



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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School Designations: ☐ Title I ☐ CSI ☐ TSI ☐ TSI/ATSI

Our SPP was last updated on 9.20.22.



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, Jackie Jorjorian, Colleen Stewart, Amy Hyde, Dakota Chaney, Megan Curry, Deborah Goodman, Gina Vesci	Teacher(s) (required)
Sharon Palmer	Paraprofessional(s) (required)
Megan Curry	Parent(s) (required)
na	Student(s) (required for secondary schools)
na	Tribes/Tribal Orgs (if present in community)
	Specialized Instructional Support Personnel (if appropriate)
<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	10.6.22	Shared SPP with SOT and asked for community input.
Staff Meeting	9.27.22	Shared SPP with Staff and asked for input.
LIT Meeting	10.7.22	Shared SPP with LIT and asked for input.



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 SBAC 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> When attended by school leadership, PLCs are becoming more effective. WIDA - 13/15 students demonstrated growth on WIDA assessment (and the growth matched these students' MAP growth).		
	<i>Areas for Growth:</i> Increasing student discourse, implementing small-group, Tier I instruction across all grade levels.		
Problem Statement	Overall proficiency on the MAP ELA assessment is lower than SBAC proficiency at Gibson ES historically.		
Critical Root Causes	Inconsistent analysis of the standards to drive instruction.		

Part B

Student Success	
School Goal: Increase the percent of students scoring above the 60th percentile in ELA from 45% (fall - FOCUSed current data) to 50% (winter) to 55% (spring) by 2023 as measured by MAP Growth Assessments for the 2022-23 school year. *This goal was set using MAP data to ensure Gibson ES can check progress toward SBAC proficiency.	Aligned to Nevada's STIP Goal: 3 - All students experience continued academic growth.



Improvement Strategy: Strengthen PLCs. Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2
Intended Outcomes: Increased proficiency.
Action Steps: <ul style="list-style-type: none">• 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, and evidence of “I do, we do, you do”.
Resources Needed: <ul style="list-style-type: none">• PLC schedule
Challenges to Tackle: <ul style="list-style-type: none">• Situations requiring admin and strategist to not be present - use data from meetings where admin/strategist are present
Equity Supports. What, specifically, will we do to support the following student groups around this goal?
<p>English Learners: PLC structure will ensure that conversations occur about what is and isn’t working for all learners as well as specific student groups. Weighted funds and strategic budget are used to employ paraprofessionals, other educational personnel, and other persons who provide services for at-risk students.</p> <p>Foster/Homeless: PLC structure will ensure that conversations occur about what is and isn’t working for all learners as well as specific student groups. Weighted funds and strategic budget are used to employ paraprofessionals, other educational personnel, and other persons who provide services for at-risk students.</p> <p>Free and Reduced Lunch: PLC structure will ensure that conversations occur about what is and isn’t working for all learners as well as specific student groups. Weighted funds and strategic budget are used to employ paraprofessionals, other educational personnel, and other persons who provide services for at-risk students.</p> <p>Migrant: N/A</p>



Racial/Ethnic Minorities: PLC structure will ensure that conversations occur about what is and isn't working for all learners as well as specific student groups. Weighted funds and strategic budget are used to employ paraprofessionals, other educational personnel, and other persons who provide services for at-risk students.

Students with IEPs: PLC structure will ensure that conversations occur about what is and isn't working for all learners as well as specific student groups. Weighted funds and strategic budget are used to employ paraprofessionals, other educational personnel, and other persons who provide services for at-risk students.

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
	<i>Areas of Strength:</i> Staff and administrators are participating in PLCs regularly.		
	<i>Areas for Growth:</i> Learning Walks have not been implemented consistently since the disruptions of distance learning.		
Problem Statement	More than half of our population (55% in Fall 22-23) are not mastering standards based on MAP proficiency.		
Critical Root Causes	Inconsistent analysis of the standards to drive Tier 1 instruction.		



Part B

Adult Learning Culture	
School Goal: All educators will actively participate in a variety of professional learning opportunities to build their skills in order to effectively meet the needs of all students. Professional growth will be documented through ELMS transcripts as well as CU credits completed by the end of the year.	STIP Connection: 3 - All students experience continued academic growth.
Improvement Strategy: Educators will participate in mandatory as well as self-selected professional development activities to hone their craft. Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2	
Intended Outcomes: As educators develop new skills, they will increase their effectiveness in the classroom. This will ultimately lead to increased student achievement.	
Action Steps: <ul style="list-style-type: none">● Identify and utilize school-based experts for resources● Develop Professional Learning plans for school and individuals based on identified needs● Plan protected time for PL throughout the year● Provide opportunities for staff to observe and mentor others	
Resources Needed: <ul style="list-style-type: none">● Time and focus on PD	
Challenges to Tackle: <ul style="list-style-type: none">● Ensuring time is carved out and PD is prioritized.	
Equity Supports. What, specifically, will we do to support the following student groups around this goal?	
English Learners: Participation in professional learning will ensure that conversations occur about what is and isn't working for all learners as well as specific student groups. Weighted funds and strategic budget are used to employ paraprofessionals, other educational personnel, and other persons who provide services for at-risk students. Foster/Homeless: Participation in professional learning will ensure that conversations occur about what is and isn't working for all learners as well as specific student groups. Weighted funds and strategic budget are used to employ paraprofessionals, other educational personnel, and other persons who provide services for at-risk students.	



Free and Reduced Lunch: Participation in professional learning will ensure that conversations occur about what is and isn't working for all learners as well as specific student groups. Weighted funds and strategic budget are used to employ paraprofessionals, other educational personnel, and other persons who provide services for at-risk students.

Migrant: n/a

Racial/Ethnic Minorities: Participation in professional learning will ensure that conversations occur about what is and isn't working for all learners as well as specific student groups. Weighted funds and strategic budget are used to employ paraprofessionals, other educational personnel, and other persons who provide services for at-risk students.

Students with IEPs: Participation in professional learning will ensure that conversations occur about what is and isn't working for all learners as well as specific student groups. Weighted funds and strategic budget are used to employ paraprofessionals, other educational personnel, and other persons who provide services for at-risk students.

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	Panorama data Districtwide survey data	Districtwide survey data Staff and family survey data	Districtwide survey data Staff and family survey data
	<i>Areas of Strength:</i> Full implementation of Zones of Regulation curriculum in all classrooms.		
	<i>Areas for Growth:</i> Additional support is needed for students who score in the red or yellow zone for "Sense of Belonging" on the Panorama Survey.		
Problem Statement	According to our Panorama survey data, 55 students scored in the red or yellow zone for "Sense of Belonging" on the Panorama Survey.		
Critical Root Causes	There have been inconsistent opportunities for students to connect with peers and adults at the school.		





Part B

Connectedness	
School Goal: Increase the percent of students who feel a positive “sense of belonging” from 67% (fall) to 70% (winter) to 73% (spring) by 2023 as measured by the Panorama Education Survey.	STIP Connection: 6 - All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.
Improvement Strategy: Implement Lunch Bunch to connect students to other students on campus and staff. Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3	
Intended Outcomes: 6% increase of Sense of Belonging section on the Panorama Survey.	
Action Steps: <ul style="list-style-type: none">Teachers will be teaching the 16 lessons from the Zones of Regulation curriculum during the first semester.Panorama survey is given 3 times a year during fall, winter and spring. School Counselor will monitor the data.Increase Connectedness by implementing Lunch Bunch for students who indicated they didn’t “belong” - scored less than 3.5 on Sense of Belonging on Panorama Survey - Fall, 2022.Teachers will be invited to participate in Lunch Bunch.	
Resources Needed: <ul style="list-style-type: none">Zones of Regulation CurriculumLunch Bunch StaffPanorama Survey Data	
Challenges to Tackle: <ul style="list-style-type: none">Scheduling and engaging teachers in participation of Lunch Bunch activitiesStudent attendance	
Equity Supports. What, specifically, will we do to support the following student groups around this goal?	
English Learners: The action plan was created with all students in mind and will address the needs of all students. Weighted funds and strategic budget are used to employ paraprofessionals, other educational personnel, and other persons who provide services for at-risk students. Foster/Homeless: The action plan was created with all students in mind and will address the needs of all students. Weighted funds and strategic budget are used to employ paraprofessionals, other educational personnel, and other persons who provide services for at-risk students.	



Free and Reduced Lunch: The action plan was created with all students in mind and will address the needs of all students. Weighted funds and strategic budget are used to employ paraprofessionals, other educational personnel, and other persons who provide services for at-risk students.

Migrant: n/a

Racial/Ethnic Minorities: The action plan was created with all students in mind and will address the needs of all students. Weighted funds and strategic budget are used to employ paraprofessionals, other educational personnel, and other persons who provide services for at-risk students.

Students with IEPs: The action plan was created with all students in mind and will address the needs of all students. Weighted funds and strategic budget are used to employ paraprofessionals, other educational personnel, and other persons who provide services for at-risk students.

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	\$3,027,302.75	Staffing, Instructional Support, Lexia, PLTW, book studies, CTTs, additional planning time (\$22/hour)	Student Success Adult Learning Culture Connectedness
Title III	\$14,340.00	Tutoring, QTEL professional development for LIT members, Imagine Learning	Student Success
EL and At-Risk Weighted Funds	\$250,358.06	Weighted funds are used to employ educational personnel who provide services for at-risk students.	Student Success Adult Learning Culture Connectedness
ESSER III Funds (2022-2023 and 2023-2024)	\$69,074.02	Teachers for class size	Student Success