# Clark County School District



# Gibson, James I. ES

# 2025-2026 School Improvement Plan

# Mission Statement

The mission of James I. Gibson Elementary School is to create a caring community of lifelong learners and leaders.

# Vision

James Gibson Elementary strives to ensure that every student reaches academic proficiency and thrives—regardless of background—through inclusive, high-quality instruction. We foster professional growth among educators, knowing that empowered teachers inspire empowered learners.

# Table of Contents

# Comprehensive Needs Assessment

# Student Success

## Areas of Strength

According to MAP ELA data, students increased 4% in percent of students above the 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 the 60th percentile. Grades 2, 3, and 4 did not meet their grade-level norm projected growth.

## Equity Resource Supports

| Student Group | Challenge | Solution |
|---|---|---|
| | | The school will provide additional support to identified ELs using an online learning path. |
| | | Implementation and Purposeful Planning with HMH-Into Reading Tier I Curriculum |
| | | 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. |
| | | Based on data from learning walks, teachers will be |

| | | |
|---|---|---|
| **English Learners** | The ELA percentage for LEP students is 11% proficient/89% non proficient, compared to 60% proficiency in non LEP students, at the 61st percentile based on MAP data.<br><br>Potential challenges include lack of funding for tutoring and staff to provide extra support throughout the school day. | provided opportunities to collaborate and plan for increased opportunities for academic discourse throughout lessons within the HMH curriculum.<br><br>Administrators will support teachers' implementation of increased academic discourse opportunities for ELLs by scheduling and facilitating PLC meetings.<br><br>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 professional development to increase opportunities for ELLs to engage in discourse using the HMH curriculum. |
| **Racial/Ethnic Minorities** | Potential challenges include lack of funding for tutoring and staff to provide extra support throughout the school day.<br><br> | A strategic budget is used to provide Certified Temporary Tutors (CTTs) to support with providing instruction for tiered interventions and acceleration. |
| | | Special Education |

| | | |
|---|---|---|
| **Students with IEPs** | The ELA percentage for IEP students is 80% proficient/20% non proficient, compared to 65% proficiency in non IEP students, at the 61st percentile based on MAP data.Teacher's schedules do not align and there is a lack of funding for prep buyouts or additional planning time. | teachers will participate in grade-level Professional Learning Community (PLC) meetings to analyze data, determine students' needs, and plan effective instruction and support. |

# Problem Statements Identifying Student Success Needs

| | **Problem Statement** | **Critical Root Cause** |
|---|---|---|
| **1** ★ | Inconsistent achievement and growth observed across grade levels schoolwide. | Lack of planned curriculum delivery, common assessment analysis/creation, and use of student data in PLCs. |

★ **= Priority**

# Adult Learning Culture

## Areas of Strength

Staff and administrators are participating in PLCs regularly. According to the Focal Point Walk-Through tool, 95% of teachers are using instructional materials.

## Areas for Growth

Learning walks didn't occur in 24-25 due to lack of substitute availability. PLC structures were not adhered to and data analysis was not present during PLCs. Our Focal Point data is showing a need for improvement in the areas of interacting with learning intentions and success criteria. Data collected during walk-throughs showed 67% of interacting with learning intentions 75% of working with success criteria was recorded as "no".

## Equity Resource Supports

| Student Group | Challenge | Solution |
|---|---|---|
| **English Learners** | Teachers will ensure they are planning for language supports so they can meet the demands of the success criteria. | The school will provide professional development to support teachers with utilizing QTEL strategies during Tier I instruction to increase student discourse through PLC. Teaching staff will be provided training in ULD Extension strategies throughout the 2024 calendar year. Currently, six licensed teachers on staff 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. The administrator will schedule grade-level PLC meetings with a focus on training staff on ULD extension strategies. 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. 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. |
|---|---|---|
| **Students with IEPs** | Differentiation must be planned for including  conversations with General Education and SPED teachers which will need to be scheduled. | 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. |

# Problem Statements Identifying Adult Learning Culture Needs

| | Problem Statement | Critical Root Cause |
|---|---|---|
| **1** ★ | Teachers are not taking enough opportunities to interact with learning intentions (LI) and success criteria (SC). | Teachers are not PLANNING opportunities to make the LI and SC a relevant part of student learning. |

★ = Priority

# Connectedness

## Areas of Strength

Gibson's House System is up and running to use as a reward system for positive attendance practices and the school counselor and office staff oversee monthly attendance celebrations for students with perfect attendance. These incentives are easy and inexpensive to operate. After the 60th day of school, chronic absenteeism consistently remained below 20%, on average, and lower than the two years prior.

## Areas for Growth

Teachers will need to be monitored closely by the school counselor on their follow-up with families of students with absences. On day ten of the 2024-2025 school chronic absenteeism was at 22.5%. Any student absent within the first ten days will be contacted by school staff.

## Equity Resource Supports

| Student Group | Challenge | Solution |
|---|---|---|
| **English Learners** | Our EL families speak a variety of languages. It can be a challenge to find translators for all languages. | 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. Counselor meets with grade levels to review chronic absenteeism and parent contact logs are monitored. The counselor calls parents to determine the root cause of absences and logs conversation in Infinite Campus. MTSS Team held a "Parent Social" to educate the community about Chronic Absenteeism and the impact attendance has on student achievement. Continue educating all stakeholders about chronic absenteeism and the impact attendance has on the ELL population. |

| | | |
|---|---|---|
| **Racial/Ethnic Minorities** | | A strategic budget is used to provide Certified Temporary Tutors (CTTs) to support with providing instruction for tiered interventions and acceleration. |
| **Students with IEPs** | Students have outside services which can interfere with attendance. | 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. Teachers will communicate with parents and discuss necessary support. |

# Problem Statements Identifying Connectedness Needs

| | **Problem Statement** | **Critical Root Cause** |
|---|---|---|
| **1** ⭐ | Gibson's chronic absenteeism was at 22.1% as reported on FOCUSed at the conclusion of the 24-25 school year. Pre covid, Gibson's chronic absenteeism was under 14%. | Since COVID-19 in March 2020, families aren't getting their children to school as consistently as they did, pre-covid. The school did not incentivize attendance as it had in the past. |

⭐ **= Priority**

# Priority Problem Statements

# Problem Statements Identifying Student Success Needs

| | Problem Statement | Critical Root Cause |
|---|---|---|
| **1** ★ | Inconsistent achievement and growth observed across grade levels schoolwide. | Lack of planned curriculum delivery, common assessment analysis/creation, and use of student data in PLCs. |

★ = **Priority**

# Problem Statements Identifying Adult Learning Culture Needs

| | **Problem Statement** | **Critical Root Cause** |
|---|---|---|
| **1** ★ | Teachers are not taking enough opportunities to interact with learning intentions (LI) and success criteria (SC). | Teachers are not PLANNING opportunities to make the LI and SC a relevant part of student learning. |

★ = Priority

# Problem Statements Identifying Connectedness Needs

| | **Problem Statement** | **Critical Root Cause** |
|---|---|---|
| **1** ★ | Gibson's chronic absenteeism was at 22.1% as reported on FOCUSed at the conclusion of the 24-25 school year. Pre covid, Gibson's chronic absenteeism was under 14%. | Since COVID-19 in March 2020, families aren't getting their children to school as consistently as they did, pre-covid. The school did not incentivize attendance as it had in the past. |

★ **= Priority**

# Data Documentation for CNA

# Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

## Student Success

- ☑ **Local benchmark, common assessments, diagnostic assessments, or interim assessments data**
- ☑ **MAP Growth Assessment**
- ☑ **Multi-Tiered System of Supports (MTSS)**
- ☑ **Smarter Balanced (SBAC)**
- ☑ **Tier I Instructional Materials Assessments**
- ☑ **Other**

## Adult Learning Culture

- ☑ **Coaching Logs**
- ☑ **Lesson Plans**
- ☑ **Master schedule**
- ☑ **Professional Development Agendas**
- ☑ **Professional development needs assessment data**
- ☑ **Professional learning communities (PLC) data/agenda/notes**
- ☑ **School department and/or faculty meeting discussions and data**
- ☑ **School leadership data**
- ☑ **Staff surveys and/or other feedback**
- ☑ **Student Climate Survey**
- ☑ **Walk-through data**

## Connectedness

- ☑ **Attendance**
- ☑ **Behavior**
- ☑ **Community surveys and/or other feedback**

- ☑ **Perception/survey data**

- ☑ **School safety data**

- ☑ **Social Emotional Learning Data**

- ☑ **Volunteer opportunities, attendance, and participation**

# Inquiry Areas

# Inquiry Area 1 Student Success

## SMART Goal 1 ☑ Aligns with District Goal

During the 2025-26 school year, increase the percentage of students scoring above the 60th percentile from 57% to 60% from fall to winter and an additional 3% from winter to spring as measured by MAP ELA Growth Assessments. Revised October 2025 due to Norms: During the 2025-26 school year, increase the percentage of students scoring at the 61st percentile from 57% to 63% from Fall to Spring, as measured by MAP ELA Growth Assessments.

**Formative Measures:** STAR test, common assessment data, homework completion

## Improvement Strategy 1

Focus on providing high-quality and rigorous Tier I instruction with research-based differentiated instructional materials for Literacy.

**Actions for Implementation**

| Action # | Actions for Implementation | Person(s) Responsible | Timeline |
|---|---|---|---|
| 1 | Teachers will deliver Tier I instruction as prescribed in the pacing guides using HMH Into Reading, Envisions Mathematics, Amplify Science, and CCSD provided Social Studies curriculum. | Teachers | August-May |
| 2 | Provide opportunities for staff to observe and mentor others. | Admininstrator/RBG3/Teacher | August-May |
| 3 | Teachers will participate in scheduled learning walks planned by the administrative team. | Admininstrator/RBG3/Teacher | August-May |
| 4 | Administrators will observe the implementation of the curriculum. | Admininstrator/RBG3/Teacher | August-May |
| 5 | Administrators will monitor the delivery of Tier I instruction aligned with standards, learning intentions, and success criteria. | Admininstrator/RBG3/Teacher | August-May |

**Position Responsible:** Administration

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

**Evidence Level**

**Level 2: Moderate:**
HMH Into Reading (2); MAP Growth Assessments (2); Progress Monitoring (2).

**Problem Statements:** Student Success 1

**Status Checks**

In progress

| **October** | **February** | **June** |

## SMART Goal 1 Problem Statements Identifying Student Success

| | Problem Statement | Root Cause |
|---|---|---|
| **1** | Inconsistent achievement and growth observed across grade levels schoolwide. | Lack of planned curriculum delivery, common assessment analysis/creation, and use of student data in PLCs. |

# Inquiry Area 2

### Adult Learning Culture

## SMART Goal 1  ☑ Aligns with District Goal

By the end of the 2025-26 school year, provide consistent and authentic opportunities for students to interact with the learning intentions and success criteria throughout the course of instruction (beginning, middle and end) within the context of ELA instruction.

**Formative Measures:** Tier I monitoring tool observations

## Improvement Strategy 1

The administration will review and monitor PLC meetings and provide feedback.

**Actions for Implementation**

| Action # | Actions for Implementation | Person(s) Responsible | Timeline |
|----------|---------------------------|----------------------|----------|
| 1 | An administrator or strategist will be present at weekly PLCs to monitor active planning of curricular opportunities for interactions with LI and SC. | Administrator/RBG3/Teachers | August-May |
| 2 | Utilize some PLC meeting times to allow staff to participate in classroom observations. | Administrator/RBG3/Teachers | August-May |

**Position Responsible:** Administration

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

**Evidence Level**

**Level 2: Moderate:**
Principal commitment (3); Progress Monitoring (2); MAP Growth Assessments (2); Build a committed staff and provide professional development (1); Analyze data in PLCs (3).

**Level 3: Promising:**
Principal commitment (3); Progress Monitoring (2); MAP Growth Assessments (2); Build a committed staff and provide professional development (1); Analyze data in PLCs (3).

**Problem Statements:**  Adult Learning Culture 1

## Status Checks

In progress

| **October** | **February** | **June** |

## SMART Goal 1 Problem Statements Identifying Adult Learning Culture

| | Problem Statement | Root Cause |
|---|---|---|
| **1** | Teachers are not taking enough opportunities to interact with learning intentions (LI) and success criteria (SC). | Teachers are not PLANNING opportunities to make the LI and SC a relevant part of student learning. |

# Inquiry Area 3

## Connectedness

## SMART Goal 1 ✅ Aligns with District Goal

During the 2025-26 school year, decrease daily chronic absenteeism from 17% to 15% or less as measured by FocusED.

**Formative Measures:** Monthly attendance reports

### Improvement Strategy 1

Staff will contact families of students via voice to hold families more accountable for attendance. Repercussions/consequences for absences will become more stringent.

**Actions for Implementation**

| Action # | Actions for Implementation | Person(s) Responsible | Timeline |
|---|---|---|---|
| 1 | Admin will send home a "beginning of year letter" explaining CCSD health protocols/the importance of attendance/repercussions of excessive absences. | Administrator | August-May |
| 2 | Attendance and absence details (any family contact and/or attempted contact - including responses) must be documented in the Teacher Contact Log (TCL) in Infinite Campus (IC). | Administrator/RBG3/ Counselor/ Teachers | August-May |
| 3 | Gibson staff will follow protocols aligned with CCSD Absence procedures. | Administrator/RBG3/ Counselor/ Teachers | August-May |
| 4 | The administration will implement positive incentives for students who attend. ("At ten dance", dog tags, and house points) | Administrator | August-May |

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

**Evidence Level**

**Level 3: Promising:**
Creating a Positive School Climate and Culture (3

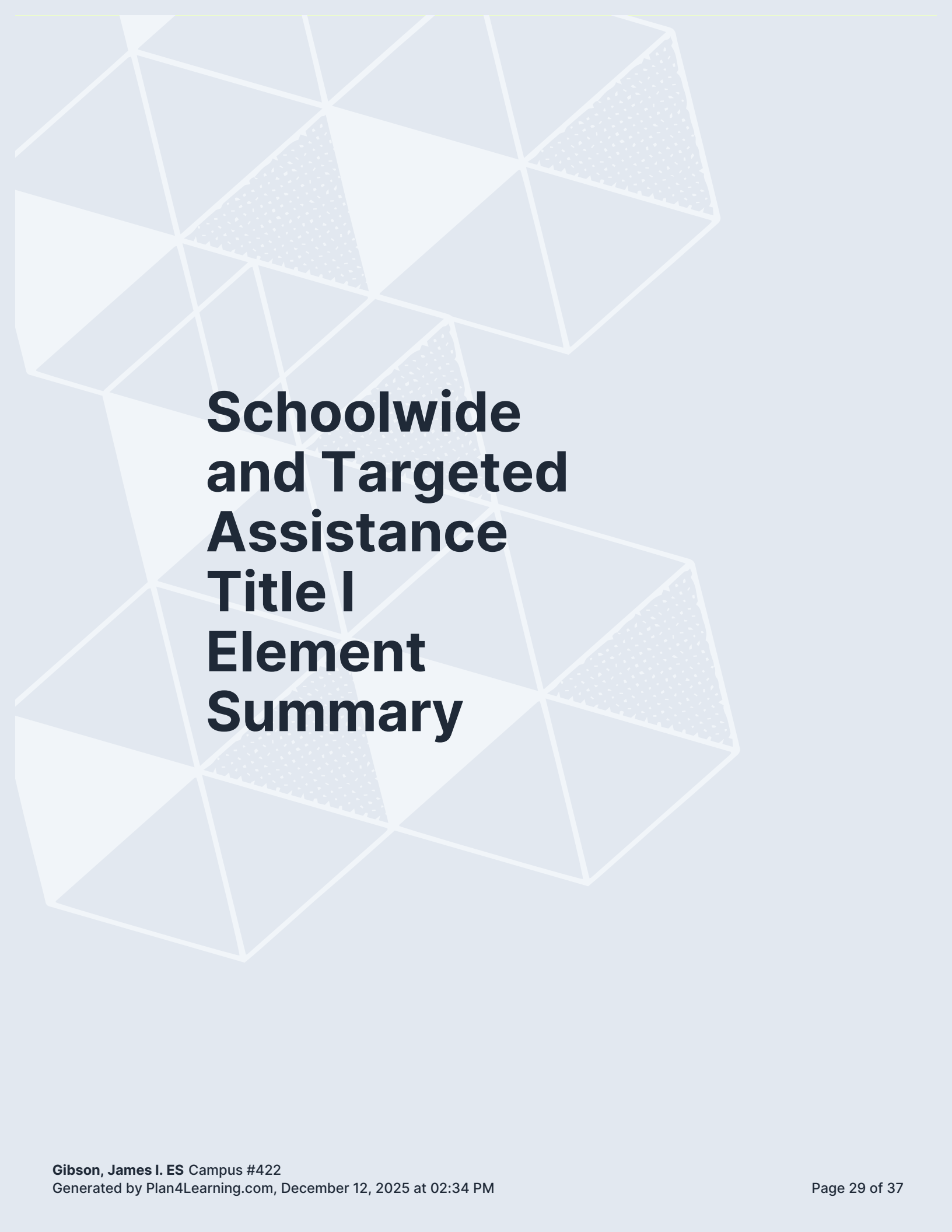**Problem Statements:** Connectedness 1

## Status Checks

In progress

| October | February | June |
|---------|----------|------|

## SMART Goal 1 Problem Statements Identifying Connectedness

| | Problem Statement | Root Cause |
|---|---|---|
| **1** | Gibson's chronic absenteeism was at 22.1% as reported on FOCUSed at the conclusion of the 24-25 school year. Pre covid, Gibson's chronic absenteeism was under 14%. | Since COVID-19 in March 2020, families aren't getting their children to school as consistently as they did, pre-covid. The school did not incentivize attendance as it had in the past. |

# Schoolwide and Targeted Assistance Title I Element Summary

# Schoolwide and Targeted Assistance Title I Elements

## 1.1 Comprehensive Needs Assessment

The MTSS Leadership Team consists of two administrators, the school counselor and the RBG3 Strategist.  We met on June 23, 2025 and will meet three more times in the 25-26 school year to analyze formative data and determine whether adjustments are necessary to the plan.

## 2.1 School Performance Plan (SPP) developed with appropriate stakeholders

Gibson MTSS Leadership Team, which includes staff, parents, and community members meets in the summer to develop the SPP for the upcoming year.  In the fall, winter, and spring, the team meets to review the plans and provide feedback for making revisions. In addition, additional stakeholder feedback is gathered during SOT meetings.

## 2.2 Regular monitoring and revision

We have routinely held status checks quarterly with the teams responsible for monitoring each strategy and will continue to do so.  We document our findings and next steps in Plan4Learning.

## 2.3 Available to parents and community in an understandable format and language

The plan is posted on our school website and is shared in at least three SOT meetings throughout the year.

## 2.4 Opportunities for all children to meet State standards

NA

## 2.5 Increased learning time and well-rounded education

NA

## 2.6 Address needs of all students, particularly at-risk

NA

## 3.1 Annually evaluate the schoolwide plan

The MTSS Leadership Team will meet, analyze MAP, SBAC, STAR, Tier I Monitoring Tool data to determine areas of need to ensure student growth and achievement.

## 4.1 Develop and distribute Parent Involvement and Family Engagement Policy

The assistant principal will develop the Engagement Policy and will meet with the MTSS Team to share and glean ideas for improvement.

## 4.2 Offer flexible number of parent involvement meetings

multiple events held at different times during the day on various days.

## 5.1 Determine which students will be served by following local policy

All students will be served and all students' needs will be addressed to ensure 100% inclusion.

# Plan Notes

# Plan Notes

| Funding Source | Amount | Purpose(s) for which funds are used | Applicable Goal(s) |
|---|---|---|---|
| General Funds Allocation | $ 3,109,181.50 | | |
| At-Risk Weighted Allocation | $ 120,539.44 | | |
| EL Weighted Allocation | $ 74.917.33 | | |
| General Carry Forward | $ 279,285.75 | | |
| At-Risk Weighted Carry Forward | $ 1,499.46 | | |
| EL Weighted Carry Forward | $ 11,800.90 | | |
| Title IA | $ na | | |
| | | | |
| | | | |
| | | | |

# Teams

# Teams

## School Continuous Improvement (CI) Team

## Meeting Logs

| Date | Location | Sign In Sheet | Notes |
|------|----------|---------------|-------|
| June 23, 2025 @ 2:30 PM | Office | -- | -- |

## Members

| First Name | Last Name | Position | Committee Role |
|------------|-----------|----------|----------------|
| Jill | Keith | Principal | Member |
| Blair | Rodrigues | AP | Member |
| Deborah | Goodman | Counselor | Member |
| Gina | Vesci | RB3 | Member |

# Community Outreach Activities

| Activity | Date | Lesson Learned |
|----------|------|----------------|
| SOT Meeting | May 2025 | End of Year Reflection |