

Clark County School District

Antonello, Lee ES

2026-2027 School Improvement Plan

Accreditation Status
Accredited

Classification: 2 Star School

Title I, TSI



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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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

According to the Spring 2025-2026 95Phonics LIS Assessment Screener, overall 53% of students demonstrated growth on Foundational Skills.

Kinder MAP 53% Foundational Skills above 60th percentile.

First Grade MAP 56% Foundational Skills above the 60th percentile.

Student Success Areas for Growth

According to the 2025-2026 SBAC data,33.9% of students in grades 3-5 were proficient in math and 43.6% were proficient in ELA.

Student Success Equity Resource Supports

Student Group	Challenge

**English
Learners**

- There is 27% achievement gap between LEP and non LEP students scoring above the 41st percentile in reading based on Fall i-Ready Inform Assessment.
There is 26% achievement gap between LEP and non LEP students scoring above the 41st percentile in math based on Fall i-Ready Inform Assessment.
- 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.

Student Group	Challenge
Foster/ Homeless	<ul style="list-style-type: none"> • There is currently no identifiable achievement gap between Foster/Homeless and non-Foster/Homeless students. • There are 4.2% 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.

Student Group	Challenge
Free and Reduced Lunch	<ul style="list-style-type: none"> • 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.
Migrant/ Title1-C Eligible	N/A

Student Group	Challenge
Racial/ Ethnic Minorities	<p>There is a 37.22% achievement gap between Caucasians and Racial/Ethnic Minorities in math, and a 34.66% achievement gap between Caucasians and Racial/Ethnic Minorities in reading.</p> <ul style="list-style-type: none">• 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 equitable access to high-quality instruction.

Students with IEPs	<ul style="list-style-type: none"> • There is a 28.71% achievement gap between Non-Students and Students with IEPs in math, and an 10.8% achievement gap between Non-Students 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.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): According to the Fall 2026 i-Ready inform, 21% of students are projected to be proficient in reading, and 9% are in math if students showed no additional growth.

Critical Root Cause: New HMH V3 curriculum implementation in reading, writing, and foundational reading skills will need additional focus. Alignment with SBAC rigor and questioning. Staff turnover and changing needs for educator support and training.

Problem Statement 2 (Prioritized): AB 335: As evidenced by district interim assessment data, the problem is ELs are performing below other identified groups at our school.

Critical Root Cause: AB 335: The low performance of ELs in language proficiency and content achievement is due to limited access to academic discourse.

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. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Professional learning for teachers on effective planning strategies in math</td><td>Admin</td><td>ongoing</td><td></td></tr><tr><td>2</td><td>Professional learning for teachers on data cycles and data-driven decision-making (formative, summative, iReady Inform, and goal setting) assisted by math department</td><td>Teachers, Admin</td><td>ongoing</td><td></td></tr><tr><td>3</td><td>Students engage in multiple opportunities to make meaning of the content, incorporate 3 act task and SMPs</td><td>Admin, Teachers</td><td>ongoing</td><td></td></tr><tr><td>4</td><td>Follow district initiatives and priorities for pacing and planning documents for Math</td><td>Admin</td><td>First quarter</td><td></td></tr><tr><td>5</td><td>Conduct focused instructional observations and provide feedback for support</td><td>Admin</td><td>Aug - Oct</td><td></td></tr></table> <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>					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Professional learning for teachers on effective planning strategies in math	Admin	ongoing		2	Professional learning for teachers on data cycles and data-driven decision-making (formative, summative, iReady Inform, and goal setting) assisted by math department	Teachers, Admin	ongoing		3	Students engage in multiple opportunities to make meaning of the content, incorporate 3 act task and SMPs	Admin, Teachers	ongoing		4	Follow district initiatives and priorities for pacing and planning documents for Math	Admin	First quarter		5	Conduct focused instructional observations and provide feedback for support	Admin	Aug - Oct		Status Check		EOY Reflection
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Oct	Feb	June																																			
In progress	No review																																				

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

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Oct	Feb	June																																			
In progress	No review																																				

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.					Status Check		EOY Reflection
					Oct	Feb	June
					In progress	No review	
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 2026.				
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 2026-2027 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 2026-2027 school year.				
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							

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). <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Implement targeted Tier III interventions for EL students in small groups in reading room.</td><td>Administration, learning strategist</td><td>Ongoing during the 2026-2027 SY</td><td></td></tr><tr><td>2</td><td>Implement Summit k12 Tier III support for STELs</td><td>Administration, Learning strategist,</td><td>Ongoing during the 2026-2027 SY</td><td></td></tr></table> <p>Position Responsible: Learning strategist</p> <p>Resources Needed: Summit K12</p> <p>Evidence Level Level 3: Promising:</p> <p>Problem Statements/Critical Root Cause: Student Success 2</p>					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Implement targeted Tier III interventions for EL students in small groups in reading room.	Administration, learning strategist	Ongoing during the 2026-2027 SY		2	Implement Summit k12 Tier III support for STELs	Administration, Learning strategist,	Ongoing during the 2026-2027 SY		Status Check		EOY Reflection
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Oct	Feb	June																				
In progress	No review																					

Adult Learning Culture

Adult Learning Culture Areas of Strength

According to the spring 2025-2026 MAP Growth assessment, grades 3-5, 32% of students are projected to be proficient in math, and 38% are proficient in reading.

Adult Learning Culture Areas for Growth

According to MAP Growth Spring 2025 - 2026 data, 63% of students achieved at or below the 40th percentile in reading.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Low performance and accessibility.	<ul style="list-style-type: none">• 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.

Student Group	Challenge	Solution
Foster/Homeless	Low performance and accessibility.	<ul style="list-style-type: none"> • The school counselor and the Safe Schools Professional will provide services to increase student attendance and provide 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	Low performance and accessibility.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.

Student Group	Challenge	Solution
Students with IEPs	Low performance and accessibility.	<ul style="list-style-type: none"> 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 Adult Learning Culture Needs

Problem Statement 1 (Prioritized): According to the spring 2025-2026 MAP Growth assessment, grades 3-5, 32% of students are projected to be proficient in math, and 38% are proficient in reading.

Critical Root Cause: The 95 Percent Phonics curriculum is in its 4th year of implementation. Teachers are improving their knowledge of The Science of Reading and have varying degrees of how to implement and apply writing knowledge for Tier 1 Instructional practices.

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.	Status Check	EOY Reflection

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

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	Feb	June
In progress	No review	

Connectedness

Connectedness Areas of Strength

Sense of belonging and Positive Feelings

Connectedness Areas for Growth

Growth Mindset 43%, Chronic Absenteeism 18.7%

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Low performance and accessibility.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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
Free and Reduced Lunch	Low performance and accessibility.	<ul style="list-style-type: none">• Professional development will be provided to support teacher's chronically absent students.• School-wide incentives.

Student Group	Challenge	Solution
Migrant/Title1-C Eligible	n/a	n/a
Racial/Ethnic Minorities	Low performance and accessibility.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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 1 (Prioritized): 18.7% of students at Lee Antonello are chronically absent (exclude MDP).

Critical Root Cause: Lack of parent involvement and commitment to students' academic success.

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)					Status Check		EOY Reflection
					Oct	Feb	June
					In progress	No review	
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 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							

Improvement Strategy 2 Details					Reviews																						
Improvement Strategy 2: Strengthen the monthly monitoring process of student 0 - 3 absences. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Pull monthly attendance reports from IC</td><td>Assistant Principal</td><td>Ongoing during the 2025-2026 school year.</td><td>✓</td></tr><tr><td>2</td><td>Monthly perfect attendance incentives Dance party Bubble party Lunch in the courtyard Popcorn party Cotton candy Movie party Game time</td><td>Admin team</td><td>Ongoing during the 2025-2026 school year.</td><td>✓</td></tr><tr><td>3</td><td>Teachers create classroom incentives to prevent student absences.</td><td>Classroom teachers</td><td>ongoing</td><td>✓</td></tr></table> <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 Level 3: Promising: Level 4: Demonstrate Rationale:</p> <p>Problem Statements/Critical Root Cause: Connectedness 1</p>					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	✓	Status Check		EOY Reflection
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Oct	Feb	June																									
In progress	No review																										

Priority Problem Statements

Problem Statement 1: According to the Fall 2026 i-Ready inform, 21% of students are projected to be proficient in reading, and 9% are in math if students showed no additional growth.

Critical Root Cause 1: New HMH V3 curriculum implementation in reading, writing, and foundational reading skills will need additional focus. Alignment with SBAC rigor and questioning. Staff turnover and changing needs for educator support and training.

Problem Statement 1 Areas: Student Success

Problem Statement 2: AB 335: As evidenced by district interim assessment data, the problem is ELs are performing below other identified groups at our school.

Critical Root Cause 2: AB 335: The low performance of ELs in language proficiency and content achievement is due to limited access to academic discourse.

Problem Statement 2 Areas: Student Success

Problem Statement 3: According to the spring 2025-2026 MAP Growth assessment, grades 3-5, 32% of students are projected to be proficient in math, and 38% are proficient in reading.

Critical Root Cause 3: The 95 Percent Phonics curriculum is in its 4th year of implementation. Teachers are improving their knowledge of The Science of Reading and have varying degrees of how to implement and apply writing knowledge for Tier 1 Instructional practices.

Problem Statement 3 Areas: Adult Learning Culture

Problem Statement 4: 18.7% of students at Lee Antonello are chronically absent (exclude MDP).

Critical Root Cause 4: Lack of parent involvement and commitment to students' academic success.

Problem Statement 4 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- End-of-Unit Assessments
- Grades
- I-Ready
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- Multi-Tiered System of Supports (MTSS)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- WIDA Screener
- Other
 - Phonics Screener for Intervention (95 Phonics LIS)
 - Educational Software for Guiding Instruction (ESGI)

Adult Learning Culture

- Administrator evaluation
- Communications data
- Lesson Plans
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data
- Staff surveys and/or other feedback
- Student Climate Survey
- Teacher evaluation
- Teacher retention
- Teacher/Student Ratio
- Walk-through data

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- Demographic data
- Gifted and talented data
- Home Visits

- PBIS/MTSS data
- Perception/survey data
- School safety data
- Social Emotional Learning Data
- Volunteer opportunities, attendance, and participation

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

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	\$3,475,832.65	General running school	Student Success, Adult Learning Culture, Connectedness
At-Risk Weighted Allocation	\$170,000.84	Strategist and partially funded teacher	Student Success, Adult Learning Culture, Connectedness
EL Weighted Allocation	\$261,721.52	partially funded kinder	Student Success, Adult Learning Culture, Connectedness
General Carry Forward	\$0.00	2 fully funded teachers, one partial, instructional assistant	Student Success, Adult Learning Culture, Connectedness
At-Risk Weighted Carry Forward	\$0.00		
EL Weighted Carry Forward	\$0.00	supplies and other services	Student Success, Adult Learning Culture, Connectedness
Title IA	\$12,978.32	Title 1, 1003a School Improvement Grant (FY25)	SBAC Prep and implmentation

School Continuous Improvement Team

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