

Washoe County School District

Coral Academy High School

2025-2026 School Improvement Plan

Classification: 5 Star School



CORAL ACADEMY OF SCIENCE



Public Charter STEAM School

Science | Technology | Engineering | Arts | Mathematics

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

Coral Academy of Science’s mission is to provide a safe learning environment supported by a diverse community and a student body that is dedicated to a rigorous college preparatory curriculum.

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. CAS serves its students at four locations:

- North Elementary School Campus: K-4
- South Elementary School Campus K-5
- Northwest Elementary School Campus K-4 (Coming August 2023)
- Middle School Campus: 5-8
- High School Campus: 9-12

It is our belief that each child has an inherent curiosity and love of learning; and that each child has a unique intelligence, level of capability, and learning style. With this in mind, we will motivate our students and expect them to strive toward their highest levels of capability while addressing their individual learning styles, thus fostering within them a life-long love of learning.

Continuous improvement, persistent innovation, a positive response to change, and a commitment to continuous growth will be expected of all the people and programs at CAS. The public’s resources and those of the Board of Directors must be effectively committed to ensuring that these expectations will be met. Then, and only then, will our tested educational vision infused with the energy of local innovation harmonize the triad of *student-teacher-parent/guardian* support to accomplish our mission, that of providing each student with the motivation and resources to reach his or her highest potential and realize his or her greatest potential.

It is the responsibility of the Board of Directors, in alliance with the community, to guide the school in holding true to its mission. To this end, the Board of Directors will provide the school with its full support, which will ensure optimal conditions for the achievement and continuing growth and development of each student.

Coral Academy of Science-Reno(CASR) views its primary mission as designing and implementing a unique and challenging educational environment for students which will promote positive academic and social success during, and beyond their high school years. Our goal is not

only to graduate our students just from high school, but rather, to graduate them from college.

Continuous improvement, persistent innovation, a positive response to change, and a commitment to continuous growth will be expected of all the people and programs at CASR. The public's resources and those of the Board of Directors must be effectively committed to ensuring that these expectations will be met. Then, and only then, will our tested educational vision infused with the energy of local innovation harmonize the triad of *student-teacher-parent/guardian* support to accomplish our mission, that of providing all students with the motivation and resources to reach their highest potential and realize their greatest potential.

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_high_school/2025.

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Based on 24-25 NSPF reports, which were provided by the WCSD Accountability department;

- The chronic absenteeism rate is about 4.8%
- Cohort Graduation rate has been 93.6%
- 24-25 CCR ELA proficiency rate is 68.1%
- 24-25 CCR Math proficiency rate is 38.6%
- 24-25 Five or More Credits Earned in 9th Grade percentage is 97.5%
- 24-25 awarded Advanced Diploma rate is 85.1%

Student Success Areas for Growth

Our students' scores on all state assessments are higher than those of the rest of the district and state.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Due to having less EL students in 9th and 10th grade levels, we don't have accurate data.	So, our focus will be on the whole cohort. We will look into each student's performance and progress during the year. Teachers will highlight the key details and vocabulary at the beginning of each unit. And also, teachers will also share lesson notes, videos, and available resources over Google Classroom and in the school when there is a need for physical copies of the resources.
Foster/Homeless		

Student Group	Challenge	Solution
Free and Reduced Lunch	Due to the smaller number of FRL students in the 9th and 10th grade levels, the data does not accurately reflect the students' actual performance. 44.4% of our FRL students are proficient at the Nevada HS Science Test, versus a 53% overall proficiency rate.	So, our focus will be on the whole cohort. We will review each student's performance and progress throughout the year. Teachers will highlight the key details and vocabulary at the beginning of each unit. And also, teachers will share lesson notes, videos, and available resources over Google Classroom and in the school when there is a need for physical copies of the resources.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	Due to having fewer SPED students in the 9th and 10th grade levels, we don't have accurate data.	So, our focus will be on the whole cohort. We will review each student's performance and progress throughout the year. Teachers will highlight the key details and vocabulary at the beginning of each unit. And also, teachers will share lesson notes, videos, and available resources over Google Classroom and in the school when there is a need for physical copies of the resources.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Our 48.7% of Freshman students are not proficient at Nevada HS Science Test.

Critical Root Cause: Due to COVID-19, a lack of progress checks and testing practice caused some trouble for student success on the Nevada HS Science test. Not paying enough attention to the College Board's Pre-AP Biology curriculum alignment with the NGSS standards might cause some trouble for the students. Students also do not care about the HS Science Test since they are not accountable grade wise.

Adult Learning Culture

Adult Learning Culture Areas of Strength

Based on the WCSD 2024-2025 Staff Climate and Safety Survey (Fall 2024);

- The Staff Collaboration index was 90%
- The Fairness and Respect index was 91%
- The Expectation to Success index was 93%

Adult Learning Culture Areas for Growth

To start the school year positively, the administration team takes two to three days to review teacher/staff expectations every year. The review covers professional behaviors towards students, parents, administration, and each other, day-to-day operational procedures, sexual harassment, emergency procedures, teacher evaluations, gradebook expectations, and much more. By conducting this annual review, veteran teachers are informed of changes, and new teachers are given a clear and consistent introduction to Coral Academy.

To meet our students' academic needs, we routinely ask them for feedback on course quality, teacher effectiveness, and overall school operations. Every semester, after students have completed a course evaluation survey for each class, the staff meets to identify items of success and those needing improvement. Departments work together to develop goals and implement changes to reflect the academic needs of our students.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Due to having fewer EL students in the 9th and 10th grade levels, we don't have accurate data.	So, our focus will be on the whole cohort. We will review each student's performance and progress throughout the year. Teachers will receive online training from the College Board about equity and how to help EL students.
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	Due to having fewer IEP students in the 9th and 10th grade levels, we don't have accurate data.	So, our focus will be on the whole cohort. We will review each student's performance and progress throughout the year. Teachers will receive online training from the College Board about equity and how to help IEP students.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Based on 2024-2025 End of the 2nd Semester Student Course Evaluation survey results, at least 28.9% of students did not see that graded assignments helped them understand the course material, and 24.8% of students did not see the instructor's feedback to them was helpful and improved their understanding of the materials.

Critical Root Cause: Due to new teaching and learning norms, teachers need to adjust their daily practices and learn new ways to reach out to students. Besides their regular workload, this creates a time crunch for teachers to find extra time to focus and give adequate, timely feedback to students.

Connectedness

Connectedness Areas of Strength

Based on the WCSD 2024-2025 Staff Climate and Safety Survey (Fall 2024);

- Staff and Student Relationship index is 97%
- Home and School Communication index is 93%

Based on the 24-25 End-of-Year Parent Surveys, 89.3% of parents are proud that their students attend our school, and 84.9% of parents feel welcomed at our school.

Connectedness Areas for Growth

As educators preparing our students for these responsibilities, we partner with parents as facilitators to allow the students to take a step up and become leaders. Parents (and other stakeholders) are involved through volunteer opportunities, athletic events, and attending events such as STEAM Expo and Multicultural Festival. Returning students' parents can provide feedback through the End of Year parent survey each year. Data from this survey is used in conjunction with other survey data to make improvements that better serve our students.

At Coral Academy of Science High School, our school culture is focused on keeping students academically engaged while supporting them in developing leadership and other life skills. The development of CASSA has allowed students to become involved with a group of like-minded peers, which has improved engagement, leadership, and a sense of “belonging.” Moving forward, we would like to continue the development of varied student groups to provide opportunities for more students to become involved.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Inviting and encouraging EL students and their families to participate in family nights.	We will send program invitations in Spanish and ensure that translators are available for the parent informational nights.
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): Connected students believe their parents, teachers, school staff, and other students in their school care about them and about how well they are learning. CAS-HS needs to create better communication methods between its stakeholders. Even though the school has high ratings from the available surveys, there is a need for improvement for all stakeholders to feel part of the school.

Critical Root Cause: In the COVID-19 era, students and families feel less connected to school. Teachers have to find and experiment with new ways to teach and connect with students and their families. This takes up time and effort, which teachers do not have. Lack of home/family support towards school work. The lack of activities that bring all stakeholders together.

Priority Problem Statements

Problem Statement 1: Our 48.7% of Freshman students are not proficient at Nevada HS Science Test.

Critical Root Cause 1: Due to COVID-19, a lack of progress checks and testing practice caused some trouble for student success on the Nevada HS Science test. Not paying enough attention to the College Board's Pre-AP Biology curriculum alignment with the NGSS standards might cause some trouble for the students. Students also do not care about the HS Science Test since they are not accountable grade wise.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Based on 2024-2025 End of the 2nd Semester Student Course Evaluation survey results, at least 28.9% of students did not see that graded assignments helped them understand the course material, and 24.8% of students did not see the instructor's feedback to them was helpful and improved their understanding of the materials.

Critical Root Cause 2: Due to new teaching and learning norms, teachers need to adjust their daily practices and learn new ways to reach out to students. Besides their regular workload, this creates a time crunch for teachers to find extra time to focus and give adequate, timely feedback to students.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3:

Connected students believe their parents, teachers, school staff, and other students in their school care about them and about how well they are learning. CAS-HS needs to create better communication methods between its stakeholders. Even though the school has high ratings from the available surveys, there is a need for improvement for all stakeholders to feel part of the school.

Critical Root Cause 3: In the COVID-19 era, students and families feel less connected to school. Teachers have to find and experiment with new ways to teach and connect with students and their families. This takes up time and effort, which teachers do not have. Lack of home/family support towards school work. The lack of activities that bring all stakeholders together.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- CCR Participation data
- College and career readiness data
- Nevada State Performance Framework (NSPF)
- SAT, ACT, PSAT or ASPIRE
- Student Climate Survey, Student Voice
- Student failure and/or retention rates
- WIDA ACCESS for ELLs
- Other
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Adult Learning Culture

- Administrator evaluation
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Professional Development Agendas
- Professional development needs assessment data
- 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
- Community surveys and/or other feedback
- Completion rates and/or graduation rates data
- Demographic data
- Dual credit College Prep
- Enrollment

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: By the next Nevada HS Science test, increase our school proficiency % by 2 points.

Aligns with District Goal

Formative Measures: Nevada HS Science Test

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: NVACSS				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	The Biology teacher will check student understanding and give frequent feedback to students at the end of each unit. The teacher also let students practice with the online testing portal to familiarize themselves with the system before the actual test day. The teacher and the science department will ensure the standard alignments between the NGSS and Pre-AP Biology curriculum. They will work with a checklist to hit all necessary standards. Since we are all back to a more traditional learning and teaching environment, we believe teachers can work with and check on students more frequently. When there is a need for extra support, teachers offer tutoring during lunch and after school hours. The biology teacher will dedicate and advertise at least one after-school or during school hour as tutoring and extra help per week. Action Steps: * Work with Biology Teacher to set up a weekly tutoring schedule *Identify specific students needing support	Mrs. Sangeeta Khade - Biology Teacher, and Mr. Curfman - Science Department Chair	SY 2025-26			
Position Responsible: Mrs. Sangeeta Khade - Biology Teacher, and Mr. Curfman - Science Department Chair						
Evidence Level Level 2: Moderate: NVACSS						
Problem Statements/Critical Root Cause: Student Success 1						

SMART Goal 1 Problem Statements:

Student Success

Problem Statement 1: Our 48.7% of Freshman students are not proficient at Nevada HS Science Test. **Critical Root Cause:** Due to COVID-19, a lack of progress checks and testing practice caused some trouble for student success on the Nevada HS Science test. Not paying enough attention to the College Board's Pre-AP Biology curriculum alignment with the NGSS standards might cause some trouble for the students. Students also do not care about the HS Science Test since they are not accountable grade wise.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By using early-release Wednesdays, the CAS-HS admin team will work closely with teachers to improve their ability to give students more meaningful and timely feedback. We aim to increase our students' teacher feedback satisfaction level by 2 points.

- Aligns with District Goal**
- Formative Measures:** CAS End of Course Evaluation Surveys and the WCSD Climate surveys' results

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: PLC's				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	Since students now prefer an in-person learning model, it helps teachers spend more time with them. The CAS-HS admin will check with teachers monthly to ensure the successful delivery and completion of the curriculum. The teacher will also utilize the College Board's online Pre-AP course portal to monitor students' progress closely and offer tutoring after school when needed. Action Steps: * Create a PD calendar for teachers * Provide teachers with available resources * At the department level, work with teachers about the vertical alignment * Monthly checks with teachers * At the end of each semester, utilize the Student End of Course Survey to get the feedback from students.	Principal, Mr. Murat Kurt, and the HS Admin Team	SY 2025-26	No review	No review	No review
Position Responsible: Principal, Mr. Murat Kurt, and the HS Admin Team						
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: Based on 2024-2025 End of the 2nd Semester Student Course Evaluation survey results, at least 28.9% of students did not see that graded assignments helped them understand the course material, and 24.8% of students did not see the instructor's feedback to them was helpful and improved their understanding of the materials. Critical Root Cause: Due to new teaching and learning norms, teachers need to adjust their daily practices and learn new ways to reach out to students. Besides their regular workload, this creates a time crunch for teachers to find extra time to focus and give adequate, timely feedback to students.

Inquiry Area 3: Connectedness

SMART Goal 1: CAS-HS will improve its communication satisfaction and sense of being part of the school community levels of its stakeholders by 2 points at the end of the 2025-2026 school year.

Aligns with District Goal

Formative Measures: The CAS-HS End of Year Family and the WCSD Climate Surveys

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: Family Engagement				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	CAS-HS leadership team and staff will communicate the school's behavioral and academic expectations to families and encourage them to reinforce those expectations at home. Expectations can be communicated through newsletters, parent-teacher-student conferences, and school Web sites. The school team will encourage parents to create a supportive learning environment in the home. This includes providing homework guidance, ensuring adequate educational supplies such as computers or books, and assisting their children with time management. CAS-HS will hold three major school-wide activities that give students opportunities to learn about different cultures, people with disabilities, and topics such as arts or sports: Holiday Market in December, Multi-Cultural Festival in March, and STEAM (Science, Technology, Engineering, Arts, Math) EXPO in May. These activities will increase students' respect for diversity and form connections among students. CAS-HS will also use various methods to communicate and promote expectations, values, and group norms that support positive health and academic behaviors. The HS Counselor and school administration will organize grade-level parent nights to initiate these communications during the first semester. Afterwards, communications will be addressed to students, school staff, families, and members of the community through a variety of channels, such as school assemblies, newsletters, or a school website. Action Steps: * Creating training for staff on effective strategies to involve parents in their children's school life. * Create and send quarterly school newsletters to share the school's behavioral and academic expectations with families and encourage them to reinforce those expectations at home. * Working with school student association to organize the Holiday Market event. * Working with the Modern Languages Department to organize the Multi-Cultural Festival. * Working with the academic department heads to organize STEAM Expo.	Mr. Todd Russell (school counselor) & Mrs. Breanne Tyska (Assistant Principal)	SY 2025-26			
Position Responsible: Mr. Todd Russell (school counselor) & Mrs. Breanne Tyska (Assistant Principal) Evidence Level Level 3: Promising: Family Engagement Problem Statements/Critical Root Cause: Connectedness 1						

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Connected students believe their parents, teachers, school staff, and other students in their school care about them and about how well they are learning. CAS-HS needs to create better communication methods between its stakeholders. Even though the school has high ratings from the available surveys, there is a need for improvement for all stakeholders to feel part of the school. Critical Root Cause: In the COVID-19 era, students and families feel less connected to school. Teachers have to find and experiment with new ways to teach and connect with students and their families. This takes up time and effort, which teachers do not have. Lack of home/family support towards school work. The lack of activities that bring all stakeholders together.

Community Outreach Activities

Activity	Date	Lesson Learned
9th and 10th Grade Family Night	9/9/2025 - 6:00 pm - 7:30 pm	
11th and 12th Grade Family Night	9/6/2025 - 6:00 pm - 7:30 pm	
Harvest Festival	10/24/2025 - 5:00 pm - 8:30 pm	
FAFSA and UNR Scholarship Workshop	10/29/2025 - 5:00 pm - 7:00 pm	
Open House	1/24/2026 - 11:00 am - 1:00 pm	
Multicultural Festival	4/10/2026 - 5:30 pm - 8:00 pm	
STEAM Expo	5/16/2026 - 11:00 am - 2:00 pm	