



Clark County School District  
**Greenspun Junior High School**  
2021-2022 School Performance Plan:  
A Roadmap to Success

*Barbara and Hank Greenspun Junior High School has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Leslie Grobl for more information.*

**Principal:** Jacqueline Carducci  
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**Phone:** 702-799-0920

**School Designations:**  Title I  CSI  TSI  TSI/ATSI



# School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
<b>School</b>	1,571	0.4%	5.3%	31.1%	9.1%	43.7%	1.7%	8.7%	12.3%	4.6%	43.5%
<b>District*</b>	323,787	0.34%	6.06%	46.57%	14.72%	23.76%	1.62%	6.93%	12.73%	16.12%	75.54%
<b>State*</b>	496,938	0.82%	5.44%	42.69%	11.45%	31.36%	1.46%	6.78%	12.68%	14.13%	65.8%

\*Accountability Year 2019-2020. Source: nevadareportcard.nv.gov

Student Performance Data										
Academic Year	School/ District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
<b>2018</b>	<b>School</b>	45.2%	54	45.77%	59.71%	49	58.21%	47.5%	10.7%	42.59%
	<b>District</b>	36.1%*	49*	31.2*	47.4%*	49*	47.3*	28.9%*	5.5%**	31.9%*
<b>2019</b>	<b>School</b>	43%	51	45.1%	58.6%	52	59.3%	44.9%	13.5%	30.3%
	<b>District</b>	36.6%*	49*	31.5*	48.3%*	49*	48.2*	28.9%*	5.4%**	22.9%*
<b>2020</b>	<b>School</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	7.2%	24%
	<b>District</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	4.5%**	20.1%**

\*Source: nevadareportcard.nv.gov

\*\* Source: NDE Data File



4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
<b>School</b>	N/A	N/A	N/A
<b>District</b>	N/A	N/A	N/A

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
<b>School</b>	381	365	360
<b>District*</b>	379	368	361

\*Source: datatool.nevadaschoolclimate.org; Results Across Topics; retrieved 6.22.2021

## 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	<b>Principal(s)</b> <i>(required)</i>
Leslie Grobl	<b>Other School Leader(s)/Administrator(s)</b> <i>(required)</i>
Kim Maurent, Page Zuniga, Andrew Slocum	<b>Teacher(s)</b> <i>(required)</i>
Kelly Ray	<b>Paraprofessional(s)</b> <i>(required)</i>
Bryan Flickinger	<b>Parent(s)</b> <i>(required)</i>
Gavin Flickinger	<b>Student(s)</b> <i>(required for secondary schools)</i>
	<b>Tribes/Tribal Orgs</b> <i>(if present in community)</i>
	<b>Specialized Instructional Support Personnel</b> <i>(if appropriate)</i>
<i>*Add rows as needed</i>	



## School Community Outreach

*This section highlights outreach events facilitated by the school to engage students, regarding school partner.*

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Event 2	10/13/2021 @ 2:30 PM	10	Parents and Staff completed the outreach survey during the meeting. Parents and staff wanted more information regarding student data and expressed concerns about academics and SEL due to the pandemic.
<i>*Add rows as needed</i>			



# 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
<b>Data Reviewed</b>	<i>SBAC, MAPs, NV Report Card</i>	<i>Panorama, district survey results, &amp; behavior data from both datalab and FocusED</i>	<i>Pacing guides, Carnegie Math Curriculum</i>
<b>Problem Statement</b>	<i>There has been a decline in math proficiency due to virtual instruction challenges.</i>		
<b>Critical Root Causes</b>	<i>Lack of rigorous instruction and lack of student motivation.</i>		

### Part B

Student Success	
<p><b>School Goal:</b> <i>Decrease the number of students below the 40th percentile (low/low average) in Winter 2021 and Spring 2022.</i></p> <p>Decrease the percent of students scoring at or below the 40th percentile in math from 51% (fall) to 46% (winter) to 41% (spring) by 2022 as measured by the MAP Growth Assessment.</p> <p>Increase the percent of students meeting/exceeding growth projections in math from 49% (winter 2020) to 55% (winter 2022) to 60% (spring 2022) as measured by MAP Growth Assessments.</p>	<p><b>Aligned to Nevada’s STIP Goal: 3</b></p>



<b>Improvement Strategy:</b> <i>Implement new math curriculum, data driven class placements, and goal setting for students.</i>
<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>1</i>
<b>Intended Outcomes:</b> <i>There will be an increase in math proficiency.</i>
<b>Action Steps:</b> <ul style="list-style-type: none"><li>• <i>Staff will analyze MAPs Winter growth data, Panorama surveys, and meet in PLCs to review formative and summative assessments</i></li><li>• <i>Teachers will meet in departments and grade levels to support the use of the new math curriculum, Carnegie</i></li></ul>
<b>Resources Needed:</b> <ul style="list-style-type: none"><li>• <i>Time for teachers to meet in departments and PLCs</i></li><li>• <i>Funding for structured teacher planning time</i></li></ul>
<b>Challenges to Tackle:</b> <ul style="list-style-type: none"><li>• <i>Time constraints and lack of substitute availability</i></li></ul>
<b>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</b>
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.
Foster/Homeless: Utilize new Carnegie math curriculum at all grade levels and differentiate to meet the needs of all learners. Teachers will also use Edulastic to continue to improve common assessments and will meet in PLCs to discuss differentiation for all learners.
Free and Reduced Lunch: Utilize new Carnegie math curriculum at all grade levels and differentiate to meet the needs of all learners. Teachers will also use Edulastic to continue to improve common assessments and will meet in PLCs to discuss differentiation for all learners.
Migrant: n/a
Racial/Ethnic Minorities: Utilize new Carnegie math curriculum at all grade levels and differentiate to meet the needs of all learners. Teachers will also use Edulastic to continue to improve common assessments and will meet in PLCs to discuss differentiation for all learners.
Students with IEPs: Utilize new Carnegie math curriculum at all grade levels and differentiate to meet the needs of all learners. Teachers will



also use Edulastic to continue to improve common assessments and will meet in PLCs to discuss differentiation for all learners.

## Inquiry Area 2 - Adult Learning Culture

### Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
<b>Data Reviewed</b>	MAPs data, SBAC data, Pacing Guides	Review of District Staff Survey Data	<i>Master Schedule, ELL Master Plan</i>
<b>Problem Statement</b>	<i>Lack of time on campus together, many new expectations, and a need for quality professional development has led to teachers being overwhelmed.</i>		
<b>Critical Root Causes</b>	<i>Virtual instruction and lack of assessment data has hindered teachers ability to make sound instructional decisions</i>		

### Part B

Adult Learning Culture	
<b>School Goal:</b> <i>Increase the amount of professional development opportunities available from quarterly to monthly as measured by the master calendar.</i>	<b>STIP Connection: 2</b>
<b>Improvement Strategy:</b> <i>Provide professional development opportunities to teachers.</i>	
<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3	
<b>Intended Outcomes:</b> <i>Teachers will better understand how to analyze MAP reports and use the information gathered to inform instruction.</i>	
<b>Action Steps:</b> <ul style="list-style-type: none"> <li>• <i>Admin and staff will work together to provide professional learning on PLC+ Framework and MAPs reports</i></li> <li>• <i>Admin will survey staff to identify professional learning</i></li> <li>• <i>Professional learning will be included on master schedule</i></li> </ul>	

**Resources Needed:**

- *Funding for structured teacher planning time*

**Challenges to Tackle:**

- *Lack of common preps*
- *Time for teachers to meet*
- *Lack of SBCT to allow for continued professional development*

**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.

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.

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.

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.

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.





## Inquiry Area 3 - Connectedness

### Part A

Connectedness			
	Student	Staff	Family & Community Engagement
<b>Data Reviewed</b>	<i>Panorama &amp; District Survey</i>	<i>District Survey &amp; Outreach Google Form</i>	<i>District Survey &amp; Outreach Google Form</i>
<b>Problem Statement</b>	<i>There has been a decline in positive emotions and regulation of feelings.</i>		
<b>Critical Root Causes</b>	<i>Being virtual for a year and lack of consistent social interactions.</i>		

### Part B

Connectedness	
<b>School Goal:</b> Increase the percent of students who feel a sense of belonging from 47% (fall) to 50% (winter) to 55% (spring) by 2022 as measured by the Panorama Education Survey.	<b>STIP Connection: 6</b>
<b>Improvement Strategy:</b> <i>Staff will plan events and activities to engage students, continue to revise advisory periods to meet students needs, and build a sense of community within the school.</i>	
<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 4	
<b>Intended Outcomes:</b> <i>Staff and students will feel connected to the school campus through activities and positive initiatives.</i>	
<b>Action Steps:</b> <ul style="list-style-type: none"> <li>● <i>Counselors and safe school professional will administer the Panorama survey 3 times throughout the school year and monitor students in the red and yellow category</i></li> <li>● <i>Teachers will continue to deliver SEL lessons in advisory on Mondays</i></li> <li>● <i>Student Council and campus clubs will continue to work towards building school spirit and connectivity for all students</i></li> </ul>	
<b>Resources Needed:</b>	



- *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: Provide wrap around services to meet the social emotional needs of students.

Foster/Homeless: Provide wrap around services to meet the social emotional needs of students.

Free and Reduced Lunch: Provide wrap around services to meet the social emotional needs of students.

Migrant: n/a

Racial/Ethnic Minorities: Provide wrap around services to meet the social emotional needs of students.

Students with IEPs: Provide wrap around services to meet the social emotional needs of students.



## 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)
<i>Strategic Budget</i>	\$ 7,369,404.00	Sub days, PLC+ materials	<i>Student Success, Adult Learning Culture, Connectedness</i>
Student Generated Funds	\$ 89,176.00	Support for student council fundraisers and activities, student Halloween activity, and ongoing Dolphin Days for school spirit	<i>Connectedness</i>