivery of at least two all-staff professional development sessions per semester focused on student engagement, relationship-building, and instructional alignment.

Additionally, 80% of students will be able to explain their current level on a proficiency scale and identify specific growth goals in at least two core academic areas.

#### **Rationale:**

Academic and emotional connectedness are deeply intertwined. When students understand their learning progress and feel supported both academically and socially, they are more likely to engage and thrive. Building teacher capacity through professional development, PLCs, and cross-curricular collaboration strengthens our instructional (communication, Content, and culture) model and reinforces a sense of shared purpose. When students see themselves reflected in the school community and empowered in their learning journey, school becomes a place of purpose, identity, and connection.

#### **Aligns with District Goal**

**Formative Measures:** Student Survey Results (Baseline (fall) & Spring 2026)  
Measure student perception of safety, support, belonging, and voice.

Target: 10% increase in positive responses compared to baseline (2024-25).

Student Focus Groups or Interviews (Twice a Year)

Conducted by counselors or leadership teams to gather deeper insight into student experiences, voice, and needs.

Include representation from diverse student groups and grade levels.

Student Proficiency Scale Reflections (Quarterly)

80% of students complete written or digital reflections identifying their current level on a proficiency scale in at least two core subjects and set academic growth goals.

Reflections reviewed by teachers and used in student-led conferences or goal-setting.

Teacher Collaboration and Professional Learning

Cross-Curricular PLC Meeting Logs (Monthly)

Track attendance, discussion topics, and shared goals/projects.

Target: 85% of teachers participating in at least one cross-curricular PLC per quarter.

Personal Professional Development (PPD) Logs (Quarterly Review)

Staff complete personalized PPD trackers showing growth activities aligned to school initiatives (e.g., equity, instructional strategies, content integration).  
 Target: 100% of staff complete required PPD hours by end of school year.

**PLC and PD Reflections (Post-Session)**

Exit tickets or digital forms after each all-staff PD and cross-curricular PLC to reflect on usefulness and implementation of strategies.  
 Trends inform future PD topics and coaching.

**Staff Engagement and Instructional Culture**

Staff Participation in All-Staff PDs (at least Twice Per Semester)

Document attendance and engagement in at least two all-staff PDs each semester focused on:

Relationship-building

Student engagement

Instructional alignment

Walkthrough and Observation Notes (Ongoing)

Leadership team observes for evidence of:

Student use of proficiency scales

Culturally responsive practices

Relationship-building strategies

Academic goal-setting conversations

Teacher Surveys on School Culture (Fall & Spring)

Monitor perceptions of collaboration, voice, and belonging among staff.

Results compared year-to-year to track growth.

Student and Family Engagement

Extracurricular Participation Logs or add into surveys (Semesterly)

Track student involvement in clubs, athletics, and school-sponsored events.

Used to identify participation gaps and expand access.

**Event Participation & Feedback Forms (Ongoing)**

Collect data from students and families during/after events like exhibitions, family nights, and assemblies.

Use feedback to tailor future engagement efforts.

Improvement Strategy 1 Details				Reviews			
<b>Improvement Strategy 1:</b> Implement Cross-Curricular PLCs & Student Voice Structures to Promote Belonging and Engagement				Status Check			EOY Reflection
				Nov	Jan	Mar	June
				<b>Action #</b>	<b>Actions for Implementation</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>
1	Establish monthly cross-curricular PLCs focused on student engagement, relationship-building, and instructional culture.	Principal, Assistant Principal, PLC Leads	Launch: August 2025 Ongoing: Monthly				
2	Develop and distribute a PLC calendar, agendas, and shared tracking templates.	Admin Team	August 2025				

Action #	Actions for Implementation	Person(s) Responsible	Timeline
3	Train PLC facilitators on HRS Level 1 strategies, including protocols for collaborative culture and student-centered focus.	Admin Team/ Instructional Coaches	August-September 2025
4	Facilitate quarterly student-led conferences focused on proficiency scale reflection and growth goal setting.	Core Content Teachers, Seminar Teachers	October 2025, January 2026, March 2026, May 2026
5	Administer baseline student culture surveys (fall) and follow-up (spring) to measure safety, support, and voice.	Support Services team, Admin Team	September 2025 & April 2026
6	Conduct two student focus groups with diverse representation to guide adjustments and improve inclusion	Support Services team, Student Council Advisor	November 2025 & March 2026
7	Ensure all staff complete Personalized Professional Development (PPD) aligned to engagement and inclusion strategies	Staff (self-monitored), Admin (review logs)	September 2025 - May 2026
8	Host at least two all-staff PDs per semester on relationship-building, engagement, and culturally responsive teaching.	Principal, Admin Team, Outside Trainers	Fall & Spring Semesters
9	Analyze walkthrough data and student work samples to track implementation of connectedness strategies and scale usage.	Admin Team, Instructional Coaches	Ongoing: September-May
10	Share successes and challenges at faculty meetings to build collective efficacy and a culture of continuous improvement.	Principal, PLC Leads	Monthly
11	Host kick-off family/school event	All	August

**Position Responsible:** Admin Team oversight and lead in focus

**Resources Needed:** Budget for family nights, cultural events, or showcases that promote belonging

Materials and incentives for student engagement events (e.g., snacks, prizes, transportation)

Communication tools/platforms to increase accessibility (ParentSquare, Remind, etc.)

Collaboration with community partners for events or outreach (e.g., Fallon Youth Center, NAS Fallon).

Chromebooks or devices for student surveys and digital reflections

Online goal-tracking or journal platforms (e.g., Google Docs, Seesaw, Schoology)

Printing supplies for proficiency scales, visual data trackers, and student-led conference materials

Projector and presentation tools for PD and student showcases.  
Templates for:

Student proficiency scale reflections

Student-led conference planning and rubrics

Growth goal-setting logs

Survey instruments (e.g., Panorama, Google Forms) for school connectedness

Focus group protocols and facilitator guides

Translation support for family feedback and surveys (for EL and migrant families).  
HRS Level 1 Training Modules (Safe, Supportive, and Collaborative Culture)

Professional development sessions on:

Building relational capacity

Culturally responsive teaching

Student voice and empowerment strategies

External consultants or facilitators for PD on school culture and engagement

Substitute coverage or stipends for staff attending PD sessions outside contract hours.

**Schoolwide and Targeted Assistance Title I Elements:**

2.5, 2.6, 4.1, 4.2

**Evidence Level**

Level 1: Strong: Hattie's research on teacher clarity, teacher credibility, and collective teacher efficacy

**Problem Statements/Critical Root Cause:** Connectedness 1

**SMART Goal 1 Problem Statements:**

**Connectedness**

**Problem Statement 1:** While Churchill County High School has foundational structures in place for student and staff connection, inconsistent implementation of belonging-centered practices has resulted in significant disparities in connectedness among subgroups. Students who are English Learners, foster/homeless, economically disadvantaged, racially/ethnically diverse, or receiving special education services report lower levels of safety, support, and inclusion in school-wide culture, reducing engagement and motivation. Additionally, limited cross-curricular collaboration and student voice initiatives weaken the sense of shared purpose and belonging across campus. **Critical Root Cause:** CCHS lacks a systematic, equity-focused framework for fostering inclusive connectedness and collaboration across all learning and cultural spaces. Current efforts are fragmented and rely heavily on individual teacher initiative rather than school-wide expectations. Furthermore, professional learning and school structures have not yet fully prioritized culturally responsive practices, student agency, and adult collaboration across disciplines--limiting consistent opportunities for all students to feel valued, seen, and empowered.

# Community Outreach Activities

Activity	Lesson Learned
2025/2026 - CCHS open house	Our logistics this year were not well planned, which made it difficult for parents to visit all classrooms. Next year, we will distribute classrooms more evenly across the campus to improve accessibility.
Churchill Champions September, October, and November - this is done monthly. This is where we host student recognition. Parents, teachers, and students are invited	We hold this in the mornings before school starts so parents can come and see their child recognized by teachers. We need more teacher participation, so instead of trying to recognize students just in the morning - recognize throughout the day, we will record recognitions to share on Facebook and play during the breakfast
2025/2026 October - Parent/Teacher student led conferences (60% family attendance)	Revise the student and teacher expectations to include more detail on both employability and academic skills, as well as guidelines for teacher feedback to students.
2025/2026 CTE advisory Monthly meetings (September, October, November) - Community stakeholders	Create and initiate a strategic plan with a narrower focus on work readiness and CTE, as the current vision is too broad.
2025/2026 Career Fair (November).	Hold a pre-meeting with vendors, particularly those in trades, to establish partnerships that support and align with our goals and initiatives.