

Washoe County School District

Coral Academy Elementary School - South

2025-2026 School Improvement Plan

Classification: 5 Star School

Mission Statement

Coral Academy of Science is a tuition-free K-12 public school of choice located in Reno, Nevada with an emphasis on “S.T.E.A.M.” education. With Science, Technology, Engineering, The Arts, and Math at the core of Coral Academy’s curriculum, a caring staff, and highly-qualified teachers, we uniquely prepare students to succeed in college and secure high-earning, competitive, and rewarding careers after college.

Vision

The educational vision and innovation crucial to accomplishing this mission is organized under two main headings: *specific elements* and *whole-school design*. The specific design elements fall into five categories: 1. rigorous curriculum, instruction, and assessment; 2. leadership, governance, and staffing; 3. parent and community involvement; 4. technology; and 5. financing. Whole school design involves the comprehensive and continuing effort to realize these five essential elements in an integrated manner.

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/washoe/coral_academy_elementary-south/2025

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

HMH curriculum and additional resources (Lexia, etc.) have proven overtime to be exceptionally beneficial for Tier 1 instruction. Teachers continue to dedicate fidelity to improving tier 1 instruction and demonstrating appropriate differentiation within the classroom to meet the needs of all students.

- **4th grade** momentum across subjects: Math (+27 pp), ELA (+33 pp), Science (+31 pp). Protect practices that drove this surge (Tier 1 fidelity, PLC cycles, WIN structures).
- **Kindergarten** foundations trending up: Math (+9 pp), ELA (+6 pp), indicating early-grade Tier 1 routines are taking hold.
- **3rd grade** ELA transition: +9 pp suggests improved comprehension/knowledge-building at the cusp of upper elementary.
- **Science** vertical lift begins to show in 3rd (+4 pp) and stabilizes in 5th (+2 pp).

Student Success Areas for Growth

Kindergarten is trending up, but Grade 1 regression, especially in Math, signals fragile number sense, fact strategies, and decoding/fluency foundations. Overall, number sense and foundational math skills, are a critical area that need additional focus and require more adequate tier 1 instruction for primary grades.

- **Grade 1 regression:** Math (−22 pp) and ELA (−10 pp) signal fragile number sense, early operations, and phonics/fluency foundations.
- **Grade 2 “bridge year” dip:** Math (−9 pp) and ELA (−4 pp) show gaps transferring K–1 skills to multi-step tasks and fluent reading to comprehension.
- **Grade 5 plateau:** Math (0), ELA (−1) indicates stagnation with multistep problem solving and evidence-based writing at upper-grade complexity.
- **3rd grade** Math essentially flat (−1 pp): needs stronger problem-solving transfer despite ELA gains.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Although Coral Academy's English Learners (ELs) met 81.6% of their Adequate Growth Percentile (AGP) targets on the WIDA assessment, significantly outperforming the district rate of 48.1%, academic proficiency remains low across content areas: • ELA Proficiency: 19% (up from 12.5% last year; district 15.3%) • Math Proficiency: 23.8% (district 15.3%) • Science Proficiency: data not reported (<10 students) This indicates strong language growth but limited transfer of English proficiency to content mastery. Students are progressing toward reclassification yet continue to underperform academically in reading comprehension, vocabulary, and math word problems.	Increase ELL academic proficiency in ELA and Math by 10 percentage points by Spring 2026. Vocabulary pre-teaching (morphology routines), visuals/anchors, language frames for math/ELA discourse, co-teaching in Tier 1, and brief, high-frequency Tier 2.
Foster/Homeless	N/A	N/A
Free and Reduced Lunch	N/A	N/A
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	N/A	N/A

Student Group	Challenge	Solution
Students with IEPs	Students with disabilities (SWD) demonstrate significant underperformance and slow growth: • ELA Proficiency: 20% (down from 37.5%; district 21%) • Math Proficiency: 13.3% (down from 31.2%; district 22%) • Science Proficiency: not reported (district 7.4%) • AGP Met: not reported; district averages 23.7% (Math) and 34.9% (ELA) Although overall school growth indicators are strong, SWD growth trails the general population by over 40 percentage points, suggesting Tier 1 instructional misalignment and inadequate intervention intensity.	Increase proficiency for students with disabilities by 10 percentage points in ELA and Math by Spring 2026 and ensure 100% of IEPs include measurable, standards-aligned goals. Use explicit, systematic phonics and math fact fluency interventions. Schedule common planning between SPED and grade-level teachers to align accommodations and formative assessments.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): While Coral Academy of Science - ES South continues to perform above the district average in ELA proficiency (60.7% vs. 47.9%), nearly 4 in 10 students are not yet meeting grade-level reading standards. Although growth trends remain steady, data reveals inconsistent gains across grades in foundational reading, vocabulary, and comprehension skills particularly during the transition from early literacy (K-2) to comprehension and analytical reading (Grades 3-5). This pattern indicates that while students are progressing, many are not sustaining comprehension and vocabulary growth required by NVACS standards. Continued focus on Tier 1 instruction in comprehension strategies, vocabulary development, and application of reading skills across content areas is needed to improve overall proficiency.

Critical Root Cause: The primary root cause of inconsistent reading achievement is variability in Tier 1 reading instruction. While phonics instruction is strong, comprehension strategy instruction and vocabulary integration are not consistently embedded across grades. Teachers use MAP data inconsistently to drive instruction, and there are limited opportunities for collaborative analysis of reading and writing data. Furthermore, gaps in academic vocabulary and limited written response practice hinder students' ability to demonstrate higher-level comprehension. A consistent, schoolwide progress-monitoring system beyond Grade 2 is needed to ensure early identification and support for students below grade-level expectations.

Problem Statement 2: While Coral Academy South's math proficiency remains near or above the district average, student growth data shows gaps in conceptual understanding, problem-solving, and multi-step reasoning. Students in the 1st-40th percentile demonstrate limited progress in applying mathematical concepts across content areas. Although computation skills are improving, many students struggle to explain their reasoning and make connections between mathematical ideas, indicating a need for stronger Tier 1 instruction focused on conceptual understanding and vocabulary.

Critical Root Cause: The primary root cause of inconsistent math achievement across grades is limited emphasis on conceptual understanding within daily instruction. Teachers rely heavily on procedural fluency and practice-based lessons, while opportunities for discourse, problem-solving, and real-world application are inconsistent. Additionally, data-driven

instructional planning using MAP and FREQ reports is not consistently embedded in PLC discussions, reducing the ability to identify and address gaps in mathematical reasoning and vocabulary.

Adult Learning Culture

Adult Learning Culture Areas of Strength

- **Collaborative Leadership and Shared Accountability:** Staff demonstrate a strong commitment to student success through structured PLCs, vertical team meetings, and committee participation (Methods & Mentoring, Safety, PBIS, etc.), promoting shared ownership of academic and behavioral outcomes.
- **Instructional Growth Mindset:** Teachers consistently engage in feedback cycles with administration, showing openness to refining instructional practices and restorative discipline approaches.
- **High PD Engagement:** Attendance and participation in professional learning sessions (MAP data analysis, restorative practices, Savvas, classroom management) are consistently strong, reflecting a staff invested in continuous improvement.
- **Emerging Mentorship Structures:** The Methods & Mentoring Committee provides targeted support for new teachers, fostering an environment of collegiality, reflective practice, and professional belonging.

Adult Learning Culture Areas for Growth

- **Consistency of Application:** Professional learning is well-attended, but follow-through and consistent classroom implementation of strategies (e.g., differentiation, data-driven grouping, UDL) vary by grade level and teacher experience.
- **Alignment Between PD and Daily Practice:** Teachers need stronger connections between PD topics, PLC goals, and individual classroom outcomes to ensure sustained transfer of learning into instruction.
- **Feedback and Coaching Systems:** Instructional coaching feedback cycles are limited in frequency and lack standardized reflection tools to measure growth over time.
- **Staff Collaboration Time:** Protected, structured time for collaborative lesson planning and analysis of student work is inconsistent across grade levels due to scheduling constraints.

One consistently requested support for additional growth is peer observations. Administration is working closely with teachers to prepare and plan for all teachers to participate in peer observations, focusing first on teachers who are new to the school or new to teaching in general.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	N/A	

Student Group	Challenge	Solution
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): While Coral Academy has a strong foundation of professional collaboration and teacher commitment, inconsistencies in data-driven instructional practice and implementation fidelity across classrooms limit the overall impact of professional learning on student achievement. PLCs and PD sessions provide valuable content, but evidence of transfer into consistent classroom practice is uneven, resulting in variability in student outcomes across grade levels and content areas.

Critical Root Cause: The root cause of inconsistency in instructional practice lies in the absence of a cohesive system for monitoring, supporting, and holding staff accountable for the implementation of professional learning priorities. PLC structures focus heavily on lesson planning and student data review but lack built-in coaching, observation, and feedback cycles that connect adult learning directly to classroom outcomes. Furthermore, professional learning sessions are often standalone rather than embedded in sustained, iterative practice with follow-up reflection or modeling. As a result, professional learning has not yet reached full depth or consistency in daily instructional delivery.

Problem Statement 2: Teachers report feeling that they do not have sufficient time to collaborate effectively with grade-level teams or other staff due to the number of duties, meetings, and additional responsibilities built into the school day and week. As a result, collaborative planning time is inconsistent, often reactive rather than proactive, and limits teachers' ability to engage in deep instructional reflection, shared data analysis, and aligned curriculum planning.

Critical Root Cause: The root cause of limited collaborative time is the absence of a structured and protected PLC schedule within the master calendar. Existing meeting structures emphasize operational and compliance tasks rather than sustained professional collaboration focused on instructional improvement. Inconsistent meeting protocols and the lack of a unified PLC framework reduce opportunities for teachers to analyze student data collectively, share best practices, and monitor the impact of instructional strategies. Establishing consistent PLC expectations and protected time is necessary to strengthen instructional coherence and staff efficacy.

Connectedness

Connectedness Areas of Strength

- Across grades 2nd - 5th, **over 70% of students report feeling safe in their classrooms** (2nd = 80%, 3rd = 70%, 4th = 69%, 5th = 73%) and that their **teachers care about them** (2nd = 76%, 3rd = 82%, 4th = 65%, 5th = 81%).
- **Schoolwide relationships between students and teachers are strong**, students consistently reported that adults help when needed and notice when they do the right thing, with 65 - 82% marking the highest satisfaction rating across grade levels.
- A majority of students, especially in 3rd and 5th grades, indicated they **feel like they belong at school** (63% and 73%, respectively), highlighting a positive sense of inclusion and belonging within the school environment.
- Students across grades perceive **clear school rules and predictable behavioral expectations**, contributing to strong perceptions of safety and order (ranging from 58–73%).

Connectedness Areas for Growth

- **Perceptions of belonging and safety decrease slightly in grades 4th - 5th**, suggesting that as students mature, social-emotional and peer dynamics may weaken feelings of inclusion.
- **Playground safety perceptions are notably lower** than classroom safety across all grades (2nd = 38%, 3rd = 15%, 4th = 38%, 5th = 62%), indicating that **unstructured environments** may need greater adult presence and structured engagement.
- **Adult connectedness beyond the classroom**, such as relationships with staff outside the teacher role (aides, specialists, support staff), shows moderate ratings (39–48% of students in upper grades “strongly agree”), suggesting opportunities to expand student trust beyond their classroom teacher.
- Students in **grades 4th and 5th report lower perceptions of adult support** (“Adults at my school will help me when I need it”) at 39–65%, compared to 73% in grade 3, suggesting a potential disconnect between older students and adult advocacy.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	N/A	
Foster/Homeless	N/A	
Free and Reduced Lunch	N/A	

Student Group	Challenge	Solution
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): Only 38% of 2nd graders, 15% of 3rd graders, 38% of 4th graders, and 62% of 5th graders said they feel safe during recess. Although over 90% of students trust their teachers, fewer than 70% feel confident resolving conflicts with peers. This shows a gap between classroom safety and outdoor interactions, highlighting a need to strengthen supervision and restorative practices during non-classroom activities.

Critical Root Cause: Limited consistency in staff supervision and conflict-resolution approaches during recess and unstructured times contributes to uneven perceptions of safety. Current supervision focuses more on rule enforcement than proactive engagement or relationship-building. Training and communication around restorative language and inclusive practices are inconsistent across grade levels, resulting in different expectations and responses to student behavior.

Problem Statement 2: Parent and staff survey data indicate that while families and teachers feel proud of Coral Academy's academic success, consistent two-way communication and collaboration remain areas for improvement. Only 67% of parents reported that their opinions are regularly sought by the school, and 61% of staff said communication about decisions could be clearer. Family involvement is high during events (Math Night, Falcon Run, etc.), but less consistent in feedback and planning processes.

Critical Root Cause: The lack of a structured system for collecting and responding to parent and staff feedback reduces engagement. Family communication currently depends heavily on teacher initiative and event-based participation, without consistent follow-up systems. Limited use of formal surveys or advisory input cycles prevents ongoing collaboration between school leadership, teachers, and families.

Priority Problem Statements

Problem Statement 1: While Coral Academy of Science - ES South continues to perform above the district average in ELA proficiency (60.7% vs. 47.9%), nearly 4 in 10 students are not yet meeting grade-level reading standards. Although growth trends remain steady, data reveals inconsistent gains across grades in foundational reading, vocabulary, and comprehension skills particularly during the transition from early literacy (K-2) to comprehension and analytical reading (Grades 3-5). This pattern indicates that while students are progressing, many are not sustaining comprehension and vocabulary growth required by NVACS standards. Continued focus on Tier 1 instruction in comprehension strategies, vocabulary development, and application of reading skills across content areas is needed to improve overall proficiency.

Critical Root Cause 1: The primary root cause of inconsistent reading achievement is variability in Tier 1 reading instruction. While phonics instruction is strong, comprehension strategy instruction and vocabulary integration are not consistently embedded across grades. Teachers use MAP data inconsistently to drive instruction, and there are limited opportunities for collaborative analysis of reading and writing data. Furthermore, gaps in academic vocabulary and limited written response practice hinder students' ability to demonstrate higher-level comprehension. A consistent, schoolwide progress-monitoring system beyond Grade 2 is needed to ensure early identification and support for students below grade-level expectations.

Problem Statement 1 Areas: Student Success

Problem Statement 2: While Coral Academy has a strong foundation of professional collaboration and teacher commitment, inconsistencies in data-driven instructional practice and implementation fidelity across classrooms limit the overall impact of professional learning on student achievement. PLCs and PD sessions provide valuable content, but evidence of transfer into consistent classroom practice is uneven, resulting in variability in student outcomes across grade levels and content areas.

Critical Root Cause 2: The root cause of inconsistency in instructional practice lies in the absence of a cohesive system for monitoring, supporting, and holding staff accountable for the implementation of professional learning priorities. PLC structures focus heavily on lesson planning and student data review but lack built-in coaching, observation, and feedback cycles that connect adult learning directly to classroom outcomes. Furthermore, professional learning sessions are often standalone rather than embedded in sustained, iterative practice with follow-up reflection or modeling. As a result, professional learning has not yet reached full depth or consistency in daily instructional delivery.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Only 38% of 2nd graders, 15% of 3rd graders, 38% of 4th graders, and 62% of 5th graders said they feel safe during recess. Although over 90% of students trust their teachers, fewer than 70% feel confident resolving conflicts with peers. This shows a gap between classroom safety and outdoor interactions, highlighting a need to strengthen supervision and restorative practices during non-classroom activities.

Critical Root Cause 3: Limited consistency in staff supervision and conflict-resolution approaches during recess and unstructured times contributes to uneven perceptions of safety. Current supervision focuses more on rule enforcement than proactive engagement or relationship-building. Training and communication around restorative language and inclusive practices are inconsistent across grade levels, resulting in different expectations and responses to student behavior.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Criterion-Referenced Test in Mathematics
- Criterion-Referenced Test in Science
- Curriculum Based Measures
- Early childhood literacy and math data
- Early reading assessment results
- Grades
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Nevada State Performance Framework (NSPF)
- Smarter Balanced (SBAC)
- STEM/STEAM
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs

Adult Learning Culture

- Administrator evaluation
- Class size averages by grade and subject
- Communications data
- Evaluation(s) of professional development implementation and impact
- Lesson Plans
- Master schedule
- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data
- School leadership data
- Staff surveys and/or other feedback
- Student Climate Survey
- Teacher evaluation
- Walk-through data

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- Demographic data

- Enrollment
- Enrollment trends
- PBIS/MTSS data
- Perception/survey data
- School safety data
- Social Emotional Learning Data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: By the end of the 2025-2026 school year, Coral Academy South Elementary will increase schoolwide Reading and Math MAP proficiency by 5% from Fall 2024 to Spring 2026, with a particular focus on improving vocabulary and conceptual understanding for students scoring in the 1st-40th percentile.

Aligns with District Goal

Formative Measures: Growth of MAP scores

Improvement Strategy 1 Details				Status Checks										
Improvement Strategy 1: ESSA evidenced based strategy - Houghton-Mifflin-Harcourt curriculum and instruction <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Multiple resources including resource equity and evidence based interventions.</td><td>Sydney Peters, Dean of Students</td><td>SY 25-26</td></tr></table> Position Responsible: Sydney Peters, Dean of Students, Deaprtment Chairs Evidence Level Level 2: Moderate: Houghton-Mifflin Curriculum Problem Statements/Critical Root Cause: Student Success 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Multiple resources including resource equity and evidence based interventions.	Sydney Peters, Dean of Students	SY 25-26	Status Check		
				Action #	Actions for Implementation	Person(s) Responsible	Timeline							
				1	Multiple resources including resource equity and evidence based interventions.	Sydney Peters, Dean of Students	SY 25-26							
				Nov	Feb	May								
No review	No review	No review												

Improvement Strategy 2 Details				Status Checks		
Improvement Strategy 2: Evidence-based Strategy: Houghton Mifflin Harcourt (HMH) Curriculum, Freckle, and Differentiated Small-Group Instruction				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Teachers will implement HMH lessons and Freckle activities aligned to MAP focus standards. Grade-level PLCs will use MAP and Freckle data every 4-6 weeks to identify students scoring in the 1st-40th percentile and plan targeted small-group instruction and interventions.	Sydney Peters, (Dean of Students), Department chairs	SY 25-26			
Position Responsible: Sydney Peters, (Dean of Students), Department chairs Resources Needed: Houghton Mifflin Harcourt (HMH) curriculum materials (print and digital) Freckle online platform for differentiated reading and math practice MAP Growth reports and DesCartes learning continuum Teacher planning time for PLC data analysis (every 4-6 weeks) Evidence Level						

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: While Coral Academy of Science - ES South continues to perform above the district average in ELA proficiency (60.7% vs. 47.9%), nearly 4 in 10 students are not yet meeting grade-level reading standards. Although growth trends remain steady, data reveals inconsistent gains across grades in foundational reading, vocabulary, and comprehension skills particularly during the transition from early literacy (K-2) to comprehension and analytical reading (Grades 3-5). This pattern indicates that while students are progressing, many are not sustaining comprehension and vocabulary growth required by NVACS standards. Continued focus on Tier 1 instruction in comprehension strategies, vocabulary development, and application of reading skills across content areas is needed to improve overall proficiency. Critical Root Cause: The primary root cause of inconsistent reading achievement is variability in Tier 1 reading instruction. While phonics instruction is strong, comprehension strategy instruction and vocabulary integration are not consistently embedded across grades. Teachers use MAP data inconsistently to drive instruction, and there are limited opportunities for collaborative analysis of reading and writing data. Furthermore, gaps in academic vocabulary and limited written response practice hinder students' ability to demonstrate higher-level comprehension. A consistent, schoolwide progress-monitoring system beyond Grade 2 is needed to ensure early identification and support for students below grade-level expectations.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By the end of the 2025-2026 school year, 100% of teachers will participate in weekly Professional Learning Community (PLC) meetings focused on analyzing student data, sharing best practices, and developing action steps to improve Tier 1 instruction and student outcomes.

Aligns with District Goal

Formative Measures: PLC sign-in sheets, meeting notes, attendance tracker, and quarterly PLC reflection forms.

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: PLCs				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	PLCs Schedule PLC meetings with structured time for collaboration and data-driven instruction planning. Offer targeted professional development in areas identified by teachers, such as behavior management and technology integration. Foster peer observations and feedback to support continuous professional growth.	Mr. Ciftci, Principal		No review	No review	No review
Position Responsible: Mr. Ciftci, Principal						
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: While Coral Academy has a strong foundation of professional collaboration and teacher commitment, inconsistencies in data-driven instructional practice and implementation fidelity across classrooms limit the overall impact of professional learning on student achievement. PLCs and PD sessions provide valuable content, but evidence of transfer into consistent classroom practice is uneven, resulting in variability in student outcomes across grade levels and content areas. Critical Root Cause: The root cause of inconsistency in instructional practice lies in the absence of a cohesive system for monitoring, supporting, and holding staff accountable for the implementation of professional learning priorities. PLC structures focus heavily on lesson planning and student data review but lack built-in coaching, observation, and feedback cycles that connect adult learning directly to classroom outcomes. Furthermore, professional learning sessions are often standalone rather than embedded in sustained, iterative practice with follow-up reflection or modeling. As a result, professional learning has not yet reached full depth or consistency in daily instructional delivery.

Inquiry Area 2: Adult Learning Culture

SMART Goal 2: By the end of the 2025-2026 school year, grade-level teams will use MAP, FREQ, and PLC meetings every 4-6 weeks to monitor student progress, identify students needing intervention or enrichment, and adjust instruction to increase proficiency rates by 5% from Fall 2024 to Spring 2026.

Aligns with District Goal

Formative Measures: PLC meeting notes, MAP growth reports, FREQ dashboard trends.

Inquiry Area 3: Connectedness

SMART Goal 1: By the end of the 2025-2026 school year, Coral Academy South Elementary will increase the percentage of students who respond "Agree" or "Strongly Agree" to the Student Climate Survey question "Students in my school are friendly" from 42% to 55%, by implementing schoolwide restorative practices, SEL lessons, and community-building activities that strengthen student connectedness.

Aligns with District Goal

Formative Measures: Student Climate Survey data, Restorative Justice circle participation logs, SEL lesson reflections, and behavior referral trends.

Improvement Strategy 1 Details				Status Checks										
Improvement Strategy 1: SEL <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Continue SEL curriculum and expand Positive Actions in all grade levels. Train staff on restorative justice practices to improve peer relationships and conflict resolution. Conduct regular check-ins with students to assess their feelings of connectedness and make necessary adjustments to interventions.</td><td>Julie De Rosa, Academic Chair</td><td></td></tr></table> Position Responsible: Julie De Rosa, Academic Chair Evidence Level Level 2: Moderate: SEL Problem Statements/Critical Root Cause: Connectedness 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Continue SEL curriculum and expand Positive Actions in all grade levels. Train staff on restorative justice practices to improve peer relationships and conflict resolution. Conduct regular check-ins with students to assess their feelings of connectedness and make necessary adjustments to interventions.	Julie De Rosa, Academic Chair		Status Check		
				Action #	Actions for Implementation	Person(s) Responsible	Timeline							
				1	Continue SEL curriculum and expand Positive Actions in all grade levels. Train staff on restorative justice practices to improve peer relationships and conflict resolution. Conduct regular check-ins with students to assess their feelings of connectedness and make necessary adjustments to interventions.	Julie De Rosa, Academic Chair								
				Nov	Feb	May								
				No review	No review	No review								

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Only 38% of 2nd graders, 15% of 3rd graders, 38% of 4th graders, and 62% of 5th graders said they feel safe during recess. Although over 90% of students trust their teachers, fewer than 70% feel confident resolving conflicts with peers. This shows a gap between classroom safety and outdoor interactions, highlighting a need to strengthen supervision and restorative practices during non-classroom activities. Critical Root Cause: Limited consistency in staff supervision and conflict-resolution approaches during recess and unstructured times contributes to uneven perceptions of safety. Current supervision focuses more on rule enforcement than proactive engagement or relationship-building. Training and communication around restorative language and inclusive practices are inconsistent across grade levels, resulting in different expectations and responses to student behavior.

School Continuous Improvement (CI) Team

Team Role	Name	Position
Upper Elementary Representative	Megan Linares	Teacher
Lower Elementary Representative	Amanda Ayson	Teacher
Lead	Ahmet Ciftci	Principal
Data/Behavior	Sydney Peters	Dean of Students

Community Outreach Activities

Activity	Date	Lesson Learned
Back-to-School Night	August 12, 2025	High attendance; families requested clearer grade-level expectations, will send digital slides in 2026.
Harvest Festival	October 24, 2025	High community turnout expected; This event creates a shared experience for all Coral ES campuses since it is one event for all 3 schools.
CAS - ES - South Trunk-or-Treat	October 30, 2025	High number of parent volunteers and participation. Fun and engaging event that invites parents and families to create a memorable experience for our students.
Boosterthon Color Run	November 7, 2025	Biggest fundraiser of the year with a team made up of parent and family volunteers. Gives our school community a chance to take ownership in raising the funds needed to improve our school campus and provide essential tools for student success.
Multi-cultural Festival	April 10, 2026	Highly anticipated annual event that showcases the many different cultures and background of our students and families. Positive community event that celebrates diversity and gives students a chance to share their culture, traditions, and background to their peers and other community members.