Clark County School District

Forbuss, Robert L. ES

2026-2027 Status Checks with Notes

Accreditation Status
Accredited

District Approval Date: October 15, 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/forbuss,_robert_l_es/2026/nspf/

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: 61% of students will meet or exceed their typical growth target in ELA and 63% of students will meet or exceed their typical growth target in Math by Spring 2026-2027 as measured by interim assessments (iReady INFORM). (Academic Excellence: Inclusive Classrooms that Support Every Learner)

Additionally, the percentage of students performing on or above grade level will increase by 5 percentage points, from the Fall 2026 baseline of 30% to 35% in ELA and from 16% in Fall to 21% in Math by the Winter 2026-2027 i-Ready INFORM assessment. (Academic Excellence: Strong Readers, Writers, & Communicators, Academic Excellence: Confident Mathematical Thinkers and Problem Solvers)

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 assessments, FastBridge for progress monitoring, as well as iReady 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, 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 iReady INFORM 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 created for the new iReady INFORM assessment. We focused our goal on students meeting or exceeding their growth targets for each interval of instruction as measured by the benchmark INFORM assessment data. As of now, we have baseline data only (growth data to be available when students complete the Winter assessment) and have learned that approximately 30% of students have scored on or above grade level, including 13% performing on or above grade level and 17% performing early on grade level. An additional 47% of Forbuss students are performing one grade level below. These data indicate a need to continue strengthening Tier I instruction while providing targeted/ differentiated support to accelerate students who are approaching grade-level proficiency. A 5-percentage-point increase in students performing on or above grade level will be used as an interim growth target for the winter assessment. **October Next Steps/Need** Moving forward, we will continue using i-Ready and common

	classroom assessment data to provide targeted instruction during grade-level intervention blocks and differentiate Tier I instruction, with particular attention to the 47% of students currently performing one grade level below. Continue monitoring PLCs and bi-weekly learning strategist/CTT collaboration to support data analysis, rigorous standards-aligned planning, and instructional decisions responsive to student needs. Provide ongoing professional learning and support for K-5 teachers related to the PLC model and expectations. Conduct scheduled instructional rounds using our Tier I observation tool and administrative classroom walkthroughs to monitor implementation of differentiated Tier I instruction. Trends identified through PLC monitoring, instructional rounds, and walkthroughs will be used to determine additional professional learning and instructional support needs (through coaching cycles) to guide Tier I adjustments. **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 29.4% in 2026 to 34.4% by 2027 as measured by SBAC ELA projected proficiency.
Increase the percentage of EL students proficient in Math from 35.2% in 2026 to 40.2% by 2027 as measured by SBAC Math projected proficiency.
Increase the percentage of EL students proficient on the WIDA (according to WIDA preliminary data) from 8.1% in 2026 to 14% by 2027 as measured by WIDA.
Increase the percentage of ELL students meeting Adequate Growth percentile by 3.2% to achieve AGP of 47.8%, as measured by the WIDA ACCESS 2027.
(Academic Excellence: Inclusive Classrooms that Support Every Learner, Academic Excellence: Strong Readers, Writers, and Communicators)

Aligns with District Goal

Formative Measures: In order to monitor progress towards these goals, walkthrough data will be monitored for implementation of language supports and academic discourse strategies, small group intervention progress monitoring data will be reviewed every 4-6 weeks, PLC documentation will reflect differentiated instructional planning for multilingual learners, and student participation in structured oral language opportunities will be consistently observed during classroom walkthroughs/observations. Data will also be collected from after-school tutoring with pre and post-assessments.

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, Summit K12 **Evidence Level** Level 2: Moderate: HMH Into Reading; 95 Core Phonics Level 4: Demonstrate Rationale: Summit K12 **Problem Statements/Critical Root Cause:** Student Success 2	**Oct:** In progress **October Lessons Learned** We have learned from the beginning of the school year that early implementation of English language learner support in Tier I has reinforced the need to continue with these supports. Our instructional rounds provided evidence that scaffolds and differentiated supports are occurring, and we noticed the need for more purpose and structured academic language development through discourse strategies and opportunities. We learned that questions are being asked in all classrooms that were observed, and we are sorting them into DOK levels for further planning as a Lead Team to bring back to their grade levels. We have been able to analyze student assessment data to plan for Tier II small groups and implement the use of Summit K-12 for Tier II for our English Language Learners as well. We will use this data, ongoing data, and the winter iReady INFORM data to plan for our targeted EL students that will receive after-school tutoring. **October Next Steps/Need** Our next steps will be to begin implementation of targeted professional learning and coaching focused on scaffolded instruction, differentiated supports, academic language

	development, and equitable access to Tier I instruction for English Learners. Monitor implementation of Tier I EL supports through instructional rounds using the Tier I monitoring tool and use identified trends to guide ongoing professional learning and coaching, as well as monitor Tier II supports/instruction, including implementation and effectiveness of Summit K-12. Continue analyzing available assessment data to identify students in need of additional support and plan targeted after-school small-group instruction based on identified skill and language needs. **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 2027, 90% of PLC teams will consistently implement the established PLC process, including the analysis of student achievement data, collaborative planning of differentiated instruction, progress monitoring of targeted student groups, and data-driven instructional decision making, as measured by weekly PLC documentation, PLC agendas and artifacts, administrative PLC observations, and walkthrough feedback. Through the consistent implementation of collaborative PLC practices, Forbuss Elementary will strengthen collective efficacy and collaboration among staff to improve student learning outcomes. (Academic Excellence: Inclusive Classrooms that Support Every Learner)

Aligns with District Goal

Formative Measures: In order to monitor progress towards this goal, Forbuss will utilize weekly PLC agendas/minutes, monthly walkthrough and observation data, common formative assessment analysis, coaching cycles documentation, and evidence of collaborative instructional planning focused on student outcomes and collective efficacy from PLC agendas and notes.

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 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 have learned that initial implementation of the PLC process indicates that teams are engaging in weekly collaborative planning and data discussions; however, a consistent system for monitoring and documenting implementation of established PLC expectations has not yet been fully implemented. While PLC meetings and artifacts provide evidence of collaboration, a more consistent monitoring process is needed to determine the extent to which teams are regularly analyzing student data, planning differentiated instruction and interventions, monitoring targeted student groups, and reflecting on the impact of instructional decisions. **October Next Steps/Need** Moving forward, we need to develop and implement a streamlined PLC monitoring tool aligned to the established PLC process and schoolwide expectations. Administration will use the tool during PLC observations to gather consistent evidence related to data analysis, differentiated instructional planning, intervention and progress-monitoring practices, and reflective instructional decision making. Trends identified through PLC monitoring, walkthroughs, instructional rounds, and classroom observations will be used to provide targeted feedback, coaching, and professional learning and to monitor progress toward consistent implementation across PLC teams. **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 16% to 12% as measured by FocusED and reported on the NSPF. (Safe and Supportive Schools: Student Who Are Known, Valued, and Connected)

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, staff, awards, TPOP **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 FocusED data (as of 9/28/26) shows chronic absenteeism is at 13.9%, a decrease from the 16% baseline and progress toward the schoolwide goal of 12%. The first schoolwide recognition for students achieving perfect attendance has been implemented; however, additional components of the attendance plan, including targeted parent contact and the check-in/check-out and mentoring system, have not yet been fully implemented. Current data indicate a need to move from primarily schoolwide recognition efforts toward more targeted supports for students demonstrating patterns of chronic absenteeism. **October Next Steps/Need** Continue schoolwide attendance incentives and recognition while strengthening implementation of targeted attendance interventions. Begin systematic parent contact for students demonstrating attendance concerns through phone calls, emails, letters, conferences, and wellness checks. Implement the planned check-in/check-out and mentoring system for students requiring additional individualized support. Regularly review FocusED attendance data to identify students needing intervention, monitor response to supports, and adjust attendance strategies as the school works toward the 12% chronic absenteeism goal. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

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 2026-2027 school year, as measured by school-wide office discipline referrals. (Safe and Supportive Schools: Safe, Respectful, and Consistent School Environments)

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 and progressive discipline 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:** In progress **October Lessons Learned** Current behavior data include six suspension-related events, consisting of three Required Parent Conferences (RPCs) and three Suspensions with Instruction. Of these events, four involved male students and two involved female students, resulting in 66.7% male and 33.3% female representation and a 33.4 percentage-point difference. Male students currently represent 53.52% of the school enrollment population, resulting in a 13.18 percentage-point difference between male representation in suspension-related events and overall enrollment. At this time, both measures are above the established goals of less than a 20 percentage-point difference between males and females and less than a 10 percentage-point difference from the student enrollment population. Because the current data represent only six events, continued monitoring is needed to determine whether the disproportionality reflects an ongoing trend. **October Next Steps/Need** Moving forward, we will continue monitoring behavior, RPC, and suspension data to identify emerging trends and disproportionality among student groups. The PBIS Committee and Lead Team will collaboratively review behavior data to identify patterns and determine targeted supports or interventions for students demonstrating behavioral needs. Continue implementation of the schoolwide PBIS professional development system, including ongoing coaching and feedback related to positive and proactive classroom practices.

	Walkthroughs and classroom observations will be used to monitor implementation of schoolwide PBIS expectations and reinforcement systems. As additional behavior data become available, the team will evaluate whether current disproportionality persists and adjust Tier I supports, professional learning, and targeted interventions accordingly. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**