



Clark County School District
Robert L. Forbuss ES
2021-2022 School Performance Plan:
A Roadmap to Success

Forbuss ES 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 Snyder for more information.

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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 | #675 | 0.1% | 15.4% | 28.3% | 9.0% | 32.0% | 1.6% | 13.5% | 11.1% | 6.8% | 47.0% |
| 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 | 53.5% | 60% | 51.2% | 62.5% | 57% | 59.6% | 39.2% | 33.3% | 58.1% |
| | District | 36.1%* | 50* | 38* | 47.4%* | 51* | 50.6* | 28.9%* | 14.4%** | 48.5%* |
| 2019 | School | 50% | 52.5% | 47.3% | 55.7% | 49% | 59.3% | 33% | 12.8% | 37.5% |
| | 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 | 17.1% | 61.5% |
| | 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 | 400 | 395 | 403 |
| 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 |
|--|---|
| Christine Vasquez | Principal(s) (required) |
| Jill Snyder | Other School Leader(s)/Administrator(s) (required) |
| Joy Hirano, Jaqueline Palmer, Stacie Oswald, Nicholas Peterson, Wendy Koch, Danielle Petrin, Gemini Malubay, Debra Stancliff, Allison Goodwill | Teacher(s) (required) |
| Kirsten Vollmann | Paraprofessional(s) (required) |
| Carolyn Zirkel | Parent(s) (required) |



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 |
|--|---|----------------------|---|
| SOT Meeting | 9/7/2021, 1/11/2022 and 2/1/2022 | 6 | After School Tutoring, Reading Program/Curriculum |
| Staff Survey | 7/29/2021 and 1/24/2022 | 21 | Climate/Culture, Concerns, Traditions, Systems/Structures |
| Community Survey, Grant, PJ's for DJ's | 7/22/2021, 1/19/2022 and 2/2/2022 | 5 | Family Engagement, System/Structures, Climate/Culture |



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 | <p>According to SBAC, 35% of students are proficient in Math and 55.4% are proficient in Reading.</p> <p>According to Fall MAP data results, 39% of students in grades K-5 are below the 40th percentile in Math and 36% in Reading.</p> <p>According to Winter MAP data results, 40% of the students in grades K-5 are below the 40th percentile in Math and 38% in Reading.</p> | <p>Fall Panorama survey results show that students in grades 3-5:</p> <p>40% do not always feel safe</p> <p>52% feel worried sometimes, frequently, or almost always</p> <p>Winter Panorama survey results show that students in grades 3-5:</p> <p>38% do not always feel safe</p> <p>50% feel worried sometimes, frequently, or almost always</p> | <p>Walkthroughs, formal and informal classroom observations have shown inconsistency of differentiated instruction and rigorous tasks that are aligned to the NVAC's.</p> |
| Problem Statement | School Math proficiency has decreased from 53.5% in 2018 to 35% in 2021. | | |
| Critical Root Causes | Teachers have inconsistently provided Differentiated Tier 1 instruction, rigor of tasks not aligned to the rigor of SBAC, students lacking foundational skills with fact fluency. | | |

Part B

| Student Success |
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|--|---|
| School Goal: <i>Increase Math proficiency from 35% to 40% on the 2022 SBAC.</i> | Aligned to Nevada's STIP Goal: <i>Goal 3: All students experience continued academic growth.</i> |
| Improvement Strategy: <i>Increase consistency in providing rigorous, differentiated tier 1 instruction.</i> Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>enVision Math 2020 - level 3</i> | |
| Intended Outcomes: <i>Teachers will provide rigorous, differentiated tier 1 instruction in order to increase Math proficiency with consistently planning in PLC meetings.</i> | |
| Action Steps: <ul style="list-style-type: none">• <i>Class walkthroughs</i>• <i>Rigorous task development</i>• <i>Training on unwrapping the standards</i>• <i>Staff Development</i>• <i>PLC time with Administration present</i> | |
| Resources Needed: <ul style="list-style-type: none">• <i>Math rigor document</i>• <i>Standards Unwrapping Document</i>• <i>Sample SBAC tasks</i>• <i>Envisions 2020</i> | |
| Challenges to Tackle: <ul style="list-style-type: none">• <i>Lack of common preps</i>• <i>Limited Time</i>• <i>Lack of substitutes to support teacher planning time</i> | |
| Improvement Strategy: <i>Implement a fact fluency incentive program.</i> Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>4-Demonstrates a Rationale</i> | |
| Intended Outcomes: <i>60% of students will demonstrate grade level appropriate math fact fluency mastery.</i> | |
| Action Steps: <ul style="list-style-type: none">• <i>Develop school incentives</i>• <i>Provide resources to teachers</i>• <i>Share guidelines and expectations with teachers</i>• <i>Write Grant</i> | |

**Resources Needed:**

- *Fact Fluency program/worksheets*

Challenges to Tackle:

- *Identifying appropriate resources*
- *Time to implement*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Increased support in math vocabulary, Tutoring, FACES, Increase frequency of data review. Weighted Funds employ paraprofessionals, other educational personnel, and other persons who provide services for at-risk students.

Foster/Homeless: Increased support in math vocabulary, FACES, Increase frequency of data review. Weighted Funds employ paraprofessionals, other educational personnel, and other persons who provide services for at-risk students.

Free and Reduced Lunch: Increased support in math vocabulary, Tutoring, FACES, Increase frequency of data review. Weighted Funds employ paraprofessionals, other educational personnel, and other persons who provide services for at-risk students.

Migrant: N/A

Racial/Ethnic Minorities: Increased support in math vocabulary, Tutoring, Increase frequency of data review. Weighted Funds employ paraprofessionals, other educational personnel, and other persons who provide services for at-risk students.

Students with IEPs: Special education teachers will consistently implement IEPs and support inclusive Math instruction to expose students to grade level curriculum, Increase frequency of data review. Weighted Funds employ paraprofessionals, other educational personnel, and other persons who provide services for at-risk students.



Inquiry Area 2 - Adult Learning Culture

Part A

| Adult Learning Culture | | | |
|-----------------------------|---|--|---|
| | Instructional Practice | Instructional Leadership | Systems and Structures that Support Continuous Improvement |
| Data Reviewed | <i>Fall- 86% of teachers surveyed state that they use common formative assessments Fall-93% of teachers surveyed state that they feel the tasks assigned match the rigor of the assessments Winter-87.5% of teachers surveyed state that they use common formative assessments Winter-95% of teachers surveyed state that they feel the tasks assigned match the rigor of the assessments</i> | <i>Fall-93% of teachers confident in their knowledge of providing differentiated instruction Winter-95% of teachers confident in their knowledge of providing differentiated instruction</i> | <i>Fall-57% of teachers surveyed stated that they do not have enough time for PLC's. Winter-51.3% of teachers surveyed stated that they do not have enough time for PLC's</i> |
| Problem Statement | <i>Proficiency scores are consistently decreasing in Math and ELA.</i> | | |
| Critical Root Causes | <i>Teachers have inconsistently planned for and provided differentiated tier 1 instruction, new teachers to join the staff, limited planning time, staff absences</i> | | |

Part B

| Adult Learning Culture | |
|---|---|
| School Goal: <i>Increase the percentage of teachers utilizing the data from formative assessments to drive their targeted instruction through staff surveys in the winter and spring of the 21-22 school year.</i> <i>100% of teachers surveyed will state that they use common formative</i> | STIP Connection: <i>Goal 2: All students have access to effective educators.</i> |



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| assessments as noted on staff survey. | |
| Improvement Strategy: Teachers will attend weekly PLC meetings to create common formative assessments to support each standard. Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Analyze data in PLCs - level 2 | |
| Intended Outcomes: Formative assessments that support each standard will allow teachers to monitor student achievement toward mastery | |
| Action Steps: <ul style="list-style-type: none">• Administration attending weekly PLC meetings• PLC template• Teacher created formative assessments• Review of long range plans | |
| Resources Needed: <ul style="list-style-type: none">• Current Data• PLC template | |
| Challenges to Tackle: <ul style="list-style-type: none">• Time for meetings and collaboration | |
| Improvement Strategy: Teachers will analyze current instructional data to support student mastery of the standard. Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Analyze data in PLCs - level 2 | |
| Intended Outcomes: Teachers will use current instructional data to support student learning and drive instructional practices. | |
| Action Steps: <ul style="list-style-type: none">• Plan for staff development trainings• Review of progress monitoring data• Structured PLC meetings• Implementation of effective instructional strategies | |
| Resources Needed: <ul style="list-style-type: none">• Research-based intervention and enrichment materials | |
| Challenges to Tackle: <ul style="list-style-type: none">• Time• Lack of school-wide reading program - align instruction to standards | |



Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: During PLC meetings, analyze data from this student group and identify supports to use during instruction. Weighted Funds employ paraprofessionals, other educational personnel, and other persons who provide services for at-risk students.

Foster/Homeless: During PLC meetings, analyze data from this student group and identify supports to use during instruction. Weighted Funds employ paraprofessionals, other educational personnel, and other persons who provide services for at-risk students.

Free and Reduced Lunch: During PLC meetings, analyze data from this student group and identify supports to use during instruction. Weighted Funds employ paraprofessionals, other educational personnel, and other persons who provide services for at-risk students.

Migrant: N/A

Racial/Ethnic Minorities: During PLC meetings, analyze data from this student group and identify supports to use during instruction. Weighted Funds employ paraprofessionals, other educational personnel, and other persons who provide services for at-risk students.

Students with IEPs: During PLC meetings, analyze data from this student group and identify supports to use during instruction. Resource teacher to attend PLC meetings. Weighted Funds employ paraprofessionals, other educational personnel, and other persons who provide services for at-risk students.



Inquiry Area 3 - Connectedness

Part A

| Connectedness | | | |
|-----------------------------|--|---|---|
| | Student | Staff | Family & Community Engagement |
| Data Reviewed | CCSD survey data for 2020-2021 shows that 72% feel that students treat other students with respect, regardless of differences like race, ethnicity, gender, or disability. | 2019-2020 80% staff retention and 2021-2022 is 88% staff retention. Staff attendance 8/9/2021-10/15/2021 average 2.1 staff daily absences and retention are both factors contributing to Connectedness 10/15/2021-11/30/2022 average 5.5 staff daily absences and retention are both factors contributing to Connectedness | CCSD survey data for 2020-2021 shows that 69.23% of parents feel that school actively seeks the input of parents before making important decisions. |
| Problem Statement | Low staff attendance and teacher retention | | |
| Critical Root Causes | Lack of subs causes teachers to lose planning time during prep, Lowered teacher retention, Higher demands due to procedural changes | | |

Part B

| Connectedness | |
|--|---|
| School Goal: Decrease staff absences to no more than one per day. | STIP Connection: Goal 6: All students and adults learn and work together in a safe environment where identities and relationships are valued and celebrated. |
| Improvement Strategy: Develop school incentives and recognition for staff attendance Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rational) Creating a positive school climate and culture - level 3 | |
| Intended Outcomes: Increase staff attendance and retention | |
| Action Steps: | |



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| <ul style="list-style-type: none">• <i>Develop incentives for excellent attendance</i>• <i>Teacher Recognition</i>• <i>Team Building Activities</i> |
| Resources Needed: <ul style="list-style-type: none">• <i>Incentives</i> |
| Challenges to Tackle: <ul style="list-style-type: none">• <i>Covid related absences</i> |
| Improvement Strategy: <i>School wide staff events to improve climate and culture</i> Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Creating a positive school climate and culture - level 3</i> |
| Intended Outcomes: <i>Boost staff morale in order to increase attendance</i> |
| Action Steps: <ul style="list-style-type: none">• <i>Plan Staff events</i>• <i>Team Building Activities</i> |
| Resources Needed: <ul style="list-style-type: none">• <i>Event supplies</i>• <i>Resources</i> |
| Challenges to Tackle: <ul style="list-style-type: none">• <i>Covid restrictions</i> |
| Equity Supports. What, specifically, will we do to support the following student groups around this goal? |
| <p>English Learners: Increased staff attendance will provide more consistent instruction for this group. Weighted Funds employ paraprofessionals, other educational personnel, and other persons who provide services for at-risk students.</p> <p>Foster/Homeless: Increased staff attendance will provide more consistent instruction for this group. Weighted Funds employ paraprofessionals, other educational personnel, and other persons who provide services for at-risk students.</p> <p>Free and Reduced Lunch: Increased staff attendance will provide more consistent instruction for this group. Weighted Funds employ paraprofessionals, other educational personnel, and other persons who provide services for at-risk students.</p> |



Migrant: N/A

Racial/Ethnic Minorities: Increased staff attendance will provide more consistent instruction for this group. Weighted Funds employ paraprofessionals, other educational personnel, and other persons who provide services for at-risk students.

Students with IEPs: Increased staff attendance will provide more consistent instruction for this group. Weighted Funds employ paraprofessionals, other educational personnel, and other persons who provide services for at-risk 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 | \$3,848,826.00 | Personnel, Supplies, Professional Development | 1,2,3 |
| At-Risk/EL Weighted Funds | \$174,959.94 | Licensed and Support Staff Funding and Teacher Incentive Bonus | 1,2 |
| RBG3 | \$94,938.48 | Supplies, Prep Buys for Literacy Support and Professional Development | 1,2,3 |
| Title III - EL funds | \$3,036.00 | Support for LEP students- Tutoring and Imagine Learning | 1 |
| ESSER III funds | \$103,774.00 | Licensed Class Size Reduction, Prep Buyout and Instructional Aide extra hour | 1,2,3 |