

Act 2 - Status Check 1 Part of the Plan of Operation Directions: <ul style="list-style-type: none"> Rate the overall status of each improvement strategy: Strong - on track; At Risk - requires some refinement and/or support; or Needs Immediate Attention - requires immediate support Identify specific Lessons Learned (Now), Next Steps, and Needs 						Note: The status you enter will automatically update the accompanying cell on the Master Tracker tab. ↓					
School Name: Cortney JHS											
Inquiry Area 1 - Student Success											
The percent of students meeting or exceeding the MAP Growth Assessment target in MATH will be 55% in winter 2022 and 58% in spring 2023, as reported in FocusED MAP Overview.				Met Projected Growth: Math 40% Reading 40%							
The percent of students meeting or exceeding the MAP Growth Assessment target in READING will be 42% in winter 2022 and 45% in spring 2023, as reported in FocusED MAP Overview.				Compare to winter 2021-2022: Math 51% Reading 45%							
Improvement Strategies		Intended Outcomes/Formative Measures		Status Are we implementing the improvement strategy as planned?		Now (Lessons Learned) What does our progress monitoring data reveal about progress toward our goal? What challenges with implementation and gaps in performance are we noticing?		Next (Next Steps) What specific actions do we need to take to address the challenges and performance gaps we've identified? By when? By whom?		Need What do we need from others in this room and others outside of this room to be successful in taking action?	
To teach the Math curriculum with confidence and fidelity while utilizing effective Tier 1 instructional strategies to improve/enhance student engagement, growth and learning.		To implement and improve consistency in teaching the curriculum. To attend PD and use those strategies to teach the curriculum with fidelity.		Needs Immediate Attention		The progress monitoring data reveals that we did not make progress towards our goal. The challenges with implementation and gaps in performance that we are noticing are attendance issues, students who are new to country that lack English language skills, students lack of educational interest over social interests, and lack of licenced teachers.		Specific actions that we need to take to address the challenges and performance gaps we've identified are a focus on students' consistent exposure to common content specific vocabulary, attendance incentives, and students are receiving standards based Tier 1 instruction by all teachers so they know what they are learning and why they are learning it.		We need consistent communication via CBN announcements, student council advertisements, peer mediation groups, Department Meetings, and Staff Development. Team decided to changed the Math student success goal from The percent of students meeting or exceeding the MAP Growth Assessment target in MATH will be 55% in winter 2022 and 58% in spring 2023, as reported in FocusED MAP Overview to The percent of students meeting or exceeding the MAP Growth Assessment target in MATH will be 40% in winter 2022 and 43% in spring 2023, as reported in FocusED MAP Overview.	
To teach the ELA curriculum with confidence and fidelity while utilizing effective Tier 1 instructional strategies to improve/enhance student engagement, growth and learning.		To implement and improve consistency in teaching the curriculum. To attend PD and use those strategies to teach the curriculum with fidelity		At Risk		The progress monitoring data reveals that we did not make progress towards our goal. The challenges with implementation and gaps in performance that we are noticing are attendance issues, students who are new to country that lack English language skills, and lack of licenced teachers.		Specific actions that we need to take to address the challenges and performance gaps we've identified are a focus on students' consistent exposure to common content specific vocabulary, attendance incentives, and students are receiving standards based Tier 1 instruction by all teachers so they know what they are learning and why they are learning it.		We need consistent communication via CBN announcements, student council advertisements, peer mediation groups, Department Meetings, and Staff Development.	
Inquiry Area 2 - Adult Learning Culture											
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.											
Improvement Strategies		Intended Outcomes/Formative Measures		Status		Now (Lessons Learned)		Next (Next Steps)		Need	
Give a weekly focus question for PLC members to address and have teachers complete the Google Form and submit to the admin team.		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.		At Risk		The progress monitoring data reveals that we started making progress from September to November towards our goal. However during December and January we started dipping again. The challenges with implementation and gaps in performance that we are noticing is the lack of teacher attendance and staffing and effective professional learning on Tier 1 instructions aligned to NVACs for all teachers.		Specific actions that we need to take to address these challenges and performance gaps we've identified are continuing to have a guided purpose for meetings, Math and ELA teachers to attend curriculum specific Tier 1 guided instruction aligned to NVACs, accountability for attendance, and incentives for staff who attends consistently.		We continue to need administrative guidance and attendance at meetings. Teachers to attend content specific PL guided towards Tier 1 standards based instruction.	
Inquiry Area 3 - Connectedness											
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.											
Improvement Strategies		Intended Outcomes/Formative Measures		Status		Now (Lessons Learned)		Next (Next Steps)		Need	
Pinpoint students in need of extra social-emotional skills/coping strategies using the Panorama Lifeline survey and data.		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.		At Risk		The progress monitoring data reveals that we started making progress from September to December toward our goal. The challenges with implementation are our chronic absenteeism rates, restorative justice practices, and tardy rates.		Specific actions that we need to take to address these challenges are continuing to be consistent in the implementation of our PBIS policy, work with ESD to revamp our Star-On and SWI procedures, begin to structure a peer mediation group.		The admin, staff, and students will need to collaborate and attend any necessary meetings with the ESD office to ensure an effective Star-On program and interventions to address student behaviors are being met adequately.	