



Clark County School District

Greenspun Junior High School

School Performance Plan: A Roadmap to Success

Greenspun Junior High School 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: Jacqueline Carducci

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School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on October 4, 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/barbara_and_hank_greenespun_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
Jacqueline Carducci	Principal(s) <i>(required)</i>
Nakia Barker, Jason Bidwell, Shannon Regin	Other School Leader(s)/Administrator(s) <i>(required)</i>
Kim Maurent, Page Zuniga, Andrew Slocum	Teacher(s) <i>(required)</i>
Christine Moore	Paraprofessional(s) <i>(required)</i>
Bryan Flickinger	Parent(s) <i>(required)</i>
Brady Flickinger	Student(s) <i>(required for secondary schools)</i>
Rocio Salas-Beltran	Specialized Instructional Support Personnel <i>(if appropriate)</i>





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
Held a staff meeting	September 12, 2022	<ul style="list-style-type: none">• Discussed data with staff and informed of possible changes to reach previous year goals.
SOT meeting	October 5, 2022	<ul style="list-style-type: none">• SPP team member discussed plan and the next steps to achieve school goals



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	SBAC, MAPs, NV Report Card	Panorama survey & behavior data from IC and FocusEd	Pacing guides, Carnegie Math Curriculum, Common Lit
	<i>Areas of Strength: Spring data showed growth but did not meet proficiency</i>		
	<i>Areas for Growth: Increase the number of proficient students</i>		
Problem Statement	<i>There has been a decline in math proficiency due to the impact virtual instruction challenges.</i>		
Critical Root Causes	<i>Students are entering below grade level and lack of student motivation.</i>		

Part B

Student Success	
<p>School Goal: <i>Decrease the number of students below the 40th percentile (low/low average) in Fall 2022 and Spring 2023.</i></p> <p>Decrease the percent of students scoring at or below the 40th percentile in math from 52% (fall) to 50% (winter) to 48% (spring) by 2023 as measured by the MAP Growth Assessment.</p> <p>Increase the percent of students meeting/exceeding growth projections in math from 49% (Fall 2022) to 50% (winter 2022) to 52% (spring 2022) as measured by MAP Growth Assessments.</p>	<p>Aligned to Nevada's STIP Goal: 3</p>



Improvement Strategy: *Implement new math curriculum, data driven class placements, and goal setting for students.*

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3

Intended Outcomes:

There will be an increase in math proficiency from 49% to 52% by the spring, as measured by the MAP Growth Assessments.

Action Steps:

- *The math department will pull and analyze MAPs Winter math growth data in grade level PLC meetings once a month in January and February of 2023. They will discuss next steps and strategies to increase students' proficiency by 3% on the assessment.*
- *The math department will increase the amount of student engagement time to 60 minutes, once a week, using the MAP Accelerator program in their math classes. The math teachers will assign and personalize students' learning paths to support their mastery on standards and to increase their proficiency.*
- *The math department will provide staff MAP training on professional learning day in January 2023, to provide strategies to increase student proficiency on the MAP math test.*
- *Teachers will meet in PLCs (departments and grade levels) twice a month to develop and incorporate instructional strategies to assessment.*

Resources Needed:

- *Time for teachers to meet in departments and PLCs*
- *Funding for structured teacher planning time*

Challenges to Tackle:

- *Time constraints and lack of substitute availability*

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

English Learners: Provide additional support and instruction utilizing the FastForward Curriculum and students will use the "Reading Assistant Plus" component of MySciLearning to increase English proficiency. Prep buyouts are used to give additional support and instruction with a Licensed teacher for ELL students.

Foster/Homeless: Utilize Carnegie math curriculum at all grade levels and differentiate to meet the needs of all learners. Common Lit English curriculum for 6-8 grade levels and provide instructional support to the teachers. Edulastic will help continue the improvement on subject area common assessments. Weekly, PLCs to discuss differentiation for all learners.

Free and Reduced Lunch: Utilize Carnegie math curriculum at all grade levels and differentiate to meet the needs of all learners. Teachers will



also use Edulastic to continue to improve common assessments and will meet in PLCs to discuss differentiation for all learners.

Migrant: Provide additional support and instruction utilizing the FastForward Curriculum and students will use the “Reading Assistant Plus” component of MySciLearning to increase English proficiency. Prep buyouts are used to give additional support and instruction with a Licensed teacher for ELL students.

Racial/Ethnic Minorities: Utilize Carnegie math curriculum at all grade levels and differentiate to meet the needs of all learners. Common Lit English curriculum for 6-8 grade levels and provide instructional support to the teachers. Edulastic will help continue the improvement on subject area common assessments. Weekly, PLCs to discuss differentiation for all learners.

Students with IEPs: Utilize Carnegie math curriculum at all grade levels and differentiate to meet the needs of all learners. Common Lit English curriculum for 6-8 grade levels and provide instructional support to the teachers. Edulastic will help continue the improvement on subject area common assessments. Weekly, PLCs to discuss differentiation for all learners.



Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	MAPs, SBAC data, Pacing Guides	Review district and school staff survey data	Master Schedule, ELL Master Plan, Google PD Surveys
	<i>Areas of Strength: Increased professional development trainings to once a week every Wednesday</i>		
	<i>Areas for Growth: Implemented Canvas Champions to provide personalized staff development</i>		
Problem Statement	<i>Professional development training became a low priority in the adult learning culture. Due to addressing student reacclimation issues from Covid, teachers have been stifled and overwhelmed with scheduling consistent PLCs.</i>		
Critical Root Causes	<i>Lack of time to address training needs and survey data to support instructional decisions.</i>		

Part B

Adult Learning Culture	
School Goal: <i>Increase the amount of professional development opportunities from quarterly to once a week every Wednesday as monitored by the master calendar.</i>	STIP Connection: 2
Improvement Strategy: <i>Provide professional development opportunities to teachers to improve instructional practices that promote student growth.</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3	
Intended Outcomes: <i>Teachers will better understand Tier I Multi System of Supports (MTSS) and use the information gathered to inform instruction.</i>	
Action Steps:	



- *Admin and staff will work together to provide professional learning on PLC+ Framework, MTSS, MAPs reports, and instructional common student language.*
- *Subject area leaders and department chairs will provide weekly agenda notes detailing professional learning to their supervisors.*
- *Administration will conduct instructional rounds in December and January to identify professional learning needs to develop school learning culture.*

Resources Needed:

- *Funding for structured teacher planning time*

Challenges to Tackle:

- *Lack of common preps*
- *Time for teachers to meet*
- *Lack of SBCT to allow for continued professional development*

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

English Learners: Teachers will meet in professional learning communities to ensure rigorous instruction, common assessments aligned to the standards, and differentiation to meet the needs of all learners.

Foster/Homeless: Teachers will meet in professional learning communities to ensure rigorous instruction, common assessments aligned to the standards, and differentiation to meet the needs of all learners.

Free and Reduced Lunch: Teachers will meet in professional learning communities to ensure rigorous instruction, common assessments aligned to the standards, and differentiation to meet the needs of all learners.

Migrant: n/a

Racial/Ethnic Minorities: Teachers will meet in professional learning communities to ensure rigorous instruction, common assessments aligned to the standards, and differentiation to meet the needs of all learners.

Students with IEPs: Teachers will meet in professional learning communities to ensure rigorous instruction, common assessments aligned to the standards, and differentiation to meet the needs of all learners.



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	Panorama and District Survey	District & Panorama Survey	District Survey
	<i>Areas of Strength: New advisory curriculum specifically designed to address Social and Emotional learning.</i>		
	<i>Areas for Growth: Improve student sense of belonging at school.</i>		
Problem Statement	<i>There has been a decline in positive emotions and regulation of feelings.</i>		
Critical Root Causes	<i>Lack of consistent and meaningful social interactions due to an increase in the use of technology.</i>		

Part B

Connectedness	
<p>School Goal: Increase the percent of students who feel a sense of belonging from 47% (fall of 2022) to 50% (winter of 2022) to 55% (spring by 2023) as measured by the Panorama Education Survey.</p>	<p>STIP Connection: 6</p>
<p>Improvement Strategy: <i>Staff will plan events and activities to engage students, continue to revise advisory periods to meet students needs, and build a sense of community within the school.</i></p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 4</p>	
<p>Intended Outcomes: <i>Staff and students will feel connected to the school campus through activities and positive initiatives.</i></p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> • <i>Counselors and safe school professional will administer the Panorama survey 3 times throughout the school year and monitor students in the red and yellow category</i> • <i>Teachers will continue to deliver SEL lessons in advisory on Mondays</i> 	



- *Student Council and campus clubs will continue to work towards building school spirit and connectivity for all students*
- *Hope Squad working to address at risk student needs.*
- *Sport activities to increase school pride.*

Resources Needed:

- *Funding from SGF to support school activities, spirit days, and school themed prizes*

Challenges to Tackle:

- *Time for planning*
- *Transportation issues for students who cannot stay after school for events*
- *Ensuring there is a group or activity for all students*

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

English Learners: Provide wrap around services to meet the social emotional needs of students.

Foster/Homeless: Provide wrap around services to meet the social emotional needs of students.

Free and Reduced Lunch: Provide wrap around services to meet the social emotional needs of students.

Migrant: n/a

Racial/Ethnic Minorities: Provide wrap around services to meet the social emotional needs of students.

Students with IEPs: Provide wrap around services to meet the social emotional needs of students.



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)
<i>Strategic Budget</i>	\$ 6,493,969.68	Sub days, Professional Development Training expenses, additional Prep buyouts for remedial courses, and hire content area (math and science) to reduce class sizes.	<i>Student Success, Adult Learning Culture, Connectedness</i>
Student Generated Funds	\$ 64,101.17	Support for student council fundraisers and activities, and ongoing Dolphin Days for school spirit, attendance incentives, behavior incentives	<i>Connectedness</i>