Clark County School District

Greenspun, Barbara and Hank JHS

Classification: 3 Star School

TSI

2025-2026 School Improvement Plan

Mission Statement

Greenspun Junior High School is committed to providing a safe, positive, and rigorous learning environment where students can become responsible citizens and life-long learners.

Vision

At Greenspun Junior High School, we envision a united community where every student is empowered to achieve excellence, embrace lifelong learning, and grow into responsible, compassionate citizens. Guided by our theme, "One Team, One Dream – We Are Greenspun," we strive to inspire collaboration, integrity, and a passion for learning in a safe and supportive environment.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

Greenspun JHS year after year has achieved growth in both Math and Reading MAP projected proficiency when analyzing schoolwide data on FocusEd. We support teachers in analyzing their data and focusing on improving high-quality curriculum and instruction.

Data updated 2/5/2026:

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%		

Areas for Growth

Greenspun JHS year after year has achieved growth in both Math and Reading MAP projected proficiency when analyzing schoolwide data on FocusEd, however, growth is minimal. We support teachers in analyzing their data and focusing on improving high-quality curriculum and instruction.

Data updated 2/5/2026:

2025-2026	MATH MAP PROJECTED PROFICIENCY	READING MAP PROJECTED PROFICIENCY	MATH ACTUAL SBAC PROFICIENCY	READING ACTUAL SBAC PROFICIENCY
End: Spring	PENDING	PENDING	PENDING	PENDING
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Winter (Last MAP before SBAC administered)	**23%**	**45%**	
Start: Fall	**23%**	**46%**	

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	English Learners face difficulties in acquiring academic language and literacy skills necessary for success in core content areas and standardized assessments.	Provide additional support and instruction utilizing the FastForward Curriculum, and students will use the "Reading Assistant Plus" component of MySciLearning to increase English proficiency. The focus learning curriculum provided through the ELL Division focuses on newcomers and provides resources to support academic language learners. A licensed teacher provides support and instruction to ELL students through Academic Language and Content Achievement Model (ALCA) I and II courses, as well as providing a Focus Language course. The EL teacher 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 teacher will administer the Panorama Survey and work with the school's wrap-around services to meet the social-emotional needs of students.
Foster/Homeless	Foster and homeless students experience frequent mobility, inconsistent attendance, and limited access to academic support, which hinders their academic and socio-emotional progress.	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. Edmentum and Mathia will help continue the improvement of common assessments in the subject area. Weekly, PLCs will discuss differentiation for all learners. The school counselors will implement strategies, provide positive incentives to increase student attendance, and provide evidence-based programs targeted at low-performing students. Implement a monitoring system to track students' academics, attendance, and behavior.

		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	Students from low-income households often lack access to academic support and resources outside school hours, limiting their ability to meet grade-level standards.	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 curricula for 6-8 grade levels to improve common assessments. They 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.
Racial/Ethnic Minorities	Racial and ethnic minority students may encounter achievement gaps due to systemic inequities and a lack of culturally responsive instruction and support.	We will utilize Carnegie's math curriculum at all grade levels and differentiate to meet the needs of all learners. Achieve 3000 and HMH Literacy curriculum for 6-8 grade levels and provide instructional support to the teachers. Edmentum and Mathia will help continue the improvement of common assessments in the subject area. Weekly, PLCs will be used to discuss differentiation for all learners. Implement professional learning for staff on culturally responsive strategies in all subject areas. Licensed and support staff will provide opportunities for after-hours tutoring. Title I funding has been allocated to offer Certified Temporary Tutors (CTTs) who will provide instruction for tiered interventions and acceleration.
Students with IEPs	Students with IEPs often face barriers to accessing rigorous, grade-level content due to insufficient differentiation, accommodations, and inclusive	Utilize Carnegie's math curriculum at all grade levels and differentiate to meet the needs of all learners. Achieve 3000 and HMH Literacy curriculum for 6-8 grade levels and provide instructional support to the teachers. Edulastic will help continue improving common assessments in the subject area. Weekly, PLCs will discuss differentiation for all learners and improve student outcomes by reducing disproportionate representation and over-identification for students with services. Co-teaching opportunities will be

	instructional practices.	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.

Problem Statements Identifying Student Success Needs

	Problem Statement	**Critical Root Cause**
1 ★	Compared to our Math MAP/SBAC scores, Reading MAP/SBACscores are not increasing at the momentum our Math MAP/SBAC scores are.	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 academic improvement.

★ **= Priority**

Adult Learning Culture

Areas of Strength

Increased professional development training to once a week every Wednesday (PLCs).

Based on FocusEd Tier I Monitoring Tool data available, a majority of teachers have posted learning intentions and success criteria, all teachers have incorporated their respective Tier I instructional materials as a result of the collaboration happening in PLCs.

In the previous school year, 2024-2025, 89% of teachers were classified as "on-pace"

For 2025-2026, we will be utilizing the Tier I Monitoring Tool to measure if teachers are on pace in alignment with the Tier I pacing guides provided by CCSD to ensure high quality Tier I Instruction is taking place.

Percentage of teachers "on pace" when conducting walkthroughs.

25-26 AS OF 2/5/2026	**77%**
24-25	89%
23-24	76%

Areas for Growth

For 2025-2026, we will be utilizing the Tier I Monitoring Tool to measure if teachers are on pace in alignment with the Tier I pacing guides provided by CCSD with a goal of achieving 95% on pace through personalized staff development.

Percentage of teachers "on pace" when conducting walkthroughs.

25-26 AS OF 2/5/2026	**77%**
24-25	89%
23-24	76%

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Staff may lack the training, confidence, or shared belief system necessary to effectively support English Learners' language development and content access across all subjects, requiring a shift in adult learning and instructional practice.	Implemented Carnegie Math, Understanding Language Development, and Canvas Champions to provide personalized staff development
		The school counselor will implement

Foster/Homeless	Inconsistent staff awareness and understanding of the unique social-emotional and academic needs of foster and homeless students can lead to gaps in support, necessitating a more empathetic, coordinated, and trauma-informed adult culture.	strategies and provide positive incentives to increase student attendance and 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. s
Free and Reduced Lunch	Some staff may hold unconscious biases or lower expectations for students from economically disadvantaged backgrounds, impacting instructional rigor and equitable access to after-school academic supports.	Licensed and support staff will provide opportunities for after-hour tutoring. Title I funding is used to offer Certified Temporary Tutors (CTTs) to provide instruction for tiered interventions and acceleration.
Racial/Ethnic Minorities	Staff may lack consistent application of culturally responsive teaching practices and equity-driven mindsets, which can perpetuate achievement gaps and disengagement among students from diverse racial and ethnic backgrounds.	Implement Culture and Climate Professional Learning for staff to utilize a content area teacher with tiered interventions and acceleration for students in all subject areas. Licensed and support staff will provide opportunities for after-hour tutoring.
Students with IEPs	General education and special education staff may have differing expectations or insufficient collaboration practices, which can hinder the implementation of inclusive co-teaching models and effective supports in the least restrictive	Co-teaching opportunities will be provided in the least restrictive environment to ensure students receive grade-level instruction with the appropriate accommodations and modifications. Teachers will participate in professional learning to better understand the Cooperative Continuum Model. 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.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	**Critical Root Cause**
1 ⭐	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. Creating more time for teachers to hold PLC weekly meetings. Supervisors of each discipline need to review PLC data to address student performance and staff needs. Through administrative Tier I Monitoring walkthroughs, we will ensure that teachers are following the pacing guides.	Lack of time to address training needs and survey data to support instructional decisions.

⭐ **= Priority**

Connectedness

Areas of Strength

Increased engagement with various student groups improves students' sense of belonging on campus. Continuing student recognition incentives. Incorporating restorative practices regarding classroom management to reduce the suspension rate and lower chronic absenteeism. Our overall suspension rate, when compared to other schools, is lower than most CCSD middle schools.

Suspension Rate for Black/African American Students

25-26 AS OF 2/5/2026	34.9%
24-25	31.7%
23-24	24.7%
22-23	24.8%

Chronic Absenteeism for all Students

25-26 AS OF 2/5/2026	13.5%
24-25	23.5%
23-24	22.5%
22-23	23.8%

Areas for Growth

Provide SEL training for staff to implement social and emotional activities in the classroom. Counselors will provide SEL activities in the teacher's classrooms and our STARON programming.

Increasing engagement with various student groups improves students' sense of belonging on campus. Continuing student recognition incentives. Incorporating restorative practices regarding classroom management to reduce the suspension rate and lower chronic absenteeism.

Suspension Rate for Black/African American Students

25-26 AS OF 2/5/2026	34.9%
24-25	31.7%
23-24	24.7%
22-23	24.8%

Chronic Absenteeism for all Students

25-26 AS OF 2/5/2026	13.5%

24-25	23.5%
23-24	22.5%
22-23	23.8%

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	English Learners may feel socially isolated or disconnected from peers and staff due to language barriers and cultural differences, limiting their participation in schoolwide activities and reducing their sense of belonging.	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 focus learning curriculum provided through the ELL Division focuses on newcomers and provides resources to support academic language learners. A licensed teacher provides support and instruction to ELL students through Academic Language and Content Achievement Model (ALCA) I and II courses, as well as providing a Focus Language course. The EL teacher 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 teacher will administer the Panorama Survey and work with the school's wrap-around services to meet the social-emotional needs of students.
Foster/Homeless	Foster and homeless students often face instability, frequent school changes, and emotional trauma, which disrupt their ability to form consistent relationships with peers and staff, weakening their connection to school.	The school counselor and wrap-around service workers (social workers or safe schools professionals) will implement strategies and provide positive incentives to increase student attendance and 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	Students from economically disadvantaged backgrounds may lack access to extracurricular and enrichment opportunities, which can limit their social engagement and sense of connection to the school community.	Licensed and support staff will provide opportunities for after-hour tutoring. Title I funding is used to offer Certified Temporary Tutors (CTTs) to provide instruction for tiered interventions and acceleration.
Racial/Ethnic Minorities	Racial and ethnic minority students may experience cultural misunderstanding, implicit bias, or lack of representation in school practices and leadership, which can impact their ability to see school as a welcoming, affirming environment.	Implement Culture and Climate Professional Learning for staff to utilize a content area teacher with tiered interventions and acceleration for students in all subject areas. Licensed and support staff will provide opportunities for after-hour tutoring. Licensed staff will monitor students' level of participation, attendance, and course completion rate through Advisory classes held on Mondays.
Students with IEPs	Students with IEPs may feel excluded from peer interactions or extracurricular participation due to social stigma, limited inclusive practices, or scheduling barriers, leading to reduced engagement and a lower sense of school connectedness.	Co-teaching opportunities will be provided in the least restrictive environment to ensure students receive grade-level instruction with the appropriate accommodations and modifications. Teachers will participate in professional learning to better understand the Cooperative Continuum Model. 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.

Problem Statements Identifying Connectedness Needs

	Problem Statement	**Critical Root Cause**
1 ⭐	Our students of color are seeing a disproportional suspension rate. Our overall Chronic Absenteeism improvement rate compared to the previous school year has seen nominal progress.	Lack of consistent and meaningful social interactions due to an increase in the use of technology. Lack of student engagement. Lack of restorative practices support.

⭐ **= Priority**

Priority Problem Statements

	Problem Statement	**Critical Root Cause**
1 ★	Compared to our Math MAP/SBAC scores, Reading MAP/SBACscores are not increasing at the momentum our Math MAP/SBAC scores are.	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 academic improvement.
2 ★	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. Creating more time for teachers to hold PLC weekly meetings. Supervisors of each discipline need to review PLC data to address student performance and staff needs. Through administrative Tier I Monitoring walkthroughs, we will ensure that teachers are following the pacing guides.	Lack of time to address training needs and survey data to support instructional decisions.
3 ★	Our students of color are seeing a disproportional suspension rate. Our overall Chronic Absenteeism improvement rate compared to the previous school year has seen nominal progress.	Lack of consistent and meaningful social interactions due to an increase in the use of technology. Lack of student engagement. Lack of restorative practices support.

★ **= Priority**

Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

☑ **MAP Growth Assessment**

☑ **Nevada State Performance Framework (NSPF)**

☑ **Student Climate Survey, Student Voice**

☑ **Other**

    Focus Ed

Adult Learning Culture

☑ **Master schedule**

☑ **Professional Development Agendas**

☑ **Professional development needs assessment data**

☑ **Professional learning communities (PLC) data/agenda/notes**

☑ **School department and/or faculty meeting discussions and data**

☑ **Staff surveys and/or other feedback**

☑ **Student Climate Survey**

☑ **Walk-through data**

☑ **Other**

    SBAC, Pacing Guides

Connectedness

☑ **Attendance**

☑ **Behavior**

☑ **Community surveys and/or other feedback**

☑ **Demographic data**

☑ **PBIS/MTSS data**

- ☑ **Perception/survey data**

- ☑ **School safety data**

- ☑ **Social Emotional Learning Data**

- ☑ **Volunteer opportunities, attendance, and participation**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1 ☑ **Aligns with District 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).

Formative Measures: Map Assessment

Improvement Strategy 1

Implement and monitor Tier I and Tier II instruction in the math and ELA content areas, focusing on curriculum, instructional best practices, data analysis, and student goal setting during weekly Professional Learning Communities. Discuss and implement strategies from the MTSS Framework in weekly teacher Professional Learning Communities.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Teachers will use the adopted Tier I and II instructional materials to plan and deliver Tier I and II Instruction in ELA and Math.	Teachers	August - May
2	Teachers will purposefully use the CCSD Pacing Guides and CCSD Teacher Clarity Guides to plan Tier I instruction for all learners.	Teachers	August - May
3	Teachers will utilize common summative and formative assessments when delivering instruction.	Teachers	August - May
4	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.	Administrators	August - May
5	In September, the math and ELA departments will pull and analyze MAP Fall growth data in grade-level PLC meetings. They will discuss the next steps and strategies to increase the number of students who meet or exceed the 41st percentile on the assessment.	Teachers	August - May
6	The math department will use the Mathia program in their math classes once a week to increase student engagement. The math teachers will assign and personalize students' learning paths to support their mastery of standards and increase their proficiency.	Teachers	August - May
7	The ELA department will increase student engagement by using Achieve 3000, Accelerated Reader, and Edmentum programs at least once a week in their ELA classes. The teachers will assign and personalize students' learning paths to support their mastery of standards and increase their proficiency.	Teachers	August - May
8	The staff will receive MAP training to provide strategies to increase student proficiency on the MAP assessments.	Teachers	August - May
9	Teachers will meet weekly in PLCs (departments and grade levels) to develop and incorporate high-leverage instructional strategies.	Teachers	August - May

Position Responsible: Assistant Principals

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

Evidence Level

Problem Statements: Student Success 1

Status Checks

In progress	In progress	
October	**February**	**June**

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Compared to our Math MAP/SBAC scores, Reading MAP/SBACscores are not increasing at the momentum our Math MAP/SBAC scores are.	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 academic improvement.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1 ☑ Aligns with District Goal

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

Formative Measures: Tier I Monitoring Administrative Walkthroughs

Improvement Strategy 1

All teachers will engage in high-quality Professional Learning Communities to plan instruction and analyze students' performance to respond to instructional needs.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Teachers will engage in the plan, teach, assess, analyze, and respond cycle, document their discussions on a template, and submit work via Google form on Wednesday morning and afternoon.	Teachers	August - May
2	Administrators will monitor the Plan-Teach-Assess-Analyze-Respond cycle and Google submissions to support teachers with students' learning progression.	Administrators	August - May
3	Teachers will utilize Tier I and II instructional materials to incorporate a Multi-Tiered System of Supports that purposefully plan instruction based on MAP, formative, and summative assessments.	Teachers	August - May
4	Teachers will plan instruction according to the curriculum standards and pacing guides.	Teachers	August - May
5	Teachers will plan and administer common assessments 2-3 times per quarter.	Teachers	August - May
6	Administrators and staff will provide professional development on analyzing MAP data, planning purposeful standard-based instruction, using a cooperative consulting model (student services and general education teachers), and accessing and embedding the required curriculum in lessons and activities.	Administrators	August - May
7	Admin and staff will collaborate to provide professional learning on the PLC+ Framework, MTSS, MAP reports, Culturally Responsive Strategies, and Understanding Language Development.	Administrators and Teachers	August - May
8	The Professional Development Committee will meet quarterly to facilitate training agendas.	Administrators and Teachers	August - May
9	Subject area leaders and department chairs will provide weekly agenda notes detailing professional learning to their supervisors.	Teachers	August - May
10	From September until April, the administration will conduct instructional rounds and provide mentor-coaching opportunities to identify professional learning needs and enhance the school's learning culture.	Administrators	August - May

Position Responsible: Assistant Principals

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

Evidence Level

Problem Statements: Adult Learning Culture 1

Status Checks

In progress	In progress	
October	**February**	**June**

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	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. Creating more time for teachers to hold PLC weekly meetings. Supervisors of each discipline need to review PLC data to address student performance and staff needs. Through administrative Tier I Monitoring walkthroughs, we will ensure that teachers are following the pacing guides.	Lack of time to address training needs and survey data to support instructional decisions.

Inquiry Area 3

Connectedness

SMART Goal 1 ✅ **Aligns with District Goal**

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.

Formative Measures: FocusEd Behavior Data, FocusEd Attendance Data, CICO charts for students involved in any behavior infractions.

Improvement Strategy 1

Staff will plan events and activities to engage students and build a sense of community within the school.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Strengthen Tier I Positive Behavioral Interventions and Supports (PBIS) by identifying necessary action steps based on the results of the Tiered Fidelity Inventory (TFI) 3.0.	Teachers and Administrators	August - May
2	Increase implementation of the PBIS program to increase positive behaviors.	Teachers and Administrators	August - May
3	Provide more incentives for students receiving 'S' and/or 'O' in citizenship grades.	Teachers and Administrators	August - May
4	Increase student-driven and community-based activities to promote a sense of belonging.	Teachers and Administrators	August - May
5	Student Council and campus clubs will continue to work towards building school spirit and connectivity for all students.	Teachers and Administrators	August - May
6	Hope Squad Club will work with school staff to address social-emotional student needs.	Teachers and Administrators	August - May

Position Responsible: Assistant Principals

Resources Needed: Funding from SGF to support school activities, spirit days, and school-themed prizes

Evidence Level

Problem Statements: Connectedness 1

Status Checks

In progress	In progress	
October	**February**	**June**

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Our students of color are seeing a disproportional suspension rate. Our overall Chronic Absenteeism improvement rate compared to the previous school year has seen nominal progress.	Lack of consistent and meaningful social interactions due to an increase in the use of technology. Lack of student engagement. Lack of restorative practices support.

SMART Goal 2

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.

Formative Measures: FocusEd Behavior Data, FocusEd Attendance Data, CICO charts for students involved in any behavior infractions.

Improvement Strategy 1

Staff will plan events and activities to engage students and build a sense of community within the school.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Strengthen Tier I Positive Behavioral Interventions and Supports (PBIS) by identifying necessary action steps based on the results of the Tiered Fidelity Inventory (TFI) 3.0.	Teachers and Administrators	August - May
2	Increase implementation of the PBIS program to increase positive behaviors.	Teachers and Administrators	August - May
3	Provide more incentives for students receiving 'S' and/or 'O' in citizenship grades.	Teachers and Administrators	August - May
4	Increase student-driven and community-based activities to promote a sense of belonging.	Teachers and Administrators	August - May
5	Student Council and campus clubs will continue to work towards building school spirit and connectivity for all students.	Teachers and Administrators	August - May
6	Hope Squad Club will work with school staff to address social-emotional student needs.	Teachers and Administrators	August - May

Position Responsible: Assistant Principals

Evidence Level

Problem Statements: Connectedness 1

Status Checks

In progress	In progress	
October	**February**	**June**

SMART Goal 2 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Our students of color are seeing a disproportional suspension rate. Our overall Chronic Absenteeism improvement rate compared to the previous school year has seen nominal progress.	Lack of consistent and meaningful social interactions due to an increase in the use of technology. Lack of student engagement. Lack of restorative practices support.

Plan Notes

Plan Notes

Funding Source	Amount	Purpose(s) for w...
General Funds Allocation	$7,468,353	Subs for teachers to participate in instructional rou... Development Training expenses, additional Prep buy... reading, and science
At-Risk Weighted Allocation	$532,676	Implement wrap-around services to increase student... low-perform...
EL Weighted Allocation	$259,444	EL Instruct...
General Carry Forward	$188,082	Improve facilities through PBIS Banners and general i... and hire licensed staff for academ...
At-Risk Weighted Carry Forward	0	
EL Weighted Carry Forward	0	
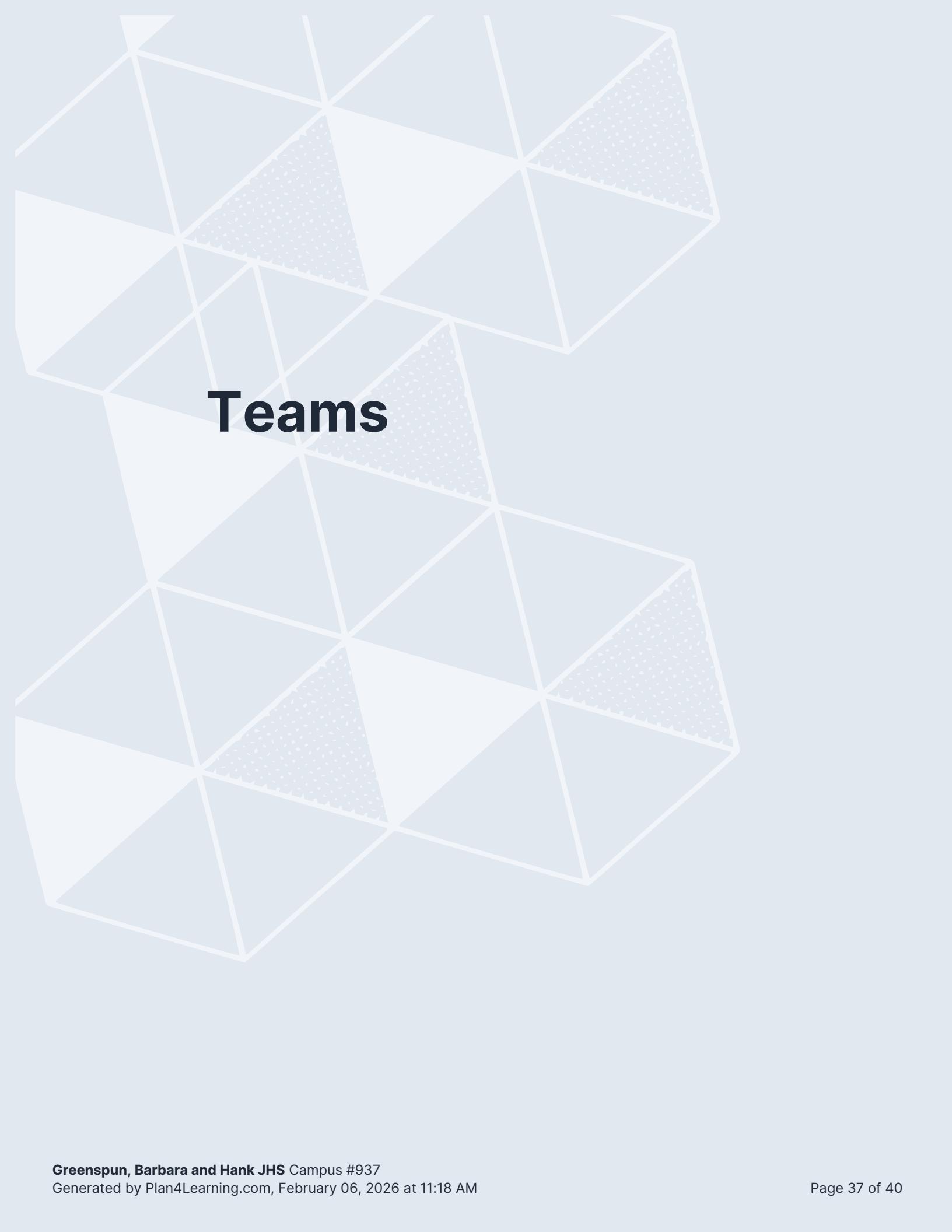
Teams

Teams

School Continuous Improvement Team

Members

First Name	Last Name	Position	Committee Role
Vincent	Bognot	Assistant Principal	CI Team Lead
Jacqueline	Carducci	Principal	Required
Katja	Hermes	Assistant Principal	Member
Casandra	Iglitz	Assistant Principal	Member
Page	Zuniga	Teacher	Member
Allie	McIlroy	Teacher	Member
Jennifer	Carroll	Teacher	Member
Stephanie	Buford	Teacher	Member
Laura	Wade	Teacher	Member
Liza	Chadwick-Nielson	Support Staff	Member
Angie	Lee	Parent	Member
Sonia	Medrano	Parent	Member
Stephen	Silberkraus	Parent	Member
Emily	Smith	Parent	Member
Amber	Whiting	Parent	Member

Community Outreach Activities

Activity	Date	Lesson Learned
SOT Meeting	Monthly SOT Meetings.	The SIP team will discuss the plan, modifications, and the next steps to achieve school goals.
5th Grade Parent Night	Date TBD	The teacher will discuss curriculum materials and classroom expectations during parent-classroom visits.
Academic Parent Night	Date TBD	Discuss strategies with families to improve academic success in math and ELA
Hold a staff and CIP team meeting	August 27, 2025 during SOT meeting.	Discuss the data from the previous school year with staff to inform them.
Act 2 CI Team Meeting	October 1, 2025	Evaluate the goals and improvement strategies in our School Performance Plan
		Identify key learnings to inform the next leg of our journey (i.e., school year) Determine the next steps for each of the goals and improvement strategies