



**GLOBALLY  
PREPARED**

# **School Improvement Plan (SIP)**

## **Act 2 – Navigating Our Course**

Greenspun JHS  
October 8, 2025  
2:26pm–2:56pm

[Meeting Recording Click Here](#)



# GREENSPUN JHS

**HOME**

**STUDENTS**

**PARENTS**

**STAFF**

**CALENDAR**



## School Plans of Operation

- [2025-2026 School Based Emergency Operations Plan notice](#)
- [2025-2026 Strategic Budget](#)
- [2025-2026 GJHS School Improvement Plan](#)

<https://www.greenspunjhs.com/school-plans-of-operation>

# **School Improvement Plan (SIP)**

## **3 AREAS:**

**INQUIRY AREA 1: Student Success**

**INQUIRY AREA 2: Adult Learning Culture**

**INQUIRY AREA 3: Connectedness**

# Continuous Improvement Team (CI Team)

**Vince Bognot**  
**Jackie Carducci**  
**Katja Hermes**  
**Cassandra Iglitz**  
**Liza Chadwick-Neilson**  
**Allie McIlroy**  
**Page Zuniga**  
**Laura Wade**  
**Jennifer Carroll**  
**Stephanie Buford**

**Absent (10/8)**  
**Andy Slocum**  
**Howard Jackson**  
**Rocio Salas-Beltran**  
**Andrew Slocum**  
**Carla Trujillo**

## **Inquiry Area 1 – Student Success**

By the end of the 2025-2026 school year, Greenspun Junior High School will increase the percentage of all 6th, 7th, and 8th grade students meeting or exceeding SBAC proficiency standards.

Specifically, by Spring 2026, 42% or higher in Math (up from the 40% projected proficiency in Spring 2025 MAP) and 54% or higher in ELA (up from the 50% projected proficiency in Spring 2025 MAP).

# Finding

|                                                                       | MATH MAP<br>PROJECTED<br>PROFICIENCY | READING MAP<br>PROJECTED<br>PROFICIENCY |  | MATH<br>ACTUAL<br>SBAC<br>PROFICIENCY | READING<br>ACTUAL<br>SBAC<br>PROFICIENCY |
|-----------------------------------------------------------------------|--------------------------------------|-----------------------------------------|--|---------------------------------------|------------------------------------------|
| Fall<br>25-26                                                         | 29%<br>August 20-21                  | 46%<br>August 18-19                     |  |                                       |                                          |
|                                                                       |                                      |                                         |  |                                       |                                          |
| Spring<br>24-25                                                       | 40% ↑<br>April 29-May 1              | 50% ↓<br>May 6-May 9                    |  | 35.5% ↑<br>April 22-23                | 52.2% ↑<br>April 8-9                     |
| Winter<br>24-25<br><small>(Last MAP before SBAC administered)</small> | 34% ↑<br>Nov 18-20                   | 51% ↑<br>Dec 2-6                        |  |                                       |                                          |
| Fall<br>24-25                                                         | 30%                                  | 50%                                     |  |                                       |                                          |
|                                                                       |                                      |                                         |  |                                       |                                          |
| Spring<br>23-24                                                       | 38% ↑                                | 45% ↑                                   |  | 32.7% ↑<br>April 23-25                | 49.9% ↓<br>April 8-11                    |
| Winter<br>23-24<br><small>(Last MAP before SBAC administered)</small> | 34% ↑                                | 44% ↓                                   |  |                                       |                                          |
| Fall<br>23-24                                                         | 32%                                  | 49%                                     |  |                                       |                                          |
|                                                                       |                                      |                                         |  |                                       |                                          |
| Spring<br>22-23                                                       | 24% ↑                                | 43% ↓                                   |  | 31.9%                                 | 51.4%                                    |
| Winter<br>22-23<br><small>(Last MAP before SBAC administered)</small> | 23% ↑                                | 45% ↓                                   |  |                                       |                                          |
| Fall<br>22-23                                                         | 23%                                  | 46%                                     |  |                                       |                                          |



# Student Success Goal Strategies

1. Adopt CER initiative schoolwide in all grades and subject areas. Quarterly writings in each department, daily exit tickets, etc. will be utilized.
2. Use formative data in PLCs to identify student strengths and areas of weakness to guide instruction in all classroom settings in addition to the analysis of data to identify best practices for learning standards and objectives.
3. Implement tier 1 instructional materials and strategies aligned to the Multi-Tiered System of Supports. Identify students in need of tier 2 and tier 3 focused interventions and utilize provided materials and supports.
4. PLCs will collaborate to monitor and revise student growth using Tier II instruction and support students not meeting growth targets based on MAP and classroom assessment data.

|      |                                                                                                                                                                                                                                                                                              |
|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| NOW  | According to the end of year MAP Spring 2025 projected CRT Proficiency, 40% of our students met proficiency standards on the math SBAC and 50% of our students are expected to meet proficiency on the Reading SBAC.                                                                         |
| NEXT | Continue to adopt CER school-wide initiatives during the 2025-2026 school year. Examine district resources and trainings for classroom teachers on using TIER II interventions within the classroom, monitor and encourage fidelity in teachers using District adopted curriculum materials. |
| NEED | Teacher, student and parent buy-in. Teacher commitment to PLC process of analyzing student data and using that data to inform instructional practices in the classroom.                                                                                                                      |



## **Inquiry Area 2 – Adult Learning Culture (APPROVED 8/27)**

As measured by the School Tier I monitoring data, increase the overall percentage of teachers aligning to pacing guide to 95%.

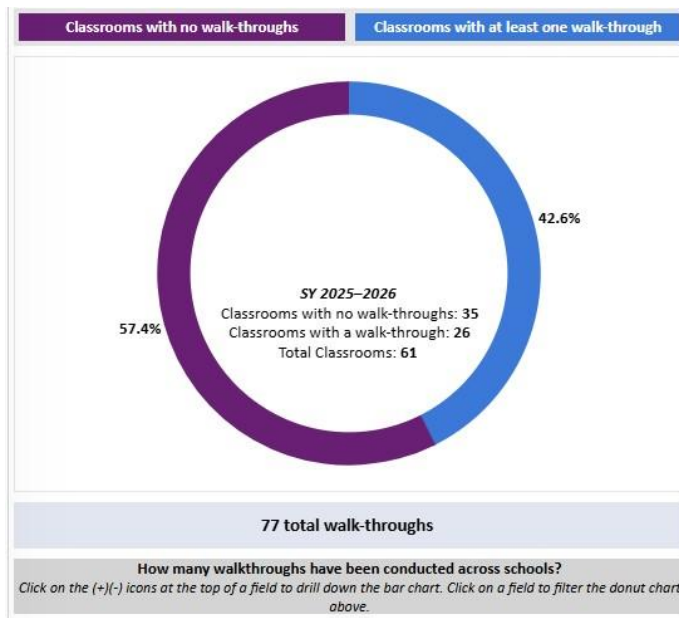
# Finding #1



## DATA TO BACK UP 2025-2026 GOAL:

Percentage of teachers "on pace" when conducting walkthroughs.

|       |     |
|-------|-----|
| 25-26 | 95% |
| 24-25 | 89% |
| 23-24 | 76% |



|               |                                                      | Yes   | N/A | No  |
|---------------|------------------------------------------------------|-------|-----|-----|
| School        | Metric                                               | Total |     |     |
| Greenspun JHS | Aligns to CCSD Pacing Guide                          | 71    | 70% |     |
|               | Tier I Instructional Materials                       | 73    | 71% |     |
|               | Instructional Materials Support Standard             | 68    | 75% |     |
|               | Learning Intention Aligned to Standard               | 71    | 70% | 30% |
|               | Success Criteria Aligned to Learning Intention       | 70    | 70% | 30% |
|               | Teacher and Student Interact with Learning Intention | 68    | 8%  | 87% |
|               | Teacher and Student Interact with Success Criteria   | 67    | 2%  | 88% |
|               | Instruction Aligned to Standard                      | 68    | 79% |     |
|               | Learning Task Aligned to Standard                    | 64    | 80% |     |
|               | Necessary Differentiation is Observed                | 73    | 16% | 67% |
|               | Necessary Scaffolding is Observed                    | 70    | 26% | 67% |
|               | Students Engaged                                     | 72    | 47% | 46% |

# Adult Learning Culture Goal Strategies

1. Implement Professional Learning Communities (PLCs) with fidelity with a system to document PLC progress.
2. Utilize PLCs to analyze formative and summative assessments data and create an environment of collaboration where teachers can improve instruction through adopting best practices supported by administration attending PLCs.
3. PLCs will collaborate to monitor and revise student growth using Tier II instruction and support students not meeting growth targets based on MAP and classroom assessment data.

|      |                                                                                                                                                                     |
|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| NOW  | Teachers are starting the year with the expectation of meeting weekly for PLCs. Teachers are collaborating on when they will meet in a PLC.                         |
| NEXT | PLCs and departments will collaborate and utilize Tier I Materials, Pacing Guides, and Clarity Guides.                                                              |
| NEED | Teacher commitment to all components of the PLC cycle, continued adherence to pacing guides, common assessments, and reflection needed to support student learning. |

## **Inquiry Area 3 – Connectedness**

### **SUSPENSIONS**

Reduce the suspension rates for each student group to be less than a 10 percentage point difference from the student group enrollment during the 2025-2026 school year, as measured by school-wide behavior data.

### **CHRONIC ABSENTEEISM**

Reduce our schoolwide chronic absenteeism rate for our students from 23.5% to 21.0% (2.5 percentage points) during the 2025–2026 school year, as measured by school-wide behavior data.

# Finding #1

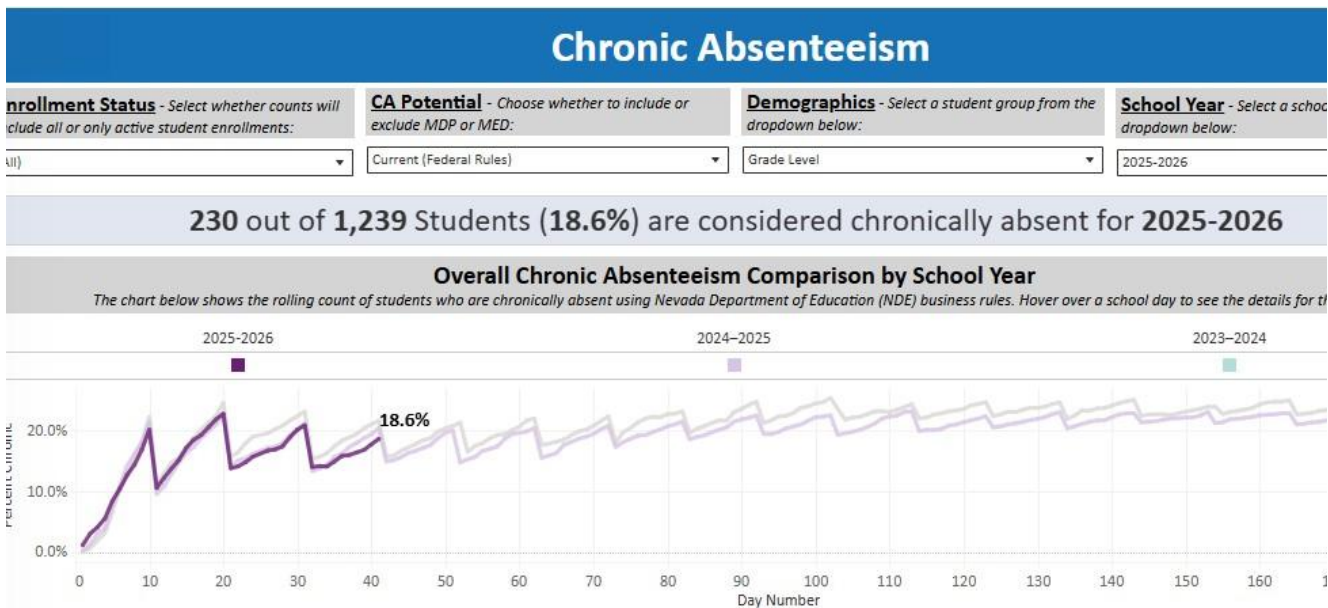


# Finding #1



## Chronic Absenteeism for all Students

|       |       |
|-------|-------|
| 25-26 | 21.0% |
| 24-25 | 23.5% |
| 23-24 | 22.5% |
| 22-23 | 23.8% |



# Connectedness Goal Strategies

1. Administer the TFI 3.0 to obtain baseline data.
2. Use results to prioritize items for implementation focus
3. Monitor progress
4. Classrooms implement positive behavior supports

|      |                                                                                                                                                                                                                                                                                       |
|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| NOW  | We are gathering information related to our school-wide behavior data and working with the District to learn more about the Tiered Fidelity Inventory.                                                                                                                                |
| NEXT | Administer and analyze TFI 3.0.<br>Classroom teachers implement classroom systems for behavior management and utilizing GJHS Progressive Discipline<br><br>Implement Denial of Credit and Appeal Procedures to enforce importance of attendance and create partnership with families. |
| NEED | School-wide understanding and buy in of Positive Behavior Interventions and Supports (PBIS).<br><br>Improve students sense of belonging through clubs, after school activities, and student council.                                                                                  |

**QUESTIONS?**

**THANK YOU!**

**NEXT MEETING IN JANUARY!**