

Clark County School District

Forbuss, Robert L. ES

2025-2026 Status Checks with Notes



District Approval Date: February 18, 2026

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.

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. 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: In progress

February Lessons Learned

Our goal is based on data from the Spring 24-25 MAP assessments. We learned that the data from the Winter MAP assessment 25-26 showed growth from the Fall 25-26 MAP assessment in math and ELA. Our math proficient student percentage increased 6% from 41% to 47%. In reading, our percentage of proficient students increased 8% from 44% to 52%. Our data shows evidence that consistent purposeful planning/questioning and implementation during instruction for higher level questioning and DOK levels, as well as differentiation through Tier I small groups are supporting our goals and helping to close academic gaps for our students. Therefore, we will continue with our Student Success goal to increase our percent of proficient students in math to 60%, and our goal in ELA to 55% proficient.

February 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 analyze data and plan for instruction that targets Tier 1 and Tier II small group, differentiated instruction. Monthly instructional rounds and coaching conversations will further guide professional learning, ensuring instruction remains rigorous, engaging, and aligned with the "Forbuss Four." Administrators will also conduct classroom observations focused on math small group instruction to then engage teachers in reflective practices and plan for individual, grade level, and school-wide support through PL.

June: Continue

June Lessons Learned

Our goal is based on data from the Spring 24-25 MAP assessments. We learned that the data from the Spring MAP assessment 25-26 showed growth from the Winter 25-26 MAP assessment in math. Our math proficient student percentage increased 3% from 47% to 50%, demonstrating that our continued focus on purposeful planning, higher-level questioning, differentiation, and Tier I small group instruction positively impacted student achievement. In reading, our percentage of proficient students decreased 3% from 52% to 49%. Based on our end of year goals for reading and math, we were 10% away from reaching our 60% goal in math, and in reading, we were 6% away from reaching our 55% goal. Therefore, we will continue with our Student Success goal to increase our percent of proficient students, transitioning into utilizing the INFORM iReady assessment.

June Next Steps/Need

Moving forward, we will continue refining instructional practices, strengthening targeted interventions, and using data-driven decision-making to accelerate learning and close remaining achievement gaps for all students. 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 (LETRS) will support reading strategies, differentiation, and critical thinking. Teachers and Lead Team members will engage in Tier 1 instructional rounds, with an emphasis on small groups (differentiation) to collect and analyze data on strengths and areas for growth.

As we look to the next school year, our focus will shift toward strengthening our PLCs with an emphasis on collective efficacy. PLC collaboration will center on analyzing student data and collectively planning rigorous Tier 1 & II instruction. This will also include monthly instructional rounds.

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: In progress October Lessons Learned EL-focused goal added due to AB 335 requirements. October Next Steps/Need Implement action steps and continue to collaborate with ELLD Coordinator to work towards growth and proficiency with our EL students in all academic areas. Feb: In progress February Lessons Learned Site-based admin have ensured staff have completed CCSD's ULD and collaborated with strategists to analyze SBAC, MAP, and WIDA data to create after-school, instructional small-groups by grade level bands. Tutoring began on 10/21. Our MAP data in ELA for our EL population shows that we are in the 63rd percentile for EL students showing growth and the 35th percentile for EL students being proficient, which is an increase from the 19th percentile in the Fall. Our MAP data in Math for our EL population shows that we are in the 47th percentile for EL students showing growth and the 36th percentile for EL students being proficient, which is an increase from the 29th percentile in the Fall. February Next Steps/Need Our next steps will be to continue to monitor implementation of English language learner support in Tier I instruction by participating in instructional rounds utilizing the Tier I monitoring tool and continuing to provide targeted, small-group instruction after school, utilizing formative data to drive the focused instruction. June: Correct

June Lessons Learned

Site-based admin and Lead Team continued to engage in instructional rounds to collect and analyze data to be used to support teachers in providing consistent and direct instruction with intentional language supports centered on academic vocabulary, structured student discourse, visuals, sentence stems, and daily, differentiated small-group instruction. After-school tutoring also continued into March. Our data is based off of the projected SBAC proficiency report taken from the Spring 25-26 MAP and shows that 16% of LEP students are proficient in ELA and 27% are proficient in Math. According to the preliminary data for WIDA, 19.9% of our EL students are proficient (scoring within the Expanding and Bridging proficiency bands), which is an increase of 5.7% to meet our WIDA proficiency goal.

June Next Steps/Need

Our next steps will be to continue to monitor implementation of English language learner support in Tier I and Tier II instruction by participating in instructional rounds utilizing the Tier I monitoring tool and continuing to provide targeted, small-group instruction during and after school, utilizing formative and summative data to drive the focused instruction.

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. 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: In progress

February Lessons Learned

We learned that teachers are continuing to engage in collaborative, weekly PLC meetings and Lead Team and grade-level instructional rounds. Agendas, collaboration, and observation during the instructional rounds process show that discussion is centered around data, particularly with flexible, small grouping. 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.

February 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 continue to explicitly plan for small group, differentiated, Tier I and Tier II 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. Admin and Strategists will also engage in consistent coaching cycles with educators, as well as strategists planning for applicable professional learning and then having teachers complete reflective practice surveys following the PL sessions.

June: Correct

June Lessons Learned

We learned that teachers continued participating in weekly PLC meetings, instructional rounds, and collaborative planning conversations focused on student achievement, differentiated instruction, and data-driven decision making. Evidence from PLC agendas, instructional rounds, walkthrough observations, and coaching conversations demonstrated continued growth in

teacher collaboration surrounding flexible small groups, Tier I instruction, and the use of higher DOK questioning strategies. As the year progressed, lessons learned highlighted the need to further strengthen PLC structures to ensure collaboration moves beyond compliance tasks and toward true collective efficacy, where teams share ownership for the success of all students rather than only students within individual classrooms. Discussions focused on analyzing common data, identifying instructional trends across grade levels, and collaboratively planning targeted supports and interventions.

June Next Steps/Need

Moving into the 2026-2027 school year, we will continue restructuring PLCs to deepen reflective practices, strengthen collaborative problem-solving, and build consistent and systemic instructional systems that support high levels of learning for all students.

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. 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: In progress February Lessons Learned Current data (as of 12/30/25) shows that our chronic absenteeism has decreased from 20% to 17.5%, but that is back up from the Fall (when it was at 12%). Therefore, we are currently not meeting our goal of 15%. We created our "Attendance Matters"/"Heroes" recognition wall for our monthly perfect attendance winners and VIP attendance stars have been recognized consistently and incentives have been purchased and given. The team has conducted and documented all communication listed in our plan. We have also recognized students through school community communication. February Next Steps/Need The next steps are to continue to meet bi-weekly with our

attendance team to plan for and implement monthly incentives and recognition and continue to ensure teachers are consistently communicating with parents and documenting. Admin now needs to facilitate phone and in-person attendance meetings. Our daily mentoring will begin 1/6/26. The attendance team needs to plan a community event after school to educate and encourage families on the importance of consistent, daily attendance. Incentives may need to be purchased for this event.

June: Continue

June Lessons Learned

Current data (as of 5/19/26) shows that our chronic absenteeism has decreased from 20% to 16.6%, which has decreased from Winter again. While we are currently not meeting our goal of 15%, we finished the year out strong by consistently implementing our daily attendance mentoring/check-ins, sustaining our recognition for daily classroom attendance, consistent communication with families, and providing incentives to students.

June Next Steps/Need

The next steps are to continue to meet bi-weekly with our attendance team to plan for and implement monthly incentives and recognition and continue to ensure teachers are consistently communicating with parents and documenting. Admin needs to continue to make phone and in-person attendance meetings. Kindergarten needs to continue to send newsletters to families, and we need to plan for parent engagement opportunities, focused on the importance of daily attendance.

Inquiry Area 3: Connectedness

SMART Goal 2: Reduce the suspension [includes required parent conference (RPC)] rate for male students to be less than a 20 percentage point difference from females and less than a 10 percentage point difference from the student enrollment population during the 2025-2026 school year, as measured by school-wide office discipline referrals.

Aligns with District Goal

Formative Measures: In order to monitor progress towards this goal, we will utilize our bi-weekly PBIS committee meetings to analyze data and ensure our systems and structures for PBIS are being implemented with fidelity and consistency to target areas of concern and that align to our related action steps for this goal.

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Strengthen Tier I Positive Behavioral Interventions and Supports (PBIS) by implementing the focus items and action steps, based on the results of the Tiered Fidelity Inventory (TFI) 3.0 (with a focus on our systems: 1.13: Classroom/Staff Professional Development & Coaching). Position Responsible: Assistant Principal, Principal, & PBIS Committee (teachers & counselor) Resources Needed: TFI 3.0, Infinite Campus, FocusEd, behavior matrices, incentives for meeting positive behavior expectations, parent behavior brochures Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 Evidence Level Level 1: Strong: Counselor Level 2: Moderate: Coaching Level 3: Promising: Zones of Regulation Problem Statements/Critical Root Cause: Connectedness 2	Oct: Revisions needed October Lessons Learned Not required as of October October Next Steps/Need Not required as of October Feb: In progress February Lessons Learned New goal added in January 2026 to reduce exclusionary discipline, as mandated by NDE and NRS. As of January 22, data shows a 19.24% point difference between male RPCs (66.7%) and female RPCs (47.46%), and a 14.16% difference in male RPCs (66.7%) compared to male enrollment (52.54%). Therefore, we are meeting the first part of our goal, but we have room to grow and continue to decrease the percentage difference, which is also needed for the difference of RPC's compared to the total male enrollment at Forbuss. February Next Steps/Need The next steps are to continue to collaboratively work with our Tier 1 leadership team to develop, document, and implement a comprehensive, data-driven, and differentiated professional development system for all staff, ensure the PD system is supported by adequate staff, ensure the PD system is aligned to other relevant school initiatives, ensure the PD system includes initial and ongoing training, coaching, and supportive performance feedback to support educators' implementation of positive and proactive classroom practices, collaborate and engage with the community to be transparent in Forbuss'

progressive discipline plan, engage the SOT in discussions and input regarding progressive discipline and positive behavior and supports, and collaborate between the PBIS Committee and Lead Team to discuss behavior-related data to evaluate strengths and areas of growth. These action steps are based on our TFI 3.0 assessment, and we will report updated discipline data during Act 3.

June: Continue

June Lessons Learned

Current data shows that there is a 30% point difference between male RPCs (65%) and female RPCs (35%), and a 12.68% difference in male RPCs (65%) compared to male enrollment (52.32%). Therefore, we are not meeting either part of the goal, but we are close in continuing to decrease the percentage of males being RPCd/suspended to the overall male enrollment.

June Next Steps/Need

Moving forward, we will continue collaborating with the Tier I Leadership Team, PBIS Committee, and stakeholders to strengthen a comprehensive, data-driven, and differentiated professional learning system that supports consistent implementation of proactive classroom practices and positive behavior supports school-wide. Continued focus will be placed on aligning professional learning to school-wide initiatives, providing ongoing coaching and supportive feedback for staff, and using behavior and instructional data to identify strengths, monitor progress, and address areas of need. The school will also continue strengthening collaboration and transparency with families regarding progressive discipline practices and proactive student supports, and behavior expectations.