



**GLOBALLY
PREPARED**

School Improvement Plan (SIP)

Act 2 - Navigating Our Course

Greenspun JHS
February 3, 2026
2:20pm-2:50pm

[Meeting Recording Click Here](#)



School Plans of Operation

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

- [2024-2025 Greenspun JHS Nevada School Rating Report](#)
 - [Nevada Report Card.gov \(ALL school ratings reports\)](#)

- [2025-2026 GJHS School Improvement Plan \(updated 10-08-2025\)](#)
 - [School Improvement Plan Status Check 1 \(10-08-2025\)](#)

<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

Page Zuniga

Laura Wade

Jennifer Carroll

Rocio Salas-Beltran

Absent (2/4)

Andy Slocum

Howard Jackson

Katja Hermes

Cassandra Iglitz

Liza Chadwick-Neilson

Allie McIlroy

Carla Trujillo

Stephanie Buford

Inquiry Area 1 – Student Success

Goal:

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

| | 2024-2025 PROFICIENCY | 2024-2025 SPRING MAP PROJECTED PROFICIENCY | MOST RECENT 2025-2026 WINTER MAP PROJECTED PROFICIENCY | 2025-2026 SBAC GOAL PROFICIENCY |
|----------------|--------------------------|--|---|---------------------------------------|
| MATH | 35.5% | 40% | 31% GROWTH SINCE FALL MAP. | 42% |
| READING | 52.2% | 50% | 43% DECLINE SINCE FALL MAP. | 54% |

KEY POINTS:

- Seeing minimal growth in Math, minimal decline in ELA.
 - This is observed to be a normal trend with the data included to the right.
- Looking at data, MAP Projected Proficiency is not always accurate and may not directly align to actual proficiency.
- First year a true school wide initiative has been in place.
- Districtwide initiative to slow down math course progressions.

| 2025-2026 | MATH MAP PROJECTED PROFICIENCY | READING MAP PROJECTED PROFICIENCY | MATH ACTUAL SBAC PROFICIENCY | READING ACTUAL SBAC PROFICIENCY |
|---|--|--|---|--|
| End: Spring | PENDING | PENDING | PENDING | PENDING |
| Winter (Last MAP before SBAC administered) Math: 12/2-12/5 Reading: 12/18-12/21 | 31%  | 43%  | | |
| Start: Fall Math: 8/20-8/21 Reading: 8/18-8/19 | 29% | 46% | | |
| 2024-2025 | | | | |
| End: Spring Math: 4/29-5/1 Reading: 5/6-5/9 | 40%  | 50%  | 35.5%  April 22-23 | 52.2%  April 8-9 |
| Winter (Last MAP before SBAC administered) Math: 11/18-11/20 Reading: 12/2-12/6 | 34%  | 51%  | | |
| Start: Fall | 30% | 50% | | |
| 2023-2024 | | | | |
| End: Spring | 38%  | 45%  | 32.7%  April 23-25 | 49.9%  April 8-11 |
| Winter (Last MAP before SBAC administered) | 34%  | 44%  | | |
| Start: Fall | 32% | 49% | | |
| 2022-2023 | | | | |
| End: Spring | 24%  | 43%  | 31.9% | 51.4% |
| Winter (Last MAP before SBAC administered) | 23% | 45%  | | |
| Start: Fall | 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 I instructional materials and strategies aligned to the Multi-Tiered System of Supports. Identify students in need of Tier II and Tier III 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.

| | |
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| 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

Goal:

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

Finding #1



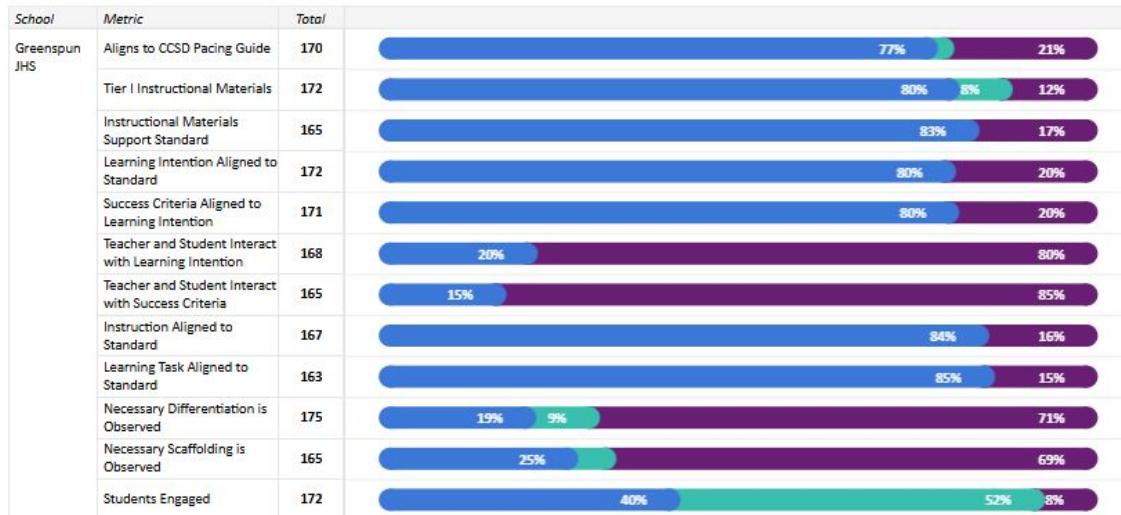
DATA TO BACK UP 2025-2026 GOAL:

Percentage of teachers "on pace" when conducting walkthroughs.

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

KEY POINTS:

- In the October 8, 2025 meeting, teachers' pacing was at 70%.
- As of today, February 3, 2025, teachers' pacing is at 77%.
- Generally, pacing is in alignment with the material covered in SBAC.



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

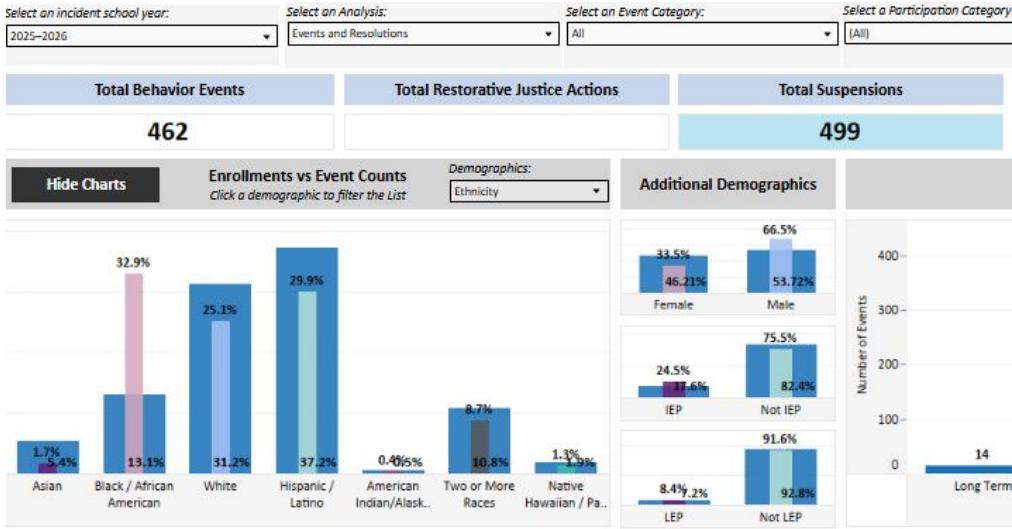
Goal 1: SUSPENSIONS

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.

Goal 2: 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 (Suspensions)



KEY POINTS:

- Left image is from October 2025 meeting, right image is data to date in February 2026.
- 3.1% reduction in Black/African American Suspension Rate that includes In-House Suspension and Out of School Suspension.
- Every subgroup is within the 10 percentage point difference comparing suspension rate and student enrollment except our Black/African American sub group.

Finding #2 (Absenteeism)



Chronic Absenteeism for all Students

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

KEY POINTS:

- Attendance affects all key indicators of student success.
- Chronic Absenteeism is defined as a student missing 10% or more of their enrolled school days
- Making great progress! Reinforcing denial of credit, attendance appeals, and communication to families of the importance of family attendance.
- We are on track to earning 5+ additional points to our star rating, which will help us get to a 4 and 5 star rating!

| | |
|--|---|
| CHRONIC ABSENTEEISM RATE AS OF 2/3/2026 NOT FACTORING IN MDP (MEDICAL NOTES) | 17.6% (219 of 1,241 students) |
| EXCLUDING MDP (MEDICAL NOTE) RATE THAT FACTORS INTO STAR RATING | 13.5% (160 of 1,181 actively enrolled students) |
| EXCLUDING MDP (MEDICAL NOTE) and MED (MEDICAL EXCUSE). MED is counted towards Chronic Absenteeism. | 6.1% (76 of 1,241 students) |

| 2024-2025 CHRONIC ABSENTEEISM | 2025-2026 CHRONIC ABSENTEEISM TO DATE |
|----------------------------------|--|
| 23.5% | 13.5% |

Connectedness Goal Strategies

1. Monitor progress of MTSS and PBIS implementation.
2. Classrooms implement positive behavior supports
3. Follow progressive discipline with fidelity.
4. Continue to strengthen attendance systems.

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|------|--|
| 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 | <p>Administer and analyze TFI 3.0.</p> <p>Classroom teachers implement classroom systems for behavior management and utilizing GJHS Progressive Discipline</p> <p>Implement Denial of Credit and Appeal Procedures to enforce importance of attendance and create partnership with families.</p> |
| NEED | <p>School-wide understanding and buy in of Positive Behavior Interventions and Supports (PBIS).</p> <p>Improve students sense of belonging through clubs, after school activities, and student council.</p> |

QUESTIONS?

THANK YOU!

NEXT MEETING IN MAY!