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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Phone: 702-799-0920
School Designations: ☐ Title I ☐ MRI ☐ CSI ☐ TSI ☑ ATSI

SPP was last updated on June 2, 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/barbara_and_hank_greenspun_junior_high_school/2023/nspf/.

Inclusion of this link replaces the 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)** *(required)*
Nakia Barker, Shannon Dawson, Kateja Hermes	**Other School Leader(s)/Administrator(s)** *(required)*
Kim Maurent, Page Zuniga, Andrew Slocum, Bryan Flickinger	**Teacher(s)** *(required)*
	Paraprofessional(s) *(required)*
Toni Jefferson and Page Zuniga	**Parent(s)** *(required)*
Christian Zuniga and Isaac Boykin	**Student(s)** *(required for secondary schools)*
Rocio Salas-Beltran	**Specialized Instructional Support Personnel** *(if appropriate)*

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
Hold a staff meeting	August 4, 2023	● Discuss previous school year's data with staff to inform them of the needed changes for the current year.
SOT meeting	August 23, 2023	● SPP team will discuss the plan, modifications, and the next steps to achieve school goals.
Open House	August 31, 2023	● Teacher will discuss curriculum materials and classroom expectations during parent classroom visits.
Counseling Department Advisory Council Meetings	TBA	

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	FocusEd - MAP *(3 year data trend)*	Panorama survey & behavior data from IC and FocusEd	Pacing guides, Carnegie Math Curriculum, HMH Intro to Literacy, Common Lit, Achieve 3000, Amplify Science
	Areas of Strength: Spring data showed growth but did not meet overall proficiency		
	Areas for Growth: Increase the percent of students who meet the growth target in MAP Math assessment.		
Problem Statement	*There was a decline in math proficiency due to a need for clarity of outcomes, visions, systems, and structures to deliver consistent, high-quality curriculum and instruction.*		
Critical Root Causes	*There is a continued need to improve our PLC process and monitor its impact on classroom instruction. Students entering below grade level need instructional support to enhance engagement and improvement in academics.*		

Part B

Student Success	
School Goal: *Increase the percentage of students who meet the growth target for MAP Math assessment.* *Increase the overall percent of students who meet or exceed the growth target for math assessment from 56% in Spring 2023 to 58% by Spring 2024 as measured by MAP Growth Assessment data.*	**Aligned to Nevada's STIP Goal: 3**

Increase the percentage of students who meet the growth target for MAP ELA assessment.

Increase the overall percent of students who meet or exceed the growth target for reading assessment from 52% in Spring 2023 to 54% by Spring 2024 as measured by the Reading MAP Growth Assessment data.

Improvement Strategy: *Implement and monitor Tier I and Tier II instruction in the math and ELA content areas that focus on curriculum, instructional best practices, data analysis, and goal setting for students during weekly Professional Learning Communities. Discuss and implement strategies from the MTSS Framework in weekly teacher Professional Learning Communities.*

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

Intended Outcomes: *Increase the percentage of students who meet the growth target for MAP math and reading assessments.*

Action Steps:
- *Teachers will use the adopted Tier I and II instructional materials to plan and deliver Tier I and II Instruction in EL and Math.*
- *Teachers will utilize the CCSD Pacing Guides and CCSD Teacher Clarity Guides to purposefully plan Tier I instruction for all learners.*
- *Teachers will utilize common summative and formative assessments when delivering instruction.*
- *Administrators will use the Tier I monitoring tool to determine the departments and grade levels needing additional coaching and support to plan and deliver high-quality Tier I Instruction.*
- *The math department will pull and analyze MAP Fall math growth data in grade-level PLC meetings in September. They will discuss the next steps and strategies to increase students' growth by 2% on the assessment.*
- *The math department will increase the amount of student engagement, once a week, using the Mathia program in their math classes. The math teachers will assign and personalize students' learning paths to support their mastery of standards and to increase their proficiency.*
- *The staff will receive MAP training 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.*

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

Challenges to Tackle:
- *Address the scheduling and teacher conflicts during PLCs morning meetings. For example, teacher conferences, morning supervision, and teachers failing to report on-time; Modify department PLCs to occur on separate days during each week.*

● *Lack of time for adequate planning; implement a quarterly half-day PLC for each content area and provide class coverage.*

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. The EL strategist will work with the CCSD ELL department to implement a school site Reading Skills Support Center for students to practice language acquisition through daily literacy class instruction and at-home in phonics, fluency, vocabulary, reading comprehension, and language development. The EL strategist will administer the Panorama Survey and work with the schools wrap-around services to meet the social emotional needs of students. Assembly Bill 135 and Assembly Bill 219

Foster/Homeless: Utilize Carnegie's math curriculum at all grade levels and differentiate it to meet the needs of all learners. Achieve, 3000 Common Lit and HMH Literacy curriculum for 6-8 grade levels and provide instructional support to the teachers. Edulastic and Mathia will help continue the improvement of subject area common assessments. Weekly, PLCs to discuss differentiation for all learners.

The school counselor and wrap-around service workers (social worker or safe schools professional) will implement strategies and provided positive incentives to increase student attendance, and/or provide evidence-based programs targeted at low performing students

The Title I HOPE Advocate on campus will coordinate ongoing services and support and monitor students' attendance, academic, and social/emotional progress.

Free and Reduced Lunch: Utilize Carnegie's math curriculum at all grade levels and differentiate to meet the needs of all learners. Teachers will also use Edulastic and Mathia, Achieve, 3000, Common Lit, and HMH Literacy curriculum for 6-8 grade levels to improve common assessments and will meet in PLCs to discuss differentiation for all learners. Licensed and support staff will provide opportunities for after-hour tutoring. Title I funding is used to provide Certified Temporary Tutors (CTTs) to provide instruction for tiered interventions and acceleration.

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's math curriculum at all grade levels and differentiate to meet the needs of all learners. Common Lit and HMH Literacy curriculum for 6-8 grade levels and provide instructional support to the teachers. Edulastic will help continue the improvement of subject area common assessments. Weekly, PLCs to discuss differentiation for all learners.

Implement PL to staff on how to utilize a content area teacher with providing tiered interventions and acceleration for students in all subject areas. Licensed and support staff will provide opportunities for after-hour tutoring. Title I funding is used to provide Certified Temporary Tutors

(CTTs) to provide instruction for tiered interventions and acceleration.

Students with IEPs: Utilize Carnegie's math curriculum at all grade levels and differentiate to meet the needs of all learners. Achieve 3000, Common Lit and HMH Literacy curriculum for 6-8 grade levels and provide instructional support to the teachers. Edulastic will help continue the improvement of subject area common assessments. Weekly, PLCs to discuss differentiation for all learners.

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 2 - Adult Learning Culture
Part A

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

Part B

Adult Learning Culture	
School Goal: *Increase the number of professional development opportunities from quarterly to each month in 5 weeks: September 11th, October 9th, November 29th, January 22nd, February 29th, and April 1st.*	**STIP Connection: 2**
Improvement Strategy: All teachers will engage in high-quality Professional Learning Communities to plan instruction and analyze students' performance to respond to instructional needs. **Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: 3*	
Intended Outcomes: *If teachers utilize classroom benchmarks, Tier I and II Multi System of Supports, and MAP Growth Assessment data reports to place students in tiered groups for targeted instructional support, then students will show an increase in the percent of who meet or*	

exceed the growth target for math assessment from 56% in Spring 2023 to 58% growth by Spring 2024 as measured by MAP Math Growth Overview*; and, then students will show an increase in the percent of who meet or exceed the growth target for the reading assessment from 52% in Spring 2023 to 55% growth* by Spring 2024 as measured by the MAP Reading Growth Assessment data.

Action Steps:
- *Teachers will utilize Tier I and II instructional materials to incorporate Multi-Tiered System of Supports that purposefully plan instruction based on MAP assessment, formative, and summative assessments*
- *Teachers will plan instruction according to the curriculum standards and pacing guides.*
- *Teachers will plan and administer common assessments 2-3 times per quarter.*
- *Administrators and staff will provide professional development: how to analyze MAP data, how to plan purposeful standard-based instruction, and how to access and embed required curriculum in lessons and activities.*
- *Admin and staff will work together to provide professional learning on PLC+ Framework, MTSS, MAP reports, and Understanding Language Development for students.*
- *The Professional Development Committee will meet to facilitate training agendas, quarterly.*
- *Subject area leaders and department chairs will provide weekly agenda notes detailing professional learning to their supervisors, weekly*
- *Administration will conduct instructional rounds and provide mentor-coaching opportunities, starting mid-September until April to identify professional learning needs to enhance the school learning culture.*

Resources Needed:
- *Funding for structured teacher planning time will offer after school staff PL, prep buyouts for other teachers to cover classrooms when teachers participate in on-campus or off-campus PL*

Challenges to Tackle:
- Review the weekly PLC and quarterly district professional day calendar to monitor teachers lack of time to participate in PL
- Schedule administration and teacher leaders modeling the Tier:I MTSS strategies, analyzing MAP data reports, and creating common assessments during weekly PLC meetings and additional PLs.
- Administration creating a calendar to conduct mentor-coaching opportunities to support teachers with instructional strategies.

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. Title III funding will provide reading literacy resource support and professional development to support teachers with utilizing QTEL strategies during Tier I instruction to increase student discourse. Assembly Bill 135 and

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. The school counselor and wrap-around service workers (social worker or safe schools professional) will implement strategies and provided positive incentives to increase student attendance, and/or provide evidence-based programs targeted at low performing students

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. Licensed and support staff will provide opportunities for after-hour tutoring. Title I funding is used to provide Certified Temporary Tutors (CTTs) to provide instruction for tiered interventions and acceleration

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. Implement PL to staff on how to utilize a content area teacher with providing tiered interventions and acceleration for students in all subject areas. Licensed and support staff will provide opportunities for after-hour tutoring. Title I funding is used to provide Certified Temporary Tutors (CTTs) to provide instruction for tiered interventions and acceleration.

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

Part B

Connectedness	
School Goal: Increase the percentage of students who feel a sense of belonging from 42% (spring of 2023) to 45% (spring of 2024) as measured by the Panorama Education Survey.	**STIP Connection: 6**
Improvement Strategy: *Staff will plan events and activities to engage students, revise advisory periods to meet students' needs, and build a sense of community within the school.* **Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: 4*	
Intended Outcomes: *Staff and students will feel connected to the school campus through activities and positive initiatives.*	
Action Steps: ● *Science teachers will administer the Panorama survey.* ● Provide more incentives for students receiving 'S' and/or 'O' in citizenship grades.	

- Increase implementation of the PBIS program to increase positive behaviors.
- Increase student-driven and community-based activities to promote a sense of belonging.
- *Administrators will monitor to ensure 95% student participation in the survey*
- *Teachers will continue to deliver SEL lessons in an advisory on Mondays*
- *Student Council and campus clubs will continue to work towards building school spirit and connectivity for all students*
- *Hope Squad working to address low achieving student needs.*

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: The EL strategist will work with the CCSD ELL department to implement a school site Reading Skills Support Center for students to practice language acquisition through daily literacy class instruction and at-home in phonics, fluency, vocabulary, reading comprehension, and language development. The EL strategist will administer the Panorama Survey and work with the schools wrap-around services to meet the social emotional needs of students. Assembly Bill 135 and Assembly Bill 219

Title III funding will provide reading literacy resource support and professional development to support teachers with utilizing QTEL strategies during Tier I instruction to increase student discourse.

Foster/Homeless: The school counselor and wrap-around service workers (social worker or safe schools professional) will implement strategies and provided positive incentives to increase student attendance, and/or provide evidence-based programs targeted at low performing students

The Title I HOPE Advocate on campus will coordinate ongoing services and support and monitor students' attendance, academic, and social/emotional progress.

Free and Reduced Lunch: Licensed and support staff will provide opportunities for after-hour tutoring. Title I funding is used to provide Certified Temporary Tutors (CTTs) to provide instruction for tiered interventions and acceleration.
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Migrant: n/a

Racial/Ethnic Minorities: Implement PL to staff on how to utilize a content area teacher with providing tiered interventions and acceleration for students in all subject areas. Licensed and support staff will provide opportunities for after-hour tutoring. Title I funding is used to provide Certified Temporary Tutors (CTTs) to provide instruction for tiered interventions and acceleration.

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.

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	$8,323,200.83	Subs for teachers to participate in instructional rounds to observe high-quality instruction Professional Development Training expenses, additional Prep buyouts for remedial courses, and hire content area (math, reading, and science) to reduce class sizes.	Student Success, Adult Learning Culture, Connectedness
Title III	$81,891.20	Hire a content area to increase English proficiency and connect language acquisition	Student Success, Adult Learning Culture, Connectedness
HOPE2	$68,000	Implement wrap-around services, to increase student attendance, and/or to provide evidence-based programs for low performing students.	Student Success, Adult Learning Culture, Connectedness
At-Risk Weighted Funds	$793,700.33	Implement wrap-around services, to increase student attendance, and/or to provide evidence-based programs for low performing students.	Student Success, Adult Learning Culture, Connectedness
Carryover Funds	$1,875,693.45	Create a sense of belonging by the replacement of gym bleachers and sound system. Continue to support curriculum materials and hire licensed staff for academic support for the next school year.	Student Success, Adult Learning Culture, Connectedness
Student Generated Funds	$74,996	Support for student program and	Connectedness

		organization fundraisers and activities, and ongoing Dolphin Days for school spirit, and academic and behavior incentives	

2023-2024 Greenspun JHS Strategic Budget