



Clark County School District

Francis H. Cortney JHS

School Performance Plan: A Roadmap to Success

Francis H. Cortney JHS has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: David R. Rose

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School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on 11/21/2022



School Demographics and Performance Information

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 http://nevadareportcard.nv.gov/DI/nv/clark/francis_h._cortney_junior_high_school/2022/nspf/.

Inclusion of this link replaces completion of the tables in the previous year's SPP.

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
David Rose	Principal
Shalis Johnson	Assistant Principal
Chris Miller	Assistant Principal
Timothy Stolte	Assistant Principal
Jacob Bendixen	Assistant Principal
Dayna Peterson	Learning Strategist / CI Facilitator
Christian Velasquez	Counselor
Gail Mattson	SEIF
Brittany Keeler	Teacher
Jason Daniel	Teacher
Dyan Stewart	Teacher



Kristi Fix	Paraprofessional/ Attendance Clerk
<i>Tusiga Meleisea</i>	Parent
<i>Marvin Love</i>	Parent
<i>Debra Wesley</i>	Parent
<i>Sivaolei Aimaasu</i>	Student



School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
SOT Meeting	11/16/2022 1/27/2023	<ul style="list-style-type: none">Starting the school year with a lack of licensed staff to meet the needs of our students.Starting the school year with a new PBIS program to improve school culture and student behavior while promoting a safe comfortable environment for learning.
Parentlinks (Email and Phone)	8/22-10/2022 1/2023	<ul style="list-style-type: none">Starting the school year with the knowledge that messages need to be sent via phone and email in both English and Spanish so the community can stay informed on the school's progress and learning.Community and Virtual meeting to inform all stakeholders on the school's progress and learning. Spanish translation was available upon request.
Updated School's Website	8/2022	<ul style="list-style-type: none">Starting the school year with a fresh new look for our school's website to keep all stakeholders (staff, parents, students, and community) informed on the school's progress and learning.
School Staff Meeting (Staff Development)	8/5/2022 11/8/2022 1/23/2023	<ul style="list-style-type: none">Review spring data with staff and the SPP goals and improvement strategies.Review fall data with staff, NSPF report and action plan for improvement.



School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.

Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed	NWEA MAP Growth data & Proficiency data	Panorama Lifeline Data, PBIS survey	Pre Observation conference notes NEPF Standards
	Areas of Strength: Teachers have high expectations for their students' growth of learning and utilizing the District's curriculum to teach the student learning standards.		
	Areas for Growth: Teachers will attend District training on curriculum implementation.		
Problem Statement	The data reveals the lack of students reaching the Growth Proficiency targets in Math (11%) and Reading (16%) scores as measured by the Fall 2022 NWEA MAP Growth Assessment.		
Critical Root Causes	Lack of training & Professional development in curriculum. Curriculum not implemented with fidelity and consistency within each grade level. Lack of active participation. Lack of licensed teachers in the core subject areas.		

Part B

Student Success	
School Goal: <ul style="list-style-type: none"> The percent of students meeting or exceeding the MAP Growth Assessment target in MATH will be 40% in winter 2022 and 43% in 	Aligned to Nevada's STIP Goal: 3 - All students experience continued academic growth.



spring 2023, as reported in FocusED MAP Overview.

- The percent of students meeting or exceeding the MAP Growth Assessment target in READING will be 40% in winter 2022 and 45% in spring 2023, as reported in FocusED MAP Overview.

Improvement Strategy: *To teach the Math curriculum with confidence and fidelity while utilizing effective Tier 1 instructional strategies to improve/enhance student engagement, growth and learning.*

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *Carnegie Math - EBI 1, Map Accelerator - EBI 3, Mathia 3, DreamBox Learning 1*

Intended Outcomes: *To implement and improve consistency in teaching the curriculum. To attend PD and use those strategies to teach the curriculum with fidelity.*

Action Steps:

- *Attend & follow the mandatory training calendar. Offer support for teachers during PLC or modeling lessons during classes to ensure teachers are providing students with Tier 1 instruction using the required curriculum. Implementation of the same curriculum within the department.*
- *Professional learning from RPDP on math SBAC and StudySync for ELA teachers.*

Resources Needed:

- Carnegie Math
- Carnegie/Mathia Math training
- MAP Accelerator/Khan Academy
- Math180
- HMH Geometry
- Algebra 1
- DreamBox
- Math Tutor
- Edulastic
- Edulastic PL's

Challenges to Tackle:

- *Time frame, balance of planning, practice and re-teaching within time frame.*



Improvement Strategy: *To teach the ELA curriculum with confidence and fidelity while utilizing effective Tier 1 instructional strategies to improve/enhance student engagement, growth and learning.*

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *Achieve3000 - EBI 1, StudySync - EBI 3, Read180 - EBI - 1, Actively Learn 4*

Intended Outcomes: *To implement and improve consistency in teaching the curriculum. To attend PD and use those strategies to teach the curriculum with fidelity.*

Action Steps:

- *Attend & follow the mandatory CCSD training calendar. Offer support for teachers during PLC or modeling lessons during classes to ensure teachers are providing students with Tier 1 instruction using the required curriculum. Implementation of the same curriculum within the department.*

Resources Needed:

- StudySync
- Read180
- Achieve3000
- Achieve3000 trainings
- Actively Learn
- ReadWorks
- Edulastic
- Edulastic PL's

Challenges to Tackle:

- *Time frame, balance of planning, practice and re-teaching within time frame.*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: ULD/ALCA training from Canvas, Explorations class, Math Tutoring, Opportunity period, SEL guidelines, Equity and Diversity PL's

Foster/Homeless: Food bags, 3 Square resource support, School Bell, Math tutoring, Opportunity Period, Safe School Professional and Counselor check-in, SEL guidelines, Equity and Diversity PL's

Free and Reduced Lunch: Breakfast and lunch provided, Chromebooks, Clubs/activities after school, Opportunity Period, Math tutoring, SEL



guidelines, Equity and Diversity PL's

Migrant: N/A

Racial/Ethnic Minorities: ULD training from Canvas, Explorations classes, Math tutoring, Opportunity period, SEL guidelines, Equity and Diversity PL's

Students with IEPs: Check-in with TOR, CC classes for added supports, Different Restorative Justice Protocols, SEL guidelines, Equity and Diversity PL's

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	<i>PLC Google forms Pre observation conference notes</i>	<i>District survey staff results</i>	<i>NWEA MAPS Growth Assessment, MAP Accelerator, HMH Lexile levels, Carnegie Math, Achieve 3000/Actively Learn, Edulastic</i>
	<i>Areas of Strength: Teachers attending PLC Meetings with a focused topic for discussion and accountability on the Google PLC form.</i>		
	<i>Areas for Growth: Administration will block out time slots to attend department PLC Meetings each week to ensure the topic of discussion and attendance requirements are being met.</i>		
Problem Statement	<i>The data shows that teachers are not consistently using PLC time to collaborate, plan, & evaluate student data.</i>		
Critical Root Causes	<i>Teachers not actively collaborating during PLC's with a focus on data, curriculum, benchmarks, and Best Practices. Scheduling issues, Staff turnover.</i>		



Part B

Adult Learning Culture	
School Goal: The percent of teachers meeting or exceeding the Required PLC target will be 52% in winter 2022 and 72% in spring 2023, as reported by the Cortney PLC Meeting Google Form.	STIP Connection: <i>Goal 2 - All students have access to effective educators.</i>
Improvement Strategy: <i>Give a weekly focus question for PLC members to address and have teachers complete the Google Form and submit to the admin team.</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Data analysis through PLCs EBI 2, Coaching 2</i>	
Intended Outcomes: <i>To improve focus on data, curriculum, benchmarks and Best Practices during PLC time. Reduce scheduling issues during PLC time (no parent/teacher conferences or IEP's). Retain teachers by building community among staff.</i>	
Action Steps: <ul style="list-style-type: none">● <i>Required expectation from Administration for all teachers to actively participate and attend all PLC meetings.</i>● <i>Follow the PLC calendar for the 2021-22 school year.</i>● <i>Teachers will complete the PLC Google Form during each meeting.</i>● <i>There will be a facilitator, time keeper for each meeting.</i>● <i>Admin stopping by for questions and clarification.</i>	
Resources Needed: <ul style="list-style-type: none">● <i>Access to PLC Google Form</i>● <i>Facilitator & time keeper</i>● <i>Department training on content specific Curriculum, District SEL guidelines & ULD/ALCA lessons</i>● <i>Coaching</i>	
Challenges to Tackle: <ul style="list-style-type: none">● <i>On task behavior/staying on task</i>● <i>Attendance</i>● <i>Facilitator filling out the form as they go</i>	
Equity Supports. What, specifically, will we do to support the following student groups around this goal?	



English Learners: Practice ULD/ALCA training guidelines, Use discourse in daily lessons, Follow new Grading Reform practice: retake tests/quizzes, redo assignments, SEL guidelines, Equity and Diversity PL'S.

Foster/Homeless: Incorporate check-in times with Counselor/Safe School Professional, Follow new Grading Reform practice: retake tests/quizzes, redo assignments, SEL guidelines, Equity and Diversity PL'S.

Free and Reduced Lunch: Practice ULD/ALCA training guidelines, Use discourse in daily lessons, Follow new Grading Reform practice: retake tests/quizzes, redo assignments, SEL guidelines, Equity and Diversity PL'S.

Migrant: N/A

Racial/Ethnic Minorities: Practice ULD/ALCA training guidelines, Use discourse in daily lessons, Follow new Grading Reform practice: retake tests/quizzes, redo assignments, SEL guidelines, Equity and Diversity PL'S.

Students with IEPs: Practice ULD/ALCA training guidelines, Use discourse in daily lessons, Follow new Grading Reform practice: retake tests/quizzes, redo assignments. CC classes with extra support, SEL guidelines, Equity and Diversity PL'S.

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
	<i>Panorama Lifeline District survey Student section</i>	<i>District survey Staff section</i>	<i>District survey Parent section</i>
Data Reviewed	<i>Areas of Strength: Incorporation of a school-wide PBIS program and monthly survey to monitor students' climate and connectedness of staff and students.</i>		
	<i>Areas for Growth: Implementation of the monthly PBIS survey. Begin "House System" community and incentives to create a connected environment between students and staff.</i>		



Problem Statement	<i>The data shows Cortney students want to have a connection with teachers and counselors in order to feel connected to school and engage / improve individual learning / growth.</i>
Critical Root Causes	<i>Pandemic caused lack of human interaction, students lack coping strategies and motivation to participate and get to know peers and staff.</i>

Part B

Connectedness	
<p>School Goal: Increase the percent of students who answered the question, “How connected do you feel to the adults at your school?” 25% fall 2022 to 30% in winter 2022 and 40% in spring 2023, as reported by the Panorama Lifeline Survey.</p>	<p>STIP Connection: <i>Goal 6 - All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.</i></p>
<p>Improvement Strategy: <i>Pinpoint students in need of extra social-emotional skills/coping strategies using the Panorama Lifeline survey and data.</i></p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Creating a positive school climate and culture. EBI - 3, Counselor 1, PBIS 1, Wraparound Services 4</i></p>	
<p>Intended Outcomes: <i>Use the Panorama Lifeline data to pinpoint students in need of social-emotional skills and coping strategies. Create/teach lessons to build positive relationships within the classroom among peers and staff.</i></p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● <i>Teachers available during Opportunity Period to work with students</i> ● <i>Cobra Broadcast News to feature 1 teacher weekly with interview -get to know you - questions</i> ● <i>Counselors do classroom lessons on coping skills</i> ● <i>Teachers provide clubs/activities after school</i> ● <i>Teachers attend concerts and sports events to support students outside of the classroom</i> ● <i>Investigate and discuss peer mediation groups</i> ● <i>Administrators and Staff will collaborate with the ESD office to launch an effective Star-On program to implement effective restorative justice practices.</i> 	
<p>Resources Needed:</p> <ul style="list-style-type: none"> ● <i>Panorama Lifeline survey & results, Classroom lessons, SEL lessons/guidelines</i> 	



- *Counselor(s)*
- *Positive Behavior Interventions and Supports (PBIS)*
- *Wraparound Services*

Challenges to Tackle:

- *Creating a safe environment for learning and walls to breakdown*
- *Teachers finding time to run a club/activity or attend a concert/sporting event*
- *Outside factors*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Peer translator, small group setting when appropriate, Explorations class, Equity and Diversity PL'S, SEL guidelines.

Foster/Homeless: Safe School Professional, Counselors, Equity and Diversity PL'S, SEL guidelines.

Free and Reduced Lunch: Safe School Professional, Counselors, Equity and Diversity PL'S, SEL guidelines.

Migrant: N/A

Racial/Ethnic Minorities: Peer Translator, small group setting when appropriate, Equity and Diversity PL'S, SEL guidelines.

Students with IEPs: TOR, SEIF, CC teacher, small groups with Counselors/School Safety Professional, Equity and Diversity PL'S, SEL guidelines.



COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
Strategic Budget	\$6,246.959.31	Salary (Admin, licensed staff & Support staff, supplies)	Staffing of school
Title 1	\$579,820.00	Licensed staff salary, supplies	CSR, to close learning gaps
*Title III	\$12,870.00	Prep buyout, supplies	CSR, to close learning gaps
ELL	\$277,331.19	Licensed staff salary	CSR, to close learning gaps
At-Risk	\$294,643.04	Licensed staff salary	CSR, to close learning gaps