

School Name: Cortney JHS						
Inquiry Area 1 - Student Success		Did we achieve our Student Success goal? <i>What does our data reveal about our progress toward our goal?</i>	Continue, Correct, or Cancel the Goal? <i>Should we continue, correct, or cancel this goal in our next SPP? Why?</i>			
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.		Yes	Continue (and update)			
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.		No	Correct			
Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful? <i>How successful were we at implementing our improvement strategies?</i>	Continue, Correct, or Cancel the Strategy? <i>Should we continue, correct, or cancel the associated improvement strategies in our next SPP? Why?</i>	Now (Lessons Learned) <i>How have our improvement efforts impacted achievement across demographic groups?</i>	Next (Next Steps) <i>What have we learned about ourselves and our school through this goal and these improvement strategies? What can we do right away to put these lessons into practice?</i>	Need <i>What do we need from others in this room and others outside of this room to be successful in taking action?</i>
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.	Yes	Continue	The progress monitoring data reveals that we did meet our goals. However there are still 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 consistent focus on students' exposure to Tier I instruction using common content specific vocabulary, attendance incentives. The students need to receive standards based Tier 1 instruction by all teachers so they know what they are learning and why they are learning it. The consistent implementation of Carnegie, Mathia, and Exact -Path curriculum. A fundamentals class geared to focus on the 40-60 percentile students to improve growth and an Academic Language Development (ACLE) class to support long term EL students.	We need teachers to attend the District lead Carnegie, Mathia and Exact Path trainings to effectively deliver standards based Tier I instruction. We need to change the master schedule to offer Fundamentals in Math and ACLE class.
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	No	Correct	The progress monitoring data reveals that we did not make progress towards our goal by having 45% of students meeting or exceeding the MAP Growth Assessment. The percent of students remained the same at 40%. The challenges we still continue to face are with implementation of being able to follow the pacing guide and addressing the gaps in performance due to attendance issues, students who are new to country that lack English language skills, and lack of licenced teachers. There needs to be a focus on consistent standards based Tier I instruction standards and the use of the pacing guide.	Specific actions that we need to take to address the challenges and performance gaps we've identified are a consistent focus on students' exposure to Tier I instruction using common content specific vocabulary, attendance incentives. The students need to receive standards based Tier 1 instruction by all teachers so they know what they are learning and why they are learning it. Teachers can begin by becoming familiar with the the new ELA HMH and Exact Path curriculum. A fundamentals class geared to focus on the 40-60 percentile students to improve growth and an Academic Language Development (ACLE) class to support long term EL students will be included in the Master Schedule.	We need teachers to attend the District lead HMH and Exact Path trainings to effectively deliver standards based Tier I instruction. We need to change the master schedule to offer Fundamentals in ELA and ACLE class.
Inquiry Area 2 - Adult Learning Culture		Did we achieve our Adult Learning Culture goal?	Continue, Correct, or Cancel the 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.		Yes	Continue (and update)			
Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful?	Continue, Correct, or Cancel the Strategy?	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.	Yes	Continue	The progress monitoring data reveals that we are continuing to make progress from September to November and November to May towards our goal. 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 I instructions aligned to NVACs for all teachers.	Specific actions that we need to take to address the challenges and performance gaps we've identified consistent weekly PLC's with a focus on Tier I instruction and teacher clarity.	We continue to need administrative guidance and attendance at meetings. Teachers to attend content specific PL guided towards Tier 1 standards based instruction. Teachers will utilize the content-specific pacing guides to identify the standard(s) to unwrap. Teachers will unwrap the standard(s) to identify the skills and concepts to understand the full and implied intent of the standard(s). Teachers identify the necessary prior knowledge for students' learning.
Inquiry Area 3 - Connectedness		Did we achieve our Connectedness goal?	Continue, Correct, or Cancel the 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.		No	Correct			
Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful?	Continue, Correct, or Cancel the Strategy?	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.	No	Correct	The progress monitoring data reveals that we started making progress from September to December toward our goal. However data shows that we are still at a 25% in the spring. 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. Trained staff will need to be hired to effectively target the areas of needs.