



Clark County School District

Greenspun Junior High School

School Performance Plan: A Roadmap to Success

Greenspun Junior High School has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: Jacqueline Carducci

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School Designations: Title I MRI CSI TSI ATSI

SPP was updated on November 25, 2024.



School Demographics and Performance Information

In compliance with federal and state law, Nevada’s K-12 Accountability Portal provides detailed information about each school’s student and staff demographics and school performance rating, a star rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating report at http://nevadareportcard.nv.gov/DI/nv/clark/barbara_and_hank_greenpun_junior_high_school/2024/nspf/.

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	Principal(s) <i>(required)</i>
Nakia Barker, Katja Hermes, Vince Bognot, Cassandra Iglitz	Other School Leader(s)/Administrator(s) <i>(required)</i>
Kim Maurent, Stephanie Buford, Andrew Slocum	Teacher(s) <i>(required)</i>
Brandie Borja	Paraprofessional(s) <i>(required)</i>
Laura Wade	Parent(s) <i>(required)</i>
Alexis Wade, Honesty Sims	Student(s) <i>(required for secondary schools)</i>
Rocio Salas-Beltran	Specialized Instructional Support Personnel <i>(if appropriate)</i>





School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
Act 2 CI Team Meeting	05/23/24;9/4/24;9/16/24	<ul style="list-style-type: none">• 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
Hold a staff and CIP team meeting	5/23/24 and 5/28/24	<ul style="list-style-type: none">• Discuss the data from the previous school year with staff to inform them.
SOT meeting	8/21/24; 9/24/24	<ul style="list-style-type: none">• The SPP team will discuss the plan, modifications, and the next steps to achieve school goals.
Academic Parent Night	5/2025	<ul style="list-style-type: none">• Discuss strategies with families to improve academic success in math and ELA
5th Grade Parent Night	5/2025	<ul style="list-style-type: none">• The teacher will discuss curriculum materials and classroom expectations during parent-classroom visits.



School Goals

The school goals were developed over a series of five events, including opportunities for teachers, parents, and students to share their experiences 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
Data Reviewed	FocusEd - MAP (3-year data)	FocusEd: Panorama survey & behavior data	Pacing guides, Carnegie Math Curriculum, HMH Intro to Literacy, Common Lit, Achieve 3000, Amplify Science
	<i>Areas of Strength: Spring data showed growth, but the school did not achieve the goal. We support teachers in analyzing their data and focusing on improving high-quality curriculum and instruction.</i>		
	<i>Areas for Growth: Increase the percentage of students meeting the MAP Math assessment's growth target.</i>		
Problem Statement	<i>The math remained the same the previous school year and did not show an increase in achieving the goal.</i>		
Critical Root Causes	<i>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.</i>		

Part B

Student Success	
<p>School Goal: <i>Increase the percentage of students meeting the MAP Math assessment's growth target.</i></p> <p><i>As measured by the MAP Growth Assessment data, increase the overall percentage of students who meet or exceed the 41st percentile on the math assessment from 52% (fall 2024) to 53% (winter 2024) to 55% by spring 2025).</i></p>	<p>Aligned to Nevada's STIP Goal: 3</p>



As measured by the MAP Growth Assessment data, the overall percentage of students who meet or exceed the 41st percentile on the reading assessment will increase from 51% (fall 2024) to 52% (winter 2024) to 54% by spring 2025.

Improvement Strategy: *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.*

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3

Intended Outcomes: *Increase the percentage of students who meet or exceed the 41st percentile on the MAP math and reading assessment.*

Action Steps:

- *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 will purposefully use the CCSD Pacing Guides and CCSD Teacher Clarity Guides to plan Tier I instruction for all learners.*
- *Teachers will utilize common summative and formative assessments when delivering instruction.*
- *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.*
- *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.*
- *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.*
- *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.*
- *The staff will receive MAP training to provide strategies to increase student proficiency on the MAP assessments.*
- *Teachers will meet weekly in PLCs (departments and grade levels) to develop and incorporate high-leverage instructional strategies.*

Resources Needed:

- *Time for teachers to meet in departments and PLCs*
- *Funding for structured teacher planning time*

Challenges to Tackle:

- *Address the allotted time for teachers to participate in PLC morning meetings. For example, teachers are given 60 minutes once a week to engage in PLCs. Consider offering additional planning days to support the engagement of PLC collaboration time.*
- *Lack of time for adequate planning; implement a quarterly half-day planning day for each content area and provide class coverage.*



Equity Supports. What, specifically, will we do to support the following student groups around this goal?

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. The focus learning curriculum provided through the ELL Division focuses on newcomers and provides resources to support academic language learners. A licensed teacher uses prep buyouts to give additional support and instruction to ELL students. 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 EL strategist will administer the Panorama Survey and work with the school's wrap-around services to meet the social-emotional needs of students. [Assembly Bill 135](#) and [Assembly Bill 219](#)

Foster/Homeless: 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 counselor and wrap-around service workers (social workers or safe school professionals) 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: 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.

Migrant: Provide additional support and instruction utilizing the FastForward Curriculum, and students will use the “Reading Assistant Plus” component of MySciLearning to increase English proficiency. A licensed teacher uses prep buyouts to give additional support and instruction to ELL students.

Racial/Ethnic Minorities: 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: 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 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.



Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	MAP, SBAC data, Pacing Guides	Review district and school staff survey data	Master Schedule, ELL Master Plan, Google PD Surveys
	<i>Areas of Strength: Increased professional development training to once a week every Wednesday (PLCs)</i>		
	<i>Areas for Growth: Implemented Carnegie Math, Understanding Language Development, and Canvas Champions to provide personalized staff development</i>		
Problem Statement	<i>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.</i>		
Critical Root Causes	<i>Lack of time to address training needs and survey data to support instructional decisions.</i>		

Part B

Adult Learning Culture	
School Goal: <i>Provide professional development opportunities quarterly in addition to staff development day, as measured by professional learning agendas.</i>	STIP Connection: 2
Improvement Strategy: All teachers will engage in high-quality Professional Learning Communities to plan instruction and analyze students' performance to respond to instructional needs.	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3	
Intended Outcomes: <i>If teachers utilize classroom benchmarks, Tier I and II Multi System of Supports, and MAP Growth Assessment data reports to place students in tiered groups for targeted instructional support, then students will show an increase in the percentage of who meet</i>	



or exceed the growth target for math assessment from 56% in Spring 2024 to 59% growth by Spring 2025 as measured by MAP Math Growth Overview, and students will show an increase in the percent of who meet or exceed the growth target for the reading assessment from 50% in Spring 2024 to 53% growth by Spring 2025 as measured by the MAP Reading Growth Assessment data.

Action Steps:

- *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.*
- *Administrators will monitor the Plan-Teach-Assess-Analyze-Respond cycle and Google submissions to support teachers with students' learning progression.*
- *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 will plan instruction according to the curriculum standards and pacing guides.*
- *Teachers will plan and administer common assessments 2-3 times per quarter.*
- *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.*
- *Admin and staff will collaborate to provide professional learning on the PLC+ Framework, MTSS, MAP reports, Culturally Responsive Strategies, and Understanding Language Development.*
- *The Professional Development Committee will meet quarterly to facilitate training agendas.*
- *Subject area leaders and department chairs will provide weekly agenda notes detailing professional learning to their supervisors.*
- *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.*

Resources Needed:

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

Challenges to Tackle:

- *Review the weekly PLC and quarterly district professional day calendar to monitor teachers' lack of time to participate in PL*
- *Schedule administration and teacher leaders modeling the Tier: II MTSS strategies, analyzing MAP data reports, and creating common assessments during weekly PLC meetings and additional PLs.*
- *Administration creating a calendar for mentor-coaching opportunities to support teachers with instructional strategies and classroom management techniques.*

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. The focus learning curriculum provided through the ELL Division focuses on newcomers and provides resources to support academic language learners. A licensed teacher uses prep buyouts to give additional support and instruction to ELL students. 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 EL strategist will administer the Panorama Survey and work with the school's wrap-around services to meet the social-emotional needs of students. [Assembly Bill 135](#) and [Assembly Bill 219](#)

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. The school counselor and wrap-around service workers (social workers or safe school professionals) will implement strategies and provide positive incentives to increase student attendance and/or evidence-based programs targeted at low-performing students.

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. 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

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. Implement PL for staff by utilizing a content area teacher and providing tiered interventions and acceleration for students in all subject areas. Increase content area activities that reduce disproportionate representation and prevent mastery approach rather than wait-to-fail approach. Licensed and support staff will offer opportunities for after-hour tutoring. Title I funding is used to provide Certified Temporary Tutors (CTTs) to provide instruction for tiered interventions and acceleration.

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. Co-teaching opportunities will be 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.





Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	Panorama and District Survey	District & Panorama Survey	District Survey
	<i>Areas of Strength: Increasing the engagement with various student groups that improves students' sense of belonging on campus. Continuing student recognition incentives. Incorporating restorative practices regarding classroom management.</i>		
	<i>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 classroom.</i>		
Problem Statement	<i>There has been a decline in positive emotions and regulation of feelings.</i>		
Critical Root Causes	<i>Lack of consistent and meaningful social interactions due to an increase in the use of technology.</i>		

Part B

Connectedness	
School Goal: Increase the percentage of students who feel a sense of belonging from 46% (fall 2024) to 48% (winter 2024) to 50% by spring 2025 as measured by the Panorama Education Survey.	STIP Connection: 6
Improvement Strategy: <i>Staff will plan events and activities to engage students and build a sense of community within the school.</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 4	
Intended Outcomes: <i>Activities and positive initiatives will connect staff and students to the school campus.</i>	
Action Steps: <ul style="list-style-type: none"> ● <i>Select the science department to administer the Panorama survey.</i> ● <i>Provide more incentives for students receiving 'S' and/or 'O' in citizenship grades.</i> 	



- Increase implementation of the PBIS program to increase positive behaviors.
- Increase student-driven and community-based activities to promote a sense of belonging.
- *Administrators will monitor the survey to ensure 95% student participation.*
- *Administrators will monitor advisory classes to support students' sense of belonging.*
- *Teachers will continue to deliver SEL lessons.*
- *Student Council and campus clubs will continue to work towards building school spirit and connectivity for all students.*
- *Hope Squad Club will work with school staff to address social-emotional student needs.*

Resources Needed:

- *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: 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 uses prep buyouts to give additional support and instruction to ELL students. 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 EL strategist will administer the Panorama Survey and work with the school's wrap-around services to meet the social-emotional needs of students. [Assembly Bill 135](#) and [Assembly Bill 219](#)

Foster/Homeless: 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: 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.



Migrant: n/a

Racial/Ethnic Minorities: 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: 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.



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)
Strategic Budget	\$8,793,422.58	Subs for teachers to participate in instructional rounds to observe high-quality instruction Professional Development Training expenses, additional Prep buyouts for remedial courses, and hire content area (math, reading, and science) to reduce class sizes.	Student Success, Adult Learning Culture, Connectedness
HOPE2	\$68,000	Implement wrap-around services to increase student attendance and/or to provide evidence-based programs for low-performing students.	Student Success, Adult Learning Culture, Connectedness
At-Risk Weighted Funds	\$720,877.90	Implement wrap-around services to increase student attendance and to provide evidence-based programs for low-performing students.	Student Success, Adult Learning Culture, Connectedness
Carryover Funds	\$692,188.68	Replace the sound systems in the gymnasium and cafeteria to create a sense of belonging. Continue to support curriculum materials and hire licensed staff for academic support for the next school year.	Student Success, Adult Learning Culture, Connectedness
Student Generated Funds	\$42,331.15	Support for student program and organization fundraisers and activities, ongoing Dolphin Days for school spirit, and academic and behavior incentives	Connectedness