



Clark County School District
James I. Gibson Elementary
2021-2022 School Performance Plan:
A Roadmap to Success

James Gibson Elementary has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Jill Keith for more information.

Principal: Jill Keith

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



School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	516	0.4%	2.7%	34.7%	8.3%	40.1%	3.5%	10.1%	17.8%	6.2%	100%
District*	323,787	0.34%	6.06%	46.57%	14.72%	23.76%	1.62%	6.93%	12.73%	16.12%	75.54%
State*	496,938	0.82%	5.44%	42.69%	11.45%	31.36%	1.46%	6.78%	12.68%	14.13%	65.8%

*Accountability Year 2019-2020. Source: nevadareportcard.nv.gov

Student Performance Data										
Academic Year	School/ District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	School	50.61%	62.5	54.27	66.26%	59.5	65.24	33.3%	14.7	34.48%
	District	36.1%*	50*	38*	47.4%*	51*	50.6*	28.9%*	14.4%**	48.5%*
2019	School	45.4%	55	48	63.3%	62.5	66.2	30.1%	26.3	65.6%
	District	36.6%*	49*	38.1*	48.3%*	50*	52.4*	28.9%*	15.5%**	50.6%*
2020	School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	22.5%	78.2%
	District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	14.5%**	45.4%**

*Source: nevadareportcard.nv.gov

**Source: NDE Data File



4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School	N/A	N/A	N/A
District	N/A	N/A	N/A

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	445	438	444
District*	379	368	361

*Source: datatool.nevadaschoolclimate.org; Results Across Topics; retrieved 6.22.2021

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)
Jennifer Hyde, Jackie Bisbal, Jackie Jorjorian, Mindy Doty, Christina Schlaffman, Dakota Chaney, Megan Curry, Deborah Goodman, Gina Vesci	Teacher(s) (required)
Sharon Palmer, Heather Vincent	Paraprofessional(s) (required)
Jennifer Hyde, Heather Vincent	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 outreach events facilitated by the school to engage students, regarding school partners.

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Parentlink sent Google Form	9/23/21	87	Community is generally satisfied with services provided by Gibson staff. Two areas for growth are to increase communication between teachers and families and to increase opportunities for family involvement on campus, during the day and after school.
Teacher Survey sent via Google Form	10/25/21		



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
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 43% (fall) to 48% (winter) to 53% (spring) by 2022 as measured by MAP Growth Assessments for the 2021-22 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
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">• PLCs will be focused on data analysis, common assessment work, standards work, instructional grouping work, intervention/differentiation of instruction work. During PLCs teachers will have discussions around one or more of these subjects.• 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.
Resources Needed: <ul style="list-style-type: none">• PLC schedule• Google Form
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.</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.</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.</p> <p>Migrant:</p> <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.</p> <p>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.</p>



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 WIG meeting agendas Anecdotal evidence on school culture and climate Panorama data
Problem Statement	More than half of our population (57% in Fall 21-22) are not mastering standards based on MAP proficiency.		
Critical Root Causes	Inconsistent analysis of the standards to drive instruction.		

Part B

Adult Learning Culture	
School Goal: Increase the fidelity of the way our PLCs are being run from 80% (fall) to 90% (winter) to 100% (spring) by 2022 as measured by PLC Google Form.	STIP Connection: 3
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">PLCs will be focused on data analysis, common assessment work, standards work, instructional grouping work,	



intervention/differentiation of instruction work. During PLCs teachers will have discussions around one or more of these subjects.

- 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.

Resources Needed:

- PLC Schedule
- Google Form

Challenges to Tackle:

- 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?

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.

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.

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.

Migrant: n/a

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.

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.



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
Problem Statement	According to our Panorama survey data, only 44% of students feel they can successfully regulate their emotions.		
Critical Root Causes	Students do not feel they can regulate their emotions because the coping skills they have been taught are not consistently reinforced.		

Part B

School Goal: Increase the percent of students who feel they can successfully regulate their emotions from 44% (fall) to 49% (winter) to 54% (spring) by 2022 as measured by the Panorama Education Survey.	STIP Connection: 6
Improvement Strategy: Implement Zones of Regulation curriculum.	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3	
Intended Outcomes: 10% increase of emotional regulation 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 data is given 3 times a year during fall, winter and spring. School counselor will monitor the data. Teachers are going to reinforce the use of coping skills through student check ins during morning meetings daily. 	
Resources Needed: <ul style="list-style-type: none"> Zones of Regulation Curriculum Morning Meeting time 	



- Lighthouse Team
- Panorama Survey

Challenges to Tackle:

- Time - Check in with teachers and support anyone who needs it
- Teacher implementation - Check in with teachers and support anyone who needs it

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.

Foster/Homeless: The action plan was created with all students in mind and will address the needs of all students.

Free and Reduced Lunch: The action plan was created with all students in mind and will address the needs of all 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.

Students with IEPs: The action plan was created with all students in mind and will address the needs of all 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	\$3,144,868.86	Staffing, Instructional Support, Lexia, PLTW, book studies, CTTs, additional planning time (\$22/hour)	Student Success Adult Learning Culture Connectedness
Title III	\$1,914.00	Tutoring	Student Success