



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)

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Absent (10/8)
Andy Slocum
Howard Jackson
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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 PROJECTED PROFICIENCY	READING MAP PROJECTED PROFICIENCY		MATH ACTUAL SBAC PROFICIENCY	READING ACTUAL SBAC PROFICIENCY
Fall 25-26	29% August 20-21	46% August 18-19			
Spring 24-25	40% ↑ April 29-May 1	50% ↓ May 6-May 9		35.5% ↑ April 22-23	52.2% ↑ April 8-9
Winter 24-25 (Last MAP before SBAC administered)	34% ↑ Nov 18-20	51% ↑ Dec 2-6			
Fall 24-25	30%	50%			
Spring 23-24	38% ↑	45% ↑		32.7% ↑ April 23-25	49.9% ↓ April 8-11
Winter 23-24 (Last MAP before SBAC administered)	34% ↑	44% ↓			
Fall 23-24	32%	49%			
Spring 22-23	24% ↑	43% ↓		31.9%	51.4%
Winter 22-23 (Last MAP before SBAC administered)	23% ↑	45% ↓			
Fall 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%.

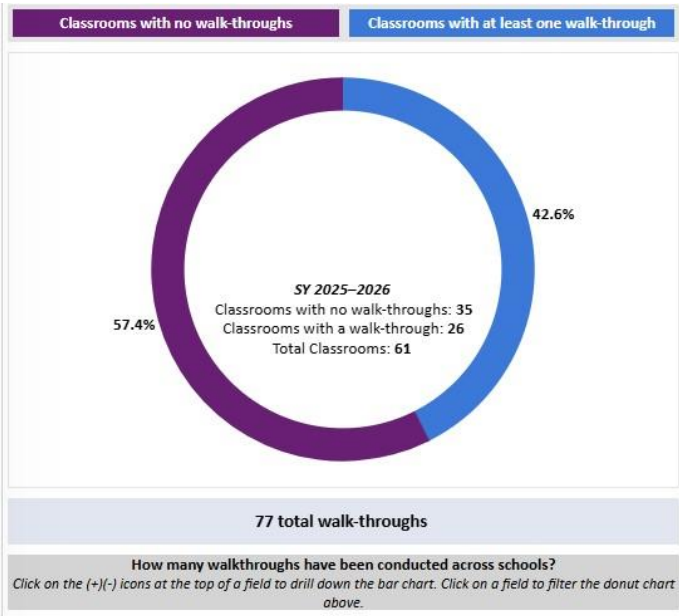
Finding #1



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

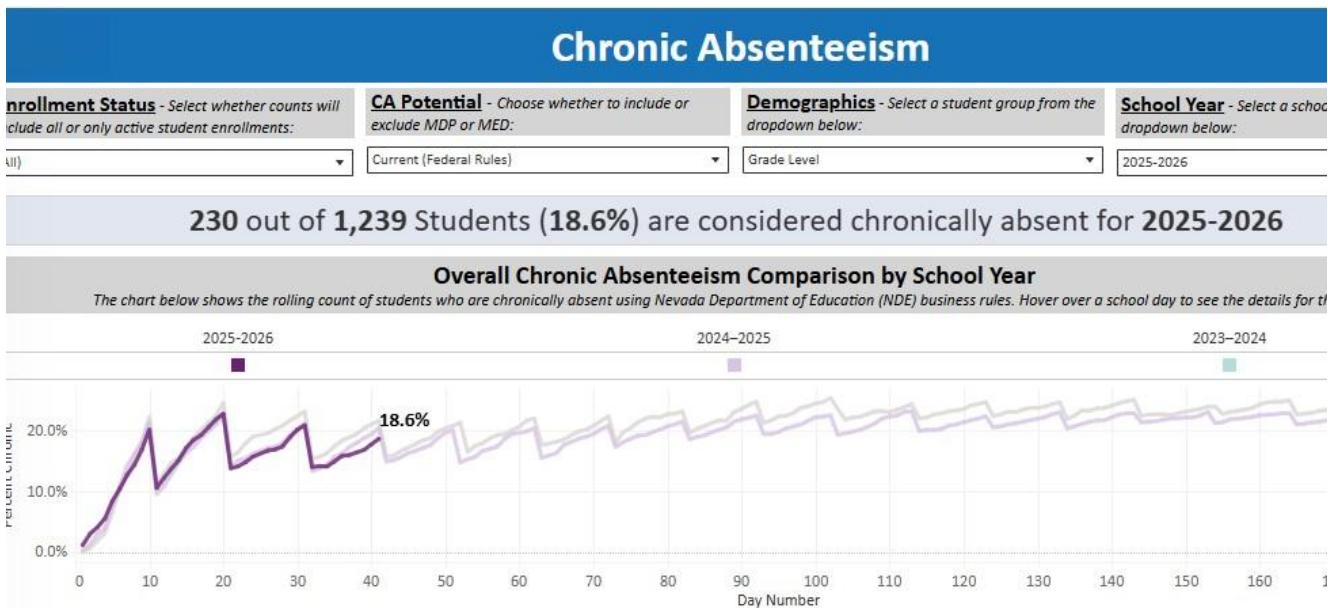


Finding #1



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. Classroom teachers implement classroom systems for behavior management and utilizing GJHS Progressive Discipline 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). Improve students sense of belonging through clubs, after school activities, and student council.

QUESTIONS?

THANK YOU!

NEXT MEETING IN JANUARY!