

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.

Demographics & Performance Information

Nevada Report Card

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 [https://nevadareportcard.nv.gov/DI/nv/Clark/james i. gibson elementary school/nspf/](https://nevadareportcard.nv.gov/DI/nv/Clark/james_i._gibson_elementary_school/nspf/)

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Comprehensive Needs Assessment

Revised/Approved: September 22, 2025

Student Success

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.

Student Success 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.

Student Success 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

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.

Potential challenges include lack of funding for tutoring and staff to provide extra support throughout the school day.

implementation of the HMH curriculum.

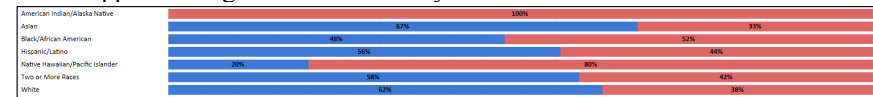
Based on data from learning walks, teachers will be provided opportunities to collaborate and plan for increased opportunities for academic discourse throughout lessons within the HMH curriculum.

Administrators will support teachers' implementation of increased academic discourse opportunities for ELLs by scheduling and facilitating PLC meetings.

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.



A strategic budget is used to provide Certified Temporary Tutors (CTTs) to support with providing instruction for tiered interventions and acceleration.

Student Group	Challenge	Solution
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.	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 Student Success Needs

Problem Statement 1 (Prioritized): Inconsistent achievement and growth observed across grade levels schoolwide.

Critical Root Cause: Lack of planned curriculum delivery, common assessment analysis/creation, and use of student data in PLCs.

Adult Learning Culture

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.

Adult Learning Culture 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".

Adult Learning Culture 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 1 (Prioritized): Teachers are not taking enough opportunities to interact with learning intentions (LI) and success criteria (SC).

Critical Root Cause: Teachers are not PLANNING opportunities to make the LI and SC a relevant part of student learning.

Connectedness

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.

Connectedness 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.

Connectedness 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.

Student Group	Challenge	Solution
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 1 (Prioritized): 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%.

Critical Root Cause: 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 Problem Statements

Problem Statement 1: Teachers are not taking enough opportunities to interact with learning intentions (LI) and success criteria (SC).

Critical Root Cause 1: Teachers are not PLANNING opportunities to make the LI and SC a relevant part of student learning.

Problem Statement 1 Areas: Adult Learning Culture

Problem Statement 2: Inconsistent achievement and growth observed across grade levels schoolwide.

Critical Root Cause 2: Lack of planned curriculum delivery, common assessment analysis/creation, and use of student data in PLCs.

Problem Statement 2 Areas: Student Success

Problem Statement 3: 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%.

Critical Root Cause 3: 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.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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: 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.

Aligns with District Goal

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

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Focus on providing high-quality and rigorous Tier I instruction with research-based differentiated instructional materials for Literacy.				Status Check		EOY Reflection
				Oct	Feb	June
					No review	
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/Critical Root Cause: Student Success 1						

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Inconsistent achievement and growth observed across grade levels schoolwide. Critical Root Cause: 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: 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.

Aligns with District Goal

Formative Measures: Tier I monitoring tool observations

Improvement Strategy 1 Details				Reviews														
Improvement Strategy 1: The administration will review and monitor PLC meetings and provide feedback. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>An administrator or strategist will be present at weekly PLCs to monitor active planning of curricular opportunities for interactions with LI and SC.</td><td>Administrator/ RBG3/Teachers</td><td>August-May</td></tr><tr><td>2</td><td>Utilize some PLC meeting times to allow staff to participate in classroom observations.</td><td>Administrator/ RBG3/Teachers</td><td>August-May</td></tr></table> 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/Critical Root Cause: Adult Learning Culture 1				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	Status Check		EOY Reflection
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Oct	Feb	June																
	No review																	

SMART Goal 1 Problem Statements:

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

Inquiry Area 3: Connectedness

SMART Goal 1: During the 2025-26 school year, decrease daily chronic absenteeism from 17% to 15% or less as measured by FocusED.

Aligns with District Goal

Formative Measures: Monthly attendance reports

Improvement Strategy 1 Details				Reviews																						
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. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Admin will send home a "beginning of year letter" explaining CCSD health protocols/the importance of attendance/repercussions of excessive absences.</td><td>Administrator</td><td>August-May</td></tr><tr><td>2</td><td>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).</td><td>Administrator/ RBG3/Counselor/ Teachers</td><td>August-May</td></tr><tr><td>3</td><td>Gibson staff will follow protocols aligned with CCSD Absence procedures.</td><td>Administrator/ RBG3/Counselor/ Teachers</td><td>August-May</td></tr><tr><td>4</td><td>The administration will implement positive incentives for students who attend. ("At ten dance", dog tags, and house points)</td><td>Administrator</td><td>August-May</td></tr></table> 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/Critical Root Cause: Connectedness 1				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	Status Check		EOY Reflection
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SMART Goal 1 Problem Statements:

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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

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		

School Continuous Improvement (CI) Team

Team Role	Name	Position
Member	Jill Keith	Principal
Member	Blair Rodrigues	AP
Member	Deborah Goodman	Counselor
Member	Gina Vesci	RB3

Community Outreach Activities

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