Clark County School District

Forbuss, Robert L. ES

2025-2026 School Improvement Plan

Classification: 2 Star School

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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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Consistent K-5 implementation of a Master schedule that protects Tier 1 and Tier 2 instructional time for all students.

According to Spring 2025 MAP scores, 55% of students are at or above the 61st percentile in Math and 47% at or above the 61st percentile in Reading, which is an increase in both subjects from the previous year.

Student Success Areas for Growth

The area for growth is consistently providing differentiated instruction with rigorous standards-aligned tasks with purposefully planned, higher-level thinking due to a decline in proficiency on our reading MAP scores in 2nd grade by 12% and 4th grade by 3%, and a decline in our math MAP scores in 2nd grade by 11% and 4th grade by 9%, as well as our overall, yearly proficiency goals in both subjects not being met.

Panorama survey results show that students in grades 3-5: 58% of the students feel they have the potential to change factors central to their performance in school.

We went from 45% of students in 3rd-5th grade feeling like they can regulate their emotions to 77% during 2024-2025. Moving forward, we would like to see the same or more growth related to students feeling like they have the potential to change factors central to their performance in school (growth mindset).

Walkthroughs (instructional rounds) and formal and informal classroom observations have shown inconsistency in differentiated instruction. Therefore, this remains a goal that will be continuously monitored through weekly classroom observations.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Students listening comprehension and acquisition in the general education classroom. Accessing grade level content/curricula. Feeling comfortable completing standardized testing. Forming friendships and adjusting to cultural differences. Securing teachers as ELL after-school tutors and allocating for funding of tutoring.	Providing after-school tutoring, implementing *Lexia* English Language Development (Grade 3-5), increasing frequency of data review. Funding for ELL tutoring.
Foster/Homeless	Possible gaps in learning and inconsistent parental involvement. Time to create individual support plans for emotional and academic needs with applicable staff.	Providing time in the schedule for teacher(s) and counselor to plan for differentiated instructional support as needed. Counselor outreach to support family needs.
Free and Reduced Lunch	Consistent attendance at school.	Small group instruction and access to additional digital learning opportunities using school provided Chromebooks that are available to go home. Opportunities to engage in after-school extracurricular activities/enrichment programs, including targeted SBAC tutoring. School-wide attendance plan and incentives.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Providing culturally appropriate professional learning opportunities to staff.	FACES family resources. PBIS incentives. Restorative Circles. Access to required and diverse Tier 1 materials.
Students with IEPs	Staff and scheduling to meet all student needs for Tier 1 instruction and differentiation (resource room minutes).	Special education teachers will consistently implement IEPs and support inclusive instruction to expose students to grade level curriculum; increase frequency of data review. Special education teachers and the SEIF will participate in grade-level PLC meetings to analyze data, determine student needs, and plan effective instruction and support.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Based on classroom observations, small group, differentiated instruction is not happening on a consistent basis.
Critical Root Cause: Teachers inconsistently provided differentiated Tier 1 instruction because they are not using data to effectively group students.

Problem Statement 2 (Prioritized): As evidenced by the SBAC assessment, the problem is ELs are performing below other identified student groups at Forbuss Elementary in the Clark County School District,
Critical Root Cause: The lower performance of ELs in language proficiency and content achievement is due to lack of explicit planning for differentiated instruction for English Learners during Tier I instruction.

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.

Aligns with District Goal

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.

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.				**Status Check**		**EOY Reflection**
				Oct	Feb	June
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**	In progress	No review	
1	Admin and strategists will continue to provide targeted professional learning opportunities for all teachers on quality Tier 1 instruction, focused on differentiation and embedded DOK levels in instruction.	Admin (Vasquez & Jordan) and strategists (Johnson & Quintero)	10/10/25			
2	Admin will complete classroom walkthroughs to verify that differentiated Tier 1 instruction is evident in every classroom.	Admin (Vasquez & Jordan)	2/6/26			
3	The learning strategists, CTTs, and IAs will collaborate during weekly grade-level PLCs using the MAP Learning Continuum and common classroom assessment data to design differentiated instruction targeted to student needs and ensure alignment to the rigor and complexity of the SBAC assessment.	Admin (Vasquez & Jordan) and strategists (Johnson & Quintero)	10/10/25			

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

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.				**Status Check**		**EOY Reflection**
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**	**Oct**	**Feb**	**June**
				In progress	No review	
1	Ensure all teachers and administrators complete CCSD's adopted Language Development Approach, Understanding Language Development (ULD).	Admin Team	During 25-26 school year			
2	Monitor implementation of English learner support in Tier I by participating in instructional rounds utilizing the Tier I monitoring tool.	Admin Team, strategists, & Lead Team	During 25-26 school year by February			
3	Analyze student assessment data to plan for targeted EL students to receive after-school, small-group instruction.	Admin Team, strategists, & classroom teachers	10/10/25			
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						

Adult Learning Culture

Adult Learning Culture Areas of Strength

Staff consistently utilizing Tier 1 instructional materials, following CCSD pacing guides, and planning for scaffolds and purposeful questioning during instruction.

Adult Learning Culture Areas for Growth

Consistent Tier 1 differentiated (small group) instruction, aligning rigorous tasks to NVACS, and improving structures for analyzing data and planning to respond to that data during PLCs.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Consistently analyzing data. Utilizing resources and materials provided in curricula. Planning for the use of supplemental resources. Providing professional learning opportunities to provide resources and instructional practices.	During PLC meetings, analyze data from this student group and identify supports to use during instruction, such as purposely planning for instruction with Tier 1 ELL materials and resources within the Into Reading and enVision curriculum. After-school tutoring supports and secured funding for teachers.
Foster/Homeless	Identifying specific social and academic needs of these students using common assessments (HMH, enVision, Panorama).	During PLC meetings, analyze data from this student group and identify supports to use during instruction.
Free and Reduced Lunch	Access to personal WiFi and adult involvement after school; providing time during the instructional day for students to work on filling in instructional gaps.	During PLC meetings, analyze data from this student group and identify supports to use during instruction. Access to increased digital learning (i.e. individual learning paths on iReady) with school-provided Chromebooks.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Not only accessing curricula and instruction but being provided with relatable content and opportunities to interact with peers.	During PLC meetings, analyze data from this student group and identify supports to use during instruction (scaffolds and differentiation).

Student Group	Challenge	Solution
Students with IEPs	Insufficient progress monitoring. Missing core instruction for pull out minutes. Ensuring teachers consistently implement IEP accommodations. Teacher collaboration time to plan together to adapt grade-level curriculum to meet diverse learning needs.	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 and other persons who provide services for at-risk students by collaborating and co-teaching.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Teachers need additional guidance and structure to purposely plan for differentiated Tier 1 instruction and strategically plan for higher DOK levels through targeted professional development opportunities and consistently analyze data to plan for the (differentiated) instruction through PLC planning time.
Critical Root Cause: Teachers have inconsistently planned for and provided differentiated Tier 1 instruction, utilized PLC time ineffectively to analyze data, and there has been significant staff absences throughout the school year.

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).

> **Aligns with District Goal**

> **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).

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.				**Status Check**		**EOY Reflection**
				Oct	**Feb**	**June**
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**	In progress	No review	
1	Admin, strategists, and lead team members will plan for and deliver targeted professional learning.	Admin (Vasquez & Jordan) and strategists (Johnson & Quintero)	10/10/25			
2	Teachers will complete reflective practice surveys following professional learning sessions.	Admin (Vasquez & Jordan)	5/15/26 (after each PL)			
3	Admin and lead team will collect and analyze classroom walkthrough data.	Admin (Vasquez & Jordan)	2/23/26 (monthly)			
4	Admin will utilize a PLC Google form and/or Look For tool during PLCs.	Admin (Vasquez & Jordan)	5/15/26 (all year)			
5	Teachers document data analysis and planning through PLC agendas and notes.	Admin (Vasquez & Jordan)	5/15/26 (every week)			
6	Administration or strategists will attend weekly PLC meetings all year.	Admin (Vasquez & Jordan) and strategists (Johnson & Quintero)	10/10/25 (check in)			
7	Admin and Strategists will engage in consistent coaching cycles with educators.	Admin (Vasquez & Jordan) and strategists (Johnson & Quintero)	3/13/26			

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

Connectedness

Connectedness Areas of Strength

Collaborative staff efforts were consistent with the implementation of our school wide attendance plan surrounding check in/out, communication with families when students are absent, and creating referrals for community support (TPOP) for chronically absent students.

Connectedness Areas for Growth

Developing and consistently implementing tiered systems and structures of support with incentives (school-wide, class, and individual) to promote the importance of positive attendance for students.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Reduced participation in school and school events. Possible limited family engagement. Behavioral misunderstandings. Loss of learning time and language acquisition when absent from school.	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. At Forbuss, this weighted funding will be used to employ educators to facilitate language-focused after-school tutoring opportunities. Consistent attendance at school will be a requirement and incentive for participation in after-school tutoring.
Foster/Homeless	Transportation; transiency with households; basic needs met so students can focus on academics while at school; building relationships with peers and adults.	Increased student attendance will provide more consistent instruction for this group. Of our 20% of chronically absent students as of June 2025, 100% of students identified as foster/homeless were considered chronically absent. Therefore, the school counselor will implement wrap-around services to increase student attendance.
Free and Reduced Lunch	Chronic absenteeism; limited resources at home; emotional self regulation; limited access to enrichment opportunities.	Increased student attendance will provide more consistent instruction for this group. Attendance incentives and increased family engagement. Forbuss will employ Certified Temporary Tutors (CTTs) and one instructional assistant (IA) per grade level to provide instruction for tiered interventions and acceleration (during the daily Acceleration Block). Access to SEL lessons using new Harmony curriculum.

Student Group	Challenge	Solution
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Cultural disconnect from the curriculum and possible language and cultural barriers, possible lack of family and community engagement, not meeting behavioral expectations and then not attending school.	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	Missing differentiated instruction and required instructional minutes for students' individualized plans; widening academic gaps.	Increased student attendance will provide more consistent instruction for this group. Students with IEPs are included in our school-wide Acceleration Block where they have access to daily small-group instruction. By providing incentives to decrease absences and following our school attendance plan, these students will have consistent access to targeted small group instruction, as well as consistent instruction during co-teaching opportunities being provided in the least restrictive environment. Of our 20% of chronically absent students as of June 2025, 28% were students with IEPs. Our attendance team will review this data during our meetings and plan for any necessary action steps.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Forbuss has a population of students that are habitually absent which is negatively impacting their academic and social progress and development.
Critical Root Cause: Systems and structures did not adequately meet our ongoing issue of chronic absenteeism. Attendance incentives did not adequately improve student and parent awareness and motivation of the positives of consistent school attendance.

Inquiry Area 3: Connectedness

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

    Aligns with District Goal

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.

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.				**Status Check**		**EOY Reflection**
				Oct	**Feb**	**June**
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**	In progress	No review	
1	Admin and counselor will create a year-long incentive program to encourage students to attend school daily.	Admin (Vasquez & Jordan) and counselor (Romero)	5/15/26 (bi-weekly meetings)			
2	Check in/check out system; mentoring.	Counselor (Romero)	10/10/25			
3	Ensuring consistent implementation of attendance plan (monthly).	Admin (Jordan)	10/10/25)bi-weekly)			
4	Attendance contract with parents included home visits/truancy officer; TPOP referrals.	Admin (Vasquez & Jordan) and counselor (Romero)	10/10/25			
5	Attendance Committee & creation of Tiered supports with teacher involvement.	Admin (Jordan) & counselor (Romero)	8/31/25			
6	Admin will determine and purchase incentives that will motivate students.	Admin (Vasquez & Jordan)	8/31/25			

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

Priority Problem Statements

Problem Statement 1: Based on classroom observations, small group, differentiated instruction is not happening on a consistent basis.

Critical Root Cause 1: Teachers inconsistently provided differentiated Tier 1 instruction because they are not using data to effectively group students.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Teachers need additional guidance and structure to purposely plan for differentiated Tier 1 instruction and strategically plan for higher DOK levels through targeted professional development opportunities and consistently analyze data to plan for the (differentiated) instruction through PLC planning time.

Critical Root Cause 2: Teachers have inconsistently planned for and provided differentiated Tier 1 instruction, utilized PLC time ineffectively to analyze data, and there has been significant staff absences throughout the school year.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Forbuss has a population of students that are habitually absent which is negatively impacting their academic and social progress and development.

Critical Root Cause 3: Systems and structures did not adequately meet our ongoing issue of chronic absenteeism. Attendance incentives did not adequately improve student and parent awareness and motivation of the positives of consistent school attendance.

Problem Statement 3 Areas: Connectedness

Problem Statement 4: As evidenced by the SBAC assessment, the problem is ELs are performing below other identified student groups at Forbuss Elementary in the Clark County School District,

Critical Root Cause 4: The lower performance of ELs in language proficiency and content achievement is due to lack of explicit planning for differentiated instruction for English Learners during Tier I instruction.

Problem Statement 4 Areas: Student Success

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- Curriculum Based Measures
- End-of-Unit Assessments
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Nevada State Performance Framework (NSPF)
- Student Climate Survey, Student Voice

Adult Learning Culture

- Lesson Plans
- Processes and procedures for teaching and learning, including program implementation
- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- School leadership data
- Walk-through data
- Other
  - MAP Growth assessments, instructional rounds walkthrough data, targeted NEPF indicators, and self-reflective post-observations
  - Collected FocalPoint and internal Google form instructional rounds data that was analyzed by admin and lead team to determine areas of improvement; observation conference notes
  - FocalPoint data, lesson plans, Look For Tool during PLCs, classroom observations and revised post-conference action steps

Connectedness

- Attendance
- Community surveys and/or other feedback
- Perception/survey data
- Social Emotional Learning Data
- Other
  - CCSD School Climate Survey
  - Attendance Data from FocusEd and Infinite Campus

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	$4,355,535.00	Staffing, supplies, facilities, professional development, attendance incentives, PBIS incentives	student success, connectedness, adult learning culture
At-Risk Weighted Allocation	$168,681.00	Staffing, tutoring	student success, connectedness
EL Weighted Allocation	$204,806.00	Staffing,tutoring	student success, connectedness
General Carry Forward	$232,410.00	Staffing, supplies, facilities, professional development, PBIS incentives	student success, connectedness, adult learning culture
At-Risk Weighted Carry Forward	$7,227.00	staffing, tutoring	student success, connectedness
EL Weighted Carry Forward	$9,228.00	staffing, tutoring	student success, connectedness

Continuous Improvement Team

Team Role	Name	Position
CIP Participant	Debra Stancliff	RBG3 Strategist
SOT Member	Roseann Klipper	Office Manager
SOT Member	Brodie Smith	Parent
SOT Member	Laura Morse	Parent
SOT Member	Shareena Grant	Parent
SOT Secretary	Brittany Nguyen	Teacher
SOT Co-Chair	Andrea Ross	Parent
SOT Chair	Carolyn Zirkel	Teacher
CIP Participant	Nina Johnson	Math Strategist
CIP Participant	Barbi Quintero	RBG3 Strategist
CIP Participant	Maribel Romero	Counselor
CIP Participant	Nicholas Peterson	Teacher
CIP Participant	Nicholas Peterson	Teacher
CIP Participant	Melissa Turney	Teacher
CIP Participant	Shawna Sacks	Teacher
CIP Participant	Cheryl Marrujo	Teacher
CIP Participant	Christina Babicz	Teacher
CIP Participant	Dana Stegemann	Teacher
CIP Participant	Michelle Benzon	Teacher
CI Team Lead	Danielle Jordan	Assistant Principal
Required	Christine Vazquez	Principal

Community Outreach Activities

Activity	Date	Lesson Learned
Open House Event	9/10/25	Target our chronic absenteeism plans to kindergarten; possibly incorporate parent incentives