Clark County School District

Antonello, Lee ES

2026-2027 Status Checks with Notes

Accreditation Status
Accredited

District Approval Date: October 20, 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/

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: MATH
According to the Spring 2025-2026 MAP Growth assessment, grades 3-5, 32% of students are projected to be proficient in math.

Increase math proficiency from 34%, according to SBAC scores in 2025- 2026, to a target goal of 45% in 2026 - 2027

By the end of the 2026-2027 school year, decrease the percentage of Grade 3-5 students scoring at or below the 40th percentile on the i-Ready Inform Math assessment from the Fall 2026 baseline of 48.3% to 39%.
(Academic Excellence: Confident Mathematical Thinkers and Problem Solvers)

Aligns with District Goal

Formative Measures: i-Ready Inform Assessment

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Continuation of PLC process to improve Tier 1 instruction through focused planning and structured formative assessment cycles. **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 **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 2: Moderate: PLC **Problem Statements/Critical Root Cause:** Student Success 1	**Oct:** In progress **October Lessons Learned** Teachers need continued support with intentional math planning, particularly aligning standards, learning targets, tasks, questioning, and assessment. Data use remains an area for continued development, with teachers needing support to translate formative, summative, and i-Ready data into instructional decisions. Students benefit from increased opportunities to make meaning, reason, discuss, and justify mathematical thinking incorporate thinking routines. Consistent use of district pacing and planning expectations supports alignment and coherence across classrooms. Focused observations and feedback are valuable in identifying instructional trends and determining targeted support. **October Next Steps/Need** Continue professional learning focused on effective mathematics planning. Facilitate data cycles and data-driven decision-making, including i-Ready Inform and student goal setting, with Math Department support. Increase implementation of 3-Act Tasks, Standards for Mathematical Practice, mathematical discourse, and meaningful learning experiences. Monitor alignment to district pacing, planning documents, initiatives, and priorities. Conduct focused instructional observations and provide specific, actionable feedback and coaching. Use observation and student-data trends to determine additional professional learning and instructional supports. **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: ELA
According to the spring 2025-2026 MAP Growth assessment, grades 3-5, 38% are proficient in reading.

Increase ELA proficiency from 44% according to SBAC scores in 2025 - 2026 to a target goal of 50% in 2026 - 2027

By Spring 2026-2027, decrease the percentage of Grade 3-5 students scoring at or below the 40th percentile on the i-Ready Inform ELA assessment from the Fall 2026 baseline of 46.3% to 35%.
(Academic Excellence: Strong Readers, Writers, and Communicators)

Aligns with District Goal

Formative Measures: I-Ready Inform Assessment

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Continue the PLC process to improve Tier 1 instruction through focused planning and structured formative assessment cycles. **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 **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 2: Moderate: PLC **Problem Statements/Critical Root Cause:** Student Success 1	**Oct:** In progress **October Lessons Learned** Students need consistent opportunities to make meaning of content through close reading, discussion, writing, and evidence-based analysis. Teachers benefit from continued support in using student data to identify instructional needs and make informed decisions. Effective planning is critical to maintaining appropriate rigor, particularly through intentional annotation, questioning, and text analysis. Consistent implementation of district pacing and planning expectations supports alignment and instructional coherence. Focused observations and feedback help identify instructional strengths and opportunities for targeted support. **October Next Steps/Need** Continue professional learning focused on effective ELA planning strategies, with emphasis on annotation and rigor. Provide professional learning on data cycles and data-driven decision-making, including formative, summative, i-Ready Inform, and student goal setting. Increase opportunities for students to make meaning of content, engage with complex texts, discuss their thinking, and use textual evidence. Monitor implementation of district pacing, planning documents, initiatives, and priorities. Conduct focused instructional observations and provide actionable feedback and coaching. Use observation and student-data trends to identify additional areas for professional learning and instructional support. **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 3: Mathematics: Reduce the proficiency gap between EL and English Proficient students from 29.4 to 27 percentage points by 2027, as measured by state summative assessments.

ELA: Reduce the proficiency gap between EL and English Proficient students from 37.9 to 35 percentage points by 2027, as measured by state summative assessments.

Increase the percentage of ELs meeting their AGP from 34.5% to 40% in 2026-27 as measured by WIDA assessment.
(Academic Excellence: Inclusive Classrooms that Support Every Learner)

Aligns with District Goal

Formative Measures: Summit K12 -
iReady Inform projected proficiency data
Grades and/or classroom assessments

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: AB335: Implement Academic Language Acquisition through Content to support access to Tier I instruction for all English learners. **Position Responsible:** Administration **Resources Needed:** ULD professional learning series Tier I Monitoring Tool **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 2: Moderate: MAP Growth Level 4: Demonstrate Rationale: Summit K-12 **Problem Statements/Critical Root Cause:** Student Success 2	**Oct:** In progress **October Lessons Learned** Consistent understanding and implementation of the CCSD Language Development Approach (ULD) is essential for effective support of English learners. Instructional rounds provide evidence of how effectively Tier I English learner supports are being implemented across classrooms. Data from the Tier I monitoring tool can help identify schoolwide trends, strengths, and areas for growth. Teachers benefit from ongoing collaboration, coaching, and professional learning focused on integrating language development with grade-level content. **October Next Steps/Need** Ensure 100% completion of ULD for all teachers and administrators. Continue instructional rounds using the Tier I monitoring tool to monitor English learner support. Analyze instructional-rounds data to identify professional learning, PLC, and coaching priorities. Provide targeted PLCs and coaching based on identified instructional needs. Conduct follow-up monitoring to assess implementation and determine additional supports needed. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

Improvement Strategy 2 Details	Reviews
Improvement Strategy 2: ELL Reading Room - Targeted intervention to implement Tier II support for identified EL Student groups, (newcomers, STEL, and LTEL). **Position Responsible:** Learning strategist **Resources Needed:** Summit K12 **Evidence Level** Level 3: Promising: **Problem Statements/Critical Root Cause:** Student Success 2	**Oct:** In progress **October Lessons Learned** Targeted small-group interventions provide intensive support for EL students with identified reading needs. STELs require focused language-development support and consistent opportunities to strengthen academic language. Progress monitoring is essential to evaluate the effectiveness of Tier III interventions and inform next steps. **October Next Steps/Need** Implement Tier III small-group reading interventions for EL students in the Reading Room. Implement Summit K12 Tier III support for STELs. Monitor participation, progress, and student data to adjust interventions and determine continued support 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: 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-wide teachers reading the script as written- from 85% at the end Semester 2 2025-2026. By the end of Act 1 90% of teachers will use script as written, by the end of Act 2 95% will use script as written, and by the end of Act 3 100% of teachers will use program as written by end of SY 2026-2027. (Career-Connected Learning and Durable Skills: Employees Prepared to Lead What's Next)

Aligns with District Goal

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

Improvement Strategy 1 Details	Reviews
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. **Position Responsible:** Admin Team **Resources Needed:** PLC time CCSD planning and pacing documents Master Calendar Support from a representative **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 2: Moderate: PLC **Problem Statements/Critical Root Cause:** Adult Learning Culture 1	**Oct:** In progress **October Lessons Learned** A phased PD and coaching approach is needed to support consistent implementation of 95 Phonics. Classroom audits identified the importance of monitoring lesson delivery, pacing, explicit instruction, and program fidelity. Teachers benefit from targeted support in whole-class modeling, guided practice, structured literacy routines, scripting, and manipulative use. Embedded coaching and timely feedback provide opportunities for teachers to strengthen instructional practices. Biweekly PLCs support collaborative problem-solving around implementation challenges. Fidelity data provides evidence to identify trends and determine additional professional learning and coaching needs. **October Next Steps/Need** Map the PD timeline around PD days, grade-level planning, and rollout phases. Collaborate with the 95 Phonics representative to establish priority focus areas. Provide PD on core program expectations, explicit modeling, structured literacy routines, teacher scripts, and student workbooks. Implement embedded coaching cycles with demonstration, teacher practice, observation, and feedback. Conduct biweekly PLC check-ins to monitor implementation and troubleshoot challenges. Collect and analyze fidelity and observation data using the adjusted Look-Fors tool to guide ongoing support. **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: According to Focus Ed, chronic absenteeism for the 2025-2026 school year is at 23.2%. 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 2026-2027 school year. (Safe and Supportive Schools: Students Who Are Known, Valued, and Connected)

Aligns with District Goal

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

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Strengthen our student monitoring process for the students who are approaching trending (greater than 5% absences) **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 **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 3: Promising: Creating a positive school climate and culture Level 4: Demonstrate Rationale: Harmony **Problem Statements/Critical Root Cause:** Connectedness 1	**Oct:** In progress **October Lessons Learned** 2025-2026 chronic absenteesims is 26%.now trending at 18% as of 9/14/2026. Students tracked daily in attendance monitoring allows the school to identify concerns early and respond proactively. Student and parent communication is essential for establishing clear attendance expectations and accountability. Monitoring IC data helps identify new students who are trending toward chronic absenteeism. Continued attendance concerns require consistent documentation, family engagement, and coordinated intervention. **October Next Steps/Need** Identify students who were chronically absent in 2025-26 Implement a daily attendance check-in system for identified students. Meet with students to review the program, expectations, and goals; obtain parent permission slips. Monitor student attendance daily in IC and identify additional students as needed. Identify students who are trending toward chronic absenteeism and contact parents/guardians. For students who become chronically absent, request RPC without removal and address educational neglect and retention documentation with the appropriate team. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

Improvement Strategy 2 Details	Reviews
Improvement Strategy 2: Strengthen the monthly monitoring process of student 0 - 3 absences. **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 **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 3: Promising: Level 4: Demonstrate Rationale: **Problem Statements/Critical Root Cause:** Connectedness 1	**Oct:** In progress **October Lessons Learned** As of 9/14 current chronic absenteesims is 18%. Monthly attendance data provides an opportunity to identify trends and recognize students demonstrating consistent attendance. Positive attendance incentives help reinforce a schoolwide culture that values daily attendance. Offering a variety of engaging incentives helps maintain student interest and motivation. **October Next Steps/Need** Encourage teachers to implement classroom-based attendance incentives that recognize consistent attendance and motivate students to attend school daily. Provide teachers with flexibility to develop engaging, age-appropriate incentives that align with classroom expectations and student interests. Monitor attendance trends to determine whether classroom incentives are helping reduce absences and improve daily attendance. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**