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.

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School Designations: ☑ **Title I**   ☐ **CSI**   ☐ **TSI**   ☑ **TSI/ATSI**

Our SPP was last updated on 6/1/2023

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
Dr. Edward San Nicolas	**Principal**
Shalis Johnson	**Assistant Principal**
Chris Miller	**Assistant Principal**
Jason Girtley	**Assistant Principal**
Jacob Bendixen	**Assistant Principal**
Shannon Schleifer	**Learning Strategist / CI Facilitator**
Christian Velasquez	**Counselor**
Michael Nicholas	**Teacher**
Marianna Rivera	**Teacher / Math Strategist**
Dawn Moore	**Teacher**
Ryan Shober	**Teacher**

Kristi Fix	**Paraprofessional/ Attendance Clerk**
Marvin Love	**Parent**
Debra Wesley	**Parent**
Lucille Jensen	**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 5/11/2023	● 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. ● Sharing with stakeholders the updates of our Status Trackers and SPP.
Parentlinks (Email and Phone/Text)	8/22-10/2022 1/2023	● 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 12/2023	● 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. ● Our school's website is consistently updated 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 04/06/2023	● 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.		
	Areas for Growth: Teachers need to 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: ● The percent of students meeting or exceeding the MAP Growth Assessment target in MATH will be 43% in winter 2023 and 45% in spring 2024, as reported in FocusED MAP Overview.	**Aligned to Nevada's STIP Goal:** *3 - All students experience continued academic growth.*

| 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 HMH for ELA.*

Resources Needed:
- Carnegie Math
- Carnegie/Mathia Math training
- Exact Path
- Math180
- HMH Geometry
- Algebra 1
- DreamBox
- Math Tutor
- Edulastic
- Edulastic PL's
- PLC+ Playbook

Challenges to Tackle:
- *Time frame, balance of planning, practice and re-teaching within time frame.*

Some staff members may be reluctant to implement strategies learned during Professional Learning (PL) sessions and these sessions are occurring during their summer break. Professional administration and strategists will model the use of PL strategies during staff meetings and whenever providing PL.

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 PL 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:
- HMH Into Literature
- Exact Path
- HMH Into Literature Professional Learning
- Exact Path Professional Learning
- Achieve3000
- Achieve3000 trainings
- Actively Learn
- PLC+ Playbook
- Teacher Clarity Playbook
- Edulastic
- Edulastic PL's

Challenges to Tackle:
- *Time frame, balance of planning, practice and re-teaching within time frame.*

Some staff members may be reluctant to implement strategies learned during Professional Learning (PL) sessions and these sessions are occurring during their summer break. Professional administration and strategists will model the use of PL strategies during staff meetings and whenever providing PL.

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	*PLC Google forms* *Pre observation conference notes* *Tier 1 Tracking Tool* *Focal Point*	*District survey staff results*	*NWEA MAPS Growth Assessment, MAP Accelerator, HMH Lexile levels, Carnegie Math, Achieve 3000/Actively Learn, Edulastic*
	Areas of Strength: Teachers attending PLC Meetings with a focused topic for discussion and accountability on the Google PLC form.		
	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.		
Problem Statement	*The data shows that teachers are not consistently using PLC time to collaborate, plan, & evaluate student data.*		

Critical Root Causes	*Teachers not actively collaborating during PLC's with a focus on data, curriculum, benchmarks, and Best Practices. Scheduling issues, Staff turnover.*

Part B

Adult Learning Culture	
School Goal: The percent of teachers meeting or exceeding the Required PLC target will be 52% in winter 2023 and 72% in spring 2024, as reported by the Cortney PLC Meeting Google Form.	**STIP Connection:** *Goal 2 - All students have access to effective educators.*

Improvement Strategy: Teahers will implement the Teaching and Learning cycle and PLC + resources to focus their weekly PLC's while using the *the Google Form as a log to submit to the admin team*

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: Data analysis through PLCs EBI 2, Coaching 2*

Intended Outcomes: *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.*

Action Steps:
- *Required expectation from Administration for all teachers to actively participate and attend all PLC meetings.*
- *Follow the PLC calendar for the 2023-24 school year.*
- *Teachers will complete the PLC Google Form during each meeting.*
- *There will be a facilitator, time keeper for each meeting.*
- *Admin stopping by for questions and clarification.*

Resources Needed:
- *Access to PLC Google Form*
- *Facilitator & time keeper*
- *Department training on content specific Curriculum, District SEL guidelines & ULD/ALCA lessons*
- *Coaching*
- *PLC + Playbook*
- *Teacher Clarity Playbook*

Challenges to Tackle:

Some staff members may be reluctant to implement strategies learned during Professional Learning (PL) sessions; while maintaining **on** *task behavior.* Administration and strategists will model the use of PL strategies during staff meetings and whenever providing PL.

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

English Learners: Title III funding will provide resources to support teachers to address the newcomers and long term group while utilizing QTEL strategies during Tier I instruction to increase student discourse.

Foster/Homeless: The school counselor and student success advocate will implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth.

Free and Reduced Lunch: Licensed and support staff will provide opportunities for after-hour tutoring.

Migrant: N/A

Racial/Ethnic Minorities: Title I funding will provide students with one-on-one Instruction and support from the student success advocate.

Students with IEPs: Co-teaching opportunities will be provided in the least restrictive environment to ensure students receive grade level instruction with the appropriate accommodations and modifications.
Special Education teachers will participate in grade-level Professional Learning Community (PLC) meetings to analyze data, determine students' needs, and plan effective instruction and support.

Inquiry Area 3 - Connectedness
Part A

Connectedness			
	Student	**Staff**	**Family & Community Engagement**
Data Reviewed	*Panorama Lifeline* *District survey Student section*	*District survey Staff section*	*District survey Parent section*

	Areas of Strength: Incorporation of a school-wide PBIS program and monthly survey to monitor students' climate and connectedness of staff and students.
	Areas for Growth: Implementation of the monthly PBIS survey. Begin "House System" community and incentives to create a connected environment between students and staff.
Problem Statement	*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.*
Critical Root Causes	*Weak relationships between educators, staff, and students.*

Part B

Connectedness	
School Goal: Increase the percent of students who answered the question, "How connected do you feel to the adults at your school?" 25% fall 2023 to 30% in winter 2023 and 40% in spring 2024, as reported by the Panorama Lifeline Survey.	**STIP Connection:** *Goal 6 - All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.*

Improvement Strategy: *incorporating PBIS and House systems and strategies to target students in need of extra social-emotional skills/coping strategies using the Panorama Lifeline survey.* **Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *Creating a positive school climate and culture. EBI - 3, Counselor 1, PBIS 1, Wraparound Services 4*
Intended Outcomes: *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.*
Action Steps: ● *Teachers available during Opportunity Period to work with students* ● *Cobra Broadcast News to feature 1 teacher weekly with interview -get to know you - questions* ● *Counselors do classroom lessons on coping skills* ● *Teachers provide clubs/activities after school* ● *Teachers attend concerts and sports events to support students outside of the classroom*

- *Investigate and discuss peer mediation groups*
- *Administrators and Staff will collaborate with the ESD office to launch an effective Star-On program to implement effective restorative justice practices.*

Resources Needed:
- *Panorama LIfeline survey & results, Classroom lessons, SEL lessons/guidelines*
- *Counselor(s)*
- *Positive Behavior Interventions and Supports (PBIS)*
- *Wraparound Services*
- *Student Support Advocate*
- *Additional Campus Security Monitor*

Challenges to Tackle:
- Student Absenteeism; Form attendance committee to monitor absenteeism, send notification home biweekly to inform families of the number of absences students have, offer incentives such as student store coupons to students with perfect attendance or 20% improvement in attendance from last month.

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