



## Clark County School District

# James I. Gibson Elementary

## School Performance Plan: A Roadmap to Success

*James I. Gibson Elementary 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:** Jill Keith

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**Phone:** 702-799-8730 or WAN 0422-4101

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

*Our SPP was last updated on 8/15/24*



## 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/james\\_i.\\_gibson\\_elementary\\_school/2024/nspf/](http://nevadareportcard.nv.gov/DI/nv/clark/james_i._gibson_elementary_school/2024/nspf/).

*Inclusion of this link replaces completion of the tables in the previous year’s SPP.*

## 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
Jill Keith	<b>Principal(s)</b> <i>(required)</i>
Blair Rodrigues	<b>Other School Leader(s)/Administrator(s)</b> <i>(required)</i>
Julie Matanane, Michelle Bennett, Jennifer Hyde, Mindy Doty, Jackie Bisbal, Dakota Chaney, Dawn King, Deborah Goodman, Gina Vesci	<b>Teacher(s)</b> <i>(required)</i>
Sharon Palmer	<b>Paraprofessional(s)</b> <i>(required)</i>
Jennifer Hyde	<b>Parent(s)</b> <i>(required)</i>
na	<b>Student(s)</b> <i>(required for secondary schools)</i>
na	<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 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
SOT Meeting	May 8, 2024	Community supports implementation.
Staff Meeting	May 1, 2024	Community supports implementation.
LIT Meeting	April 15, 2024	Community supports implementation.



# 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>	MAP data	Districtwide survey data Panorama survey data IC Behavior data	Learning walk data Admin observations Long range /lesson plans PD at school and district level
	<i>Areas of Strength:</i> Increased 4% in percent of students above 60th percentile from fall to winter; Kindergarten, Grade 1, and Grade 5 exceeded grade-level norm projected growth.		
	<i>Areas for Growth:</i> Grade 1 has 38% of students above 60th percentile. Grades 2, 3, and 4 did not meet their grade-level norm projected growth.		
<b>Problem Statement</b>	Inconsistent achievement and growth observed across grade levels schoolwide.		
<b>Critical Root Causes</b>	Lack of common curriculum, common assessments, and use of student data in PLCs.		

### Part B

Student Success	
<b>School Goal:</b> During the 2024-25 school year, increase the percentage of students scoring above the 60th percentile from 41% to 44% from fall to winter	<b>Aligned to Nevada’s STIP Goal:</b> 3 - All students experience continued academic growth.



and an additional 3% from winter to spring as measured by MAP ELA Growth Assessments.	
<b>Improvement Strategy:</b> Focus on providing high quality and rigorous Tier I instruction with research-based differentiated instructional materials for Literacy. <b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): HMH Into Reading (2); MAP Growth Assessments (2); Progress Monitoring (2).	
<b>Intended Outcomes:</b> If we focus on providing high quality and rigorous Tier I instruction with research-based differentiated instructional strategies in Literacy, we will increase the percent of students scoring above the 60th percentile by 3% from fall to winter and 3% from winter to spring.	
<b>Action Steps:</b> <ul style="list-style-type: none"><li>● Teachers will deliver Tier I instruction as prescribed in the pacing guides using HMH Into Reading.</li><li>● Provide opportunities for staff to observe and mentor others.</li><li>● Teachers will participate in scheduled learning walks planned by the administrative team.</li><li>● Administrators will observe implementation of the reading curriculum.</li><li>● Administrators will monitor delivery of Tier I instruction aligned with standards, learning intentions, and success criteria.</li></ul>	
<b>Resources Needed:</b> <ul style="list-style-type: none"><li>● Tier I materials (District provided)</li><li>● Purchase prep periods and/or substitutes in order to provide time for learning walks/training (Strategic budget)</li></ul>	
<b>Challenges to Tackle:</b> <ul style="list-style-type: none"><li>● Learning new curriculum; PL at District and school level will be provided.</li></ul>	
<b>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</b>	
<b>In addition to the schoolwide goal and considered <a href="#">equity supports</a>, we have adopted the following Student Success Action Plan in alignment to Assembly Bill (AB) 219</b> <b>AB 219 Data Reviewed</b> <i>English Language Learner (ELL) English Language Arts (ELA) Proficiency: 5%</i> <i>ELL Mathematics Proficiency: 10%</i> <i>ELL WIDA Met AGP: 33.3%</i> <b>AB 219 Student Success Root Causes:</b> As evidenced by SBAC and WIDA assessments, the problem is ELLs are performing in the bottom 30th percentile in the state. A root cause of low performance of ELLs in language proficiency and content achievement is due to a lack of uniform ELA curriculum with a strong discourse component. Teachers need to purposefully plan for academic discourse opportunities when implementing	



and purposeful planning with the newly adopted Tier I HMH-Into Reading curriculum to ensure ELLs receive multiple opportunities to develop language and content simultaneously.

**AB 219 Student Success [Goals](#):**

● **Mathematics Summative Assessment**

- Increase the percent of ELLS **proficient** in Mathematics from 10% in 2022-23 to 14% by May of 2024 as measured by SBAC Mathematics.

● **ELA Summative Assessment**

- Increase the percent of ELLS **proficient** in ELA from 5% in 2022-23 to 9% by May of 2024, as measured by SBAC ELA.

● **Language Summative Assessment**

- Gibson ES will increase the percentage of ELLs meeting AGP, as measured by WIDA ACCESS, from 33.3% to 36% by May 2024.

**AB 219 Student Success Improvement [Strategy](#):** Implementation and Purposeful Planning with HMH-Into Reading Tier I Curriculum

**AB 219 [Evidence Level](#)** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 4

**AB 219 Student Success Action**

- **Action Step [1]:** Teachers will participate in two scheduled ELA learning walks planned by the administrative team to identify academic discourse opportunities for ELLs in the implementation of the HMH curriculum.
  - **Monitoring Plan:** Teachers will participate in at least two learning walks throughout the year. These were scheduled for November, 2023 and March, 2024.
  - **Person Responsible:** Administrators and Teachers
- **Action Step [2]: Based on data from learning walks, teachers will be** provided opportunities to collaborate and plan for increased opportunities of academic discourse throughout lessons within the HMH curriculum.
  - **Monitoring Plan:** Monthly
  - **Person Responsible:** Administrators, RBG3 Strategist, Teachers
- **Action Step [3]:** Administrators will support teachers' implementation of increased academic discourse opportunities for ELLs by scheduling and facilitating PLC meetings.
  - **Monitoring Plan:** Weekly
  - **Person Responsible:** Administrators at Gibson ES.

**AB 219 Student Success Professional Learning**

**Professional Learning [1] for Gibson Staff:** Teaching staff were provided CCSD implementation training for HMH in August, 2023. Grade Level Chairs were provided HMH implementation training to share with teams in October, 2023. Teachers will receive training to increase opportunities for ELLs to engage in discourse using HMH curriculum in January, 2024.

English Learners: School will provide additional support to identified ELs using online learning path.

Foster/Homeless: The school counselor will implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth.



Free and Reduced Lunch: Strategic budget is used to provide Certified Temporary Tutors (CTTs) to support with providing instruction for tiered interventions and acceleration.

Migrant: N/A

Racial/Ethnic Minorities: Strategic budget is used to provide Certified Temporary Tutors (CTTs) to support with providing instruction for tiered interventions and acceleration.

Students with IEPs: 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
<b>Data Reviewed</b>	PLC notes/evidence SBAC data MAP data	Anecdotal evidence on school culture and climate Panorama data Staff and family survey data Student growth and achievement data	PLC data School/staff schedules Anecdotal evidence on school culture and climate Panorama data
	<i>Areas of Strength:</i> Staff and administrators are participating in PLCs regularly.		
	<i>Areas for Growth:</i> Conducted only 3 learning walks due to scheduling conflicts. Lack of structure and data analysis observed in PLCs.		
<b>Problem Statement</b>	PLCs do not use data analysis to guide instructional planning.		
<b>Critical Root Causes</b>	Teachers only look at interim data after each MAP testing window. Teachers are looking at their classroom assessment data individually, not as a group.		



## Part B

Adult Learning Culture	
<p><b>School Goal:</b> By the end of the 2024-25 school year, 100% of PLC meetings will follow the schoolwide PLC structure as evidenced by the new PLC Structure Google Form focusing on components of the Teaching and Learning Cycle. Baseline Data: As of 2023-24, 100% of Gibson’s PLC meetings followed the schoolwide PLC structure as evidenced by anecdotal notes from Administrator’s attendance and analysis.</p>	<p><b>STIP Connection:</b> 3 - All students experience continued academic growth.</p>
<p><b>Improvement Strategy:</b> Administration will review and monitor PLC meetings and provide feedback.  <b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Principal commitment (3); Progress Monitoring (2); MAP Growth Assessments (2); Build a committed staff and provide professional development (1); Analyze data in PLCs (3).</p>	
<p><b>Intended Outcomes:</b> If Administration reviews and monitors PLC meetings and provides feedback, then 100% of PLC meetings will follow the schoolwide PLC structure.</p>	
<p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>● An administrator or strategist will be present at weekly PLCs. They will collect data via a Google Form to determine if PLCs are focused on one or more of these areas.</li> <li>● Develop walkthrough tool to collect relevant data during classroom observations.</li> <li>● Provide professional learning on “look fors” during classroom observations.</li> <li>● Utilize some PLC meeting times to allow staff to participate in classroom observations.</li> <li>● Learning Walk re-implementation LOOK FOR will be evidence of differentiated, small-group Tier I ELA Instruction, standards (learning target) based task to target.</li> </ul>	
<p><b>Resources Needed:</b></p> <ul style="list-style-type: none"> <li>● Professional learning on PLC structure (District provided)</li> <li>● Purchase prep periods and/or substitutes in order to provide time for learning walks/training (Strategic budget)</li> </ul>	
<p><b>Challenges to Tackle:</b></p> <ul style="list-style-type: none"> <li>● Some staff members may be reluctant to implement strategies learned during Professional Learning (PL) sessions; administration and strategists will model the use of PL strategies during staff meetings and whenever providing PL.</li> </ul>	
<p><b>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</b></p>	
<p>In addition to the schoolwide goal and considered <a href="#">equity supports</a>, we have adopted the following Adult Learning Culture Action Plan in</p>	





## alignment to AB 219

### **AB 219 Data Reviewed**

*Classroom Observations*

*Understanding Language Development Professional Learning Participation*

*Quality Teaching of English Learners Professional Learning Participation*

**AB 219 Adult Learning Culture Root Causes:** As evidenced by classroom observations and teacher communication at grade level PLC, the problem is that teachers are not planning for academic student discourse in Tier I instruction. A root cause of low performance of ELLs in language proficiency and content achievement is due to lack of training in Quality Teaching for English Learners (QTEL) and/or Understanding Language Development (ULD) Trainings. Teachers need to be trained in using research-based strategies that promote increased language development. With teacher training in QTEL and/or ULD, students will be provided with increased academic discourse opportunities.

### **AB 219 Adult Learning Culture Goals:**

- **Professional Learning and Collaboration**

- The percent of **Professional Learning Community (PLC) observations** where ELL discourse scaffolds are discussed will be 0% at the end of semester 1 and 25% at the end of semester 2, 2024 as measured by the PLC Observation Tool.

### **AB 219 Adult Learning Culture Improvement Strategy:** PLC

**AB 219 Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2

### **AB 219 Adult Learning Culture Action**

- Action Step [1]: Administrator will schedule grade level PLC meetings with a focus on training staff on ULD extension strategies.
  - Monitoring Plan: Monthly
  - Person Responsible: Administrators, Teachers, RBG3 Strategist
- Action Step [2]: Two after school tutoring teachers will be provided training and feedback from observations on implementing ELL best practices in academic discourse structures for the four domains of language.
  - Monitoring Plan: Monthly
  - Person Responsible: Administrators, Tutoring Teachers, RBG3 Strategist, ELL Coordinator
- Action Step [3]: Two after school tutoring classes are offered for ELLs in grades 3-5 where all four domains of language are being implemented within each tutoring session.
  - Monitoring Plan: Twice a week
  - Person Responsible: Two Teachers

### **AB 219 Adult Learning Culture Professional Learning**

**Professional Learning for [teachers and staff]:** Teaching staff will be provided training in ULD Extension strategies throughout the 2024 calendar year. Currently, there are six licensed teachers on staff that have been formally trained in QTEL. The goal is to train three to five additional teachers in QTEL to increase opportunities for ELLs to engage in discourse.

English Learners: School will provide professional development to support teachers with utilizing QTEL strategies during Tier I instruction to



increase student discourse.

Foster/Homeless: The school counselor will implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth.

Free and Reduced Lunch: Strategic budget is used to provide Certified Temporary Tutors (CTTs) to support with providing instruction for tiered interventions and acceleration.

Migrant: N/A

Racial/Ethnic Minorities: Strategic budget is used to provide Certified Temporary Tutors (CTTs) to support with providing instruction for tiered interventions and acceleration.

Students with IEPs: 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
<b>Data Reviewed</b>	Panorama data Districtwide survey data FocusED data	Districtwide survey data Staff and family survey data FocusED data	Districtwide survey data Staff and family survey data FocusED data
	<i>Areas of Strength:</i> Gibson's House System is up and running to use as a reward system for positive attendance practices and "at ten dance" has been implemented in the past and is easy and inexpensive to operate.		
	<i>Areas for Growth:</i> Teachers will need to be monitored closely by administration on their follow up with families of students with absences.		
<b>Problem Statement</b>	Gibson's chronic absenteeism is currently at 29.6% as reported on the Nevada Report Card - School Rating. Pre covid, Gibson's chronic absenteeism was under 14%.		
<b>Critical Root</b>	Since covid in March, 2020, families aren't getting their children to school as consistently as they did, pre-covid. School did not		



<b>Causes</b>	incentivize attendance as it had in the past.
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## Part B

Connectedness	
School Goal: During the 2024-25 school year, decrease daily chronic absenteeism from 24% to less than 21% as measured by FocusED. Baseline Data: As of May, 2024, the daily chronic absenteeism was at 24%.	<b>STIP Connection:</b> 6 - All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.
<b>Improvement Strategy:</b> Staff will contact families of students via voice to hold families more accountable for attendance. Repercussions/consequences for absences will become more stringent. <b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Creating a Positive School Climate and Culture (3)	
<b>Intended Outcomes:</b> Student attendance rates will improve.	
<b>Action Steps:</b> <ul style="list-style-type: none"> <li>● Admin will send home “beginning of year letter” explaining CCSD health protocols/importance of attendance/repercussions of excessive absences.</li> <li>● Attendance and absence details (any family contact and/or attempted contact - including responses) must be documented in Teacher Contact Log (TCL) in Infinite Campus (IC).</li> <li>● Gibson staff will follow protocols aligned with CCSD Absence procedures.</li> <li>● Administration will implement positive incentives for students who attend. (“At ten dance”, dog tags, and house points)</li> </ul>	
<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>● N/a - school will host an “at ten dance” as incentive for attendance and award “house points” to students for positive attendance.</li> </ul>	
<b>Challenges to Tackle:</b> <ul style="list-style-type: none"> <li>● Getting staff to understand and implement new procedures; PL will be provided on new structures and systems designed to increase student attendance.</li> </ul>	
<b>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</b>	
In addition to the schoolwide goal and considered <a href="#">equity supports</a> , we have adopted the following Connectedness Action Plan in alignment to AB 219	



### **AB 219 Data Reviewed**

*Chronic Absenteeism: ELLs 27.6%*

**AB 219 Connectedness Root Causes:** As evidenced by FocusEd, the problem is the rate of Chronic Absenteeism (CA) in the ELL population is 27.6%. A root cause of low performance of ELLs in language proficiency and content achievement is due to ELLs poor attendance due to the lack of knowledge the Gibson community has regarding the impact of absenteeism on students' growth and proficiency. Students need to attend school regularly in order to receive grade level content.

### **AB 219 Connectedness Goals:**

- Chronic Absenteeism/Behavior
- Staff and Family/Community Engagement

**AB 219 Connectedness Improvement Strategy:** Counselor

**AB 219 Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 1

### **AB 219 Connectedness Action**

- **Action Step [1]:** Counselor meets with grade levels to review chronic absenteeism and parent contact logs are monitored.
  - **Monitoring Plan:** One grade level per week
  - **Person Responsible:** Counselor
- **Action Step [2]:** Counselor calls parents to determine root cause of absences and logs conversation in Infinite Campus.
  - **Monitoring Plan:** Weekly
  - **Person Responsible:** Counselor
- **Action Step [3]:** MTSS Team held a "Parent Social" to educate the community about Chronic Absenteeism and the impact attendance has on student achievement.
  - **Monitoring Plan:** In September
  - **Person Responsible:** Administrators, Counselor, RBG3 Strategist, one teacher and one support staff

### **AB 219 Connectedness Professional Learning**

**Professional Learning [1] for families:** Continue educating all stakeholders about chronic absenteeism and the impact attendance has on the ELL population.

English Learners: The school counselor will implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to our ELs who are presenting as chronically absent.

Foster/Homeless: The school counselor will implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth.

Free and Reduced Lunch: Strategic budget is used to provide Certified Temporary Tutors (CTTs) to support with providing instruction for tiered interventions and acceleration.

Migrant: N/A



Racial/Ethnic Minorities: Strategic budget is used to provide Certified Temporary Tutors (CTTs) to support with providing instruction for tiered interventions and acceleration.

Students with IEPs: 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 (minus EL and At-Risk Weighted Funds)	\$3,195,294.25	Staffing, Instructional Support, CTTs, additional planning time, and Supplies	Student Success Adult Learning Culture Connectedness
EL and At-Risk Weighted Funds	\$233,705.87	Weighted funds are used to employ educational personnel who provide services for at-risk students.	Student Success Adult Learning Culture Connectedness