Clark County School District

Cheyenne HS

2026-2027 School Improvement Plan

Accreditation Status
Accredited

Classification: 2 Star School

Title I

District Approval Date: October 16, 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/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

During the 25/26 school year, the percentage of students scoring at or above the 61st percentile significantly improved in both Reading (+15%) and Math (+2%) on the Spring MAP Benchmark Assessment compared to the previous school year. This was also the second consecutive year that the number of students scoring at or above the 61st percentile increased during each administration of the MAP Benchmark Assessment (Reading: 22%, 41%, 43%). During the 2021/22 school year, the graduation rate was the lowest recorded in the school's history (75.5%). Over the past four years, the graduation rate has steadily increased, reaching 88.3% at the end of the 2025/2026 school year. The on-time attendance rate for the 2025/2026 school year was 78%, which represented about a 4% increase since the 2021/22 school year. Chronic absenteeism has dropped from a high of 54% during the 2022/23 school year to 37.1% during the 2025/2026 school year. Over the past four years, teachers have developed common end-of-quarter summative assessments based on high-quality Tier 1 instructional materials to maintain consistent expectations for rigor across all courses.

AB 335: The percentage of students exiting EL status increased from 1.0% in the 2024-2025 school year to 1.5% during the 2025-2026 school year. During the 2024-2025 school year, the percentage of EL students scoring at or above the 61st percentile was 23% compared to 28% for non-EL students. During the 2025-2026 school year, the percentage of EL students scoring at or above the 61st percentile was 33% compared to 40% for non-EL students.

Student Success Areas for Growth

The percentage of Black/African American students scoring at or above the 61st percentile on the Spring MAP Benchmark assessment increased from 25% to 32%; however, 68% of students in that group scored below the 61st percentile. The percentage of Hispanic students scoring at or above the 61st percentile on the Spring MAP Benchmark assessment increased from 28% to 40%; however, 60% of students in that group scored below the 61st percentile. The mean ACT composite score increased from 14.2 in 2024/25 to 14.3 in 2025/26; however, it remains below proficiency.

AB 335: There was a decrease in the percentage of students scoring in the Developing (57.4% to 49.4%) and Expanding (11% to 10%) areas on the WIDA assessment between the 2023-2024 and 2024-2025 school years, and the majority of students scored in the Developing areas during the 2025-2026 school year. The percentage of EL students scoring in the lowest ELA ACT range was more than twice that of non-EL students (64.5% vs. 30.8%, respectively). 91.5% of EL students demonstrated minimal understanding on the 2024-2025 Nevada Science CRT. For the past two school years, over 91% of EL students did not meet AGP on the WIDA assessment.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	There is 17% achievement gap between LEP and non LEP students scoring above the 41st percentile in reading based on Fall i-Ready Inform Assessment. There is 10% achievement gap between LEP and non LEP students scoring above the 41st percentile in math based on Fall i-Ready Inform Assessment.	A learning strategist has been provided with time to meet with targeted students in order to ensure expectations are understood. *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.* Three language acquisition classes have been created to provide targeted support to second-language learners, helping them master grade-level content. *Core content Tier I instruction will be planned with appropriate scaffolds for EL-identified student groups (newcomers, LTELs), in which skills and concepts build upon one another with increasing rigor, while maintaining high expectations. Timely feedback will be provided to help students make adjustments to their learning.* All teachers at Cheyenne HS will complete Understanding Language Development (ULD) professional learning series, sessions 1-4 to increase the knowledge and skills of teachers at Cheyenne HS to deliver effective, grade-level instruction in Tier I designed to provide English learners' access to the content. All teachers at Cheyenne HS will participate in a Tier I instruction focused professional learning series that includes standards-based planning, teacher clarity with embedded language objectives, scaffolding, differentiation, standards-based rubrics, and rigorous task development.

Student Group	Challenge	Solution
Foster/Homeless	Disruptions in housing can negatively affect academic achievement and/or attendance rates. There is currently no identifiable achievement gap between Foster/Homeless and not Foster/Homeless students.	Students with this status and their families are provided with additional support during the initial registration process. This includes conducting an expedited review of their educational records to ensure that an appropriate academic plan is created and reduce any disruption to their learning. The registrar, counselor, and SEIF work as a team to conduct this review. Once the academic plan is developed, the site social worker and counselor work with the family to ensure they have access to any additional support to address non-academic needs.
Free and Reduced Lunch	Students face challenges related to the hierarchy of basic needs (e.g., housing instability, food insecurity), which can affect their ability to fully engage in academic learning. There is currently no identifiable achievement gap between Free and Reduced Lunch and not Free and Reduced Lunch students.	In addition to providing all students with free breakfast and lunch, a grab-and-go breakfast is provided after the morning tardy bell to ensure that students who arrive late to school are able to quickly access food and begin their instructional day. Cheyenne HS is currently identified as 100% FRL through the Community Eligibility Program. Therefore counselors work directly with students and their families to inform them of scholarships opportunities and how to access school funds to use towards course fees, athletic/activity fees, and fines from lost/stolen/damaged materials. Cheyenne HS works to remove any economic barriers that would prevent students from graduating, accessing a specific program of study (i.e. CTE pathway, AP course, elective), or applying for post-secondary opportunities.
Migrant/Title1-C Eligible	N/A	N/A

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

Student Group	Challenge	Solution
Students with IEPs	Students receiving special education services may experience academic challenges related to their identified learning needs, which require individualized supports and interventions to ensure access to grade-level content.	Cheyenne HS provides families with access to a Special Education Instructional Facilitator (SEIF) who reviews IEPs to ensure that they are written based on the needs of each student. Additionally, Cheyenne HS funds a full time social worker who assists with referrals to community resources organizations such as The Harbor. This provides families with comprehensive support to address each of their child's needs. The social worker also ensures that there is effective communication between The Harbor and families. Support staff assigned to support students with IEPs are provided with schedules that minimize the variety of content areas they support so they are able to better understand how to support the needs of their students relative to a specific content area.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): While the MAP Median Growth Percentile during the Spring Benchmark in Reading (61) and Math (52) was at or above the 50th percentile, the MAP Median Achievement Percentile remains below the 50th percentile (Reading: 46; Math: 36)
Critical Root Cause: The majority of students scored at or below the 61st percentile on the MAP Benchmark, and the ACT composite score for the 2025-2026 school year was 14.3, indicating inconsistent mastery of the prerequisite skills/competencies needed to master grade-level content.

Problem Statement 2 (Prioritized): AB 335: As evidenced by District Interim Assessments, WIDA assessments, and ACT assessments, the problem is that ELs are performing below other identified student groups in Cheyenne High School.
Critical Root Cause: AB 335: The low performance of ELs in language proficiency and content achievement is due to a lack of effective, grade-level instruction in Tier I designed to provide English learners access to the content that builds English language development and content simultaneously.

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percentage of students scoring above the 61st percentile in math from 34% (Spring 2026) as measured by MAP Growth Assessments, to the equivalent of a 5% increase as measured by the iReady Benchmark Assessment by Spring 2027. Increase the percentage of students scoring above the 61st percentile in reading from 43% (Spring 2026) to the equivalent of a 5% increase as measured by the iReady Benchmark Assessment by Spring 2027.(Academic Excellence: Strong Readers, Writers, and Communicators)

Aligns with District Goal

Formative Measures: iReady Benchmark Assessment
Classroom observations

PLC observations

Improvement Strategy 1 Details

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.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers will review disaggregated student outcomes from the prior school year to determine the starting point for instruction within the established learning progressions.	Teachers, Supervising Administrators	August 2026	✓
2	Teachers will participate in professional learning on the CCSD Pacing Guides and identify the standards students will need to demonstrate mastery of by the end of the quarter.	Teachers, Supervising Administrators	August 2026, Quarterly	✓
3	Teachers will align their common end-of-quarter summative assessments with the grade-level standards that students need to demonstrate mastery of by the end of the quarter.	Teachers, Supervising Administrators	August 2026, Quarterly	✓
4	Teachers will administer a content-area-specific formative assessment in order to establish an initial baseline for mastery of standards. 9th and 10th grade teachers in English and math will administer the iReady Benchmark assessment.	Teachers, Supervising Administrators	Quarterly	✓
5	Teachers will set Student Learning Goals. 9th and 10th grade teachers in English and math will set goals for the upcoming iReady benchmark at or above the 50th percentile of typical growth.	Teachers	August 2026	✓
6	Teachers will receive professional learning on the new lesson plan template, which requires aligning learning progressions, learning intentions, and success criteria with a weekly formative assessment used to monitor student achievement during PLCs.	Teachers, Supervising Administrators	August 2026	✓
7	Teachers will develop lesson plans with rigorous formative assessments aligned to weekly learning progressions, learning intentions, and success criteria.	Teachers, Supervising Administrators	Weekly as part of the PLC cycle	✓
8	Teachers will provide content area instruction at the level of rigor required for students to demonstrate mastery on the content area end-of-quarter summative assessment.	Teachers	Weekly	✓
9	Teachers will work in professional learning communities to review student work samples from their formative assessments in order to establish a common challenge and a common instructional response for the next lesson plans.	Teachers, Supervising Administrators	Weekly	✓

Reviews

Status Check		EOY Reflection
Oct	Feb	June
In progress	No review	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
10	Administrators will conduct monthly lesson plan reviews to identify trends in instructional practices and calibrate expectations across all content areas.	Supervising Administrators	Monthly	
11	Teachers will administer the common content-area-specific end-of-quarter summative assessment.	Teachers	Quarterly	
12	Teachers will review mastery trends to make modifications to long-range plans that address their students' needs.	Supervising Administrators, Department Chairs, Teachers	Quarterly as part of the PLC cycle	✓
13	Teachers and students will review trends in data from the common content-area specific end-of-quarter summative assessment, both individually and as a class to develop lesson plan modifications for the next quarter.	Teachers, Students	Quarterly	
14	9th and 10th grade teachers of English and math will administer the subsequent MAP Benchmark assessment. These teachers will review trends in mastery and share results with students both individually and as a class.	Teachers, Supervising Administrators	August 2026, December 2026, May 2027	
15	Teachers will review student outcomes from previous common end-of-quarter summative assessments to ensure alignment with standards.	Teachers	Quarterly	

Position Responsible: Principal and Assistant Principals

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.

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2
Evidence Level
Level 3: Promising:

~~Problem Statements/Critical Root Cause:~~ ~~Student Success 1~~

Improvement Strategy 2 Details	Reviews	
	Status Check	EOY Reflection
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.		

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Targeted professional learning will be provided for administrators, department chairs, and teachers on the schoolwide PLC process and the new weekly data analysis component.	Teachers, Supervising Administrators	August 2026	✓
2	Teachers will engage in professional learning on the PLC roles in order to expand capacity for all teachers to facilitate PLCs that focus on student outcomes	Teachers, Supervising Administrators	August 2025, September 2025, November 2025, April 2026	✓
3	Administrators and teachers will work collaboratively to develop weekly formative assessments aligned to grade-level and content area standards that will be reviewed during weekly PLCs.	Supervising Administrators, Department Chairs	Weekly	✓
4	Teachers will identify their weekly formative assessment in their lesson plans.	Department Chairs, Teachers	Weekly	✓
5	Teachers and administrators will collaboratively develop PLC guiding questions based on the PLC+ structures in alignment with the collective challenges identified on the data analysis PLC form in order to assist PLCs in responding to student needs.	Supervising Administrators, Department Chairs Teachers	Weekly	
6	PLC groups will be supported through a regular review of formative and summative data collected and administrative observations.	Supervising Administrators, Department Chairs	Weekly	
7	Teachers and administrators will be provided targeted opportunities for additional professional learning outside of contractual hours in various content areas based on the monitoring of PLC efficacy.	Supervising Administrators, Department Chairs, Teachers	Quarterly based on PLC cycle	

Oct	Feb	June
In progress	No review	

Position Responsible: Principal, Assistant Principal

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

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2
Evidence Level
Level 2: Moderate:

Problem Statements/Critical Root Cause: Student Success 1

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 2026 to 1% by 2027, 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 2026 to 13% by 2027, as measured by state summative assessments.
Increase the percentage of EL students proficient from 1% in 2026 to 10% by 2027, as measured by WIDA. (Academic Excellence: Inclusive Classrooms that Support Every Learner)

Aligns with District Goal

Formative Measures: Summit K12
iReady Benchmark Assessment
Grades and end-of-quarter summative assessments

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	In progress	No review	

Improvement Strategy 1: AB335: Implement Academic Language Acquisition through Content to support access to Tier I instruction for all English learners.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Ensure all teachers and administrators complete CCSD's adopted Language Development Approach, Understanding Language Development (ULD).	School leadership team, learning strategist, teachers.	Completed by December 2026.	✓
2	Monitor implementation of English learner support in Tier I by participating in instructional rounds utilizing the Tier I monitoring tool.	School leadership team, learning strategist, teachers, EL School Support Coordinator.	Two times during the 2026-2027 school year, in September and January.	
3	Based on the instructional rounds, identify professional learning, professional learning community, and coaching needs for the school.	School leadership team, learning strategist, teachers, EL School Support Coordinator.	Ongoing during the 2026-2027 school year.	

Position Responsible: Administration, teachers, and learning strategist(s)

Resources Needed: ULD professional learning series
Tier 1 Monitoring Tool

Evidence Level
Level 2: Moderate:

Problem Statements/Critical Root Cause: Student Success 2

Improvement Strategy 2 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	In progress	No review	

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).

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implement Focused Language Study (FLS) Tier II support for newcomers.	School leadership team, learning strategist, teachers, EL School Support Coordinator.	Ongoing during the 2026-2027 school year.	✓
2	Implement Summit K12 Tier II support for ELs.	School leadership team, learning strategist, teachers, EL School Support Coordinator.	Ongoing during the 2026-2027 school year.	
3	Implement Essentials for Language Development (ELD) and Summit K12 Tier II support for STELs.	School leadership team, learning strategist, teachers, EL School Support Coordinator.	Ongoing during the 2026-2027 school year.	✓
4	Monitor implementation of English learner support in Tier II by participating in instructional rounds utilizing the Tier II monitoring tools for FLSAB 335 Engl and ACLE.	School leadership team, learning strategist, teachers, EL School Support Coordinator.	Ongoing during the 2026-2027 school year.	✓
5	Based on the instructional rounds, identify professional learning, professional learning community, and coaching needs for the school.	School leadership team, learning strategist, teachers, EL School Support Coordinator.	Ongoing during the 2026-2027 school year.	

Position Responsible: Administration, teachers, and learning strategist(s)

Resources Needed: FLS instructional materials
QTEL Newcomer Curriculum
Summit K12
ACLE instructional materials
English 3D
FLS and ACLE Look For Tools

Evidence Level
Level 2: Moderate:

Problem Statements/Critical Root Cause: Student Success 2

Adult Learning Culture

Adult Learning Culture Areas of Strength

There has been a 15% increase in the percentage of students who report that they are getting a good education at the school (2024: 64.90%; 2025: 74.56%; 2026: 80.44%). The graduation rate has increased from the historically low rate of 75.5% in 2022 to 88.3% in 2026. The on-time attendance rate for the 2025/26 school year was 78%, which represented about a 4% increase since the 2021/22 school year. Chronic absenteeism has dropped from a high of 54% during the 2022/23 school year to 37.1% during the 2025/26 school year. Over the past three years, teachers have developed common end-of-quarter summative assessments based on high-quality Tier 1 instructional materials in order to maintain consistent expectations around rigor in all courses. The end-of-quarter summative assessments were developed as a result of professional learning provided through the previous school year's adult learning action steps.

Adult Learning Culture Areas for Growth

For the past three years, less than 50% of students have reported that they actively participate in class (2024: 43.05%; 2025: 47.69%; 2026; 48.53%). While 40.3% of students are CCR participants, only 25.8% of students are CCR completers. 9th grade credit sufficiency is 59.7%, which is almost 20% below the District average. For the class of 2026, 110 students participated in an AP course; however, only 22 students scored a 3 or higher on any AP test. Of the 270 Tier I Monitoring observations conducted, only 47% of the time there was the necessary differentiation observed, and only 53% of the time there was the necessary scaffolding observed.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
		Improvement Strategy: Professional Learning Communities Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2 Action Action Step: Additional instructional coaching has been provided to the English Language Arts department through the Southern Nevada Regional Professional Development Programs (RPDP) to support pedagogically sound Tier I instruction. Monitoring Plan: Monitoring will occur through data analysis and classroom observations Person Responsible: Administration, RPDP, Learning
	Data Reviewed Classroom Observations	

English Learners	Understanding Language Development Professional Learning Participation: 68% of Teachers in Session 4, 0% of Administrators have completed session 4 Root Causes: As evidenced by observations and ULD data, the problem is a need for greater awareness of ELL student needs and a need for more support and scaffolds toward high expectations. A root cause of low performance of English language learners in language proficiency and content achievement is due to lack of scaffolds and support in Tier I instruction. Students need more embedded scaffolds within the Tier I instruction. Goals: Professional Learning and Collaboration Increase the number of Professional Learning Community (PLC) meetings that follow the Teaching and Learning Cycle from 80% in 25-56 to 95% in 26-27 as measured by PLC meeting backup documentation.	Strategist, teachers Action Step: Provide coaching and feedback on the use of discourse structures, engagement strategies, and effective Tier I instruction following observation and lesson plan audits. Monitoring Plan: Monitoring will occur through data analysis and classroom observations Person Responsible: Administration, Carnegie, and RPDP Action Step: Provide PLC systems such as weekly scheduled PLC meetings, PLC documents aligned with the Teaching and Learning cycle, and structured feedback to promote teacher efficacy and rigorous Tier I instruction. Monitoring Plan: Monitoring will occur through the administration team's observations, PLC document review, and Leadership Team's PLC assessment review. Person Responsible: Administration and Leadership Team Professional Learning Professional Learning teachers: Professional learning on the use of discourse structures, engagement strategies, and effective Tier I instruction Professional learning on Depth of Knowledge and Rigor in response to Common Summative Assessment analysis

Student Group	Challenge	Solution
Foster/Homeless	Disruptions in housing can negatively affect academic achievement and/or attendance rates.	Students with this status and their families are provided with additional support during the initial registration process. This includes conducting an expedited review of their educational records to ensure that an appropriate academic plan is created and reduce any disruption to their learning. The registrar, counselor, and SEIF work as a team to conduct this review. Once the academic plan is developed, the site social worker and counselor work with the family to ensure they have access to any additional supports to address non-academic needs.
Free and Reduced Lunch	Students face challenges related to the hierarchy of basic needs (e.g., housing instability, food insecurity), which can affect their ability to fully engage in academic learning.	In addition to providing all students with free breakfast and lunch, a grab-and-go breakfast is provided after the morning tardy bell to ensure that students who arrive late to school are able to quickly access food and begin their instructional day. Cheyenne HS is currently identified as 100% FRL through the Community Eligibility Program. Therefore counselors work directly with students and their families to inform them of scholarships opportunities and how to access school funds to use towards course fees, athletic/activity fees, and fines from lost/stolen/damaged materials. Cheyenne HS works to remove any economic barriers that would prevent students from graduating, accessing a specific program of study (i.e. CTE pathway, AP course, elective), or applying for post-secondary opportunities.
Migrant/Title1-C Eligible	N/A	N/A

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

Student Group	Challenge	Solution
Students with IEPs	Students receiving special education services may experience academic challenges related to their identified learning needs, which require individualized supports and interventions to ensure access to grade-level content.	Cheyenne HS provides families with access to a Special Education Instructional Facilitator (SEIF) who reviews IEPs to ensure that they are written based on the needs of each student. Additionally, Cheyenne HS funds a full time social worker who assists with referrals to community resources organizations such as The Harbor. This provides families with comprehensive support to address each of their child's needs. The social worker also ensures that there is effective communication between The Harbor and families. Support staff assigned to support students with IEPs are provided with schedules that minimize the variety of content areas they support so they are able to better understand how to support the needs of their students relative to a specific content area.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Students are not consistently given an opportunity to engage in a productive struggle as they work to meet the rigor of the content area standards.
Critical Root Cause: Teachers do not consistently engage students in content-area tasks aligned to the rigor of the standard being taught.

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 53% in May 2026 to 63% in May 2027 as measured by the Tier 1 Instructional Monitoring Tool.(Academic Excellence: Strong Readers, Writers, and Communicators)

Aligns with District Goal

Formative Measures: Tier 1 Instructional Monitoring Tool

Improvement Strategy 1 Details	Reviews	
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.	**Status Check**	**EOY Reflection**

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	All department chairs and administrators will review Tier I monitoring data and guide their department through instructional practice reflection.	Supervising Administrators, Department Chairs, Teachers	August 2026, September 2026, October 2026, April 2027	✔
2	The Leadership Team and teachers will conduct instructional rounds to collect qualitative data to identify school-wide trends to plan purposeful professional learning associated with engagement, scaffolding, and differentiation.	Supervising Administrators, Department Chairs	Quarterly	
3	Administrators and Advanced Placement teachers will review AP data and assessment questions to identify gaps in instruction to meet the level of rigor of assessment.	Supervising Administrators, AP Teachers	Quarterly as part of the PLC cycle	
4	Administrators and department chairs will review coursework pathways within their content area to identify competencies students need to successfully complete each pathway.	Supervising Administrators, Department Chairs	August 2026, September 2026, October 2026, April 2027	✔
5	Administrators and department chairs will conduct walkthroughs using the Tier I Monitoring tool.	Supervising Administrators, Department Chairs	Monthly	
6	Administrators and teachers will participate in professional learning on gradual release and engagement strategies.	Supervising Administrators, Teachers	August 2026, September 2026, October 2026, April 2027	
7	Department chairs will meet with PLCs to review formative tasks and the alignment to end-of-quarter common summative assessments.	Department Chairs, Teachers	Quarterly as part of the PLC cycle	✔
8	PLCs will review summative tasks using the Planning PLC form and identify success criteria to create purposeful formative tasks that progressively engage students to mastery of the standard.	Supervising Administrators, Department Chairs, Teachers	Quarterly as part of the PLC cycle	✔
9	PLCs will use Tier I instructional materials to create rigorous formative tasks.	Supervising Administrators, Department Chairs, Teachers	Quarterly as part of the PLC cycle	

Oct	Feb	June
In progress	No review	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
10	PLCs will review student work to calibrate expectations for student performance.	Supervising Administrators, Department Chairs, Teachers	Quarterly as part of the PLC cycle	
11	Administrators will review lesson plans at least once a quarter to identify content standard, Success Criteria, and task alignment in order to provide department feedback and support.	Supervising Administrators	Quarterly	

Position Responsible: Principal, Assistant Principal

Resources Needed: Professional learning cycle that responds to needs based on observation data.
Extra-duty pay for professional learning.

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2
Evidence Level
Level 1: Strong:

Problem Statements/Critical Root Cause: Adult Learning Culture 1

Connectedness

Connectedness Areas of Strength

Students reporting that the school is safe on the CCSD Districtwide Survey has increased from 50.52% in 2023 to 76.97% in 2026. Students reporting that students feel safe in the school has increased from 43.49% in 2023 to 71.67% in 2026. Staff reporting that the school is safe for staff increased from 69.44% in 2023 to 89.47% in 2025. The on-time attendance rate for the 2025/26 school year was 78%, which represented about a 4% increase since the 2021/22 school year. Chronic absenteeism has dropped from a high of 54% during the 2022/23 school year to 37.1% during the 2025/26 school year. Over the past three years, teachers have developed common end-of-quarter summative assessments based on high-quality Tier 1 instructional materials in order to maintain consistent expectations around rigor in all courses. During the 2024/25 school year, 64% of teachers submitted fewer than 10 major behavior referrals. Suspensions with Instruction decreased from 248 during the 2023/24 school year to 221 during the 2025/26 school year.

Connectedness Areas for Growth

35.97% of students reported that bullying is a problem at the school, 32.03% of students reported that cyberbullying is a problem at this school, and 29.58% of students reported that students are teased or put down because of their race or ethnicity as measured by the 2026 CCSD Districtwide Survey. 23.16% of teachers reported that the school does not set clear rules for behavior on the 2025 CCSD Districtwide Survey. 19.7% of students are involved in 6 or more events on campus. Black/African American students make us 28% of the population, but 43.1% of total discipline referrals.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Data Reviewed CCSD Districtwide Survey Chronic Absenteeism Improvement Strategy: Truancy Diversion Cheyenne High School will develop utilize the Truancy Diversion an umbrella committee structure to mobilize staff, community members, and students to develop plans to improve the school environment, operations, and manner in which students are celebrated. Root Causes: As evidenced by chronic absenteeism data, students on FRL status are experiencing chronic absenteeism at a rate similar to the school population. A root cause of low performance of FRL students in language proficiency and content achievement is due to chronic absenteeism and connecting with families regarding absences as well as transportation and community commitments outside of the school day. Students need clear and consistent communication about attendance protocols. Goals: Chronic Absenteeism Reduce the percent of FRL chronically absent students from 37.1% in 25-26 to 32.1% in 26-27, as measured by School-Wide absenteeism data. All departments will establish clarity of instruction through effective planning of instruction and hold high expectations through common assessments.	Improvement Strategy: Truancy Diversion Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 4 Action Action Step: Referrals to Truancy Outreach for families Monitoring Plan: As needed throughout the year based on reports of consecutive absences Person Responsible: Attendance Office Action Step: Teacher connection plans with families regarding absences Monitoring Plan: In development, as needed Person Responsible: Attendance Office, Teachers Professional Learning Professional Learning for office staff: Training on new procedures and protocols What professional learning does the site need around Connectedness for ELL students? English Learners: All cultures of Cheyenne's Community will be permitted to share their culture and customs through student surveys.

Student Group	Challenge	Solution
Foster/Homeless	Disruptions in housing can negatively affect academic achievement and/or attendance rates.	Students with this status and their families are provided with additional support during the initial registration process. This includes conducting an expedited review of their educational records to ensure that an appropriate academic plan is created and reduce any disruption to their learning. The registrar, counselor, and SEIF work as a team to conduct this review. Once the academic plan is developed, the site social worker and counselor work with the family to ensure they have access to any additional supports to address non-academic needs. Foster/Homeless: This will be a free to attend event where all Cheyenne Community members are invited to attend. Free and Reduced Lunch: This will be a free to attend event where all Cheyenne Community members are invited to attend. Migrant: This will be a free to attend event where all Cheyenne Community members are invited to attend.
Free and Reduced Lunch	Students face challenges related to the hierarchy of basic needs (e.g., housing instability, food insecurity), which can affect their ability to fully engage in academic learning.	In addition to providing all students with free breakfast and lunch, a grab-and-go breakfast is provided after the morning tardy bell to ensure that students who arrive late to school are able to quickly access food and begin their instructional day. Cheyenne HS is currently identified as 100% FRL through the Community Eligibility Program. Therefore counselors work directly with students and their families to inform them of scholarships opportunities and how to access school funds to use towards course fees, athletic/activity fees, and fines from lost/stolen/damaged materials. Cheyenne HS works to remove any economic barriers that would prevent students from graduating, accessing a specific program of study (i.e. CTE pathway, AP course, elective), or applying for post-secondary opportunities.

Student Group	Challenge	Solution
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Data indicates that students from certain racial and ethnic groups are experiencing academic performance gaps. These disparities highlight the need for culturally responsive practices, targeted supports, and equitable access to high-quality instruction.	Cheyenne HS monitors racial/ethnic disproportionality within academic and behavior data sets. When racial/ ethnic groups are disproportionately represented within academic outcomes a root cause analysis is conducted and a plan is made to address the adult actions that require modification to address the trend in the data. Often additional instructional opportunities (i.e. tutoring), time to complete work, and opportunities to demonstrate mastery (i.e. retake assessments) are provided to students. Prior to the school year starting, Cheyenne HS staff monitor formative and summative assessment data to ensure that all students whose test scores are within specific ranges are placed in honors, pre-AP, AP, or dual enrollment coursework. Similarly, participation in all CTE, honors, pre-AP, AP and dual enrollment coursework is monitored. Each year goals and action plans to ensure proportionate participation by all student groups are made. A similar root cause analysis is conducted when disproportionate outcomes are observed in behavior data. Often this analysis results in the modification of a schoolwide system used to address student behavior as well as opportunities for students to receive additional social-emotional supports. Cheyenne HS provides qualifying students with access to mental health professionals on campus. Cheyenne HS also provides small group mentoring to students to provide them with opportunities to develop strategies they can use to positively engage in the school setting. Racial/Ethnic Minorities: All student racial/ethnic minorities will be invited to be represented at the Multicultural Fair. Students with IEPs: This will be a free to attend event where all Cheyenne Community members are invited to attend.

Student Group	Challenge	Solution
Students with IEPs	Students receiving special education services may experience academic challenges related to their identified learning needs, which require individualized supports and interventions to ensure access to grade-level content.	Cheyenne HS provides families with access to a Special Education Instructional Facilitator (SEIF) who reviews IEPs to ensure that they are written based on the needs of each student. Additionally, Cheyenne HS funds a full time social worker who assists with referrals to community resources organizations such as The Harbor. This provides families with comprehensive support to address each of their child's needs. The social worker also ensures that there is effective communication between The Harbor and families. Support staff assigned to support students with IEPs are provided with schedules that minimize the variety of content areas they support so they are able to better understand how to support the needs of their students relative to a specific content area.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): The teachers and staff have improved their overall sense of safety; however, almost 1/4 of the staff do not believe there are consistent expectations for behavior which is resulting in disproportionate discipline referrals for Black/African American students.
Critical Root Cause: The school does not consistently utilize a schoolwide expectations and consequences matrix to ensure that behaviors are responded to equitably.

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 2026-2027 school year, as measured by school-wide behavior data.(Safe and Supportive Schools: Students Who Are Known, Valued, and Connected)

Aligns with District Goal

Formative Measures: Behavior trend data from FocusED
TFI 3.0

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	In progress	No review	

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.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Administer TFI 3.0 to obtain baseline data.	Supervising Administrator, Teachers	May 2026	
2	Based on the results of the TFI, prioritize one to three items for implementation focus.	Supervising Administrator, Teachers	May 2026-July 2026	
3	Administer the TFI 3.0, focused on the prioritized implementation items to monitor progress.	Supervising Administrator, PBIS Teacher Team	December 2026	
4	Continue to work on strengthening Tier I PBIS implementation.	Supervising Administrator, PBIS Teacher Team	Monthly	
5	Administer the TFI 3.0, focused on the prioritized implementation items to monitor progress.	Supervising Administrator, PBIS Teacher Team	May 2027	

Position Responsible: Principal, Assistant Principals

Resources Needed: Regular meetings during the contractual day.

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2

Evidence Level
Level 1: Strong: PBIS

Problem Statements/Critical Root Cause: Connectedness 1

Priority Problem Statements

Problem Statement 1: While the MAP Median Growth Percentile during the Spring Benchmark in Reading (61) and Math (52) was at or above the 50th percentile, the MAP Median Achievement Percentile remains below the 50th percentile (Reading: 46; Math: 36)

Critical Root Cause 1: The majority of students scored at or below the 61st percentile on the MAP Benchmark, and the ACT composite score for the 2025-2026 school year was 14.3, indicating inconsistent mastery of the prerequisite skills/competencies needed to master grade-level content.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Students are not consistently given an opportunity to engage in a productive struggle as they work to meet the rigor of the content area standards.

Critical Root Cause 2: Teachers do not consistently engage students in content-area tasks aligned to the rigor of the standard being taught.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: The teachers and staff have improved their overall sense of safety; however, almost 1/4 of the staff do not believe there are consistent expectations for behavior which is resulting in disproportionate discipline referrals for Black/African American students.

Critical Root Cause 3: The school does not consistently utilize a schoolwide expectations and consequences matrix to ensure that behaviors are responded to equitably.

Problem Statement 3 Areas: Connectedness

Problem Statement 4: AB 335: As evidenced by District Interim Assessments, WIDA assessments, and ACT assessments, the problem is that ELs are performing below other identified student groups in Cheyenne High School.

Critical Root Cause 4: AB 335: The low performance of ELs in language proficiency and content achievement is due to a lack of effective, grade-level instruction in Tier I designed to provide English learners access to the content that builds English language development and content simultaneously.

Problem Statement 4 Areas: Student Success

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Graduation rates/GED/HiSET data
- I-Ready
- MAP Growth Assessment
- SAT, ACT, PSAT or ASPIRE
- WIDA ACCESS for ELLs

Adult Learning Culture

- Student Climate Survey
- Other

Connectedness

- Behavior
- Community surveys and/or other feedback
- PBIS/MTSS data
- Perception/survey data
- Other

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment is completed by the Leadership Team and the School Organizational Team. Both groups are provided with data to reflect on related to the current school year's action plan to promote reflection on which areas need to be amended. Both academic and social-emotional data sets are provided to these teams for review. Additionally, Cheyenne High School utilizes survey data from students, parents, and staff to determine which actions are having the greatest impact on student learning.

2.1: School Performance Plan (SPP) developed with appropriate stakeholders

The School Organizational Team is utilized to solicit feedback and promote deeper discussion between staff and families on specific components of the plan. Guiding questions are provided to the School Organizational Team to ensure that feedback can be developed into specific actions. Department Chairs facilitate deep discussions about specific components of the plan with teachers. This feedback is then shared with the entire Leadership Team, who then makes recommendations about which actions should be modified.

2.2: Regular monitoring and revision

During Act 2 (September-October and January -February): Navigating Our Course, CI teams will monitor progress toward achieving goals by engaging in the Now, Next, Need question protocol as data is analyzed and plan implementation is reflected upon. Real-time adjustments will be made, as needed, to ensure the plan results in the intended improvements. The outcomes of this analysis will be documented in the Status Checks section of this plan and posted on school websites to serve as a communication tool with the school community.

2.3: Available to parents and community in an understandable format and language

Per Nevada Revised Statutes (NRS).388G, school plans must be posted on both the District and school websites. Upon approval, the School Performance Plan (SPP: Roadmap) is posted following each Act in the Continuous Improvement Process. With 111 languages in our district, translation services are available upon request.

2.4: Opportunities for all children to meet State standards

An adopted curriculum aligned with state standards in English language arts, mathematics, science, and social studies, including differentiated scaffolds and supports, is used. Districtwide Multi-tiered Systems of Support (MTSS) are implemented in every Clark County School District school.

2.5: Increased learning time and well-rounded education

The majority of Title 1 funding is utilized to reduce class size and expand instructional pathways for students. Smaller class sizes provide students with more individualized instruction to increase graduation rates. Additional teachers also allow us to increase the number of courses provided to students to support them earning college credits and advanced diplomas. Additionally, a social worker is funded through our Title 1 budget. This individual improves our capacity to provide Tier 2 and Tier 3 social emotional support to students.

2.6: Address needs of all students, particularly at-risk

Please refer to the Equity Resource Supports table within each Inquiry Area to see challenges and solutions developed to ensure the needs of all students are considered and

addressed.

3.1: Annually evaluate the schoolwide plan

During Act 3 (May-June): Reviewing Our Journey, CI teams will reflect on the school year and determine which goals and improvement strategies will continue, be corrected, or be canceled in the following school year as part of the continuous improvement process.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

The school leadership, staff, parents, and community stakeholders collaborate annually to develop and revise the Parent Involvement and Family Engagement Policy (PIFEP), providing input throughout the process. The finalized plan is then posted on the school website for accessibility.

4.2: Offer flexible number of parent involvement meetings

Refer to the Community Outreach Activities table for parent involvement opportunities.

5.1: Determine which students will be served by following local policy

N/A

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	$10,907,276.20	Administrative, Licensed, and support staff, instructional supplies, extra duty pay	Student Success, Adult Learning Culture, Connectedness
At-Risk Weighted Allocation	$1,875,447.85	Licensed, and support staff, instructional supplies, extra duty pay	Student Success, Adult Learning Culture, Connectedness
EL Weighted Allocation	$1,242,880.35	Licensed and support staff, instructional supplies	Student Success, Adult Learning Culture, Connectedness
General Carry Forward	$61,476.15	Licensed and support staff, instructional supplies	Student Success, Adult Learning Culture, Connectedness
At-Risk Weighted Carry Forward (FY25)	$207,068.16	Licensed and support staff, instructional supplies	Student Success, Adult Learning Culture, Connectedness
At-Risk Weighted Carry Forward (FY26)	$98,405.28	Extra duty pay	Student Success, Adult Learning Culture, Connectedness
Title I	$710,056.50	Licensed and support staff, instructional supplies, extra duty pay	Student Success, Adult Learning Culture, Connectedness

School Continuous Improvement Team

Team Role	Name	Position
Student	Elyssa Osdon	Student Body President
Parent	Pauline Taylor	Parent
Paraprofessional	Irma Quijas	Administrative School Secretary
Teacher	Derek Johnson	Math DC
Teacher	Nicole Edwards	Fine and Performing Arts DC
Teacher	Ezekiel Herndon	Resource DC
Teacher	Zarinah Muhammad	English Teacher
Teacher	Alicia Ashton	Science DC
Teacher	Katherine Keith	Social Studies DC
Teacher	Jennifer West	PE DC
Teacher	Levette McEaddy	Lead Counselor
Teacher	Grace Gorrell	English DC
Administrator	Tracey Warren	Assistant Principal
Administrator	Cristal Boisseau	Assistant Principal
Administrator	Maria Konrad	Assistant Principal
Administrator	Jeff Watkins	Assistant Principal
Administrator	Cheri Shumsker	Assistant Principal
Required	Anthony Nunez	Principal

Community Outreach Activities

Activity	Date	Lesson Learned
Leadership Team Meeting	5/13/26	The Leadership Team made significant recommendations to improve alignment of the PLC process to SLGs and include a plan to improve Tier II instruction.
SOT Meeting	5/19/26	The SOT celebrated the academic improvement seen in the school. They recommended focusing PBIS support on 9th-grade students.
Leadership Team Meeting	5/20/26	The Leadership Team developed a plan to focus PLC work on specific courses, as well as create efficiencies within the PLC process. The team's recommendations will help teachers provide direct feedback to students more frequently.
Administrative Team Meeting	6/5/26	Used the jigsaw strategy to read and summarize research based on the PLC+ framework. Developed modifications for improvement strategies based on the research from PLC+. The focus for PLCs for the upcoming school year will be on responding to the needs of students through the review of formative assessments.
Staff Development Day	9/21/26	All departments completed the Now, Need, Next protocol in order to complete Act 2 Status Check 1. This included a review of schoolwide and classroom level data.
Admin Team Meeting	9/23/26	The administration team reviewed the action steps from the SIP in order to determine their own perception of what the current challenges were in implementation.
Admin Team Meeting	9/29/26	The administration team compared their own perceptions to the Now, Next, Need protocols completed by each department in order to determine teacher readiness to address each identified challenge.