Clark County School District

Forbuss Elementary

School Performance Plan: A Roadmap to Success

Robert L. Forbuss Elementary School has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

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School Designations: ☐ **Title I** ☐ **MRI** ☐ **CSI** ☐ **TSI** ☐ **ATSI**

Our SPP was last updated on January 24, 2024

School Demographics and Performance Information

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 *http://nevadareportcard.nv.gov/DI/nv/clark/robert_l._forbuss_elementary_school/2023/nspf*.

Inclusion of this link replaces completion of the tables in the previous year's SPP.

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)*
Danielle Jordan	**Other School Leader(s)/Administrator(s)** *(required)*
Jacqueline Palmer, Gabe Lara, Christina Babicz, Danielle Petrin, Nina Johnson, Sabrina Davis, Rita Arabian	**Teacher(s)** *(required)*
Kirsten Vollmann	**Paraprofessional(s)** *(required)*
Rebecca Elragaal	**Parent(s)** *(required)*

School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
SOT Meeting	05/16/2023	● SOT members agree with the plan.
SOT Meeting	9/11/23	● SOT members agreed with the plan.
SOT Meeting	1/16/24	● SOT members agreed with the plan.
Staff Meeting	1/29/24	● Staff agreed with the plan.

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	According to Spring 2023 MAP scores, 44% of students are proficient in Math and 46% are proficient in Reading.	*Fall Panorama survey results show that students in grades 3-5: 43% of the students feel like they are able to regulate their emotions.*	*Walkthroughs, formal and informal classroom observations have shown inconsistency in differentiated instruction, scaffolding and rigorous tasks that are aligned to NVAC's.*
	Areas of Strength: Master schedule that protects Tier 1 instructional time for all students.		
	Areas for Growth: The area for growth is consistently providing differentiated instruction and scaffolding tasks due to a decline in the projected proficiency in 1st grade by 5%, 3rd grade by 5%, 4th grade by 1%, and 5th grade by 6% in math and a decline in proficiency in kindergarten by 11%, and 2nd grade by 9% in reading		
Problem Statement	*Based on classroom observations, small group, differentiated instruction is not happening on a consistent basis.*		
Critical Root Causes	*Teachers inconsistently provided differentiated Tier 1 instruction because they are not using data to group students.*		

Part B

Student Success

School Goal: *Increase reading proficiency from 44% to 51% as measured by the spring 2024 MAP Assessment. Increase math proficiency from 42% to 50% as measured by the spring 2024 MAP Assessment.*	Aligned to Nevada's STIP Goal: *Goal 3: All students experience continued academic growth.*

Improvement Strategy: Teachers will consistently utilize Tier I materials and provide differentiated Tier 1 instruction by the use of the PLC process of unwrapping standards, creating rigorous tasks and assessments that are aligned to the standards, classroom walk-throughs and feedback sessions.
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*:* enVision Math 2020 - level 3

Intended Outcomes: *Teachers will provide differentiated tier 1 instruction with scaffolded supports to Increase reading proficiency from 44% to 51% and math proficiency from 42% to 50% as measured by the spring 23-24 MAP Assessment.*

Action Steps:
- *Admin and Strategists will provide targeted professional development for all teachers on quality tier 1 instruction on HMH, and Core 95 instructional materials, including grouping strategies and developing appropriate scaffolds, and effective PLC meetings focused on unwrapping standards, analyzing data, grouping students, and developing scaffolded supports.*
- *Admin will complete class walkthroughs to verify that differentiated tier 1 instruction is evident in every classroom throughout the school year.*
- *The learning strategist, tutoring teachers, and CTTs will collaborate during weekly PLCs using the MAP Learning Continuum and common classroom assessment data to design instruction targeted to students' needs and match the rigor of the SBAC assessment.*

Resources Needed:
- *enVision 2.0 Curriculum (District Provided)*
- *Data from MAP growth assessments, summative assessments, and other schoolwide formative assessments (Provided by AARSI)*
- *Reading program - HMH into Reading (District Provided)*

Challenges to Tackle:
- *Providing time for teachers to learn the new reading program; admin will reduce morning meetings to give staff time to learn new reading program and materials*

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

English Learners: Increased support in math vocabulary, Tutoring, Family Engagement Department, 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, Family Engagement Department, 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, Family Engagement Department, 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	*Jan 2023 83% of teachers surveyed state that they use common formative assessments on informational text. Jan 2023 - 93% of teachers surveyed state that they feel the tasks assigned match the rigor of the assessments on informational texts.*	*Jan 2023 - 90% of teachers are confident in their knowledge of providing differentiated instruction using informational text.*	*Jan 2023- 93% of teachers surveyed stated that they do not have enough time for planning (PLC's and Grade-Level Meetings).*

	Areas of Strength: Student exposure to fiction text during Tier 1 Instruction.
	Areas for Growth: Student exposure and assessment of Literacy/Information Text, as this was the lowest performing area as measured by the MAP assessment with 2nd grade at 49%, 3rd grade at 47% and 4th grade at only 42% proficient.
Problem Statement	*As the rigor and demands of the NVACS increase throughout the grade levels, a focus of providing a strong Tier 1 Instruction will be needed. Spring 2023 MAP scores decreased*
Critical Root Causes	*Teachers have inconsistently planned for and provided differentiated tier 1 instruction, new teachers to join the staff, limited planning time, staff absences*

Part B

Adult Learning Culture	
School Goal: *Increase the percentage of teachers that are utilizing data discussions during the PLC process to 100% and walkthrough observation data will show that in 80% of observations, tasks and instruction will be fully aligned with the standards.*	**STIP Connection:** *Goal 2: All students have access to effective educators.*

Improvement Strategy: *Teachers will attend weekly PLC meetings where they will unwrap standards, align tasks, develop success criteria and learning intentions, discuss formative and summative data that drives instructional practices and synthesize data walk-through information to improve instruction.* **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: • *Administration or strategists will attending weekly PLC meetings all year to support teachers*   • *Follow the components of the PLC guidance documents provided by CCSD*   • *Teachers will continue to use the PLC template to document each PLC meeting throughout the school year.*   • *Teachers will continue to create and use formative assessments for each standard throughout the school year.*   • *Teachers will review long range plans periodically throughout the school year to be sure they are able to teach all standards*   • *Admin and Strategists will provide staff development on HMH reading program and Exact Pass on staff development*
Resources Needed:

● *Current Data of teachers using common formative assessments (staff surveys)*

Challenges to Tackle:
- *Time for meetings, staff development, and collaboration; weekly PLC time*

Improvement Strategy: *Teachers will analyze current instructional data from common formative assessments to monitor student mastery of the standards.*
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: Analyze data in PLCs - level 2*

Intended Outcomes: *If teachers utilize common formative assessments that support each standard, they will be able to monitor student achievement toward mastery of standards. They will be able to adjust instruction and/or groupings in a timely manner to increase student proficiency from 46% in reading to 51% and from 44% in math to 49% by May 2024 on the spring MAP assessments.*

Action Steps:
- *Teachers will review data from common assessments within 3 school days after assessment is given.*
- *Teachers will provide reteaching opportunities for students that did not master standards. Teachers will then reassess the students' mastery of the standard. All reassessments should be completed before the last 2 weeks of school.*

Resources Needed:
- *Research-based intervention materials for math and reading; (District provided programs)*
- *Multiple assessment measures for each standard; Create during PLC time*

Challenges to Tackle:
- *Time to analyze data; PLC Meetings.*

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 School Climate Survey data for 2022-2023, indicates that 92% of the students feel that This school promotes academic success for all students. According to the CCSD District-Wide Survey, 20% of the students feel that there are some things they are not capable of learning.*	*According to the staff survey, 53% of the teachers feel that the school district is transparent and open about how it operates.*	*According to the CCSD District-Wide Survey, 96% of parents feel involved in most school events or activities.*
	Areas of Strength: Staff like the school and feel it is a safe place for students to get a good education.		
	Areas for Growth: increasing student attendance and tardies from 27.7% chronically absent to 20% to increase exposure to rigorous, high-quality instruction.		
Problem Statement	*Low staff attendance*		
Critical Root Causes	*Chronic absenteeism for the 22-23 school year is 27.7%.*		

Part B

Connectedness	
School Goal: *Decrease chronic absenteeism from 27% to 22% as measured by FocusED.*	**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 student 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 daily student attendance to decrease chronic absenteeism*

Action Steps:
- *Admin will create a year-long incentive program to encourage students to attend school daily.*
- *Admin will determine and purchase incentives that would motivate students*
- *Check in/check out system*
- *Attendance plan for families/teachers*
- *Ensuring consistent implementation of attendance plan*
- *Attendance contract with parents included home visits/truancy officer*

Resources Needed:
- *Incentives that will motivate students; SGF*

Challenges to Tackle:
- *Illness related absences are unavoidable and will not be decreased through incentives.*

Improvement Strategy: *Implement school wide staff events to improve climate and culture*
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: Creating a positive school climate and culture - level 3*

Intended Outcomes: *The events will motivate students in order to decrease student absences to less than 10% of the accrued school days in the school year.*

Action Steps:
- *Ensure the teachers implement the school attendance policy consistently.*
- *Educate families on the importance of bringing their students to school and on time.*
- *Develop check in/out system*
- *Create and use attendance contracts*

Resources Needed:
- *Money for event/incentive supplies; SGF*

Challenges to Tackle:

- *Illness related absences cannot be avoided.*
- *We depend on families to bring their students to school and on time.*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?
English Learners: Increased student 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. Foster/Homeless: Increased student 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. Free and Reduced Lunch: Increased student 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. Migrant: N/A Racial/Ethnic Minorities: Increased student 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 student 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	$450,352.00	Personnel, Supplies, Professional Development	1,2,3
At-Risk/EL Weighted Funds	$212,990.49	Licensed and Support Staff Funding and Teacher Incentive Bonus	1,2

RBG3	$94,969.60	Supplies, Prep Buys for Literacy Support and Professional Development	1,2,3
Title III - EL funds	$2,640.00	Support for LEP students- Tutoring and Imagine Learning	1
ESSER III funds	$103,774.01	Licensed Class Size Reduction, Prep Buyout and Instructional Aide extra hour	1,2,3