

Clark County School District

Cheyenne HS

2025-2026 Status Checks with Notes



District Approval Date: February 10, 2026

Mission Statement

Purpose/Cause/Passion: To enrich the quality of life of our students.

Cheyenne HS uses a Vision/Traction Organizer to fully express it's mission to the community. You can find that [here](#).

Vision

Our Niche: Providing educational experiences so every student can thrive.

Cheyenne HS uses a Vision/Traction Organizer to fully express it's vision to the community. You can find that [here](#).

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 https://nevadareportcard.nv.gov/DI/nv/clark/cheyenne_high_school/nspf/

Table of Contents

Inquiry Areas 4

 Inquiry Area 1: Student Success 4

 Inquiry Area 2: Adult Learning Culture 10

 Inquiry Area 3: Connectedness 12

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percentage of students scoring above the 60th percentile in math from 32% (Spring 2025) to 37% (Spring '26) as measured by MAP Growth Assessments. Increase the percentage of students scoring above the 60th percentile in reading from 28% (Spring 2025) to 33% (Spring '26).

Aligns with District Goal

Formative Measures: MAP Growth Assessment Data
Classroom observations
PLC observations

Improvement Strategy 1 Details	Reviews
<p>Improvement Strategy 1: 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 through the use of common end-of-quarter summative assessments.</p> <p>Position Responsible: Principal and Assistant Principals</p> <p>Resources Needed: Common preparatory periods included in the development of the master schedule. Substitutes to cover teacher classes allowing for participation in Professional Learning through contractual days. Regularly scheduled professional learning during contractual hours.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Evidence Level</p> <p>Problem Statements/Critical Root Cause: Student Success 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned Instruction is being planned based on the CCSD Pacing Guides. Assessments are not aligned with the standards, DOK, success criteria, etc.</p> <p>October Next Steps/Need Tier 1 material assessments should be reevaluated to ensure alignment and rigor are present. All involved need to be aware of the level of rigor being implemented in class.</p> <p>Feb: In progress</p> <p>February Lessons Learned PLCs have helped standardize expectations for the use of Tier 1 materials. Rigor is not consistently built through the instructional pathways. Teachers are too focused on the task within the Tier 1 materials rather than on the standard being taught.</p> <p>February Next Steps/Need PLCs need to be modified to include time for departments to vertically align the standards, skills, and success criteria being taught throughout the pathway.</p> <p>June: Correct</p> <p>June Lessons Learned Progress monitoring and ACT scores indicate that student achievement in ELA is outpacing math. PLCs must focus on planning together each week.</p> <p>June Next Steps/Need The PLC process must be revised to focus efforts on responding to the needs of students each week. Waiting to respond to data at the end of the quarter is too late.</p>

Improvement Strategy 2 Details	Reviews
<p>Improvement Strategy 2: 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.</p> <p>Position Responsible: Principal, Assistant Principal</p> <p>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</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Evidence Level</p> <p>Problem Statements/Critical Root Cause: Student Success 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned Common summative assessments are consistently implemented. Common summative assessments are not consistently aligned with the rigor of the standard. Assessments are not as rigorous as the standards.</p> <p>October Next Steps/Need Unpacking of the standards should occur. PLCs focus on differentiation and scaffolding when planning lessons. (Possibly added to lesson plan template). All involved need to be cognizant of the goal and where we are heading.</p> <p>Feb: In progress</p> <p>February Lessons Learned Rigorous instruction is inconsistent. When instruction is below standards, scaffolding then enables instruction well below standards.</p> <p>February Next Steps/Need PLCs need to be modified to include time for departments to vertically align the standards, skills, and success criteria being taught throughout the pathway.</p> <p>June: Correct</p> <p>June Lessons Learned SLG data is positive overall; however, the College and Career Readiness standards may not be the most rigorous standards that need to be focused on.</p> <p>June Next Steps/Need Formative assessments need to be realigned to end-of-quarter summative assessments, and students need more frequent instructional supports based on their achievement on formative assessments.</p>

Inquiry Area 1: Student Success

SMART Goal 2: Decrease student proficiency gap in Mathematics between the English Learners and English Proficient students from 3.7% in 2025 to 1% by 2026, as measured by state summative assessments.

Decrease student proficiency gap in English Language Arts between the English Learners and English Proficient students from 17.7% in 2025 to 13% by 2026, as measured by state summative assessments.

Increase the percentage of EL students proficient from 1% in 2025 to 10% by 2026, as measured by WIDA.

Aligns with District Goal

Formative Measures: Summit K12

MAP projected proficiency data

Grades and end-of-quarter summative assessments

Improvement Strategy 1 Details	Reviews
<p>Improvement Strategy 1: AB335: Implement Academic Language Acquisition through Content to support access to Tier I instruction for all English learners.</p> <p>Position Responsible: Administration, teachers, and learning strategist(s)</p> <p>Resources Needed: ULD professional learning series Tier 1 Monitoring Tool</p> <p>Evidence Level</p> <p>Problem Statements/Critical Root Cause: Student Success 2</p>	<p>Oct: In progress</p> <p>October Lessons Learned Instruction is being planned based on the CCSD Pacing Guides. Instruction does not consistently improve outcomes for EL students.</p> <p>October Next Steps/Need We need to provide professional development for scaffolding and differentiation that models both strategies. We need an expert group of teacher instructors to collaborate rigorously, then take it back to the departments</p> <p>Feb: In progress</p> <p>February Lessons Learned EL students who advocate for themselves are usually more successful. EL students often do not know how they are being graded.</p> <p>February Next Steps/Need Scaffolding needs to be embedded into daily instruction. Teachers should scaffold up to the expectations of the standard to allow students to demonstrate mastery on ACT/WIDA.</p> <p>June: Continue</p> <p>June Lessons Learned Our most successful EL students have developed the capacity to advocate for themselves. Students require explicit strategies for advocating for themselves.</p> <p>June Next Steps/Need Students would benefit from being provided a checklist for supports within each classroom. Departments could develop specific lists of supports they can provide EL students.</p>

Improvement Strategy 2 Details	Reviews
<p>Improvement Strategy 2: AB335: Implement Tier II support for identified EL student groups (newcomers, short-term English learners (STEL), and long-term English learners (LTEL)).</p> <p>Position Responsible: Administration, teachers, and learning strategist(s)</p> <p>Resources Needed: FLS instructional materials QTEL Newcomer Curriculum Summit K12 ACLE instructional materials English 3D FLS and ACLE Look For Tools</p> <p>Evidence Level</p> <p>Problem Statements/Critical Root Cause: Student Success 2</p>	<p>Oct: In progress</p> <p>October Lessons Learned Instruction is being planned based on the CCSD Pacing Guides. Instruction does not consistently improve outcomes for EL students.</p> <p>October Next Steps/Need We need to provide professional development for scaffolding and differentiation that models both strategies. We need an expert group of teacher instructors to collaborate rigorously, then take it back to the departments.</p> <p>Feb: In progress</p> <p>February Lessons Learned Teachers are continuing to use pacing guides for lesson plans.</p> <p>February Next Steps/Need We need to assess teacher needs for Tier II support, as much of our focus has been on Tier 1. Teachers would benefit from being shown specifically what students in the Focused Language Study classes are capable of doing (i.e., work samples).</p> <p>June: Continue</p> <p>June Lessons Learned Our reflection is the same based on our progress: We need to assess teacher needs for Tier II support, as much of our focus has been on Tier 1.</p> <p>June Next Steps/Need We need to integrate iReady and 95RAP into daily instruction to provide targeted Tier II support.</p>

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Increase the percentage of students who are observed engaged in the learning process by owning the learning required to understand and/or master the standard(s) from 56% in May 2025 to 66% in May 2026 as measured by the Tier 1 Instructional Monitoring Tool.

Aligns with District Goal

Formative Measures: Tier 1 Instructional Monitoring Tool

Improvement Strategy 1 Details	Reviews
<p>Improvement Strategy 1: Teachers and administrators will plan purposeful Tier 1 instruction including rigorous formative tasks aligned to the academic needs of students and content-area standards.</p> <p>Position Responsible: Principal, Assistant Principal</p> <p>Resources Needed: Professional learning cycle that responds to needs based on observation data. Extra-duty pay for professional learning.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Evidence Level</p> <p>Problem Statements/Critical Root Cause: Adult Learning Culture 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned The majority of departments are working to plan formative tasks in PLCs. Lessons and tasks do not consistently align with quarter-specific standards or the rigor of the standard. Finding that there is a gap in the understanding of rigor and standard, and what it looks like within each subject area.</p> <p>October Next Steps/Need We need to define the rigor/level for each grade level through professional development. We need an expert group of teacher instructors to collaborate rigorously, then take it back to the departments.</p> <p>Feb: In progress</p> <p>February Lessons Learned The October step was not taken schoolwide. The instructional focus continues to be assessment-related. We need to focus more attention on high-quality Tier 1 instruction.</p> <p>February Next Steps/Need We need to identify a group of teachers who can collaborate on what high-quality instruction looks like and then bring those key components back to departments so they can plan more rigorous instruction.</p> <p>June: Continue</p> <p>June Lessons Learned Our formative assessments are not consistently building the capacity of our students.</p> <p>June Next Steps/Need We need to reestablish the role formative assessments play in driving instruction. This should be done through revising our PLC process to include a weekly review of student progress on formative assessments.</p>

Inquiry Area 3: Connectedness

SMART Goal 1: Reduce the suspension and expulsion rates for each student group to be less than a 10 percentage point difference from the student group enrollment during the 2025-2026 school year, as measured by school-wide behavior data.

Aligns with District Goal

Formative Measures: Behavior trend data from FocusED
TFI 3.0

Improvement Strategy 1 Details	Reviews
<p>Improvement Strategy 1: Strengthen Tier I Positive Behavioral Interventions and Supports (PBIS) by identifying necessary action steps based on the results of the Tiered Fidelity Inventory (TFI) 3.0.</p> <p>Position Responsible: Principal, Assistant Principals</p> <p>Resources Needed: Regular meetings during the contractual day.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Evidence Level Level 1: Strong: PBIS</p> <p>Problem Statements/Critical Root Cause: Connectedness 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned Core values are being systematically recognized throughout the school. While students are being celebrated, referrals are increasing at an exponential rate. Finding time for the PBIS committee to meet regularly has been challenging.</p> <p>October Next Steps/Need We need to establish a core group of PBIS members to lead subcommittees to increase the efficiency of implementation of the TFI 3.0. We need teachers to lead the following subcommittees: A) Data-Ashton, B) Instructional (PBIS Lessons)-Livingston, C) Community Outreach- Warren (Incentives), D) 5 Star-McFall</p> <p>Feb: In progress</p> <p>February Lessons Learned There is a clear inequity in the referrals involving black students on campus, which is not being seen in other student groups.</p> <p>February Next Steps/Need Teachers require more guidance and support in providing standardized consequences for students. We need to examine the reasons students are being referred. We also need to engage in more positive support of students by consistently using 5 Star.</p> <p>June: Continue</p> <p>June Lessons Learned 9th-grade students are referred at a much higher rate than any other grade level. Their 5Star participation is also the lowest in the school.</p> <p>June Next Steps/Need PBIS should be revised to include targeted support for 9th-grade students, including small groups and mentoring.</p>