



**GLOBALLY  
PREPARED**

# School Improvement Plan (SIP)

## Act 3 – Reviewing our Journey

Greenspun JHS  
May 13, 2026  
2:20pm-2:50pm



## 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)

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## **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
<b>MATH</b>	<b>35.5%</b>	<b>40%</b>	<b>31%</b> GROWTH SINCE FALL MAP.	<b>42%</b>
<b>READING</b>	<b>52.2%</b>	<b>50%</b>	<b>43%</b> DECLINE SINCE FALL MAP.	<b>54%</b>

## 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
<b>End: Spring</b>	<b>31%</b> ↓	<b>47%</b> ↑	<b>PENDING</b>	<b>PENDING</b>
<b>Winter</b> <small>(Last MAP before SBAC administered) Math: 12/2-12/5 Reading: 12/18-12/21</small>	<b>31%</b> ↑	<b>43%</b> ↓		
<b>Start: Fall</b> <small>Math: 8/20-8/21 Reading: 8/18-8/19</small>	<b>29%</b>	<b>46%</b>		
<b>2024-2025</b>				
<b>End: Spring</b> <small>Math: 4/29-5/1 Reading: 5/8-5/9</small>	<b>40%</b> ↑	<b>50%</b> ↓	<b>35.5%</b> ↑ <small>April 22-23</small>	<b>52.2%</b> ↑ <small>April 8-9</small>
<b>Winter</b> <small>(Last MAP before SBAC administered) Math: 11/18-11/20 Reading: 12/2-12/6</small>	<b>34%</b> ↑	<b>51%</b> ↑		
<b>Start: Fall</b>	<b>30%</b>	<b>50%</b>		
<b>2023-2024</b>				
<b>End: Spring</b>	<b>38%</b> ↑	<b>45%</b> ↑	<b>32.7%</b> ↑ <small>April 23-25</small>	<b>49.9%</b> ↓ <small>April 8-11</small>
<b>Winter</b> <small>(Last MAP before SBAC administered)</small>	<b>34%</b> ↑	<b>44%</b> ↓		
<b>Start: Fall</b>	<b>32%</b>	<b>49%</b>		
<b>2022-2023</b>				
<b>End: Spring</b>	<b>24%</b> ↑	<b>43%</b> ↓	<b>31.9%</b>	<b>51.4%</b>
<b>Winter</b> <small>(Last MAP before SBAC administered)</small>	<b>23%</b>	<b>45%</b> ↓		
<b>Start: Fall</b>	<b>23%</b>	<b>46%</b>		

# 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.

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.

# Student Success Goal Strategies

**NOW:** GJHS has successfully implemented schoolwide SBAC initiatives, including exposing students to more opportunities to writing utilizing the CER format. According to FocusEd data, we did not meet our “projected proficiency rate” and we ended the year with attaining a rate of goal of 31% Math and 47% Reading.

Our goal set based on historical data was 42% Math and 54% Reading.

Despite this, the “projected proficiency rate” is simply a predictor, and we are hoping that actual proficiency rates will be higher when scores are released in the summer.

**NEXT:** Goal will be continued and we will utilize the foundational strategies set this year and refine them next year.

**NEED:** GJHS needs to continue to be consistent and PLCs should regularly analyze data with accountability.

NOW	How successful were we at implementing our improvement strategies?
	What does our data reveal about our progress toward our goal?
	How have our improvement efforts impacted achievement across demographic groups?
NEXT	Should we continue, correct, or cancel this goal in our next SIP? Why?
	Should we continue, correct, or cancel the associated improvement strategies in our next SIP? Why?
	What have we learned about ourselves and our school through this goal and these improvement strategies?
	What can we do right away to put these lessons into practice?
NEED	What do we need from others in this room to be successful in taking action?
	What do we need from others outside of this room to be successful in taking action?

## **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	<b>95%</b>
24-25	89%
23-24	76%

### KEY POINTS:

- In the October 8, 2025 meeting, teachers' pacing was at 70%.
- In the February 3, 2025, teachers' pacing is at 77%.
- Currently, teachers' pacing is at 73%.
- Generally, pacing is in alignment with the material covered in SBAC.

School	Metric	Total	On Pace	Not On Pace
Greenspun JHS	Aligns to CCSD Pacing Guide	232	73%	27%
	Tier I Instructional Materials	235	78%	22%
	Instructional Materials Support Standard	227	84%	16%
	Learning Intention Aligned to Standard	235	72%	28%
	Success Criteria Aligned to Learning Intention	233	72%	28%
	Teacher and Student Interact with Learning Intention	231	14%	86%
	Teacher and Student Interact with Success Criteria	223	1%	89%
	Instruction Aligned to Standard	230	81%	19%
	Learning Task Aligned to Standard	223	83%	17%
	Necessary Differentiation is Observed	238	22%	69%
	Necessary Scaffolding is Observed	228	27%	67%
	Students Engaged	235	48%	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.

# Adult Learning Culture Goal Strategies

**NOW:** GJHS did not reach the ambitious 95% pacing when administrators conduct walkthroughs, achieving only 73%. We attribute the reduction from the previous year due to implementing brand new school wide initiatives aligned to Goal 1.

**NEXT:** Goal will be continued and data will continue to be tracked.

**NEED:** GJHS needs to continue to be consistent and PLCs should regularly analyze lesson plans with admin accountability.

NOW	How successful were we at implementing our improvement strategies?
	What does our data reveal about our progress toward our goal?
	How have our improvement efforts impacted achievement across demographic groups?
NEXT	Should we continue, correct, or cancel this goal in our next SIP? Why?
	Should we continue, correct, or cancel the associated improvement strategies in our next SIP? Why?
	What have we learned about ourselves and our school through this goal and these improvement strategies?
	What can we do right away to put these lessons into practice?
NEED	What do we need from others in this room to be successful in taking action?
	What do we need from others outside of this room to be successful in taking action?

## **Inquiry Area 3 – Connectedness**

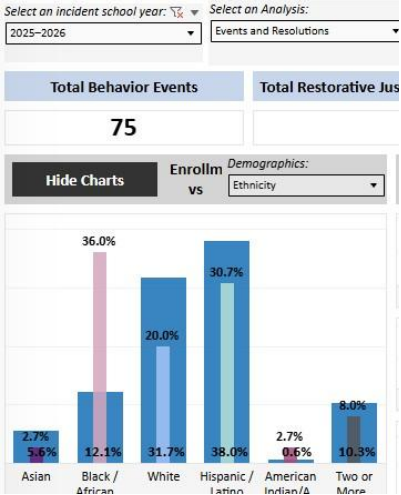
### **Goal 1: SUSPENSIONS**

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.

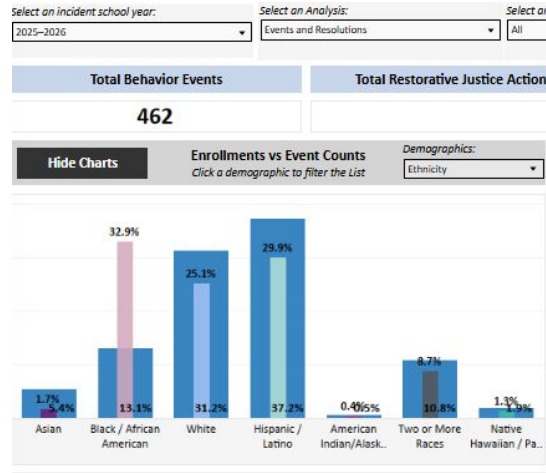
### **Goal 2: CHRONIC ABSENTEEISM**

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.

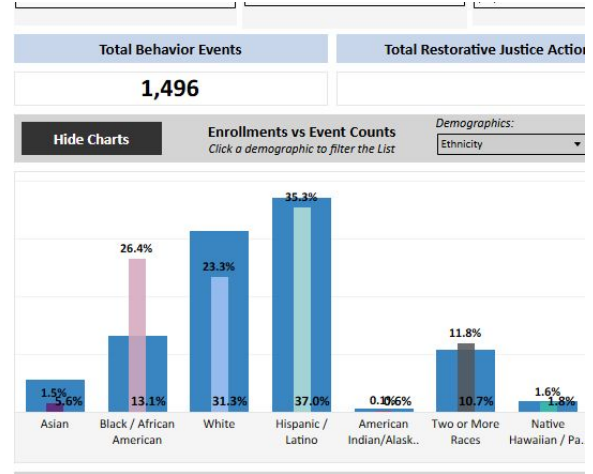
# Finding #1 (Suspensions)



October 2025



February 2026



May 2026

## KEY POINTS:

- 6% 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 subgroup which is at 14%.

# Finding #2 (Absenteeism)



## Chronic Absenteeism for all Students

25-26	<b>21.0%</b>
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!

**2024-2025 Rate:**

23.5%

**2025-2026 Preliminary**

**Final Rate:**

12.8%

# 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.

<b>NOW</b>	We are gathering information related to our school-wide behavior data and working with the District to learn more about the Tiered Fidelity Inventory.
<b>NEXT</b>	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.
<b>NEED</b>	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.

# Connectedness Goal Strategies

## NOW: SUSPENSIONS

We were able to reduce our suspension rate among our Black/African American student group by 10%, starting with a 36% suspension rate reducing it down to 26.4%. We were 3 percentage points away from meeting our goal with our Black/African American student group. All other student groups were within the goal of a maximum of a 10 percentage point difference.

## CHRONIC ABSENTEEISM

We were able to reduce our chronic absenteeism rate from 23.5% to 12.8%, 10.7% difference! Our goal was to reach a 21% chronic absenteeism rate, and we were able to reach that goal and reduce it even more!

**NEXT:** Goal will be continued and we will utilize the foundational strategies set this year and refine them next year.

**NEED:** GJHS needs to continue to be consistent, provide all student groups support through PBIS, MTSS, and Restorative Practices. GJHS will continue to uphold Denial of Credit for students having 10+ unverified absences, and will partner with families through appeal meetings.

NOW	How successful were we at implementing our improvement strategies?
	What does our data reveal about our progress toward our goal?
	How have our improvement efforts impacted achievement across demographic groups?
NEXT	Should we continue, correct, or cancel this goal in our next SIP? Why?
	Should we continue, correct, or cancel the associated improvement strategies in our next SIP? Why?
	What have we learned about ourselves and our school through this goal and these improvement strategies?
	What can we do right away to put these lessons into practice?
NEED	What do we need from others in this room to be successful in taking action?
	What do we need from others outside of this room to be successful in taking action?

**QUESTIONS?**

**THANK YOU!**

**HAVE A GREAT SUMMER!**