

SCHOOL IMPROVEMENT PLAN or Implementation in 2009-2010



GREENSPUN JUNIOR HIGH SCHOOL
140 N VALLE VERDE DR
Henderson, NV 89074

MEMBERS OF THE SCHOOL PLANNING TEAM

| Name, Title | Name, Title |
|---|---------------------------------------|
| Warren McKay, Principal | Leonard DePiazza, Assistant Principal |
| Joanne Christoph, Special Ed. Facilitator | Christine Correa, Teacher |
| Ron Kamman, Teacher | Marsha Lastwika, Teacher |
| John Mihelcic, Teacher/Parent | Rebecca Glaser, Teacher |
| Alison Seldon, Teacher/Parent | Tammy Moses, Teacher |
| Jeff Wollard, Teacher | Andrew Slocum, ELA Consultant |

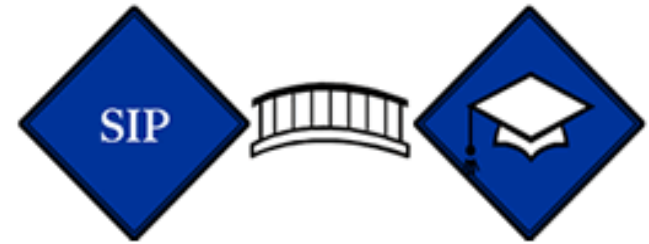
Region Reviewer: Pat Skorkowsky, ASC 2 Academic Manager

Whenever appropriate, place a (C) for CLIMATE, (A) for ACHIEVEMENT, (P) for PARTICIPATION after highlights, priority concerns, goals and measurable objectives, action steps, or completing the plan.

VISION FOR LEARNING

Clark County School District Unifying Strategy

"Keep Your Eye on the CAP!"



Climate

- C-1 Recruit and retain effective employees.
- C-2 Provide a safe, caring, and educationally stimulating physical and social environment.
- C-3 Ensure the organization is customer-focused at all levels.

Achievement

- A-1 Meet individualized needs of all students so they can achieve academically.
- A-2 Provide relevant professional development programs.
- A-3 Provide educational opportunities to sufficiently prepare all students for post-secondary endeavors.

Participation

- P-1 Ensure clear, regular, and meaningful two-way communications
- P-2 Provide substantial opportunities for all stakeholders to engage in the educational process.
- P-3 Provide schools with the resources and support needed to achieve the District mission.

VISION FOR LEARNING

CLARK COUNTY SCHOOL DISTRICT

DISTRICT GOAL 1

The District will demonstrate increased student achievement in English language arts, mathematics, and science, reduce the achievement gap between disaggregated populations, decrease the number of high school dropouts, and increase achievement of ELL and IEP students by institutionalizing scientifically research-based instructional systems as evidenced in the Quality Assurance Framework baseline data.

Measurable Objective 1: CCSD students will demonstrate increased academic achievement in English language arts, mathematics, and science as measured by Nevada AYP standards in June 2008, such that there will be at least a 10% decrease in non-proficient students.

Measurable Objective 2: The District will demonstrate a reduction in the achievement gap between disaggregated populations.

Measurable Objective 3: The District will demonstrate a decrease in the percentage of high school dropouts.

Measurable Objective 4: The District will demonstrate increased achievement as measured by the AMAO objectives such that:

- a. 50% of all LEP students must achieve a 25 point gain in overall ELPA scaled scores each year,
- b. 14% of all LEP students must achieve English language proficiency each year, and
- c. LEP students must make adequate yearly progress (AYP) as determined by Title I.

DISTRICT GOAL 2

The District will coordinate, design, deliver and evaluate ongoing professional development aligned to District instructional initiatives.

Measurable Objective 1: The District will align professional development to meet District instructional initiatives and identified student needs.

DISTRICT GOAL 3

The District will expand recruitment, support, and retention of qualified staff including teachers, administrators, and support staff.

Measurable Objective 1: The District will improve retention of qualified teachers such that there will be a decrease in the attrition of teachers by 10%.

Measurable Objective 2: The District will recruit qualified staff such that there will be a 10% decrease in unfilled positions.

VISION FOR LEARNING

District Vision Statement

Clark County School District students will have the knowledge, skills, attitudes, and ethics necessary to succeed academically and will practice responsible citizenship.

District Mission Statement

To create an environment where students, parents, educators, and the community foster achievement.

Area Mission Statement

To create an environment where students, parents, educators, and the community foster achievement.

School Vision or Mission Statement

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

School Highlights

Our school is proud to highlight the following achievements:

78% of Greenspun students met or exceeded Nevada State standards for ELA proficiency (A).

76% of Greenspun students met or exceeded Nevada State standards for math proficiency (A).

78% of 8th grade Greenspun students met or exceeded Nevada State standards for Science proficiency (A).

High school credit classes are offered in Computer Science, Algebra I Honors, Spanish, and Mandarin Chinese (A).

Greenspun provides flexible scheduling and positive academic and behavioral interventions to meet the needs of individual students (P).

Greenspun received a \$15,000 Inspiration Award from the organization Nevada "Partners in Education" (PIE) for inclusive school practices in the Clark County School District (C/P).

Greenspun provides numerous sports, clubs, and activities, for students to become involved in the school. Additionally, the Running Club, Fitness Club, Intramurals, Basketball, and Lacrosse teams provide students with the opportunity to pursue an active life style (C/P).

The Greenspun performing arts programs of Choir, Orchestra, and Band all earned superior marks for their festival performances. Additionally, the visual arts program held its annual art show for the parents and community, showcasing students' diverse artistic works (C/A/P).

Greenspun has been appointed as a school of choice for eight middle schools in Area 2 of the Clark County School District.

The Greenspun library program has been recognized by the Area and District as having increased student participation and curricular collaboration with teachers.

INQUIRY PROCESS

Section A: Comprehensive Needs Assessment

This section of the plan is based on the analysis of Tier I (system-wide), Tier II (school-wide), and Tier III (qualitative) data that support student achievement. Tier I data include state and district achievement information (AYP, school profile, accountability reports, interim assessments). Tier II data focus on school information related to student achievement (demographic data; school-wide exams and scoring rubrics; grades; results of instructional strategies, remediation programs, professional development; curriculum and programs). Tier III data are the qualitative analysis of student achievement (learning environment, culture and student engagement, teacher and administrator observations, meeting logs and notes, parent involvement). After analyzing all tiers, identify a **maximum of five** key strengths that have increased student achievement and will remain a part of the continuous cycle of school improvement. Prioritize concerns in **student achievement, instruction, remediation strategies, program implementation, and professional development**. Identify a maximum of five priority concerns, requiring further analysis that will become the basis for developing your school improvement plan. **Please indicate C, A, or P after each concern that addresses the CCSD unifying strategy: Keep Your Eye on the CAP (Climate, Achievement, Participation)**

Key Strengths

1. All student subgroups at Greenspun met or exceeded standards on all portions of the 2008-2009 CRT exam and therefore met the AYP goals in math, ELA, and Writing (A).
2. Greenspun's effective inclusive practices are in place as evidenced by gains in the IEP sub-group in math and ELA CRT scores while maintaining a high level of proficiency for the overall population (A).
3. Greenspun general education placement of IEP students is looked upon as the first consideration for instructional setting placement. **Sixty-three** percent of students with disabilities are educated in the general education classroom 100% of the day (C/A/P).
4. Greenspun provides various instructional programs/interventions that have helped to reduce the achievement gaps for Hispanic, African American, Free and Reduced Lunch, IEP and LEP sub-groups; those programs include after school tutoring, Compass Learning, AIMSWeb, Fast ForWord, and Read 180(C/A/P).
5. Greenspun provides various structures for collaborative planning time between general education and special education teachers on a weekly and monthly basis. This includes the development of common grading practices, lesson planning and layering of the curriculum, creation of common grade level assessments, and common grading rubrics. (C/P).

Priority Concerns

1. Greenspun Junior High School recognizes the need to increase student achievement, as measured from the 2010 CRT scores, classroom assessments, IDMS testing data, and authentic assessment, in the content clusters of: numbers and operations (C1), algebra and functions (C2), measurement and geometry (C3), and data analysis/statistics and probability (C4), across all grade levels and subgroups.
2. Greenspun Junior High School recognizes the need to increase writing achievement for all students, as measured by the 2010 writing proficiency exam, authentic assessment, and quarterly mock writing proficiency exams, in all writing trait categories (IOVC).

INQUIRY PROCESS

Section B: Root Cause Analysis

For each priority concern, identify a **maximum of two** root causes that impact or impede student achievement. Root causes focus on the adult actions in the school, verified with evidence (data) to support the cause. Continue analyzing each cause until the root of the concern is reached. **Only by understanding the root cause of the concern, can effective solutions for increasing student achievement be determined.** After a root cause has been identified, propose one research-based solution for each root cause that describes the instructional practice(s) to be implemented in the action plan. Solutions are global and should not be confused with "strategies" that belong in the action steps.

| Priority Concerns | Root Causes | Solutions |
|---|--|--|
| <p>1. Greenspun Junior High School recognizes the need to increase student achievement, as measured from the 2010 CRT scores, classroom assessments, IDMS testing data, and authentic assessment, in the content clusters of: numbers and operations (C1), algebra and functions (C2), measurement and geometry (C3), and data analysis/statistics and probability (C4), across all grade levels and subgroups.</p> | <p>Teachers rely primarily on lecture based instruction.</p> <p>Unable to cover all bench marks due to breadth of curriculum coverage.</p> <p>Teachers do not consistently utilize live data to drive instruction.</p> | <p>Utilize differentiated instruction and grading practices to meet the needs of all students in all math classrooms.</p> <p>Proper placement of students and prioritization of benchmarks.</p> <p>Utilize the 5+1 instructional strategies in all math classrooms.</p> |
| <p>2. Greenspun Junior High School recognizes the need to increase writing achievement for all students, as measured by the 2010 writing proficiency exam, authentic assessment, and quarterly mock writing proficiency exams, in all writing trait categories (IOVC).</p> | <p>ELA teachers are not providing enough instruction to their students on the writing traits (IOVC).</p> <p>Teachers do not consistently utilize live data to drive instruction</p> | <p>ELA teachers will plan, develop, and provide a greater number of learning opportunities concentrating on writing and the writing traits.</p> <p>Disaggregate quarterly mock proficiency exam data and utilize this data to help drive differentiated instruction.</p> |

SCHOOL GOALS AND MEASURABLE OBJECTIVES

Goals and Measurable Objectives:

Based on the results of the inquiry process, identify a **maximum of three goals** to focus the school improvement process. **Goals should address student achievement** in content, cognitive (ability) levels, instructional strategies, or remediation. A goal may address more than one content area if the results of the inquiry process indicate that identified subgroup(s) require instruction or remediation that includes similar action steps in multiple content areas, or that subgroup data is not significantly different and performance in ability levels decreases from A1 to A3. For each goal, write a measurable objective that is **specific, measurable, achievable, relevant, and timely**. Please indicate **C, A, or P** after each goal that addresses the **CCSD unifying strategy: Keep Your Eye on the CAP (Climate, Achievement, Participation)** See **The Facilitator's Guide to School Improvement** for suggestions on writing goals and measurable objectives.

GOAL 1 All students in grades 6, 7, and 8, will increase achievement in math to the 80th percentile or above as measured by the spring 2010 CRT.

MEASURABLE OBJECTIVE 1 (for Goal 1): Between September 2009 and April 2010, a minimum of 5% improvement will be made in all content clusters C1 through C4 in the area of mathematics.

GOAL 2 All students in grades 6, 7, and 8 will increase achievement in writing to the 75th percentile or above as measured by the February 2010 Nevada Writing Proficiency Exam and quarterly school wide mock proficiency exams.

MEASURABLE OBJECTIVE 1 (for Goal 2): Between September 2009 and February 2010, all students in grades 6, 7, and 8 will increase achievement in the strands of Ideas, Organization, Voice, and Conventions for a minimum total score of 12.0 as measured by the grade 8 Nevada Writing Proficiency Exam and grades 6-8 final mock proficiency exam.

MASTER PLAN DESIGN

Section A: Action Steps and Monitoring Plan

Goal 1: All students in grades 6, 7, and 8, will increase achievement in math to the 80th percentile or above as measured by the spring 2010 CRT.

Measurable Objective 1: Between September 2009 and April 2010, a minimum of 5% improvement will be made in all content clusters C1 through C4 in the area of mathematics.

| Action & Monitoring Plan Goal 1 | ACTION PLAN | | | MONITORING PLAN | | |
|---|---|---|--|--|---|--|
| Action Step | Resources Needed for Implementation | Timeline for Implementation | Person(s) Responsible | Information (data) to Measure success | Timeline for data Collection | Person(s) Responsible |
| All students will increase their depth of knowledge in the identified content clusters by participating in classes that utilize differentiated instructional methodologies that align to individual learning styles and performance levels. | Inclusive Schools Practices (ISP) funding Professional development on differentiated instruction Informational texts at different reading levels Student access to technology | Staff development days Oct. 5, Nov. 2, 2009, Jan 15, Feb. 19, 2010. Collection of administrative artifacts Sept, 2009 - May, 2010 | Administration: McKay, DePiazza, Winn, and Diskin Department Coordinator: Glaser Curriculum Leaders: Caruso, Derrick, Smith Special Education Teacher Facilitator: Christoph LEP Teacher: Seldon General Education Teachers. Special Education Teachers. | STPT Meeting Minutes. Administrative accountability check of STPT meetings. Formal Administrative Observations. Informal administrative observations. Periodic checking of lesson plans. | STPT minutes will be collected each Wednesday, starting in Oct, 2009, and ending in May, 2010. Administrators will attend STPT meetings each Wed, from Oct, 2009 - May, 2010. Administrative teacher observations will occur one hour per day for each administrator, from Sept, 2009, through May, 2010. | Administration: McKay, DePiazza, Winn, and Diskin Department Coordinator: Glaser Curriculum Leaders: Caruso, Derrick, Smith Special Education Teacher Facilitator: Christoph LEP Teacher: Seldon General Education Teachers. Special Education Teachers. |

Tied to Solution: Teachers will increasingly utilize data from various sources to drive instruction.

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| All students will be provided the opportunity to participate in remedial learning activities and retake classroom assessments and assignments to strive for mastery in mathematics content clusters. | School-wide common grading expectations modified and agreed upon by faculty Late Bus Transportation Parent/Student Communication Staff development on strategies regarding effective methods to provide timely feedback from redone work. | Modified grading expectations Jan. 2009 – May, 2010 Transportation Sept. 2009 – May 2010 Staff Development during district-wide staff development days and STPT. | Administration: McKay, DePiazza, Winn, and Diskin Department Coordinator: Glaser Curriculum Leaders: Caruso, Derrick, Smith General Education Teachers. | Individual and grade level unit scores. Rates of students retaking assessments and redoing assignments Semester passing rates CRT exam scores | Quarterly: Oct. 26, 2009, Jan. 15, Mar. 23, and June 2, 2010 Quarterly: Oct. 26, 2009, Jan. 15, Mar. 23, and June 2, 2010 At Semester: Jan. 15, 2010 May 2010 | Administration: McKay, DePiazza, Winn, and Diskin Department Coordinator: Glaser Curriculum Leaders: Caruso, Derrick, Smith General Education Teachers. |
|--|---|--|---|--|--|---|

Tied to Solution: Teachers will increasingly utilize data from various sources to drive instruction.

| Action & Monitoring Plan Goal 1 | ACTION PLAN | | | MONITORING PLAN | | |
|---|---|---|---|---|---|---|
| Action Step | Resources Needed for Implementation | Timeline for Implementation | Person(s) Responsible | Information (data) to Measure success | Timeline for data Collection | Person(s) Responsible |
| All students will show increased math achievement on content clusters C1 – C4 through the utilization of the 5+1 math model. This includes instruction, note taking, homework, test preparation, assessment, and relationship building. | Weekly and monthly opportunities for structured teaching planning time in order to plan for instruction, unit planning, and common assessment creation, and adapt and modify for IEP students in the regular education classrooms. Pre-tests given to students before beginning a new unit. | Begin September 2009 and conclude at end of year, June 2010. | Administration: McKay, DePiazza, Winn, and Diskin Math Teachers Specialized classroom teachers | Student Notebooks Classroom observations IDMS and CRT data. Classroom assessments. Communication with parents | Checked each day as instructing students. Five observations minimum per teacher by their supervising administrator. Provided by IDMS Manager following mandated assessments. Collected by individual teachers and shared during STPT. Parent contact logs maintained by individual teachers. | Administration: McKay, DePiazza, Winn, and Diskin Math Teachers Specialized classroom teachers |
| Tied to Solution: Teachers will increasingly utilize data from various sources to drive instruction. | | | | | | |
| Students' math achievement in the four content clusters will increase by being afforded the opportunity to receive mathematics proficiency interventions before, during, and after school. | 6th grade two-period block co-taught math academy. After school tutoring that may include Compass Learning, Fast ForWord, and remedial program. Department/school-wide math camp to prepare students for CRT exam. Visiting teacher will provide remediation instruction during the school day for students approaching proficiency as measured by 2009 CRT results. | Aug. 2009 – Jun. 2010 Oct. 2009 - May 2010 Mar. 2010 Dec. 2009 - Mar. 2010 | Administration: McKay, DePiazza, Winn, and Diskin General education teachers. Special education teachers. Math visiting tutor: Jane Young Data Manager: Kris Ulrich | Classroom assessments. CRT test results for students who attend previously listed programs will be analyzed to determine the proficiency of students who met or exceeded standards in the math content clusters. Visiting math tutor to provide pre and post assessment measuring math achievement increases. | Sept. 2009 – June 2010 Dec. 2009 - Mar. 2010 Data manager will compile data on targeted students when data becomes available in spring 2010 | Administration: McKay, DePiazza, Winn, and Diskin General education teachers. Special education teachers. Math visiting tutor: Jane Young Data Manager: Kris Ulrich |
| Tied to Solution: Teachers will increasingly utilize data from various sources to drive instruction. | | | | | | |
| All students will increase problem solving skills through instruction that incorporates higher ordered questioning and critical thinking activities in mathematics. | Staff Development on Depth of Knowledge strategies (DOK). | Sept. 2009 – Jun. 2010 | Administration: McKay, DePiazza, Winn, and Diskin General Education Teachers. Special Education | Lesson Plans. Classroom observations. Student work samples. | Lesson plans monitored by administration during observations August 2009 - June 2010. | Administration: McKay, DePiazza, Winn, and Diskin General Education Teachers. Special Education |

| Action & Monitoring Plan Goal 1 | ACTION PLAN | | | MONITORING PLAN | | |
|--|---|-----------------------------|---|--|--|---|
| Action Step | Resources Needed for Implementation | Timeline for Implementation | Person(s) Responsible | Information (data) to Measure success | Timeline for data Collection | Person(s) Responsible |
| | | | Teachers. | | | Teachers. |
| Tied to Solution: Teachers will increasingly utilize data from various sources to drive instruction. | | | | | | |
| All students' math competency in the content clusters C1 –C4 will increase as a result of instruction that incorporates various technologies to access and remediate students within the curriculum. | Compass Learning. Promethean Boards. Smart Boards. ELMO projectors. Premier. Laptops. Fast ForWord. | August, 2009 - June, 2010. | Administration: McKay, DePiazza, Winn, and Diskin General Education Teachers. Special Education Teachers. ECS: Kris Ulrich Librarian: Andy Slocum | Lesson Plans. Administrative observations. Program reports. Classroom Assessments IDMS and CRT data | Lesson plans will be created weekly from August, 2009 - June, 2010. Administration teacher observations will occur each school day from September 2009 - May, 2010. Program reports will be generated by teachers on completion of student task, unit, or as needed per teacher. | Administration: McKay, DePiazza, Winn, and Diskin General Education Teachers. Special Education Teachers. ECS: Kris Ulrich Librarian: Andy Slocum |
| Tied to Solution: Teachers will increasingly utilize data from various sources to drive instruction. | | | | | | |

MASTER PLAN DESIGN

Section A: Action Steps and Monitoring Plan

Goal 2: All students in grades 6, 7, and 8 will increase achievement in writing to the 75th percentile or above as measured by the February 2010 Nevada Writing Proficiency Exam and quarterly school wide mock proficiency exams.

Measurable Objective 1: Between September 2009 and February 2010, all students in grades 6, 7, and 8 will increase achievement in the strands of Ideas, Organization, Voice, and Conventions for a minimum total score of 12.0 as measured by the grade 8 Nevada Writing Proficiency Exam and grades 6-8 final mock proficiency exam

| Action & Monitoring Plan Goal 2 | ACTION PLAN | | | MONITORING PLAN | | |
|--|--|---|--|---|--|--|
| Action Step | Resources Needed for Implementation | Timeline for Implementation | Person(s) Responsible | Information (data) to Measure success | Timeline for data Collection | Person(s) Responsible |
| All students will increase their depth of knowledge in the identified writing traits by participating in classes that utilize differentiated instructional | Inclusive Schools Practices (ISP) funding Professional development on differentiated instruction Informational texts at different reading levels Student access to | Staff development days Oct. 5, Nov. 2, 2009, Jan 15, Feb. 19, 2010. Collection of administrative artifacts Sept, 2009 - May, 2010 | Administration: McKay, DePiazza, Winn, and Diskin Department Coordinator: Glaser Curriculum Leaders: Caruso, Derrick, | STPT Meeting Minutes. Administrative accountability check of STPT meetings. Formal Administrative Observations. | STPT minutes will be collected each Wednesday, starting in Oct, 2009, and ending in May, 2010. Administrators will attend STPT meetings each Wed, from Oct, 2009 - May, 2010. | Administration: McKay, DePiazza, Winn, and Diskin Department Coordinator: Glaser Curriculum Leaders: Caruso, Derrick, |

| Action & Monitoring Plan Goal 2 | ACTION PLAN | | | MONITORING PLAN | | |
|--|---|--|---|--|---|---|
| Action Step | Resources Needed for Implementation | Timeline for Implementation | Person(s) Responsible | Information (data) to Measure success | Timeline for data Collection | Person(s) Responsible |
| methodologies that align to individual learning styles and performance levels. | technology | | Smith Special Education Teacher Facilitator: Christoph LEP Teacher: Seldon General Education Teachers. Special Education Teachers. | Informal administrative observations. Periodic checking of lesson plans. | Administrative teacher observations will occur one hour per day for each administrator, from Sept, 2009, through May, 2010. | Smith Special Education Teacher Facilitator: Christoph LEP Teacher: Seldon General Education Teachers. Special Education Teachers. |
| Tied to Solution: Teachers will increasingly utilize data from various sources to drive instruction. | | | | | | |
| Students in the emergent and approaching levels, as identified by the mock proficiency exams and other classroom writing assessments, will receive remedial writing instruction. | 6th grade ELA Academy. Two-period blocked 6 th and 7 th grade ELA classes. Tutoring opportunities will be available that may include Compass learning, Fast ForWord, and Homework Club. Mock writing proficiency exams. Mock proficiency data will be collected and disseminated to teachers to help drive instruction. | Academies and two period blocked ELA classes will be formed, staffed and populated in May, 2009. Tutoring opportunities will occur Mon - Thurs after school from Oct, 2009 - May, 2010. Mock writing proficiency exams will be given from September 2009 to May 2010 in all ELA classes. Data Manager will provide data from the IDMS system as they become available from Nov. 2008 - May 2009. | Administration: McKay, DePiazza, Winn, and Diskin General and special education teachers. Data Manager: Tammy Moses ELA consultant: Andy Slocum | Mock writing and other classroom assessment results will be analyzed to determine students' writing proficiency. | Mock proficiency exam data will be collected and disaggregated quarterly. Results will be charted and displayed in classrooms by individual teachers. | Administration: McKay, DePiazza, Winn, and Diskin General and special education teachers. Data Manager: Tammy Moses ELA consultant: Andy Slocum |
| Tied to Solution: Teachers will increasingly utilize data from various sources to drive instruction. | | | | | | |
| All students will increase writing skills through instruction that incorporates higher ordered questioning and critical thinking activities in ELA classes. | Staff Development on Depth of Knowledge strategies (DOK). | Sept. 2009 – June 2010 Dec. administrator training to staff on Depth of Knowledge (DOK). | Administration: McKay, DePiazza, Winn, and Diskin General Education Teachers. Special Education Teachers. | Lesson Plans. Classroom observations. Student work samples. | Lesson plans monitored by administration during observations August 2009 - June 2010. | Administration: McKay, DePiazza, Winn, and Diskin General Education Teachers. Special Education Teachers. |
| Tied to Solution: Teachers will increasingly utilize data from various sources to drive instruction. | | | | | | |

| Action & Monitoring Plan Goal 2 | ACTION PLAN | | | MONITORING PLAN | | |
|---|--|--|---|---|--|---|
| Action Step | Resources Needed for Implementation | Timeline for Implementation | Person(s) Responsible | Information (data) to Measure success | Timeline for data Collection | Person(s) Responsible |
| Students will improve their writing achievement through the use of instruction that incorporates various technologies to access and remediate the curriculum in writing proficiency. | Compass Learning. Promethean Boards. Smart Boards. ELMO projectors. Premier. Read 180. Mobile Laptop Lab. Fast ForWord. | All programs will be used from August, 2009 - June, 2010. | Administration: McKay, DePiazza, Winn, and Diskin General Education Teachers. Special Education Teachers. | Lesson Plans. Administrative observations. Program reports. | Lesson plans will be created weekly from August, 2009 - June, 2010. Administration teacher observations will occur each school day from September 2009 - May, 2010. Program reports will be generated by teachers on completion of student task, unit, or as needed per teacher. | Administration: McKay, DePiazza, Winn, and Diskin General Education Teachers. Special Education Teachers. |
| Tied to Solution: Teachers will increasingly utilize data from various sources to drive instruction. | | | | | | |
| All students will be provided the opportunity to participate in remedial learning activities and retake classroom assessments and assignments to strive for mastery in writing proficiency. | School-wide common grading expectations modified and agreed upon by faculty Late Bus Transportation Parent/Student Communication Staff development on strategies regarding effective methods to provide timely feedback from redone work. | Modified grading expectations Jan. 2009 – May, 2010 Transportation Sept. 2009 – May 2010 Staff Development during district-wide staff development days and STPT. | Administration: McKay, DePiazza, Winn, and Diskin ELA department coordinator: Jeff Wollard Grade level curriculum leaders: Jeff Wollard, Kim Maurent, Alex Matthews ELA teachers | Student scores on writing assessments. Rates of students retaking assessments and redoing assignments Semester passing rates Mock writing proficiency scores | Quarterly: Oct. 26, 2009, Jan. 15, Mar. 23, and June 2, 2010 Quarterly: Oct. 26, 2009, Jan. 15, Mar. 23, and June 2, 2010 At Semester: Jan. 15, 2010 Quarterly: Oct. 26, 2009, Jan. 15, Mar. 23, and June 2, 2010 | Administration: McKay, DePiazza, Winn, and Diskin ELA department coordinator: Jeff Wollard Grade level curriculum leaders: Jeff Wollard, Kim Maurent, Alex Matthews ELA teachers |
| Tied to Solution: Teachers will increasingly utilize data from various sources to drive instruction. | | | | | | |

MASTER PLAN DESIGN

Section B: Evaluating Plan Implementation

For each goal and measurable objective, identify the outcome data (evidence), measures of success, and person(s) responsible for evaluating the success of the goal. Outcome data should refer to identified assessment sources in the plan and should include results from Tier I, Tier II, and Tier III (the 5 dimensions) that support student achievement. Measures of success should identify the measures and strategies that will be used to analyze performance and compare actual outcomes with anticipated outcomes. Person(s) responsible will analyze data including evidence identified in the measures, determine the causes relative to achievement, and make connections to the solutions and action steps identified in the school improvement plan.

Goal 1: All students in grades 6, 7, and 8, will increase achievement in math to the 80th percentile or above as measured by the spring 2010 CRT.

Measurable Objective 1: Between September 2009 and April 2010, a minimum of 5% improvement will be made in all content clusters C1 through C4 in the area of mathematics.

Evaluation Plan For Goal 1 - Measurable Objective 1

| Outcome Data Assessment tools used to measure success at the end of the SIP | Measures of Success Analysis of anticipated outcomes to be shared with the stakeholders | Person(s) Responsible Person(s) to analyze the data, provide evidence of progress, and connect solutions and action steps to success |
|---|---|--|
| CRT scores on the targeted content strands (tier 1). | Determine growth in performance for targeted content clusters and identify strategies that resulted in success. | SIP Team and Administration: McKay, DePiazza, Winn, and Diskin |
| Interim assessment data for all students in all sub populations (tier 1). | Review Item Analysis report for Interim assessments for all students to analyze student performance relative to item difficulty. | Data Manager: Tammy Moses; Administration: McKay, DePiazza, Winn, and Diskin; Special Education Teachers, General Education Teachers. |
| Classroom assessment scores (tier 2). | Compare all student sub-group scores to white population sub-group students to determine anticipated academic growth. | General and Special Education Teachers. |
| Implementation of the inclusive schools practices that include differentiated instruction and technology relative to student achievement (tiers 2 and 3). | Identify fidelity of implementation of ISP including differentiated instruction and technology models in identified classrooms, and compare measures of student success on state, local, and classroom assessments. | Administration: McKay, DePiazza, Winn, and Diskin; General and Special Education teachers, and SIP Team. |
| The use of differentiated instruction and technology will increase student engagement at their ability level (tier 2). | Administrators will collaborate on informal and formal observations concerning differentiated instruction and the use of technology in the classroom. | Administration: McKay, DePiazza, Winn, and Diskin and SIP Team. |
| STPT notes, student work samples, teacher observations of student performance (tier 3). | Review of STPT notes, collaborative meeting logs, and teacher observations to explain successes or continued challenges of programs and teaching strategies implemented in goal, and make recommendations for future school improvement planning. | Administration: McKay, DePiazza, Winn, and Diskin, SIP Team, and Grade Level Teachers. |

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| Administrative and teacher classroom observations will be compiled to determine if increased use of math 5 + 1 teaching strategies were evident (tier 2 and 3). | Administrators will collaborate on informal and formal observations concerning differentiated instruction, use of 5+1 math instruction strategies, and the use of technology in the classroom. Review of STPT notes, collaborative meeting logs, and teacher observations to explain successes or continued challenges of programs and teaching strategies implemented in goal, and make recommendations for future school improvement planning. | Administration: McKay, DePiazza, Winn, and Diskin, SIP Team, and Grade Level Teachers. |
|---|--|--|

MASTER PLAN DESIGN

Section B: Evaluating Plan Implementation

Goal 2: All students in grades 6, 7, and 8 will increase achievement in writing to the 75th percentile or above as measured by the February 2010 Nevada Writing Proficiency Exam and quarterly school wide mock proficiency exams.

Measurable Objective 1: Between September 2009 and February 2010, all students in grades 6, 7, and 8 will increase achievement in the traits of Ideas, Organization, Voice, and Conventions for a minimum total score of 12.0 as measured by the grade 8 Nevada Writing Proficiency Exam and grades 6-8 final mock proficiency exam

Evaluation Plan For Goal 2 - Measurable Objective 1

| Outcome Data Assessment tools used to measure success at the end of the SIP | Measures of Success Analysis of anticipated outcomes to be shared with the stakeholders | Person(s) Responsible Person(s) to analyze the data, provide evidence of progress, and connect solutions and action steps to success |
|---|---|--|
| Writing Proficiency scores on the targeted content strands (tier 1). | Determine growth in performance for targeted content strands and identify strategies that resulted in success. | SIP Team and Administration: McKay, DePiazza, Winn, and Diskin. |
| Mock writing proficiency exam scores (tier 1). | Review writing scores from practice writing exams to analyze student performance. | Administration: McKay, DePiazza, Winn, and Diskin, Special education and General education ELA teachers, ELA consultant: Andy Slocum |
| Classroom assessment scores (tier 2). | Student scores to general education students to determine anticipated academic growth. | General and Special Education teachers. |
| Implementation of the inclusive schools practices that include differentiated instruction and technology relative to student achievement (tiers 2 and 3). | Identify fidelity of implementation of ISP including differentiated instruction and technology models in identified classrooms, and compare measures of student success on state, local, and classroom assessments. | Administration: McKay, DePiazza, Winn, and Diskin, general and Special Education ELA teachers, and SIP Team. |
| The use of differentiated instruction and technology will increase student engagement at their ability levels (tier 2). | Administrators will collaborate on informal and formal observations concerning differentiated instruction and the use of technology in the classroom. | Administration: McKay, DePiazza, Winn, and Diskin and SIP Team. |

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| STPT notes, teacher observations of student performance (tier 3). | Review of STPT notes, collaborative meeting logs, and teacher observations to explain successes or continued challenges of programs and teaching strategies implemented in goal, and make recommendations for future school improvement planning. | Administration: McKay, DePiazza, Winn, and Diskin, SIP Team, and Grade Level Teachers. |
| Administrative and teacher classroom observations will be compiled to determine if increased use of writing strategies were evident (tier 2 and 3). | Administrators will collaborate on informal and formal observations concerning differentiated instruction and the use of technology in the classroom. Review of STPT notes, collaborative meeting logs, and teacher observations to explain successes or continued challenges of programs and teaching strategies implemented in goal, and make recommendations for future school improvement planning. | Administration: McKay, DePiazza, Winn, and Diskin, SIP Team, and Grade Level Teachers. |

COMPLETING THE SIP PLAN

Section A: Required Elements for ALL Schools

1. What are the policies and practices in place that promote proficiency of each subgroup in the core academic subjects?

Teachers participate in Wednesday, weekly STPT planning meetings to identify students who are struggling to meet state standards as measured by interim assessments, CRT exams, writing and mock proficiency exams, and common classroom assessments. During planning meetings, teachers develop and analyze assessment information and plan and implement interventions that target student deficiencies in math, ELA, writing proficiency, science, and social studies. Interventions to address student deficiencies incorporate both traditional and more technological strategies as methods to improve student achievement. Administrators supervise special education teachers in their designated content areas and special education teachers collaborate with content/grade level teachers in structured teacher planning meetings. Planning and IEP student placement into CC classes was conducted by CC general and special education teachers in April 2009. True Cooperative Consultative/Co-Teaching models of instruction are being utilized in all classes that includes math, science, ELA, social studies, PE/health and electives. Inclusive practices funding has been secured to allow for over a hundred hours of substitute pay so that STPT, staff development, and various important inclusive school programs can take place. Greenspun teachers and administrators are committed to the philosophy that special education students gain more academically and socially when placed in general education classrooms under the instruction of both a general education and special education teacher. Bloom's Taxonomy and the Depth of Knowledge methods for questioning, critical thinking, and problem solving are implemented in all academic subjects through various instructional strategies. Common lesson plan formats are used by teachers that align the components of an effective lesson to the activities that need to take place in the classroom. General education teacher lesson plans are provided to cooperative teachers a week in advance so that accommodations and modifications can be provided to students with an IEP, but ensures that they also receive grade level instruction. Language objectives are posted by teachers in their classrooms to ensure that students understand what is expected of them each day. Grade six math and ELA academies provide a two-period instructional block of time to increase achievement for regular and special education students in ELA and math. Students in these courses were pre-identified by 5th grade feeder school teachers as students who would have a difficult time in a one-period class and had a stanine of 1-3. Additionally, all 6th grade ELA classes and 7th grade ELA

COMPLETING THE SIP PLAN

Section A: Required Elements for ALL Schools

developmental classes are structured in two-period blocks as a means of providing in-depth and coordinated instruction in reading and writing. An eighth grade Honors Core program teams honors English classes with honors geography classes as a means of providing interdisciplinary units and instructionally challenging material to above average students. In all ELA classes, mock proficiency writing assessments will be utilized to collect data and drive instruction. After each mock proficiency exam, teachers will score the assessment and report scores to ELA consultant. ELA consultant will compile and disaggregate the results and report on a chart for each teacher to display for student feedback. Teachers will use this information to inform students where their achievement is currently and give each student an objective for growth. Teachers will also use this data to plan for future instruction and remediation strategies. A math camp provides all students with a review of material and test taking strategies before CRT testing to help students perform to their true ability level when CRT testing begins. Inclusive Schools funding has been secured to provide substitute pay so that a retired math teacher can provide up to 40 hours of remedial math instruction to students who scored in the approaching range of the Math CRT exam. A data manager has been tasked with analyzing CRT and IDMS data and creating testing data reports for teachers regarding the students they are teaching. This information is used by teachers to remediate students who have not met state standards. Nevada CRT data from 2009, as well as quarterly interim assessments and classroom assessments will be used to identify and target students needing additional instruction, interventions, and/or remediation. All teachers in the math department will utilize the 5+1 model, which includes instruction, note-taking, meaningful homework, pre-test preparation, post-test review, and relationship building.

2. List and briefly describe, as appropriate, how the school has incorporated activities of remedial instruction or tutoring before school, after school, during the summer, and during any extension of the school year.

Read 180, Fast ForWord, Premiere, Compass Learning, Promethean Boards, Elmo digital cameras, and various other technologies are used to meet the needs of students in ELA, math, science, and social studies. Two period blocked classes are provided for students in ELA and math instruction in order to help remediate students who are not currently at grade level. A retired teacher has been secured to come in and provide 40 days of math remediation to students identified in the approaches standards category as determined by the 2009 CRT exam scores. A math camp is also conducted for one week during the month of February for all students to help remediate and prepare them for the CRT exams. Homework and enrichment assistance is offered before school during Opportunity Period from 7:30 - 7:55 a.m. After school tutoring is provided for students via the homework club and Compass Learning enrichment. Students with negative behavior issues, such as students on conditional enrollment, are monitored by the Positive Core facilitator and receive enrichment opportunities throughout and after the school day.

3. Describe the resources available to the school to carry out the plan.

Inclusive School's Program (ISP) and other special education funds have been acquired that provide for numerous teacher preparation period buy-outs, staff development trainings, and substitute pay. Compass Learning and Fast Forward program funding was also obtained that has provided prep buyouts and after school tutoring hours. Twenty Promethean Active Boards were purchased using Greenspun and Southeast Region funds and placed in ELA and science classrooms to enrich instruction. Licensed teachers are available to implement tutoring after school. An IDMS data manager provides and analyzes CRT and interim assessment data for teachers on their students as a means of identifying student academic strengths and weaknesses. This information is then used by teachers in STPT meetings to determine learning objectives that need to be re-taught.

4. Summarize the effectiveness of any appropriations for the school made by the Legislature to improve student academic achievement.

N/A

COMPLETING THE SIP PLAN

Section A: Required Elements for ALL Schools

5. Discuss how the school will utilize Educational Involvement Accords for Parents including the Honor Code and meet all the requirements of the law.

At the beginning of each school year, students, parents, and school administration are required to sign an Educational Accord as mandated by the Nevada Legislature. These forms are accounted for by the administration and entered into the SASI program by the registrar. Additionally, Greenspun Junior High School also provides instruction to students on academic honesty and plagiarism. All students participate in a lesson that discusses what academic honesty and plagiarism are during English instruction. Students and parents are expected to sign a contract pledging that the students, with the parents' support, will do everything they can to not consciously participate in any form of academic dishonesty. These signed forms are collected and saved by all second period teachers. Students found to violate the academic honor code are disciplined according to the school-wide progressive discipline plan.

6. If applicable, describe how the school will make its Title III Annual Measurable Achievement Objective (AMAO) targets in English language proficiency (reading, writing, listening, and speaking comprehension).

English Language Learner students with low achievement scores are placed in one period of ELL instruction. Students in this program are provided English language acquisition support in all subjects utilizing both traditional and technological instructional strategies. Rosetta Stone Language Acquisition Program is a computer based program to help students learn to read and speak English.

BUDGET FOR THE OVERALL COST OF CARRYING OUT THE PLAN

| Goals | Total Amount Needed to accomplish Goal (Amounts for each action step should be listed under "Resources") | Funds available in current school funding that have been specifically set aside for the implementation of the goal | Funds still needed to implement goal |
|---|--|--|---|
| <p>Goal 1: All students in grades 6, 7, and 8, will increase achievement in math to the 80th percentile or above as measured by the spring 2010 CRT.</p> | <p>Academic interventions and after school tutoring (\$9,004); Professional Development (\$12,152); Common planning time supports (\$10,682); Instructional Prep Buyouts (\$70,987); Technology Purchases (\$22,500) Total: \$125,325</p> | <p>Southeast Region technology support (08-09) \$22,500; Inclusive Schools Program (ISP) support \$34,288; Nevada "Partners in Education" (PIE) Inspiration Award: \$15,000; Prep buy outs paid for by Read 180, Fast ForWord, ISP, and Area 2 \$70,987.</p> | <p>Total Needed: \$0</p> |
| <p>Goal 2: All students in grades 6, 7, and 8 will increase achievement in writing to the 75th percentile or above as measured by the February 2010 Nevada Writing Proficiency Exam and quarterly school wide mock proficiency exams.</p> | <p>Mock writing proficiency program (\$4,410)</p> | <p>ISP funding: \$4,410</p> | <p>Total Needed: \$0</p> |