Clark County School District

Antonello, Lee ES

Classification: 3 Star School

Title I, ATSI

2025-2026 School Improvement Plan

District Approval Date:
February 9, 2026

Generated by Plan4Learning.com
May 26, 2026 at 10:06 AM

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.

Table of Contents

Comprehensive Needs Assessment 4

Student Success 5

Adult Learning Culture 10

Connectedness 14

Priority Problem Statements 17

Data Documentation for CNA 19

Student Success 20

Adult Learning Culture 20

Connectedness 21

Inquiry Areas 22

Inquiry Area 1 : Student Success 23

Inquiry Area 2 : Adult Learning Culture 30

Inquiry Area 3 : Connectedness 33

Schoolwide and Targeted Assistance Title I Element Summary 37

Schoolwide and Targeted Assistance Title I Elements 38

1.1 Comprehensive Needs Assessment 38

2.1 School Performance Plan (SPP) developed with appropriate stakeholders 38

2.2 Regular monitoring and revision 38

2.3 Available to parents and community in an understandable format and language 38

2.4 Opportunities for all children to meet State standards 38

2.5 Increased learning time and well-rounded education 38

2.6 Address needs of all students, particularly at-risk 38

3.1 Annually evaluate the schoolwide plan 39

4.1 Develop and distribute Parent Involvement and Family Engagement Policy 39

4.2 Offer flexible number of parent involvement meetings 39

5.1 Determine which students will be served by following local policy 39

Plan Notes 40

Teams 42

School Continuous Improvement Team 43

Meeting Logs 43

Members 43

Community Outreach Activities 44

Comprehensive Needs Assessment

Student Success

Areas of Strength

According to the Spring 2024-2025 MAP Math Growth data, all grade levels demonstrated student growth of 4 points or more. SBAC Math Assessment, showed an increase of proficient students in grade 4.

Areas for Growth

According to MAP ELA Growth Spring 2024-2025 data, 57% of students are at/below the 61st percentile in reading. According to the 2024-2025 SBAC data, 60.1% of students in grades 3-5 are below proficiency.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	• There is a 20% achievement gap between the [Non-EL] students and ELS in math, and a 19% achievement gap between the [Non-EL] and ELS in reading, per FocusED MAP data on 7/21/25. • Due to language barriers and/or limited opportunities for discourse, ELS students struggle with foundational literacy skills and have limited opportunities to practice and improve their language skills. • Due to the volume of English words and the nuances of their meanings, ELS are struggling with understanding complex texts, including idioms, figurative language, and different text structures. • English learners face academic challenges as they continue to develop proficiency in English.	◦ The learning strategist will continue to implement a Reading Center, connecting language acquisition with literacy through daily instruction using the Science of Reading LETRS strategies. LETRS will address phonics, fluency, vocabulary, reading comprehension, and language development. • ELL mentorship and individual teachers support professional learning opportunities. • ULD professional learning opportunities. • To increase student discourse, the administration will provide professional development to support teachers using universal language development strategies during Tier 1

		instruction.
Foster/Homeless	• There is currently no identifiable achievement gap between Foster/ Homeless and non-Foster/ Homeless students. • There an 2.6% students who are homeless or doubled up. • Disruptions in housing can negatively affect academic achievement and attendance. • Students face challenges related to the hierarchy of basic needs (e.g., housing instability, food insecurity), which can affect their ability to fully engage in academic learning. • Students require social-emotional support, which is essential but can reduce time for academic instruction. • Absenteeism, often linked to circumstances such as foster care placement or homelessness, results in students missing critical instructional time. • Due to frequent absences and other factors, some students are performing below grade level as a result of missed instruction.	◦ The school counselor and the Safe Schools Professional will provide services to increase student attendance and deliver targeted, evidence-based programs. • The school counselor and the Safe Schools Professional will coordinate ongoing services and support to monitor students' attendance, behavior, academic, and social/ emotional progress.

Free and Reduced Lunch	◦ There is currently no identifiable achievement gap between FRL and not FRL students. • Students who receive free or reduced-price meals may feel stigmatized, leading to embarrassment or reluctance to participate, which can negatively affect their social and emotional well-being and academic achievement. • Students face challenges related to the hierarchy of basic needs (e.g., housing instability, food insecurity), which can affect their ability to fully engage in academic	◦ Title 1 funds purchased two teachers and partially funded a teacher to reduce classroom sizes. • We are utilizing Certified Temporary Tutors (CTTs) to provide Tier 2/3 intervention and acceleration instruction in the Reading Center.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	There is a 46% achievement gap between Caucasians and Racial/ Ethnic Minorities in math, and a 37% achievement gap between Caucasians and Racial/Ethnic Minorities in reading. • Students feel the environment is not inclusive and/or that their cultural differences are not valued or recognized. • Data indicates that students from certain racial and ethnic groups are experiencing academic performance gaps. These disparities highlight the need for culturally responsive practices, targeted supports, and	• The learning strategist will implement a Reading Center to connect language acquisition with literacy through daily instruction through the Science of Reading LETRS strategies. LETRS will address phonics, fluency, vocabulary, reading comprehension, and language development. • The school counselor, Behavior Strategist, and Safe Schools

	equitable access to high-quality instruction.	Professional will coordinate ongoing services and support to monitor students' attendance, behavior, academic, and social/ emotional progress.
Students with IEPs	• There is a 45% achievement gap between Non-Students and Students with IEPs in math, and an40% achievement gap between [student group] and Students with IEPs in reading. • Due to the need for individualized support, students may have gaps in foundational knowledge. • Students receiving special education services may experience academic challenges related to their identified learning needs, which require individualized supports and interventions to ensure access to grade-level content.	Co-teaching opportunities will be provided in the least restrictive environment to ensure students receive grade-level instruction with the appropriate accommodations and modifications. • Special Education teachers will participate in grade-level Professional Learning Community (PLC) meetings to analyze data, determine students' needs, and plan effective instruction and support.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	According to the spring 2024-2025 SBAC assessment, grades 3-5, 31.8% of students are proficient in math, and 39.1% are proficient in reading.	They are varying Tier 1 instructional practices. New curriculum in reading, writing, and foundational reading skills. Staff turnover and changing needs for educator support.
2 ★	AB 335: As evidenced by MAP Growth data, the problem is ELs are performing below other identified student groups at our school.	AB 335: The low performance of ELs in language proficiency and content achievement is due to limited access to academic discourse.

★ = Priority

Adult Learning Culture

Areas of Strength

According to MAP Growth Spring 2024-2025 data 40% of students were projected to be proficient on the SBAC Reading assessment.

Areas for Growth

According to MAP Growth Spring 2024- 2025 data, 49% of students achieved at or below the 40th percentile in reading.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Low performance and accessibility.	• The learning strategist will continue implementing a Reading Center to connect language acquisition with literacy through daily instruction through the Science of Reading LETRS strategies. LETRS will address phonics, fluency, vocabulary, reading comprehension, and language development. • To increase student discourse, the administration will provide professional development to support teachers using universal language development strategies during Tier 1 instruction.
		• The school counselor and the Safe Schools Professional will provide services to increase student attendance and provide targeted,

Foster/Homeless	Low performance and accessibility.	evidence-based programs. • The school counselor and the Safe Schools Professional will coordinate ongoing services and support to monitor students' attendance, behavior, academic, and social/ emotional progress.
Free and Reduced Lunch	Low performance and accessibility.	• Title 1 funds purchased two teachers and partially funded a teacher to reduce classroom sizes. • Utilizing Certified Temporary Tutors (CTTs) to provide Tier 2/3 intervention and acceleration instruction in the Reading Center.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Low performance and accessibility.	• The learning strategist will implement a Reading Center to connect language acquisition with literacy through daily instruction through the Science of Reading LETRS strategies. LETRS will address phonics, fluency, vocabulary, reading comprehension, and language development. • The school counselor and the Safe Schools Professional will coordinate ongoing services and support to monitor students' attendance, behavior, academic, and social/ emotional progress.
		• Co-teaching opportunities will be provided in the least restrictive environment to

Students with IEPs	Low performance and accessibility.	ensure students receive grade-level instruction with the appropriate accommodations and modifications. • Special Education teachers will participate in grade-level Professional Learning Community (PLC) meetings to analyze data, determine students' needs, and plan effective instruction and support.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	Fifty-five percent of Kindergarten and 1st-grade students are below the 61st percentile in Foundational Skills.	The 95 Percent Phonics curriculum is in its 3rd year of implementation. Teachers are improving their knowledge of The Science of Reading and have varying degrees of word study knowledge for Tier 1 Instructional practices.

★ = Priority

Connectedness

Areas of Strength

Sense of belonging and Positive Feelings

Areas for Growth

Perseverance 58%, chronic absenteeism 25.1%

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Low performance and accessibility.	• Ensure that communication is in a dual language. • Professional development will be provided to support teacher's chronically absent students. • School-wide incentives. • Communication with parents at 3, 6, and 10 days.
Foster/Homeless	Low performance and accessibility.	• The school counselor and the Safe Schools Professional will provide services to increase student attendance in small group sessions. • The school counselor and the Safe Schools Professional will coordinate ongoing services and support to monitor students' attendance, behavior, and academic and social/ emotional progress during small group s
		• Professional development

Free and Reduced Lunch	Low performance and accessibility.	will be provided to support teacher's chronically absent students. • School-wide incentives.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Low performance and accessibility.	• Ensure that communication is in a dual language. • Professional development will be provided to support teacher's chronically absent students. • School-wide incentives. • Communication with parents at 3, 6, and 10 days.
Students with IEPs	Low performance and accessibility.	• Professional development will be provided to support teacher's chronically absent students. • School-wide incentives. • Communication with SEIF and parents.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	25.1% of students at Lee Antonello are chronically absent.	Lack of parent involvement and commitment to students' academic success.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	According to the spring 2024-2025 SBAC assessment, grades 3-5, 31.8% of students are proficient in math, and 39.1% are proficient in reading.	They are varying Tier 1 instructional practices. New curriculum in reading, writing, and foundational reading skills. Staff turnover and changing needs for educator support.
2 ★	Fifty-five percent of Kindergarten and 1st-grade students are below the 61st percentile in Foundational Skills.	The 95 Percent Phonics curriculum is in its 3rd year of implementation. Teachers are improving their knowledge of The Science of Reading and have varying degrees of word study knowledge for Tier 1 Instructional practices.
3 ★	25.1% of students at Lee Antonello are chronically absent.	Lack of parent involvement and commitment to students' academic success.
4 ★	AB 335: As evidenced by MAP Growth data, the problem is ELs are performing below other identified student groups at our school.	AB 335: The low performance of ELs in language proficiency and content achievement is due to limited access to academic discourse.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- [x] **End-of-Unit Assessments**
- [x] **Grades**
- [x] **Local benchmark, common assessments, diagnostic assessments, or interim assessments data**
- [x] **MAP Growth Assessment**
- [x] **Multi-Tiered System of Supports (MTSS)**
- [x] **Smarter Balanced (SBAC)**
- [x] **Student Climate Survey, Student Voice**
- [x] **Tier I Instructional Materials Assessments**
- [x] **WIDA ACCESS for ELLs**
- [x] **WIDA Screener**
- [x] **Other**

Phonics Screener for Intervention

ESGI

Adult Learning Culture

- [x] **Administrator evaluation**
- [x] **Communications data**
- [x] **Lesson Plans**
- [x] **Master schedule**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Professional Development Agendas**
- [x] **Professional learning communities (PLC) data/agenda/notes**
- [x] **School department and/or faculty meeting discussions and data**
- [x] **Staff surveys and/or other feedback**

- [x] **Student Climate Survey**
- [x] **Teacher evaluation**
- [x] **Teacher retention**
- [x] **Teacher/Student Ratio**
- [x] **Walk-through data**

Connectedness

- [x] **Attendance**
- [x] **Behavior**
- [x] **Community surveys and/or other feedback**
- [x] **Demographic data**
- [x] **Gifted and talented data**
- [x] **Home Visits**
- [x] **PBIS/MTSS data**
- [x] **Perception/survey data**
- [x] **School safety data**
- [x] **Social Emotional Learning Data**
- [x] **Volunteer opportunities, attendance, and participation**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1 ☑ Aligns with District Goal

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.

Formative Measures: MAP Growth Assessment

Improvement Strategy 1

Continuation of PLC process to improve Tier 1 instruction through focused planning and structured formative assessment cycles.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Professional learning for teachers on effective planning strategies (annotation and rigor)	RBG3, Admin	ongoing	✓
2	Students engage in multiple opportunities to make meaning of the content	Teachers	ongoing	✓
3	Follow district initiatives and priorities for pacing and planning documents for ELA and Math	Admin	ongoing	✓
4	Conduct focused instructional observations and provide feedback for support	Admin, RBG3	First quarter	✓
5	Professional learning for teachers on data cycles and data-driven decision-making (formative, summative, MAP Growth, and goal setting)	Admin, RBG3	Aug - Oct	✓

Position Responsible: Administration

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

Evidence Level

Level 2: Moderate:
PLC

Problem Statements: Student Success 1

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6, 4.1, 4.2

Status Checks

Implemented	Implemented	Continue
October	**February**	**June**

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	According to the spring 2024-2025 SBAC assessment, grades 3-5, 31.8% of students are proficient in math, and 39.1% are proficient in reading.	They are varying Tier 1 instructional practices. New curriculum in reading, writing, and foundational reading skills. Staff turnover and changing needs for educator support.

SMART Goal 2 ☑ Aligns with District Goal

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

Formative Measures: Map Growth

Improvement Strategy 1

Continue the PLC process to improve Tier 1 instruction through focused planning and structured formative assessment cycles.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Professional learning for teachers on effective planning strategies Professional learning for teachers on data cycles and data-driven decision-making (formative, summative, MAP Growth, and goal setting) Students engage in multiple opportunities to make meaning of the content Follow district initiatives and priorities for pacing and planning documents for ELA and Math Conduct focused instructional observations and provide feedback for support	Admin Team	ongoing	✓

Position Responsible: Admin Team

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

Evidence Level

Level 2: Moderate:
PLC

Problem Statements: Student Success 1

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6, 4.1, 4.2

Status Checks

October	February	June
Implemented	Implemented	Cancel

SMART Goal 2 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	According to the spring 2024-2025 SBAC assessment, grades 3-5, 31.8% of students are proficient in math, and 39.1% are proficient in reading.	They are varying Tier 1 instructional practices. New curriculum in reading, writing, and foundational reading skills. Staff turnover and changing needs for educator support.

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.

Formative Measures: Summit K12
MAP projected proficiency data
Grades and/or classroom assessments

Improvement Strategy 1

AB335: Implement Academic Language Acquisition through Content to support access to Tier I instruction for all English learners.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Ensure all teachers and administrators complete CCSD's adopted Language Development Approach, Understanding Language Development (ULD).	School leadership team, learning strategist, teachers.	Completed by December 2025.	
2	Monitor implementation of English learner support in Tier I by participating in instructional rounds utilizing the Tier I monitoring tool.	School leadership team, learning strategist, teachers, EL School Support Coordinator.	Two times during the 2025-2026 school year, September and January.	✓
3	Based on the instructional rounds, identify professional learning, professional learning community, and coaching needs for the school.	School leadership team, learning strategist, teachers, EL School Support Coordinator.	Ongoing during the 2025-2026 school year.	✓

Position Responsible: Administration

Resources Needed: ULD professional learning series
Tier I Monitoring Tool

Evidence Level

Level 2: Moderate:
MAP Growth

Level 4: Demonstrate Rationale:
Summit K-12

Problem Statements: Student Success 2

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6, 4.1, 4.2

Status Checks

October	February	June
In progress	In progress	Continue

Improvement Strategy 2

ELL Reading Room - Targeted intervention to implement Tier II support for identified EL Student groups, (newcomers, STEL, and LTEL.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implement targeted Tier II interventions for EL students in small groups in reading room.	Administration, learning strategist	Ongoing during the 2025-2026 SY	✓
2	Implement Summit k12 Tier II support for STELs	Administration, Learning strategist,	Ongoing during the 2025-2026 SY	

Position Responsible: Learning strategist

Resources Needed: Summit K12

Evidence Level

Problem Statements: Student Success 2

Status Checks

In progress	In progress	Continue
October	**February**	**June**

SMART Goal 3 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
2	AB 335: As evidenced by MAP Growth data, the problem is ELs are performing below other identified student groups at our school.	AB 335: The low performance of ELs in language proficiency and content achievement is due to limited access to academic discourse.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

☑ **Aligns with District Goal**

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.

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

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.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Map PD timeline around key calendar dates--PD days, grade-level planning, roll-out phases.	Admin and RBG3 Literacy Coach	June and July 2025	✓
2	Audit the current instruction to pinpoint gaps in lesson delivery or pacing	Admin and RBG3 Literacy Coach	ongoing	✓
3	Work with the 95 Phonics rep to select focus areas, such as whole-class modeling, guided practice, and manipulative use	Admin, RBG3 Coach and Representative	Aug - Jan	✓
4	Develop a PD agenda in collaboration, covering: Overview of Core Program (30 min/day, 25-30 lessons K-5) Explicit modeling techniques & structured literacy routines Interactive use of teacher scripts and student workbooks	Admin, RBG3 and representative	Aug - Jan	✓
5	Plan embedded coaching cycles, including demonstration lessons, teacher practice, and peer-led feedback.	Admin, RBG3	Ongoing	✓
6	Implement coaching cycles: Teachers teach lessons; the coach/rep observes using the fidelity rubric. Provide timely, precise feedback focusing on explicit instruction delivery and gradual release methods.	Admin, RBG3	Ongoing	✓
7	Host PLC check-ins biweekly: Share wins, record challenges (e.g., pacing, scripting), and collaboratively troubleshoot.	Admin, RGB3	ongoing	✓
8	Collect, analyze, and monitor implementation data: Log observation results and lesson fidelity scores using the adjusted look for tool.	Admin, RBG3	ongoing	✓

Position Responsible: Admin Team

Resources Needed: PLC time
CCSD planning and pacing documents
Master Calendar
Support from a representative

Evidence Level

Level 2: Moderate:
PLC

Problem Statements: Adult Learning Culture 1

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6, 4.1, 4.2

Status Checks

In progress	In progress	Cancel
October	**February**	**June**

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	Fifty-five percent of Kindergarten and 1st-grade students are below the 61st percentile in Foundational Skills.	The 95 Percent Phonics curriculum is in its 3rd year of implementation. Teachers are improving their knowledge of The Science of Reading and have varying degrees of word study knowledge for Tier 1 Instructional practices.

Inquiry Area 3

Connectedness

SMART Goal 1

☑ **Aligns with District Goal**

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.

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

Improvement Strategy 1

Strengthen our student monitoring process for the students who are approaching trending (greater than 5% absences)

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Identify students from the 24-25 SY who were chronically absent.	Assistant Principal Behavior Strategist	July 2025 - Aug 2025	✓
2	Based on results from 24-25 SY data, create a daily check-in attendance sheet.	Assistant Principal Behavior Strategist	July 2025 - Aug 2025	✓
3	According to the students identified, we will meet with students and explain the program, expectations, and send home a parent permission slip.	Assistant Principal Behavior Strategist	Ongoing during the 2025-2026 school year.	✓
4	Monitor student progress daily.	Assistant Principal Behavior Strategist Office Staff	Ongoing during the 2025-2026 school year.	✓
5	Monitor in IC and focused on identifying new students as needed. Repeat step 3	Assistant Principal Behavior Strategist	Ongoing during the 2025-2026 school year.	✓
6	Identify students who are trending and contact parents.	Assistant Principal Behavior Strategist	Ongoing during the 2025-2026 school year.	✓
7	If students become chronically absent, we will request RPC without the removal of the student and discuss educational neglect and retention paperwork.	Assistant Principal	Ongoing during the 2025-2026 school year.	✓

Position Responsible: Leadership team

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

Evidence Level

Level 3: Promising:
Creating a positive school climate and culture

Level 4: Demonstrate Rationale:
Harmony

Problem Statements: Connectedness 1

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6, 4.1, 4.2

Status Checks

In progress	In progress	Continue
October	**February**	**June**

Improvement Strategy 2

Strengthen the monthly monitoring process of student 0 - 3 absences.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Pull monthly attendance reports from IC	Assistant Principal	Ongoing during the 2025-2026 school year.	✓
2	Monthly perfect attendance incentives Dance party Bubble party Lunch in the courtyard Popcorn party Cotton candy Movie party Game time	Admin team	Ongoing during the 2025-2026 school year.	✓
3	Teachers create classroom incentives to prevent student absences.	Classroom teachers	ongoing	✓

Position Responsible: Admin Team

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

Evidence Level

Problem Statements: Connectedness 1

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6, 4.1, 4.2

Status Checks

Implemented	Implemented	Continue
October	**February**	**June**

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	25.1% of students at Lee Antonello are chronically absent.	Lack of parent involvement and commitment to students' academic success.

Schoolwide and Targeted Assistance Title I Element Summary

Schoolwide and Targeted Assistance Title I Elements

1.1 Comprehensive Needs Assessment

Please see the Comprehensive Needs Assessment detailed in this school performance plan.

2.1 School Performance Plan (SPP) developed with appropriate stakeholders

Please see the Continuous Improvement Team table included in this plan.

2.2 Regular monitoring and revision

During Act 2 (September-October and January -February): Navigating Our Course, CI teams will monitor progress toward achieving goals by engaging in the Now, Next, Need question protocol as data is analyzed and plan implementation is reflected upon. Real-time adjustments will be made, as needed, to ensure the plan results in the intended improvements. The outcomes of this analysis will be documented in the Status Checks section of this plan and posted on school websites to serve as a communication tool with the school community.

2.3 Available to parents and community in an understandable format and language

Per Nevada Revised Statutes (NRS).388G, school plans must be posted on both the District and school websites. Upon approval, the School Performance Plan (SPP: Roadmap) is posted following each Act in the Continuous Improvement Process. With 111 languages in our district, translation services are available upon request.

2.4 Opportunities for all children to meet State standards

An adopted curriculum aligned with state standards in English language arts, mathematics, science, and social studies, including differentiated scaffolds and supports, is used. District wide Multi-tiered Systems of Support (MTSS) are implemented in every Clark County School District school.

2.5 Increased learning time and well-rounded education

Title 1 funds were utilized to support a fully funded teacher and a partially funded teacher, both of whom helped decrease class sizes. Additionally, the funds supported an EL student in a reading room, which is also supported by a CTT.

2.6 Address needs of all students, particularly at-risk

Please refer to the Equity Resource Supports table within each Inquiry Area to see challenges and solutions developed to ensure the needs of all students are considered and addressed.

3.1 Annually evaluate the schoolwide plan

During Act 3 (May-June): Reviewing Our Journey, CI teams will reflect on the school year and determine which goals and improvement strategies will continue, be corrected, or be canceled in the following school year as part of the continuous improvement process.

4.1 Develop and distribute Parent Involvement and Family Engagement Policy

The school leadership, staff, parents, and community stakeholders collaborate annually to develop and revise the Parent Involvement and Family Engagement Policy (PIFEP), providing input throughout the process. The finalized plan is then posted on the school website for accessibility.

4.2 Offer flexible number of parent involvement meetings

We offered a range of parent-involved after-school activities, including a fall festival, literacy nights, and math nights.

5.1 Determine which students will be served by following local policy

We work with all students and parents throughout the school year to ensure student success.

Plan Notes

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	$3,629,087.67	General running school	
At-Risk Weighted Allocation	$**158,892.90**	Strategist and partially funded teacher	class size reduction
EL Weighted Allocation	$248,501.62	partially funded kinder	class size reduction
General Carry Forward	$637,346.63	2 fully funded teachers, one partial, instructional assistant	Class Size Reduction and Social-Emotional Learning.
At-Risk Weighted Carry Forward	$0.00		
EL Weighted Carry Forward	$18,414.19	supplies and other services	
Title IA	$0.00		

Teams

Teams

School Continuous Improvement Team

Meeting Logs

Date	Location	Sign In Sheet	Notes
June 11, 2025 @ 8:00 AM	Lee Amtonello	--	--
June 20, 2025 @ 8:00 AM	Lee Antonello	--	--

Members

First Name	Last Name	Position	Committee Role
Angela	Cruzate	5th Grade Teacher	Member
Kelly	Berkley	Behavior Strategist	Member
Lena	Scolaro	RBG3	Member
Leahanne	Ferrario	Assistant Principal	Member
Dr. Kathi-Anne	Rozek	Principal	CI Team Lead

Community Outreach Activities

Activity	Date	Lesson Learned