

Clark County School District

Antonello, Lee ES

2025-2026 Status Checks with Notes



District Approval Date: February 9, 2026

Mission Statement

Our mission is to empower our staff through comprehensive training in diverse strategies that enhance student achievement. We are committed to fostering an environment where every student can thrive and reach their full potential.

Vision

Lee Antonello students will achieve one year's growth in all academic areas.

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/lee_antonello_elementary_school/nspf/

Table of Contents

Inquiry Areas 4

 Inquiry Area 1: Student Success 4

 Inquiry Area 2: Adult Learning Culture 13

 Inquiry Area 3: Connectedness 15

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Math

A baseline measurement will be taken after the Fall 2025-2026 MAP Assessment. Decrease the percentage of students scoring at or below the 40th percentile on the MAP Growth Math Assessment from spring 2024-2025 to 25% by spring 2025-2026. Adjust this goal based on current kindergarten data during Act 2.

1st Grade

Decrease the percentage of 1st grade students scoring below 61st percentile in Math from 21% in spring of 2025 to 19% in winter 2025 to 17% in spring 2026, as measured by MAP Growth Assessments. This goal is based on the performance of students transitioning from Kindergarten to the 1st grade.

1st grade Data Goal based on Kindergarten spring 2025 MAP Growth Math Assessment Performance, 13 out of 63, (21%) scored below the 60th percentile in math.

2nd Grade

Decrease the percentage of 2nd grade students scoring below the 61st percentile in Math from 53% in the spring of 2025 to 48.6% or 3 students in the winter of 2025, to 44% or a total of 6 students in the spring of 2026, as measured by MAP(r) Growth Assessments. This goal is based on the performance of students transitioning from 1st Grade to the 2nd grade.

2nd Grade Data Goals Based on Previous 1st Grade Performance

2nd grade data goal based on 1st Grade spring 2025 MAP Growth Math Assessment Performance, 37 out of 70, or 53%, scored below the 60th percentile in math.

3rd Grade

Decrease the percentage of 3rd grade students scoring below the 61st percentile in Math from 55% in the spring of 2025 to 48% or 2 students in the winter of 2025, to 43% or a total of 4 students in the spring of 2026, as measured by MAP Growth Assessments. This goal is based on the performance of students transitioning from 2nd Grade to the 3rd grade.

3rd Grade Data Goals Based on Previous 2nd Grade Performance

According to 2nd Grade Performance Data Spring 2025 MAP Growth Math Assessment, 34 out of 62, 55% scored below the 60th percentile.

4th Grade

Decrease the percentage of 4th grade students scoring below the 61st percentile in Math from 73% in the spring of 2025 to 55% or 3 students in the winter of 2025, to 52% or a total of 6 students in the spring of 2026, as measured by MAP Growth Assessments. This goal is based on the performance of students

transitioning from 3rd Grade to the 4th grade.

According to the 3rd Grade Performance Data Spring 2025 MAP Growth Math Assessment, 58 out of 79, 73% of third-grade students scored below the 60th percentile in math.

5th Grade:
Decrease the percentage of 5th grade students scoring below the 61st percentile in Math from 44% in the spring of 2025 to 41% or 2 students in the winter of 2025, to 39% or a total of 4 students in the spring of 2026, as measured by MAP Growth Assessments. This goal is based on the performance of students transitioning from 4th Grade to the 5th grade.

According to the 4th Grade Performance Data, Spring 2026 MAP Growth Math Assessment, 35 out of 79 fourth-grade students 44% scored below the 60th percentile in math.

Aligns with District Goal

Formative Measures: MAP Growth Assessment

Improvement Strategy 1 Details	Reviews
<p>Improvement Strategy 1: Continuation of PLC process to improve Tier 1 instruction through focused planning and structured formative assessment cycles.</p> <p>Position Responsible: Administration</p> <p>Resources Needed: PL on instructional planning practices, data cycles, student engagement strategies, and other needs based on each grade level and individual teachers PLC time Tier 1 curriculum training and support</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Evidence Level Level 2: Moderate: PLC</p> <p>Problem Statements/Critical Root Cause: Student Success 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned Teachers are in different places with implementation, need to integrate more opportunities for meaning making.</p> <p>October Next Steps/Need continue with action step 3 & 4</p> <p>Feb: In progress</p> <p>February Lessons Learned Teachers are implementing PLC structures with varying levels of fidelity across grade levels.</p> <p>PLC conversations are strongest when focused on student work and formative assessment data.</p> <p>There is a need for more consistent opportunities for meaning-making, academic discourse, and student engagement within Tier 1 instruction.</p> <p>Some PLCs require additional support to move from planning to intentional instructional adjustments based on data.</p> <p>February Next Steps/Need Continue implementing action steps 3 and 4 with an increased focus on instructional intentionality and meaning-making tasks.</p> <p>Provide targeted professional learning and coaching during PLCs to strengthen data analysis and instructional decision-making.</p> <p>Use learning walks and PLC check-ins to monitor Tier 1 instructional practices and ensure follow-through.</p> <p>June:</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</p>

Inquiry Area 1: Student Success

SMART Goal 2: ELA

A baseline measurement will be taken after the Fall 2025-2026 MAP Assessment. Decrease the percentage of students scoring at or below the 40th percentile on the MAP Growth ELA Assessment from spring 2024-2025 to 25% by spring 2025-2026. Adjust this goal based on current kindergarten data during Act 2.

1st Grade

Decrease the percentage of 1st grade students scoring below 61st percentile in ELA from 21% in spring of 2025 to 19% in winter 2025 to 17% in spring 2026, as measured by MAP Growth Assessments. This goal is based on the performance of students transitioning from Kindergarten to the 1st grade.

1st grade Data Goal based on Kindergarten spring 2025 MAP Growth ELA Assessment Performance, 13 out of 63, (21%) scored below the 60th percentile in ELA.

2nd Grade

Decrease the percentage of 2nd grade students scoring below the 61st percentile in ELA from 53% in the spring of 2025 to 48.6% or 3 students in the winter of 2025, to 44% or a total of 6 students in the spring of 2026, as measured by MAP(r) Growth Assessments. This goal is based on the performance of students transitioning from 1st Grade to the 2nd grade.

2nd Grade Data Goals Based on Previous 1st Grade Performance

2nd grade data goal based on 1st Grade spring 2025 MAP Growth ELA Assessment Performance, 37 out of 70, or 53%, scored below the 60th percentile in ELA.

3rd Grade

Decrease the percentage of 3rd grade students scoring below the 61st percentile in ELA from 55% in the spring of 2025 to 48% or 2 students in the winter of 2025, to 43% or a total of 4 students in the spring of 2026, as measured by MAP Growth Assessments. This goal is based on the performance of students transitioning from 2nd Grade to the 3rd grade.

3rd Grade Data Goals Based on Previous 2nd Grade Performance

According to 2nd Grade Performance Data Spring 2025 MAP Growth ELA Assessment, 34 out of 62, 55% scored below the 60th percentile.

4th Grade

Decrease the percentage of 4th grade students scoring below the 61st percentile in ELA from 73% in the spring of 2025 to 55% or 3 students in the winter of 2025, to 52% or a total of 6 students in the spring of 2026, as measured by MAP Growth Assessments. This goal is based on the performance of students transitioning from 3rd Grade to the 4th grade.

According to the 3rd Grade Performance Data Spring 2025 MAP Growth ELA Assessment, 58 out of 79, 73% of third-grade students scored below the 60th percentile in ELA.

5th Grade:

Decrease the percentage of 5th grade students scoring below the 61st percentile in ELA from 44% in the spring of 2025 to 41% or 2 students in the winter of 2025, to 39% or a total of 4 students in the spring of 2026, as measured by MAP Growth Assessments. This goal is based on the performance of students transitioning from 4th Grade to the 5th grade.

According to the 4th Grade Performance Data, Spring 2026 MAP Growth ELA Assessment, 35 out of 79 fourth-grade students 44% scored below the 60th percentile in ELA

Aligns with District Goal

Formative Measures: Map Growth

Improvement Strategy 1 Details	Reviews
<p>Improvement Strategy 1: Continue the PLC process to improve Tier 1 instruction through focused planning and structured formative assessment cycles.</p> <p>Position Responsible: Admin Team</p> <p>Resources Needed: PL on instructional planning practices, data cycles, student engagement strategies, and other needs based on each grade level and individual teachers PLC time Tier 1 curriculum training and support</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Evidence Level Level 2: Moderate: PLC</p> <p>Problem Statements/Critical Root Cause: Student Success 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned Teachers are in different places with implementation, need to integrate more opportunities for meaning making.</p> <p>October Next Steps/Need continue with action step 3 & 4</p> <p>Feb: In progress</p> <p>February Lessons Learned Teachers are engaging in PLCs, but implementation of Tier 1 ELA instructional strategies varies across classrooms. There is a continued need to strengthen student meaning-making, academic discourse, and engagement within ELA lessons. Some teachers require additional support to align curriculum, instructional strategies, and formative assessments consistently.</p> <p>February Next Steps/Need Continue action steps 3 and 4 with an intentional focus on meaning-making tasks, structured discourse, and student engagement in ELA instruction. Provide targeted professional learning and coaching during PLCs to strengthen formative assessment practices.</p> <p>June:</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</p>

Inquiry Area 1: Student Success

SMART Goal 3: Decrease student proficiency gap in Mathematics between the English Learners and English Proficient students from 29.4% in 2025 to 27.% percentage points by 2026, as measured by state summative assessments.

Decrease student proficiency gap in English Language Arts between the English Learners and English Proficient students from 37.9% in 2025 to 35% by 2026, as measured by state summative assessments.

Increase the percentage of short-term EL proficient from 10.2% in 2025 to 13% by 2026, as measured by WIDA.

Aligns with District Goal

Formative Measures: Summit K12

MAP projected proficiency data

Grades and/or classroom assessments

Improvement Strategy 1 Details	Reviews
<p>Improvement Strategy 1: AB335: Implement Academic Language Acquisition through Content to support access to Tier I instruction for all English learners.</p> <p>Position Responsible: Administration</p> <p>Resources Needed: ULD professional learning series Tier I Monitoring Tool</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Evidence Level Level 2: Moderate: MAP Growth Level 4: Demonstrate Rationale: Summit K-12</p> <p>Problem Statements/Critical Root Cause: Student Success 2</p>	<p>Oct: In progress</p> <p>October Lessons Learned Observed that teachers are not using ELL strategies on a regular basis.</p> <p>October Next Steps/Need Add ELL Tier one component to our learning walks. Focus on one domain to see if teachers are incorporating. First two domains speaking and listening through focused discourse.</p> <p>Feb: In progress</p> <p>February Lessons Learned Learning walks and classroom observations indicate that ELL strategies are not yet being used consistently across classrooms. When ELL strategies are intentionally embedded, students show increased engagement, particularly in speaking and listening. There is a need for clearer expectations and monitoring to ensure consistent use of academic language practices.</p> <p>February Next Steps/Need Add an ELL Tier I component to learning walks to monitor implementation consistently.</p> <p>Narrow the instructional focus to speaking and listening domains, emphasizing structured discourse and academic language routines. Continue to align PLC discussions to EL data (Summit K12, MAP projections) to inform instructional adjustments.</p> <p>June:</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</p>
Improvement Strategy 2 Details	Reviews
<p>Improvement Strategy 2: ELL Reading Room - Targeted intervention to implement Tier II support for identified EL Student groups, (newcomers, STEL, and LTEL).</p> <p>Position Responsible: Learning strategist</p> <p>Resources Needed: Summit K12</p>	<p>Oct: In progress</p> <p>October Lessons Learned Students are responding to small group interventions and completing the Summit K12 Diagnostic</p>

Evidence Level**Problem Statements/Critical Root Cause:** Student Success 2**October Next Steps/Need**

Students will receive targeted domain-specific intervention and continue working on their SummitK12 Path.

Feb: In progress

February Lessons Learned

Students are responding positively to small-group, targeted Tier II interventions.

Completion of the Summit K-12 diagnostic has provided clearer insight into student language needs by domain.

Targeted support in a small-group setting increases student engagement and confidence.

Consistent scheduling and progress monitoring are critical to maximizing the impact of the Reading Room.

Data from Summit K-12 supports more intentional grouping and instructional planning.

February Next Steps/Need

Continue providing targeted, domain-specific interventions based on Summit K-12 diagnostic results.

Implement progress monitoring to adjust instruction and regroup students as needed.

Strengthen alignment between Tier I instruction and Tier II Reading Room supports.

Increase collaboration between the Learning Strategist and classroom teachers to ensure instructional coherence.

Monitor student growth using Summit K-12 and classroom data to evaluate intervention effectiveness.

June:

June Lessons Learned**June Next Steps/Need**

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Increase the percentage of classroom observations that show evidence that all students are receiving instruction using the evidence-based, scientifically researched 95 Percent Phonics Tier I instructional materials provided by the district--with teachers reading the script as written--from 35% at the end Semester 2 2024-2025. By the end of Act 1 50% of teachers will use script as written, by the end of Act 2 75% will use script as written, and by the end of Act 3 100% of teachers will use program as written by end of SY 2025-2026.

Aligns with District Goal

Formative Measures: measured by the Tier I 95 Phonics Look for Tool.

Improvement Strategy 1 Details	Reviews
<p>Improvement Strategy 1: Partner with a 95 Percent Phonics representative to provide targeted professional development focused on high-fidelity implementation of the 95 Percent Phonics Tier I instructional materials.</p> <p>Position Responsible: Admin Team</p> <p>Resources Needed: PLC time CCSD planning and pacing documents Master Calendar Support from a representative</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Evidence Level Level 2: Moderate: PLC</p> <p>Problem Statements/Critical Root Cause: Adult Learning Culture 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned We are analyzing data walks with the 95 Percent Phonics representative to determine individualized coach and grade level topics according to the "big rocks."</p> <p>October Next Steps/Need Observing individual teachers full 30 minute lesson with RBG3, admin, and 95 Percent representative to narrow down the individual coaching cycle to 5-6 teachers in February. Admin will create a 5 week rotation schedule to view lessons according to the "Big Rocks", script, choral response, using timer and manipulatives.</p> <p>Feb: In progress</p> <p>February Lessons Learned Data walks and classroom observations show inconsistent fidelity in implementing the 95 Percent Phonics Tier I program.</p> <p>Teachers benefit from explicit modeling and feedback focused on the program's "Big Rocks," including script adherence, choral response, pacing, and use of manipulatives.</p> <p>Collaboration with the 95 Percent Phonics representative has helped identify specific instructional gaps at both the individual and grade-level.</p> <p>Targeted coaching is more effective than broad professional</p>

development in improving instructional fidelity.

Teachers show increased confidence when expectations for implementation are clear and consistently reinforced.

February Next Steps/Need

Continue partnering with the 95 Percent Phonics representative to provide targeted, job-embedded professional learning.

Conduct full 30-minute lesson observations focused on the identified "Big Rocks."

Implement a 5-week observation and coaching rotation to support teachers with the greatest need.

Use the Tier I Phonics Look-For Tool to provide consistent, actionable feedback.

Monitor progress across Acts to ensure increased fidelity leading to 100% implementation by the end of the school year.

June:

June Lessons Learned

June Next Steps/Need

Inquiry Area 3: Connectedness

SMART Goal 1: According to Focus Ed, chronic absenteeism for the 2024-2025 school year is at 25.1%. The school's goal is to decrease the number of chronically absent students, resulting in a 3% decrease in the schoolwide chronic absenteeism rate by the end of the 2025-2026 school year.

Aligns with District Goal

Formative Measures: Daily check-in and overall monthly attendance using FocusEd, IC, and school-wide data sheet.

Improvement Strategy 1 Details	Reviews
<p>Improvement Strategy 1: Strengthen our student monitoring process for the students who are approaching trending (greater than 5% absences)</p> <p>Position Responsible: Leadership team</p> <p>Resources Needed: Run reports to create data tracking sheets. Incentives for students Professional development for teachers Consistent data review for absenteeism trends School Leadership team to support students and families with attendance and support strategies</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Evidence Level Level 3: Promising: Creating a positive school climate and culture Level 4: Demonstrate Rationale: Harmony</p> <p>Problem Statements/Critical Root Cause: Connectedness 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned students were identified, meeting was held, parent letters sent out, and monitoring daily attendance. Some parents did not appreciate us speaking with their child about their attendance, applied for a grant to fund the every day matters project, and once students are chronic we will follow the steps for educational neglect, but we will focus more on the trending students.</p> <p>October Next Steps/Need reward students for perfect attendance, continue to meet with students and focus on steps 6 & 7.</p> <p>Feb: In progress</p> <p>February Lessons Learned Early identification of students with increasing absences allowed for timely interventions and family communication.</p> <p>Daily monitoring and student check-ins increased awareness of attendance expectations among students.</p> <p>Some families were resistant to attendance conversations, particularly when students were spoken to directly at school.</p> <p>Focusing on students who are trending toward chronic absenteeism is more effective than intervening after students become chronically absent.</p> <p>Consistent tracking and follow-up are essential to maintaining momentum in attendance improvement efforts.</p>

	<p>February Next Steps/Need</p> <p>Continue prioritizing interventions for students with 5-9% absences to prevent chronic absenteeism.</p> <p>Strengthen communication with families by clearly outlining attendance expectations and available supports.</p> <p>Continue incentives and recognition for improved and perfect attendance, snack, and extra recess</p> <p>Continue consistent data reviews with the leadership team to monitor attendance trends.</p> <p>June:</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</p>
--	---

Improvement Strategy 2 Details	Reviews
<p>Improvement Strategy 2: Strengthen the monthly monitoring process of student 0 - 3 absences.</p> <p>Position Responsible: Admin Team</p> <p>Resources Needed: Run reports to create data tracking sheets. Incentives for students Professional development for teachers Consistent data review for absenteeism trends School Leadership team to support students and families with attendance and support strategies</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Evidence Level</p> <p>Problem Statements/Critical Root Cause: Connectedness 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned Identified students with chronic absenteeism and rewarded those who have met attendance goals. Classes have been rewarded for perfect attendance.</p> <p>October Next Steps/Need Continue to track students with the report.</p> <p>Feb: In progress</p> <p>February Lessons Learned Regular review of attendance data helped identify patterns and emerging concerns early.</p> <p>Monthly monitoring supports proactive rather than reactive attendance interventions.</p> <p>Positive reinforcement strategies contribute to improved student engagement and a sense of connectedness to school.</p> <p>February Next Steps/Need Continue running monthly attendance reports to monitor students with 0-3 absences.</p> <p>Maintain incentives and recognition for students and classes demonstrating strong attendance.</p> <p>Share attendance data regularly with teachers to support classroom-level follow-up.</p> <p>Monitor students whose attendance begins to trend upward and transition supports as needed.</p> <p>Align monthly attendance reviews with schoolwide attendance goals and intervention practices.</p> <p>June:</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</p>