

Clark County School District

Gibson, James I. ES

2025-2026 Status Checks with Notes



District Approval Date: February 19, 2026

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/)

Table of Contents

Inquiry Areas 4

 Inquiry Area 1: Student Success 4

 Inquiry Area 2: Adult Learning Culture 6

 Inquiry Area 3: Connectedness 7

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
<p>Improvement Strategy 1: Focus on providing high-quality and rigorous Tier I instruction with research-based differentiated instructional materials for Literacy.</p> <p>Position Responsible: Administration</p> <p>Resources Needed: Tier I materials (District provided) Purchase prep periods and/or substitutes to provide time for learning walks/training (Strategic budget)</p> <p>Evidence Level Level 2: Moderate: HMH Into Reading (2); MAP Growth Assessments (2); Progress Monitoring (2).</p> <p>Problem Statements/Critical Root Cause: Student Success 1</p>	<p>Oct: Implemented</p> <p>October Lessons Learned Now: 61st percentile for Fall is 57% ELA We will continue work on training teachers to increase interactions with LI and SC and monitoring the fidelity of implementation in Tier I instruction.</p> <p>October Next Steps/Need Classroom observations.</p> <p>Feb: Implemented</p> <p>February Lessons Learned After Winter MAP testing, Gibson Elementary, as a whole, demonstrates 57% overall proficiency on the ELA assessment which is which showed no growth but no loss of proficient students at Gibson from the beginning of the year. To break down the winter data by grade level: 58% of Kindergarten students, 58% of 1st grade students, 78% of 2nd grade students, 48% of 3rd grade students, 53% of 4th grade students, and 48% of 5th grade students scored above the 60th percentile on MAP ELA in winter. The school, as a whole,</p>

after winter MAP testing demonstrates 57% overall proficiency in ELA. At the staff meeting dated January 27, 2026, the staff decided to remain steadfast with the goal from the beginning of the school year to grow proficient students by 6% from winter to spring, which we all feel is ambitious, but reachable.

February Next Steps/Need

Classroom observations, PLC support, purposeful planning.

June: Implemented

June Lessons Learned

Gibson Elementary | 2025-26 ELA MAP Growth

Fall Baseline: 57% of students scored above the 60th percentile.

End-of-Year Result: 62% of students scored above the 60th percentile.

Overall Progress: +5 percentage point growth in above-average achievement.

June Next Steps/Need

We did not meet the 6% overall goal. We will continue to analyze data during PLCs and adjust instruction accordingly.

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
<p>Improvement Strategy 1: The administration will review and monitor PLC meetings and provide feedback.</p> <p>Position Responsible: Administration</p> <p>Resources Needed: Professional learning on PLC structure (District provided) Purchase prep periods and/or substitutes to provide time for learning walks/training (Strategic budget)</p> <p>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).</p> <p>Problem Statements/Critical Root Cause: Adult Learning Culture 1</p>	<p>Oct: Implemented</p> <p>October Lessons Learned We will continue work on training teachers to increase interactions with LI and SC.</p> <p>October Next Steps/Need Staff meetings and PLCs will focus on increasing interactions with LI/SC.</p> <p>Feb: Implemented</p> <p>February Lessons Learned Classroom teachers have implemented metacognition "green sheets" which has increased authentic opportunities for students to interact with LI and SC.</p> <p>February Next Steps/Need Classroom observations and PLC support.</p> <p>June: Implemented</p> <p>June Lessons Learned Third-grade students demonstrated 24% growth in students who scored above the 60th%tile on MAP Math by embedding metacognitive 'green sheets' into their daily practice. This authentic opportunity for students to interact with Learning Intentions (LI) and Success Criteria (SC), driving the share of students scoring above the 60th percentile from 41% to 65%.</p> <p>June Next Steps/Need Third grade teachers will be mentors sharing their success with other grade-levels. We will continue monitor data through lesson studies and PLCs.</p>

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
<p>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.</p> <p>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.</p> <p>Evidence Level Level 3: Promising: Creating a Positive School Climate and Culture (3)</p> <p>Problem Statements/Critical Root Cause: Connectedness 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned Chronic Absenteeism as of 9.22.25 is 18.1%. Counselor and Clerk will continue to monitor absenteeism weekly and RPCs will begin to present families with consequences of being chronically absent. Consideration for attendance appeals will occur with families who qualify.</p> <p>October Next Steps/Need RPCs will begin to present families with consequences of being chronically absent. Consideration for attendance appeals will occur with families who qualify.</p> <p>Feb: In progress</p> <p>February Lessons Learned Chronic absenteeism (ca) as of 1.31.26 is 16.2% based on FOCUSed when MDP students are excluded (NSPF rules) with 58 of 357 students being considered CA. Counselor and Clerk will continue to monitor absenteeism weekly and RPCs will begin to present families with consequences of being chronically absent. Consideration for attendance appeals will occur with families who qualify.</p> <p>February Next Steps/Need RPCs will continue to present families with consequences of being chronically absent. Consideration for attendance appeals will occur with families who qualify.</p> <p>June: Continue</p> <p>June Lessons Learned Chronic absenteeism (ca) as of 5.22.26 is 13.4% based on FOCUSed when MDP students are excluded (NSPF rules) with 46 of 343 students being considered CA.</p> <p>June Next Steps/Need During the 26-27 school year counselor and clerk will continue to monitor absenteeism weekly and RPCs will begin to present families with consequences of being chronically absent. Consideration for attendance appeals will occur with families who qualify.</p>