Clark County School District

Cheyenne HS

2026-2027 Status Checks

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Inquiry Area 1 Student Success

SMART Goal 1 ☑ Aligns with District Goal

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)

Formative Measures: iReady Benchmark Assessment
Classroom observations
PLC observations

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.

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.

Evidence Level

Level 3: Promising:

Problem Statements: Student Success 1

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

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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.

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

Evidence Level

Level 2: Moderate:

Problem Statements: Student Success 1

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

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SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
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)	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.

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)

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

Improvement Strategy 1

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

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: Student Success 2

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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).

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: Student Success 2

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SMART Goal 2 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
2	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.	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 2

Adult Learning Culture

SMART Goal 1

☑ **Aligns with District Goal**

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)

Formative Measures: Tier 1 Instructional Monitoring Tool

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.

Position Responsible: Principal, Assistant Principal

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

Evidence Level

Level 1: Strong:

Problem Statements: Adult Learning Culture 1

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

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SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	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.	Teachers do not consistently engage students in content-area tasks aligned to the rigor of the standard being taught.

Inquiry Area 3

Connectedness

SMART Goal 1

☑ **Aligns with District Goal**

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)

Formative Measures: Behavior trend data from FocusED
TFI 3.0

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.

Position Responsible: Principal, Assistant Principals

Resources Needed: Regular meetings during the contractual day.

Evidence Level

Level 1: Strong:
PBIS

Problem Statements: Connectedness 1

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

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SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	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.	The school does not consistently utilize a schoolwide expectations and consequences matrix to ensure that behaviors are responded to equitably.