

Washoe County School District

Coral Academy Middle School

2025-2026 School Improvement Plan

Classification: 5 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 https://nevadareportcard.nv.gov/DI/nv/washoe/coral_academy_middle_school/2025

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Comprehensive Needs Assessment

Revised/Approved: October 13, 2025

Student Success

Student Success Areas of Strength

Some of our student success strengths are that our students have low chronic absenteeism, our students have academic learning plans, our students are meeting 8th grade credit requirements, and our ELA proficiency rates and growth have continued to rise.

Student Success Areas for Growth

Coral Academy continues to struggle in math. Our proficiency levels and growth rates are not as high as we would like. Our 2025 Math Median Growth Percentile is 50, our Math Adequate Growth Percentile is 37.3, our Math Opportunity Gap is 12.3, and our Math Overall School Proficiency rate is 39%. We would like to raise our 2026 Median Growth Percentile to 51, our Adequate Growth Percentile to 39, our Opportunity Gap to 13, and our Proficiency to 40%.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	May struggle with word problems and directions	Will continue to offer support
Foster/Homeless	N/A	
Free and Reduced Lunch	May struggle with technology access	We have chromebooks available to check out when needed
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	May need additional support	Will continue to get additional support

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Our students continue to struggle with proficiency and growth on the math Smarter Balance Assessment.

Critical Root Cause: Our students may not be getting enough instruction at their academic level to master standards. Our teachers may not have enough training and tools to help with student growth.

Adult Learning Culture

Adult Learning Culture Areas of Strength

A positive is that our teachers are asking for more professional development. Part of this is because we're using new curriculum, and part of this is because we have new teachers.

Adult Learning Culture Areas for Growth

The majority of our teachers need more professional development.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	N/A	
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): Our teachers do not feel that they are getting enough Professional Development.

Critical Root Cause: We have several programs that are new this year or started last year, and the teachers would like additional instruction on how best to use them.

Connectedness

Connectedness Areas of Strength

Our students report very low rates of bullying or feeling unsafe. They have chosen to attend our school.

Connectedness Areas for Growth

Our chronic absenteeism rate went up during the 2024-2025 school year from 9.3, up 2.4 percent. For the 2026 year we would like to focus on keeping that rate below 5%.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	May not feel welcome	Continue to advertise in languages other than English
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): Our chronic absenteeism rate is higher than we would like.

Critical Root Cause: We believe that students do not have enough incentive to come to school every day on a regular basis.

Priority Problem Statements

Problem Statement 1: Our students continue to struggle with proficiency and growth on the math Smarter Balance Assessment.

Critical Root Cause 1: Our students may not be getting enough instruction at their academic level to master standards. Our teachers may not have enough training and tools to help with student growth.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Our teachers do not feel that they are getting enough Professional Development.

Critical Root Cause 2: We have several programs that are new this year or started last year, and the teachers would like additional instruction on how best to use them.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Our chronic absenteeism rate is higher than we would like.

Critical Root Cause 3: We believe that students do not have enough incentive to come to school every day on a regular basis.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Course Offerings
- Criterion-Referenced Test in Mathematics
- Criterion-Referenced Test in Science
- Curriculum Based Measures
- End-of-Unit Assessments
- Grades
- Multi-Tiered System of Supports (MTSS)
- Nevada State Performance Framework (NSPF)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- WIDA ACCESS for ELLs
- Other
 - i-Ready

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 development needs assessment data
- 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

Connectedness

- Attendance
- Behavior
- Enrollment
- Enrollment trends
- PBIS/MTSS data
- School safety data
- Social Emotional Learning Data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Results from the next state math exam will see our Opportunity Gap (AGP Catch UP) increase from an 11 percent to a 14 percent.

Aligns with District Goal

Formative Measures: Teachers will evaluate individual student growth using the iReady program.

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: iReady				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	We are implementing Curriculum Associates' i-Ready this year to help teachers focus on individualized instruction	Math teachers, math department chair, administration	SY 2025-26			
Position Responsible: Math teachers, math department chair, administration						
Evidence Level Level 3: Promising: i-Ready						
Problem Statements/Critical Root Cause: Student Success 1						

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Our students continue to struggle with proficiency and growth on the math Smarter Balance Assessment. Critical Root Cause: Our students may not be getting enough instruction at their academic level to master standards. Our teachers may not have enough training and tools to help with student growth.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Our chronic absenteeism rate will fall from 9.3 percent to 8 percent.

Aligns with District Goal

Formative Measures: We will discuss how our PBIS program is working and ask for teacher observations during the school year. We will run attendance reports to look at data throughout the year.

Improvement Strategy 1 Details				Status Checks										
Improvement Strategy 1: PBIS <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>We will strengthen our PBIS program and include rewards for students who do not have tardies.</td><td>Classroom teachers, PBIS Coordinator, Admin</td><td>SY 2025-2026</td></tr></table> Position Responsible: Classroom teachers, PBIS Coordinator, Admin Evidence Level Level 1: Strong: PBIS Problem Statements/Critical Root Cause: Adult Learning Culture 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	We will strengthen our PBIS program and include rewards for students who do not have tardies.	Classroom teachers, PBIS Coordinator, Admin	SY 2025-2026	Status Check		
				Action #	Actions for Implementation	Person(s) Responsible	Timeline							
				1	We will strengthen our PBIS program and include rewards for students who do not have tardies.	Classroom teachers, PBIS Coordinator, Admin	SY 2025-2026							
				Nov	Feb	May								
No review	No review	No review												

SMART Goal 1 Problem Statements:

Adult Learning Culture	
Problem Statement 1: Our teachers do not feel that they are getting enough Professional Development. Critical Root Cause: We have several programs that are new this year or started last year, and the teachers would like additional instruction on how best to use them.	

Inquiry Area 3: Connectedness

SMART Goal 1: At the end of this school year we will see a 70% positive response to a survey asking teachers about this years' professional development.

Aligns with District Goal

Formative Measures: When Administration meets with teachers for evaluations, administration will discuss their PD goals and if they feel that they have the tools they need to implement new curriculum. This will help us understand if we're meeting needs at various points during the school year

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: Professional Development				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	The administration will review new curriculum and areas of weakness and determine what professional developments must be offered this year. Administration will check in with each individual teacher to offer specific resources during their evaluation meetings.	Administration	SY 2025-2026			
Position Responsible: Administration						
Evidence Level						
Level 4: Demonstrate Rationale: Professional Development						
Problem Statements/Critical Root Cause: Connectedness 1						

SMART Goal 1 Problem Statements:

Connectedness	
Problem Statement 1: Our chronic absenteeism rate is higher than we would like. Critical Root Cause: We believe that students do not have enough incentive to come to school every day on a regular basis.	

Community Outreach Activities

Activity	Date	Lesson Learned
Parent Orientation Night	August 13, 2025	
Harvest Festival	October 17, 2025	
Trunk or Treat	October, 2025	
STEAM Expo	May 16, 2026	