

Clark County School District

Forbuss, Robert L. ES

2025-2026 Status Checks with Notes



Mission Statement

All stakeholders in our Forbuss community are dedicated to cultivating well-rounded individuals in a supportive and engaging learning environment that empowers each child to embrace diversity, nurture academic and social/emotional growth, while instilling a lifelong love of learning.

Vision

Our vision is to create an inspiring and inclusive learning environment of compassionate, innovative global learners who are college and career ready.

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/robert_l_forbuss_elementary_school/nspf/

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percent of students (above the 60th percentile) in reading from 47% to 55% as measured by the spring 2026 MAP Assessment. Increase the percent of students in math (above the 60th percentile) from 55% to 60% as measured by the spring 2026 MAP Assessment.

Formative Measures: In order to monitor progress towards these goals, all students will be using common HMH summative assessments, Core 95 Phonics Screener, FastBridge for fluency and comprehension, as well as iReady diagnostic and individual student learning path data.

Aligns with District Goal

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Teachers will consistently utilize Tier I materials and provide differentiated Tier 1 instruction by the use of the PLC process of analyzing data and creating rigorous tasks and assessments that are aligned to the standards, as well as collect data during classroom walk-throughs, instructional rounds, and feedback sessions. Position Responsible: Principal & Assistant Principal Resources Needed: enVision 2.0 curriculum (District provided) Reading Program(s): Into Reading (K-5) & 95 Phonics Core Program (District provided) Didax Math Intervention iReady Data from MAP growth assessments, summative assessments, and other schoolwide formative assessments (provided by AARSI) Evidence Level Level 1: Strong: 95 Phonics Core Program Level 2: Moderate: HMH Into Reading Level 3: Promising: enVision Math Problem Statements/Critical Root Cause: Student Success 1	Oct: In progress October Lessons Learned Our goal was based on data from the Spring 24-25 MAP assessments. We learned that the data from the Fall MAP assessment 25-26 didn't show any growth from the Spring MAP assessment in math or ELA. Our math proficient student percentage dropped 14% from 55% to 41%. In reading, our percentage of proficient students also decreased 3% from 47% to 44%. Our data shows evidence that consistent purposeful planning for higher level questioning and DOK levels through PLCs and differentiation through Tier I small groups are paramount in closing academic gaps for our students. Therefore, we will continue with our Student Success goal to increase our percent of proficient students in math from 41% to 60%, and our goal in ELA from 44% proficient to 55% proficient. October Next Steps/Need Teachers will continue implementing enVision Math, Into Reading, and 95 Core Phonics with fidelity, focusing on high-quality Tier 1 instruction through differentiated small groups. Ongoing professional learning will support reading strategies, differentiation, and critical thinking. Teachers and Lead Team members will engage in Tier 1 instructional rounds to collect and analyze data on strengths and areas for growth.

Collaboration during PLCs and with strategists will be used to unwrap standards, plan instruction, model lessons, and review data. Monthly instructional rounds and coaching conversations will further guide professional learning, ensuring instruction remains rigorous, engaging, and aligned with the "Forbuss Four."

Feb: No review

February Lessons Learned

February Next Steps/Need

June:

June Lessons Learned

June Next Steps/Need

Inquiry Area 1: Student Success

SMART Goal 2: Increase the percentage of EL students proficient in Reading/ELA from 37.5% in 2025 to 42.5% by 2026 as measured by SBAC ELA.
Increase the percentage of EL students proficient in Math from 41.6% in 2025 to 46.6% by 2026 as measured by SBAC Math.
Increase the percentage of EL students proficient on the WIDA from 14.2% in 2025 to 19.2% by 2026 as measured by WIDA.

Aligns with District Goal

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Implement Academic Language Acquisition through scaffolded and differentiated supports with access to Tier I instruction for all English learners. In addition, Tier II supports will be provided for targeted EL students. Position Responsible: Admin team Resources Needed: Tier I instructional materials; Tier I monitoring tool; iReady Evidence Level Level 2: Moderate: HMH Into Reading; 95 Core Phonics Problem Statements/Critical Root Cause: Student Success 2	Oct: No review October Lessons Learned October Next Steps/Need Feb: No review February Lessons Learned February Next Steps/Need June: June Lessons Learned June Next Steps/Need

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By May 2026, 100% of teachers will participate in professional learning focused on Tier 1 differentiated instruction and DOK levels, as well as engage in structured PLCs focused on the analyzing data and planning for instruction components of the teaching and learning cycle as measured by professional development day sign-ins and feedback surveys, and PLC agenda, data collection tool, and student assessment data (i.e. pre and post-assessments, diagnostics, summatives, and PLC Look For tool).

Formative Measures: In order to monitor progress towards this goal, Forbuss will utilize Staff Development Day agendas, feedback surveys, weekly PLC agendas and Look for Tool, as well data collected from classroom walkthroughs (admin & strategists) and instructional rounds (Lead Team & grade levels-monthly).

Aligns with District Goal

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Teachers will attend weekly PLC meetings where they analyze formative and summative data that drives differentiated instructional practices. Admin and Lead Team members will review evidence from walkthrough and classroom observation data to continuously plan for targeted professional learning. Position Responsible: Principal and Assistant Principal Resources Needed: Presenters for professional learning sessions Google Form surveys from PL sessions PLC observation tools Teacher PLC agendas & notes Classroom observation data (Google form or FocalPoint tool) Evidence Level Level 2: Moderate: Analyze data in PLCs Problem Statements/Critical Root Cause: Adult Learning Culture 1	Oct: In progress October Lessons Learned We learned that teachers are engaging in collaborative, weekly PLC meetings and Lead Team instructional rounds. Agendas, collaboration, and observation during the instructional rounds process show that discussion is centered around data. Data from PLC agendas and observations show that discussions are centered around planning for instruction and analyzing student data. This data provides evidence that teachers are making progress toward our goal of having 100% of them participating in professional learning focused on Tier 1 differentiated instruction and embedding critical thinking through higher level DOK questions. Teachers are also participating in effective PLCs focused on the planning and analyzing component of the teaching and learning cycle as measured by agendas, sign-ins, and data collection tools (i.e. PLC Look For tool) in order for our goal of 100% of teachers to be met by May 2026. October Next Steps/Need Classroom teachers will continue to use PLC time to plan for instruction with higher level and critical thinking questions, tasks, and assessments. Teachers will also explicitly plan for small group, differentiated, Tier I groups. We need to continue use of the PLC tool during planning periods in order to analyze data and assess the implementation and performance of our formative and summative assessments. Administration will utilize the PLC Look-For Tool during PLCs and analyze walkthrough data on the Google form collected during instructional rounds. Feb: No review February Lessons Learned February Next Steps/Need June: June Lessons Learned June Next Steps/Need

Inquiry Area 3: Connectedness

SMART Goal 1: Decrease chronic absenteeism from 20% to 15% as measured by FocusED.

Formative Measures: In order to monitor progress towards this goal, we will utilize our bi-weekly attendance team to analyze data and ensure all steps in our attendance plan are being followed and take action steps if they aren't.

Aligns with District Goal

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Implement school-wide attendance plan that incorporates teacher contact, admin contact, TPOP referrals, check-in/out and include additional school-wide and individual incentives and recognition for student attendance, as well as parent engagement. Position Responsible: Principal, Assistant Principal, and Counselor Resources Needed: Incentives that will motivate students; SGF; IC, attendance tracker, attendance contract Evidence Level Level 3: Promising: Creating a positive school climate and culture Level 4: Demonstrate Rationale: Truancy Diversion Problem Statements/Critical Root Cause: Connectedness 1	Oct: In progress October Lessons Learned Current data (as of 9/25/25) shows that our chronic absenteeism has decreased from 20% to 12%, which is meeting our current goal. October Next Steps/Need The next steps are to continue to meet bi-weekly with our attendance team to analyze the chronically absent students on our spreadsheet that are being monitored, provide incentives and recognition, and continue to ensure teachers are consistently communicating with parents and documenting. We need to create our "Attendance Matters"/"Heroes" recognition wall for our monthly perfect attendance winners. We also need to reach out to the community for possible partnerships to support with incentives. Feb: No review February Lessons Learned February Next Steps/Need June: June Lessons Learned June Next Steps/Need