

Washoe County School District

Coral Academy Elementary School - Northwest

2025-2026 School Improvement Plan

Classification: 4 Star School



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 (Add a link to the school's School Rating Report.)

https://nevadareportcard.nv.gov/DI/nv/washoe/coral_academy_elementary-northwest/2025

Table of Contents

Comprehensive Needs Assessment 4

 Student Success 4

 Adult Learning Culture 6

 Connectedness 8

Priority Problem Statements 10

Comprehensive Needs Assessment Data Documentation 11

Inquiry Areas 12

 Inquiry Area 1: Student Success 12

 Inquiry Area 2: Adult Learning Culture 13

 Inquiry Area 3: Connectedness 14

Community Outreach Activities 15

Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

State criterion-testing (SBAC) data shows 54.8% student proficiency in ELA and 56.6% proficiency in math. Fall 2024 to Spring 2025 MAP student growth for all grades is 59% for math and 65% for reading. Students regularly use i-Ready and Lexia for academic growth monitoring. Previous year final diagnostic shows that 61% of our students are at or above grade level in math.

Student Success Areas for Growth

State ELA data shows that our students were in the 54th percentile and Math MAP data indicates they were in the 56th. Our school uses i-Ready exclusively for math and, for the 23-24 Spring Diagnostic, 61% of students met their typical growth. Stretch growth was demonstrated at 32% for all students.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Accessibility	More consistent i-Ready usage during school hours.
Foster/Homeless	N/A	
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	N/A	

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Based on recent MAP scores, the student population is in the 58th percentile math and in the 50th percentile for reading.

Critical Root Cause: Differentiated instruction targeting all learners is not implemented regularly and with fidelity. Scope and sequence is not prioritized in order to effectively target student academic deficiencies.

Adult Learning Culture

Adult Learning Culture Areas of Strength

Teachers are afforded multiple, robust professional development sessions throughout the year. The school climate prioritizes collaboration and support for all teachers and staff. Grade level mentor teachers work intensively with newer instructors to support classroom engagement and academic achievement.

Adult Learning Culture Areas for Growth

Teacher retention continues to be a challenge. Newer teachers are on-boarded quickly and do not have enough time to learn the materials properly. This leads to reduced fidelity and effectiveness when instructing curriculum. Time spent in professional development assists the teachers and instruction, and subsequently, student academic achievement can be improved. While new teachers are eager they have a lot to learn in regards to new curriculum, procedures, and standards that are unique to Coral Academy of Science.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Increased support from classroom teacher	Professional development sessions to improve teacher strategies when engaging with English Language Learners
Foster/Homeless	N/A	
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	N/A	

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Student academic success is impeded by ineffective teacher instruction. Curriculum fidelity and differentiated learning is not implemented on a Coral Academy Elementary School - Northwest
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daily basis.

Critical Root Cause: New teachers do not have proper time to familiarize themselves with the curriculum or best practices for instruction.

Connectedness

Connectedness Areas of Strength

Teachers are required to send out weekly newsletters. In addition, a weekly digital message is sent out by the administration team. Coral Academy also benefits from a strong Parent Teacher Booster Club (PTBC) that assists in creating and implementing multiple engagement events. Students are afforded weekly after-school clubs and tutoring sessions that aim to positively extend the school day. Family engagement events have historically had high turnout and will continue to be promoted in order to ensure optimal attendance.

Connectedness Areas for Growth

Coral Academy NW has a new admin support position tasked with increasing family engagement and acting as a direct point of contact for parents and guardians. Due to this, Coral Academy NW has partnered with multiple community agencies such as Spread the Word Nevada, Desert Research Institute, WCSD, and Home Depot to increase family and student involvement at our campus. School-family partnership has taken a priority this year in order to aid in destigmatizing the school setting and increase family participation with the ultimate goal of reducing chronic absenteeism.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	supports for community	
Foster/Homeless	N/A	
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	N/A	

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): There remains a strong barrier between school and family partnerships. School perception may be negatively skewed by academic rigor.

Critical Root Cause: Lack of frequent and/or limited communication with families and lack of teacher involvement with engagement events.

Problem Statement 2: While academic data is communicated regularly with guardians, many stakeholders do not know how to interpret and best use the data to support their student's learning at home.

Critical Root Cause: Limited direct, explicit communication regarding specific student achievement resulting in a school/home dichotomy. Parents may also be intimidated by the use of acronyms and terminology.

Priority Problem Statements

Problem Statement 1: Based on recent MAP scores, the student population is in the 58th percentile math and in the 50th percentile for reading.

Critical Root Cause 1: Differentiated instruction targeting all learners is not implemented regularly and with fidelity. Scope and sequence is not prioritized in order to effectively target student academic deficiencies.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Student academic success is impeded by ineffective teacher instruction. Curriculum fidelity and differentiated learning is not implemented on a daily basis.

Critical Root Cause 2: New teachers do not have proper time to familiarize themselves with the curriculum or best practices for instruction.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: There remains a strong barrier between school and family partnerships. School perception may be negatively skewed by academic rigor.

Critical Root Cause 3: Lack of frequent and/or limited communication with families and lack of teacher involvement with engagement events.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Early childhood literacy and math data
- End-of-Unit Assessments
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Smarter Balanced (SBAC)
- STEM/STEAM
- Student Climate Survey, Student Voice
- Student failure and/or retention rates
- Tier I Instructional Materials Assessments
- Transition Data
- WIDA ACCESS for ELLs
- WIDA Alternate ACCESS (WAA)
- WIDA Screener

Adult Learning Culture

- Coaching Logs
- Evaluation(s) of professional development implementation and impact
- Master schedule
- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- Staff surveys and/or other feedback
- Teacher evaluation
- Teacher retention

Connectedness

- Attendance
- Community surveys and/or other feedback
- Perception/survey data
- Volunteer opportunities, attendance, and participation

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Seventy-five (75) percent of Coral Academy NW students will meet or exceed their typical growth in math on the final i-Ready Math Diagnostic given during Spring 2025. Student average for the MAP math Spring assessment will be meet or exceed the 60% percentile.

Student average for the MAP ELA Spring assessment will meet or exceed the 65%. Ninety (90) percent of students will meet their weekly Lexia usage.

Aligns with District Goal

Formative Measures: i-Ready, Lexia usage reports. MTSS data and work samples

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: iReady/MTSS				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Teachers will implement weekly i-Ready usage with fidelity. Data will be exported and shared with classroom teachers to gauge efficacy. A new MTSS committee along with new tracking and reporting procedures will be implemented school-wide. MTSS committee will meet once a month with 3 individual grade level bands (kindergarten, 1-2, and 3-5) to monitor and discuss student performance.	Principal, MTSS committee	SY 2025-26			
Position Responsible: Principal, MTSS committee						
Evidence Level						
Level 3: Promising: i-Ready, MTSS						
Problem Statements/Critical Root Cause: Student Success 1						

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Based on recent MAP scores, the student population is in the 58th percentile math and in the 50th percentile for reading. Critical Root Cause: Differentiated instruction targeting all learners is not implemented regularly and with fidelity. Scope and sequence is not prioritized in order to effectively target student academic deficiencies.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: 100% of teachers will support student learning by fully-utilizing curriculum and small-group, differentiated instruction as measured by teacher observations and evaluations.

Aligns with District Goal

Formative Measures: Goal setting worksheets, PLC minutes, teacher observations and evaluations

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: PLCs				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Teachers will better implement curriculum and and standards by setting goals for their classrooms and students. Teachers will be more aware and responsive to student learning outcomes by analyzing formative and summative data, engaging in collaborative learning communities, and co-teaching opportunities. Teachers will also attend professional development related to their specific needs. Comment	Principal, teachers	SY 2025-26			
Position Responsible: Principal, teachers						
Evidence Level						
Level 2: Moderate: PLC						
Problem Statements/Critical Root Cause: Adult Learning Culture 1						

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: Student academic success is impeded by ineffective teacher instruction. Curriculum fidelity and differentiated learning is not implemented on a daily basis. Critical Root Cause: New teachers do not have proper time to familiarize themselves with the curriculum or best practices for instruction.

Inquiry Area 3: Connectedness

SMART Goal 1: Chronic absenteeism will be reduced by 3%.

Increase communication with families, volunteer opportunities, and increase participation in family engagement events.

Aligns with District Goal

Formative Measures: Attendance reports, parent climate survey

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: Family Engagement				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	Coral Academy NW will prioritize more communication with families, especially those with high-absenteeism rates. This will include supportive and informative face-to-face meetings.	Principal, admin support, registrar	SY 2025-26	No review	No review	No review
Position Responsible: Principal, admin support, registrar						
Evidence Level Level 3: Promising: Family Engagement						
Problem Statements/Critical Root Cause: Connectedness 1						

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: There remains a strong barrier between school and family partnerships. School perception may be negatively skewed by academic rigor. Critical Root Cause: Lack of frequent and/or limited communication with families and lack of teacher involvement with engagement events.

Community Outreach Activities

Activity	Date	Lesson Learned
Popsicle Preview	August 6, 2025	Lots of excitement from new and existing families and students
Parent orientation	August 12, 2025	High-level of family interest for the upcoming year
Pastries with my People	August 29, 2025	Parents/guardians are overwhelmingly happy with our school and the way the year is progressing
Harvest Festival	October 24, 2025	Huge amount of support for our school not just from our families but families from all Coral sites. This was the first year Northwest has hosted so we will improve on logistics however almost all feedback was positive
Trunk or treat	October 30, 2025	Lots of support from both new and existing families to make this event a success. Though it was short, all involved were positive
Winter performances	December 10, 2025	
Breakfast with Santa	December 13, 2025	
STEAM Night	March 11, 2026	
Art show and auction	May 21, 2026	