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
School Website: https://www.jamesgibsones.com/
Email: keithj@nv.ccsd.net
Phone: 702-799-8730 or WAN 0422-4101
School Designations: ☐ **Title I**   ☐ **CSI**   ☐ **TSI**   ☐ **TSI/ATSI**

Our SPP was last updated on 6.6.23.

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/2022/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	**Principal(s)** *(required)*
Blair Rodrigues	**Other School Leader(s)/Administrator(s)** *(required)*
Julie Matanane, Jackie Bisbal, Jennifer Hyde, Mindy Doty, Christina Schlaffman, Dakota Chaney, Dawn King, Deborah Goodman, Gina Vesci	**Teacher(s)** *(required)*
Sharon Palmer	**Paraprofessional(s)** *(required)*
Jennifer Hyde	**Parent(s)** *(required)*
na	**Student(s)** *(required for secondary schools)*
na	**Tribes/Tribal Orgs** *(if present in community)*
	Specialized Instructional Support Personnel *(if appropriate)*
Add rows as needed	

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 3, 2023	Community supports implementation.
Staff Meeting	May 1, 2023	Community supports implementation.
LIT Meeting	May 3, 2023	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**
Data Reviewed	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
	Areas of Strength: 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.		
	Areas for Growth: Grade 1 has 38% of students above 60th percentile. Grades 2, 3, and 4 did not meet their grade-level norm projected growth.		
Problem Statement	Inconsistent achievement and growth observed across grade levels schoolwide.		
Critical Root Causes	Lack of common curriculum, common assessments, and use of student data in PLCs.		

Part B

Student Success	
School Goal: During the 2023-2024 school year, increase the percent of students scoring above the 60th percentile by 3% from fall to winter and 3% from winter to spring as measured by MAP Growth Assessments.	**Aligned to Nevada's STIP Goal:** *3 - All students experience continued academic growth.*

Improvement Strategy: *Focus on providing high quality and rigorous Tier I instruction with research-based differentiated instructional materials for Literacy.*
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*:* HMH Into Reading (2); MAP Growth Assessments (2); Progress Monitoring (2).

Intended Outcomes: 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.

Action Steps:
- Teachers will deliver Tier I instruction as prescribed in the pacing guides using HMH Into Reading.
- Provide opportunities for staff to observe and mentor others.
- Teachers will participate in scheduled learning walks planned by the administrative team.
- Administrators will observe implementation of the reading curriculum.
- Administrators will monitor delivery of Tier I instruction aligned with standards, learning intentions, and success criteria.

Resources Needed:
- Tier I materials (District provided)
- Purchase prep periods and/or substitutes in order to provide time for learning walks/training (Strategic budget)

Challenges to Tackle:
- Learning new curriculum; PL at District and school level will be provided.

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

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**
Data Reviewed	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
	Areas of Strength: Staff and administrators are participating in PLCs regularly.		
	Areas for Growth: Conducted only 3 learning walks due to scheduling conflicts. Lack of structure and data analysis observed in PLCs.		
Problem Statement	PLCs do not use data analysis to guide instructional planning.		
Critical Root Causes	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	
School Goal: By the end of the 2023-2024 school year, 100% of PLC meetings will follow the schoolwide PLC structure.	**STIP Connection:** *3 - All students experience continued academic growth.*

Improvement Strategy: Administration will review and monitor PLC meetings and provide feedback.

Evidence Level (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).

Intended Outcomes: If Administration reviews and monitors PLC meetings and provides feedback, then 100% of PLC meetings will follow the schoolwide PLC structure.

Action Steps:
- 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.
- Develop walkthrough tool to collect relevant data during classroom observations.
- Provide professional learning on "look fors" during classroom observations.
- Utilize some PLC meeting times to allow staff to participate in classroom observations.
- Learning Walk re-implementation LOOK FOR will be evidence of differentiated, small-group Tier I ELA Instruction, standards (learning target) based task to target.

Resources Needed:
- Professional learning on PLC structure (District provided)
- Purchase prep periods and/or substitutes in order to provide time for learning walks/training (Strategic budget)

Challenges to Tackle:
- 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.

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

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**
Data Reviewed	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
	Areas of Strength: 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.		
	Areas for Growth: Teachers will need to be monitored closely by administration on their follow up with families of students with absences.		
Problem Statement	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%.		
Critical Root Causes	Since covid in March, 2020, families aren't getting their children to school as consistently as they did, pre-covid. School did not incentivize attendance as it had in the past.		

Connectedness

School Goal: During the 2023-2024 school year, *decrease daily chronic absenteeism from 29% to less than 25% as measured by infinite campus.*	**STIP Connection:** *6 - All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.*

Improvement Strategy: Staff will contact families of students via voice to hold families more accountable for attendance. Repercussions/consequences for absences will become more stringent.
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*:* Creating a Positive School Climate and Culture (3)

Intended Outcomes: Student attendance rates will improve.

Action Steps:
- Admin will send home "beginning of year letter" explaining CCSD health protocols/importance of attendance/repercussions of excessive absences.
- 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).
- Gibson staff will follow protocols aligned with CCSD Absence procedures.
- Administration will implement positive incentives for students who attend. ("At ten dance", dog tags, and house points)

Resources Needed:
- N/a - school will host an "at ten dance" as incentive for attendance and award "house points" to students for positive attendance.

Challenges to Tackle:
- Getting staff to understand and implement new procedures; PL will be provided on new structures and systems designed to increase student attendance.

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

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	$2,997,754.90	Staffing, Instructional Support, CTTs, additional planning time ($22/hour)	Student Success Adult Learning Culture Connectedness
Title III	$2,112.00	Imagine Learning	Student Success
EL and At-Risk Weighted Funds	$249,979.57	Weighted funds are used to employ educational personnel who provide services for at-risk students.	Student Success Adult Learning Culture Connectedness