

School Performance Plan

School Name

GIBSON, JAMES ES

Address (City, State, Zip Code, Telephone):

271 LEISURE CIRCLE

HENDERSON, NV 89074, 7027998730

Superintendent/Region
Superintendent:

Jesus Jara / Dr. Deanna Jaskolski

For Implementation During The Following Years:

2020-2021

The Following MUST Be Completed:

Title I Status:

NA

Designation:

NA

Grade Level Served:

Elementary

Classification:

4 Star

NCCAT-S:

Review

*1 and 2 Star Schools Only:

Please ensure that the following
documents will be available upon request
☐

Use of Core Instructional Materials

☐

Scheduling

☐

Model School Visits

Members of Planning Team * ALL Title I schools must have a parent on their planning team that is NOT a district employee.

Name of Member	Position	Name of Member	Position
Jill Keith	Assistant Principal	Kristian Ryerson	Principal
Schuyler Paulson	KIDS Program Teacher	Julie Matanane	1st Grade Teacher
Gina Vesci	RB3 Literacy Specialist	Danielle Filipovich	3rd Grade Teacher
Sharon Palmer	Office Manager	Melissa Helmink	SOT
Becky Nocon	SOT	Christina Schlaffman	5th Grade Teacher
Jena Weber	Kindergarten Teacher	Jackie Jorjorian	2nd Grade Teacher
Tom Hallett	PE Teacher	Nicole Cowen	SOT Support Staff

Beverly Pennant	SOT	Heather Vincent	SOT
Kathryn Bosworth	SOT	Alissa Santa	SOT
Keha Richardson	SOT Licensed	Lauren Howard	SOT Licensed

COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)

DATA REVIEWED & ANALYZED:

Based on your schools NSPF results, identify what additional data have been reviewed and analyzed in development of the SPP.

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)
Statewide Assessments	Achievement Gap Data	Nevada Alternate Assessment (NAA)
Stakeholder Survey Information	Placement (Proficiency Levels)	Achievement Gap Data
Formative Assessments Practice	Content/ESL Staffing and Professional Development	Individualized Education Programs (IEP)
Summative Assessments	Teacher/Administrator Observation Data	Special Education Procedures - Whole School
Other:	Other:	Other:
Other:	Other:	Other:

Summary Statement: Please provide a brief description for how the analyzed data will impact your Inquiry and Action Planning process.

Based on 2018-2019 SBAC data, 51.8% of Gibson ES 3rd graders scored proficient in ELA. In 4th grade, 70.6% scored proficient in ELA, while in 5th grade 69.5% were proficient on the SBAC ELA Exam. Overall, in ELA, 64% of students in grades 3rd, 4th, and 5th at Gibson ES were proficient in ELA. The subgroups focus for refinement are our English Language Learners and Special Education populations. Three year trend data shows either an increase or maintenance of performance for student cohort data.

Based on 2018-2019 SBAC data, 44.3% of Gibson ES 3rd graders scored proficient in Math. In 4th grade, 50.6% scored proficient, while in 5th grade 42.3% were proficient. Overall, in math, 45.5% of students in grades 3rd, 4th, and 5th at Gibson ES were proficient in Math. The subgroups focus for refinement are our English Language Learners and Special Education populations.

In reflecting on the data above, in the fall of 2019, Gibson's Learning Improvement Team (LIT) conducted a needs assessment (NCAAT) to determine priority needs for Gibson's school improvement for 2019-2020. Action items were determined based on a survey completed by staff which resulted in overall rubric scores; the LIT scored each element of the staff's NCAAT data and completed further analysis of the survey results determined by two additional scores, a priority score and an opportunity score. Using the compilation of this data, three top priorities were determined for the remainder of the 2019-2020 school year:

1. All instructional staff members will implement a curriculum that is aligned with state standards.
2. All instructional staff members will deliver the standards-based curriculum to all students.
3. All instructional staff members will use classroom assessments aligned to state content standards.

In the fall of 2020, additional survey analysis and evaluation of the three goals demonstrated a continued priority need for the 2020-2021 school year so the goals remain for the 2020-2021 school year.

Additionally, the teaching staff of Gibson ES analyzed the data to determine effectiveness of instructional practices (Tier 1 and Tier 2 instruction). Special attention will be given of State, District and Site Based Common Assessment data, utilizing both formative and summative assessments. Professional Development designed to increase student engagement, higher order thinking and differentiated instructional aligned with the Nevada Academic Content Standards will be ongoing throughout the academic year.

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 1

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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Priority Need/Goal 1:

All students will increase proficiency in ELA from 51.8% to 70% by 2021 as measured by state Summative Assessment.

Root Causes:

Four year SBAC trend data shows maintained proficiency each year, however only 51.8% of our students reached proficiency in reading achievement as measured by the 2021 Summative Assessment. This indicates a need for improvement in Tier 1 reading instruction for all students and specific focus on Tier 2 reading instruction for our Special Education and English Language Learner populations.

Measurable Objective 1:

Increase the percent of 3rd grade students proficient in reading from 51.8% to 65% by 2020 as measured by state assessments. Increase the percent of 4th grade students proficient in reading from 70.6% to 75% by 2020 as measured by state assessments. Increase the percent of 5th grade students proficient in reading from 69.5% to 75% by 2020 as measured by state assessments.

Measurable Objective 2:

Reduce the amount of non-proficient students (students below the 61st percentile) from 46.1% to 41.1% by 2021 as measured by MAP ELA Winter Benchmark data.

Measurable Objective 3:

Each student should make one year of growth in reading fluency as measured by formative and benchmark assessments (EasyCBM), grade level common (formative) assessments, and the STAR Reading Assessment for K-5 .

Monitoring Status

In Progress

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
1.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	

Teachers will implement and deliver the NVACS (standards-based curriculum and assessments) of literacy instruction, and will use appropriate instructional strategies designed to include techniques for increasing student engagement, higher order thinking, technology, and differentiated instruction. Specific focus will be made on College and Career Readiness Anchor Standard 1. Our school focus on unwrapping standards, Learning Intentions, and Success Criteria during our PLC work will support improved instruction and achievement for students. Grade levels will meet with our Literacy Strategist during PLC meetings every six weeks to design instruction to plan for literacy instruction. A focus will be made on direct instruction for vocabulary development. In addition, to address our ELL student needs we will continue to focus on instructional strategies to develop language skills for all learners.	PD on the NVACS Standards Based Instruction, Components of the Literacy Framework, implementation of effective Literacy Instructional Strategies (NEPF) and Structures to provide for Differentiated Small Group Instruction and vocabulary instruction. SBAC Interims (Grades 3-5), MAPS Assessment (K-5) and Common Assessments (K-5) will be utilized throughout the year as formative assessment designed to drive instruction. Specific, consistent, and focused interventions through i-Ready and Imagine Learning for struggling students.	Lesson Plans, Teacher Assessment & Instruction Reading Notebooks, Classroom Observations (conducted by Literacy Strategist and Administration), PLC and Strategy Session minutes/agendas focused on data analysis, common assessments, and instructional strategies. Data from SBAC Interims, MAPS, i-Ready, STAR Reading and Aimsweb.	Gibson Instructional Staff, Read by Three Strategist, and Administration (August 2020 - May 2021)	In Progress
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Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
1.2 Family Engagement (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Provide family education on the Nevada Academic Content Standards, the importance of Literacy, new State (SBAC) Assessments, and strategies for increasing time students spend reading outside of school through the World Series of Reading. We are implementing the "Family Dinner Project" which encourages literacy activities at home.	Instructional staff, Gibson Families, Nevada Academic Content Standards, Curriculum Engine, Books, Internet, Accelerated Reader, RAZ Kids, Capstone Library, Reading A-Z, and iReady	School and Classroom Newsletters, Agenda/Sign In Sheets from Family Night & Leadership sessions, AR reports and Student Data Notebooks will be collected and analyzed.	Gibson Instructional Staff and Administration (August 2020 - May 2021)	In Progress

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Year-long PD based on CCSD Literacy Framework Components. Effective, standards-based literacy structures and instructional strategies aligned with the NVACS will be provided in the classroom & through tutoring. Assessment data will be analyzed and used to guide instruction in the classroom. Grade Levels will meet with the Literacy Specialist every six weeks to plan for instruction. Techniques for Direct Vocabulary Instruction will be presented twice monthly during Staff Meetings/Strategy Sessions Classroom observations will focus on learning intentions and success criteria being accessible to all students. Gibson Teachers will utilize the Canvas Learning Management System, with links to Google Classroom and Google Meets.	Literacy Strategist, ELL Project Coordinators, Title 3 Funding, Effective Teachers, SBAC, MAPS, EASYcbm, STAR, QSI, Core Phonics data, iReady assessments, PLC protected time, literacy instructional resources. Enhanced technology is needed (internet, equipment, webcams, microphones, etc) are needed to assist teachers in Distance Education	Lesson Plans, Teacher Assessment & Instruction Reading Notebooks, Classroom Observations (conducted by Literacy Strategist and Administration Virtually), PLC and Strategy Session minutes/agendas focused on data analysis, common assessments, and instructional strategies.	Gibson Instructional Staff and Administration (August 2020 - May 2021)	In Progress

Comments:

1.4 Other (Optional)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Continuation of the World Series of Reading. Many of our students are not spending enough time reading each day. This program is designed to get students hooked on reading book series. We are implementing the "Family Dinner Project" which encourages literacy activities at home.	STAR Reading and AR Reading programs for all students in Grades 1-5. Series sets.	Monthly Review of AR data by all classroom teachers.	Gibson Instructional Staff and Administration (August 2020 - May 2021)	In Progress

Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 2

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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Priority Need/Goal 2:

Increase the percent of all students proficient in Math from 45.5% to 60% by 2021 as measured by State Summative Assessment.

Root Causes:

Four year SBAC trend data shows a decrease in proficiency each year. Root Cause analysis at the site revealed a lack of consistency in implementation of a Tier 1 mathematics curriculum. This indicates a need for improvement in Tier 1 for all students and specific focus on Tier 2 math instruction for our Special Education and English Language Learner populations.

Measurable Objective 1:

Increase the percent of 3rd grade students proficient in math from 44.3% to 60% by 2020 as measured by state assessments. Increase the percent of 4th grade students proficient in math from 50.6% to 65% by 2020 as measured by state assessments. Increase the percent of 5th grade students proficient in math from 42.3% to 60% by 2020 as measured by state assessments.

Measurable Objective 2:

Reduce the amount of non-proficient students (students below the 61st percentile) from 66.4% to 59.4% by 2021, as measured by MAP Math Winter assessment.

Monitoring Status

In Progress

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
2.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	

Teachers will implement and deliver the NVACS (standards-based curriculum and assessments), NEPF Strategies, Instructional Frameworks, and will use appropriate instructional strategies designed to include techniques for increasing student engagement, higher order thinking, technology, and differentiated instruction. All teachers will implement all aspects of the adopted mathematics program in order to align instruction with the Mathematics Framework for Instruction and receive monthly site based professional development as well as training quarterly from the RPDP Elementary Mathematics Team. All students in Grades K-5 will spend at least 20 minutes per day on Khan Academy.	PD on the NVACS Standards Based Instruction, NEPF Standards, and Components of the Instructional Framework, Khan Academy (grades 2-5) and implementation of effective Instructional Strategies and Structures to be provided for Mathematics Instruction as part of Tier 1 Instruction. Enhanced technology is needed (internet, equipment, webcams, microphones, etc) are needed to assist teachers in Distance Education.	Lesson Plans, Teacher Assessment, Classroom Observations, Modeled lessons from RPDP, PLC, SBCT and Strategy Session minutes/agendas focused on data analysis, common assessments, and instructional strategies.	Gibson Instructional Staff and Administration and RPDP Elementary Math Team(August 2020 - May 2021)	N/A
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Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
2.2 Family Engagement (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Provide family education on the Nevada Academic Content Standards, State (SBAC) Assessments, and strategies for increasing fact fluency. Mini-Leadership Days including parent education provided by Gibson staff.	Instructional staff, Gibson Families, Nevada Academic Content Standards, Curriculum Engine, Books,	School and Classroom Newsletters, Agenda/Sign In Sheets from Family sessions, Student Data Notebooks will be collected and analyzed	Gibson Instructional Staff and Administration and RPDP Elementary Math Team(August 2020 - May 2021)	In Progress

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Year long PD sessions based upon the CCSD Mathematics Framework Components. Effective, standards based mathematics structures and instructional strategies that are aligned with the NVACS will be provided. This information will be emphasized during our sub release RPDP sessions and Staff Meeting/Strategy session professional development sessions. Assessment data will be analyzed and used to guide instruction in the classroom. Benchmark assessment data from MAPS (K-5) will be analyzed. Students not meeting expected growth projections will be identified and action plans will be developed by teachers with the support of the grade level and Administration.	Effective Teachers, SBAC interims and Digital Library, MAPs Data, iReady assessments, PLC protected time, RPDP Elementary Mathematics Team, and instructional resources. Enhanced technology is needed (internet, equipment, webcams, microphones, etc) are needed to assist teachers in Distance Education. Gibson Teachers will utilize the Canvas Learning Management System, with links to Google Classroom and Google Meets.	Lesson Plans, Teacher Assessment, Classroom Observations, PLC, SBCT and Strategy Session minutes/agendas focused on data analysis, common assessments, and instructional strategies.	Gibson Instructional Staff and Administration (August 2020 - May 2021)	In Progress

Comments:

2.4 Other (Optional)	Continuation From Last Year:	NCCAT-S Indicators:
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				N/A
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Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 3

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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Priority Need/Goal 3:

Reduce the percent of chronically absent students from 9.17% to 8% by 2021 as measured by Infinite Campus and reported on the Nevada School Performance Framework.

Root Causes:

Students are not coming to school on a regular basis. When gone, they miss out on valuable instruction and classroom discussions that they need to attend in order to benefit from.

Measurable Objective 1:

Reduce the percent of chronically absent students from 9.17% (2019-20 data) to 8% by 2021 as measured by the CCSD Data lab Chronic Absent Visualization. Gibson Attendance Policy will be reviewed and modified as needed.

Measurable Objective 2:

Information in regard to the importance of regular attendance will be communicated to families on a regular basis.

Measurable Objective 3:

Increase communication efforts to families of students with chronic absenteeism.

Monitoring Status

In Progress

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
3.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	

The school's Equity and Diversity Education Department Liaison attends trainings and brings back information to staff. Information is shared in staff meetings. Revise the school Attendance Policy and ensure all staff members are implementing the plan. A Wellness Team has been established and teachers have received training on completing Wellness Check forms.	Training materials from Equity and Diversity Education Department Equity and Diversity Education Department Liaison Online Habits in Harmony modules	Staff meeting agenda, IC Teacher notes, Attendance Letters, Google Meet and IC Attendance	The principal and teachers are responsible for ensuring this action step takes place during the 2020-2021 school year. Equity and Diversity Liaison is responsible for attending professional development quarterly and sharing information with the staff. In addition, the Attendance Clerk will monitor student absences on a monthly basis.	N/A
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Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
3.2 Family Engagement (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Attendance shout outs on school wide morning announcements during Distance Education. In additional weekly Class Positive Office Referrals and Leader of the Week events.	Habits in Harmony Materials	Agendas/Invitations, Parentlink Messages, Positive Office Referral Log, Leader of the Week Log		In Progress

Comments:

3.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
				N/A

Comments:

3.4 Other (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	
				N/A

Comments:

COMPONENT III: Budget Plan

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS: Provide the sources of funds your school is currently receiving and identify the purposes for which those funds are spent. Sources of funds may include General Budget, Title I , Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century After School Programs, Gear Up, IDEA, McKinney-Vento/Homeless, Head Start, state-funded Pre-Kindergarten, Teacher Incentive Fund, Striving Readers, and other state/federal funds.

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
Multi Grant	Services provided through District funding	Read by Grade 3 Literacy Specialist	Goal 1
Strategic Budget	3,098,610.39	Staffing and Instructional Supplies	Goals 1, 2 and 3
Title III ELL Funds	8,2220.00	Support ELL Learners	Goals 1 and 3

Plan for improving the school climate

Goal:

The students in K-5 will show a 10% decrease in the number of reported bullying events (as reported in Datalab IC) by May 2021.

Action Plan: How will this plan improve the school climate?

As part of our Student Wellness plan, our counselor provides weekly lessons to students in all classrooms during Distance Education. She will focus on teaching conflict resolutions skills, using Kelso's choices and Kidness (Anti Bullying) lessons. The students will be explicitly taught the procedures for reporting Big Problems to adults at school and home.

Monitoring Plan: How will you track the implementation of this plan?

Staff will analyze school wide behavior data on a monthly basis during our Data Meetings. During the 2019-20 school year, Gibson Elementary has 18 Bullying Events in IC. Only 2 of these events were substantiated.

Evaluation Plan: What data will you use to determine if the climate of the school has been improved through the implementation of this plan?

We will use Infinite Campus to track data on major Bullying incidents. We should see a reduction in the number of Bullying incidents reported.

APPENDIX A - Professional Development Plan

1.1

Teachers will implement and deliver the NVACS (standards-based curriculum and assessments) of literacy instruction, and will use appropriate instructional strategies designed to include techniques for increasing student engagement, higher order thinking, technology, and differentiated instruction. Specific focus will be made on College and Career Readiness Anchor Standard 1. Our school focus on unwrapping standards, Learning Intentions, and Success Criteria during our PLC work will support improved instruction and achievement for students. Grade levels will meet with our Literacy Strategist during PLC meetings every six weeks to design instruction to plan for literacy instruction. A focus will be made on direct instruction for vocabulary development. In addition, to address our ELL student needs we will continue to focus on instructional strategies to develop language skills for all learners.

Goal 1 Additional PD Action Step (Optional)

2.1

Teachers will implement and deliver the NVACS (standards-based curriculum and assessments), NEPF Strategies, Instructional Frameworks, and will use appropriate instructional strategies designed to include techniques for increasing student engagement, higher order thinking, technology, and differentiated instruction. All teachers will implement all aspects of the adopted mathematics program in order to align instruction with the Mathematics Framework for Instruction and receive monthly site based professional development as well as training quarterly from the RPDP Elementary Mathematics Team. All students in Grades K-5 will spend at least 20 minutes per day on Khan Academy.

Goal 2 Additional PD Action Step (Optional)

3.1

The school's Equity and Diversity Education Department Liaison attends trainings and brings back information to staff. Information is shared in staff meetings. Revise the school Attendance Policy and ensure all staff members are implementing the plan. A Wellness Team has been established and teachers have received training on completing Wellness Check forms.

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Provide family education on the Nevada Academic Content Standards, the importance of Literacy, new State (SBAC) Assessments, and strategies for increasing time students spend reading outside of school through the World Series of Reading. We are implementing the "Family Dinner Project" which encourages literacy activities at home.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Provide family education on the Nevada Academic Content Standards, State (SBAC) Assessments, and strategies for increasing fact fluency. Mini-Leadership Days including parent education provided by Gibson staff.

Goal 2 Additional Family Engagement Action Step (Optional)

3.2

Attendance shout outs on school wide morning announcements during Distance Education. In additional weekly Class Positive Office Referrals and Leader of the Week events.

Goal 3 Additional Family Engagement Action Step (Optional)

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 1

Priority Need/Goal 1:

All students will increase proficiency in ELA from 51.8% to 70% by 2021 as measured by state Summative Assessment.

Measurable Objective(s):

- Increase the percent of 3rd grade students proficient in reading from 51.8% to 65% by 2020 as measured by state assessments. Increase the percent of 4th grade students proficient in reading from 70.6% to 75% by 2020 as measured by state assessments. Increase the percent of 5th grade students proficient in reading from 69.5% to 75% by 2020 as measured by state assessments.
- Reduce the amount of non-proficient students (students below the 61st percentile) from 46.1% to 41.1% by 2021 as measured by MAP ELA Winter Benchmark data.
- Each student should make one year of growth in reading fluency as measured by formative and benchmark assessments (EasyCBM), grade level common (formative) assessments, and the STAR Reading Assessment for K-5 .

Status

In Progress

Comments:
1.1 Professional Development:
1.2 Family Engagement:
1.3 Curriculum/Instruction/Assessment:
1.4 Other:

	Mid-Year	End-of-Year
1.1	Teachers will implement and deliver the NVACS (standards-based curriculum and assessments) of literacy instruction, and will use appropriate instructional strategies designed to include techniques for increasing student engagement, higher order thinking, technology, and differentiated instruction. Specific focus will be made on College and Career Readiness Anchor Standard 1. Our school focus on unwrapping standards, Learning Intentions, and Success Criteria during our PLC work will support improved instruction and achievement for students. Grade levels will meet with our Literacy Strategist during PLC meetings every six weeks to design instruction to plan for literacy instruction. A focus will be made on direct instruction for vocabulary development. In addition, to address our ELL student needs we will continue to focus on instructional strategies to develop language skills for all learners.	N/A
Progress		
Barriers		
Next Steps		

1.2	Provide family education on the Nevada Academic Content Standards, the importance of Literacy, new State (SBAC) Assessments, and strategies for increasing time students spend reading outside of school through the World Series of Reading. We are implementing the "Family Dinner Project" which encourages literacy activities at home.	N/A
Progress		
Barriers		
Next Steps		
1.3	Year-long PD based on CCSD Literacy Framework Components. Effective, standards-based literacy structures and instructional strategies aligned with the NVACS will be provided in the classroom & through tutoring. Assessment data will be analyzed and used to guide instruction in the classroom. Grade Levels will meet with the Literacy Specialist every six weeks to plan for instruction. Techniques for Direct Vocabulary Instruction will be presented twice monthly during Staff Meetings/Strategy Sessions Classroom observations will focus on learning intentions and success criteria being accessible to all students. Gibson Teachers will utilize the Canvas Learning Management System, with links to Google Classroom and Google Meets.	N/A
Progress		
Barriers		
Next Steps		
1.4	Continuation of the World Series of Reading. Many of our students are not spending enough time reading each day. This program is designed to get students hooked on reading book series. We are implementing the "Family Dinner Project" which encourages literacy activities at home.	N/A
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:

Increase the percent of all students proficient in Math from 45.5% to 60% by 2021 as measured by State Summative Assessment.

Measurable Objective(s):

- Increase the percent of 3rd grade students proficient in math from 44.3% to 60% by 2020 as measured by state assessments. Increase the percent of 4th grade students proficient in math from 50.6% to 65% by 2020 as measured by state assessments. Increase the percent of 5th grade students proficient in math from 42.3% to 60% by 2020 as measured by state assessments.
- Reduce the amount of non-proficient students (students below the 61st percentile) from 66.4% to 59.4% by 2021, as measured by MAP Math Winter assessment.

Status

In Progress

Comments:
2.1 Professional Development:
2.2 Family Engagement:
2.3 Curriculum/Instruction/Assessment:
2.4 Other:

	Mid-Year	End-of-Year
2.1	Teachers will implement and deliver the NVACS (standards-based curriculum and assessments), NEPF Strategies, Instructional Frameworks, and will use appropriate instructional strategies designed to include techniques for increasing student engagement, higher order thinking, technology, and differentiated instruction. All teachers will implement all aspects of the adopted mathematics program in order to align instruction with the Mathematics Framework for Instruction and receive monthly site based professional development as well as training quarterly from the RPD Elementary Mathematics Team. All students in Grades K-5 will spend at least 20 minutes per day on Khan Academy.	N/A
Progress		
Barriers		
Next Steps		

2.2	Provide family education on the Nevada Academic Content Standards, State (SBAC) Assessments, and strategies for increasing fact fluency. Mini-Leadership Days including parent education provided by Gibson staff.	N/A
Progress		
Barriers		
Next Steps		
2.3	Year long PD sessions based upon the CCSD Mathematics Framework Components. Effective, standards based mathematics structures and instructional strategies that are aligned with the NVACS will be provided. This information will be emphasized during our sub release RPDP sessions and Staff Meeting/Strategy session professional development sessions. Assessment data will be analyzed and used to guide instruction in the classroom. Benchmark assessment data from MAPS (K-5) will be analyzed. Students not meeting expected growth projections will be identified and action plans will be developed by teachers with the support of the grade level and Administration.	N/A
Progress		
Barriers		
Next Steps		
2.4		N/A
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 3

Priority Need/Goal 3:

Reduce the percent of chronically absent students from 9.17% to 8% by 2021 as measured by Infinite Campus and reported on the Nevada School Performance Framework.

Measurable Objective(s):

- Reduce the percent of chronically absent students from 9.17% (2019-20 data) to 8% by 2021 as measured by the CCSD Data lab Chronic Absent Visualization. Gibson Attendance Policy will be reviewed and modified as needed.
- Information in regard to the importance of regular attendance will be communicated to families on a regular basis.
- Increase communication efforts to families of students with chronic absenteeism.

Status

In Progress

Comments:
3.1 Professional Development:
3.2 Family Engagement:
3.3 Curriculum/Instruction/Assessment:
3.4 Other:

	Mid-Year	End-of-Year	
3.1	The school's Equity and Diversity Education Department Liaison attends trainings and brings back information to staff. Information is shared in staff meetings. Revise the school Attendance Policy and ensure all staff members are implementing the plan. A Wellness Team has been established and teachers have received training on completing Wellness Check forms.		N/A
Progress			
Barriers			
Next Steps			
3.2	Attendance shout outs on school wide morning announcements during Distance Education. In additional weekly Class Positive Office Referrals and Leader of the Week events.		N/A
Progress			

Barriers		
Next Steps		
3.3		N/A
Progress		
Barriers		
Next Steps		
3.4		N/A
Progress		
Barriers		
Next Steps		