# Washoe County School District

# Coral Academy Elementary School - Northwest

Classification: 2 Star School

## 2026-2027 School Improvement Plan

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# Comprehensive Needs Assessment

# Student Success

## Areas of Strength

State criterion-testing (SBAC) data shows 54.8% student proficiency in ELA and 56.6% proficiency in math. Student Measures of Academic Progress (MAP) data places school-wide student growth for math in the 72nd percentile and in the 67th percentile for reading. Students regularly use i-Ready and Lexia for academic growth monitoring. While the beginning of year diagnostic indicated that only 23% of students were at or above grade level, the final i-Ready diagnostic data shows significant growth with 61% of our students performing at this level.

## Areas for Growth

Referencing 2026 state-designated assessments, only 16% of our students were proficient in ELA, down significantly from the prior year where 66.6% achieved their Adequate Growth Percentile (AGP) targets. MAP data indicates student achievement in math at the 72nd percentile and reading at the 62nd percentile.

## Equity Resource Supports

| Student Group | Challenge | Solution |
|---|---|---|
| **English Learners** | Accessibility | More consistent i-Ready and Lexia usage during school hours. Increase in robust training for all teachers to support EL students in the classroom. |
| **Foster/Homeless** | Academic continuity | Provide logistical assistance to support students arriving to school with basic needs met and ready to learn. |
| **Free and Reduced Lunch** | Students do not have reliable access to technology | Provide students with access and resources to reduce the digital divide |
| **Migrant/Title 1-C Eligible** | N/A | |
| **Racial/Ethnic Minorities** | Family engagement | Increase family engagement events and opportunities during and after school hours |
| **Students with IEPs** | Students with IEPs may face difficulties in the classroom due to substandard implementation or deficiencies in staffing. | Ensure that all teachers and families of students with IEPs receive adequate training and communication on the learning challenges faced as well as accommodations and/or modifications the student is afforded. |

# Problem Statements Identifying Student Success Needs

| | Problem Statement | Critical Root Cause |
|---|---|---|
| 1 ★ | Student ELA adequate growth proficiency dropped to only 16%, down significantly from the prior year where 66.6% achieved their Adequate Growth Percentile (AGP) targets. | Instruction is often not data-driven and formative assessments are not prioritized. |

★ = Priority

# Adult Learning Culture

## Areas of Strength

There has been a shift to prioritize robust professional development sessions meant to engage teachers and increase classroom outcomes. Coral Northwest's 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.

## 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 and procedures properly. This leads to reduced fidelity and effectiveness when instructing all curriculum. Time spent in professional development assists the teachers and instruction and, subsequently, student academic achievement can be improved. While new teachers are keen to improve, they have a lot to learn in regards to new curriculum, procedures, and standards that are unique to Coral Academy of Science.

## 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** | Teacher awareness and support to student challenges | Increase communication with teachers and stakeholders for foster/homeless students in order to provide academic and social emotional support continuity |
| **Free and Reduced Lunch** | Teacher awareness and support to student challenges | Provide professional learning and coaching to assist teachers with recognizing and appropriately supporting FRL students who may be facing challenges related to financial situations |
| **Migrant/Title1-C Eligible** | N/A | |
| **Racial/Ethnic Minorities** | Staff competencies | Coach teachers/staff and provide cultural awareness training to increase awareness and response to the challenges minority students face |

| Student Group | Challenge | Solution |
| --- | --- | --- |
| **Students with IEPs** | Teacher capabilities | Provide relevant professional learning to teachers in order to increase expertise when supporting students with IEPs |

# Problem Statements Identifying Adult Learning Culture Needs

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

★ = Priority

# Connectedness

## Areas of Strength

In addition to weekly teacher messages/newsletters, a weekly digital communication is sent out by the administration team. All communication is aimed at supporting families with school happenings and to improve engagement. Coral Academy also benefits from a strong Parent Teacher Booster Club (PTBC) that assists in creating and implementing multiple engagement events. Further, weekly after-school clubs and tutoring sessions are offered in order to positively extend the school day for all students. Family engagement events have historically had high turnout and will continue to be promoted in order to ensure optimal attendance.

## Areas for Growth

While family engagement turnout for events tends to be high, more options need to be offered --particularly those that focus on school improvement in order to provide a voice to parents and increase their rates as stakeholders. A renewed focus on school and family partnership has taken a priority this year in order to increase family participation and connectedness.

## Equity Resource Supports

| Student Group | Challenge | Solution |
|---|---|---|
| **English Learners** | Open communication | Provide communication in alternative communication to reduce language barriers |
| **Foster/Homeless** | N/A | |
| **Free and Reduced Lunch** | Family engagement event entrance fees | Increase the number of no-cost family engagement events |
| **Migrant/Title1-C Eligible** | N/A | |
| **Racial/Ethnic Minorities** | School viewed as an institution | Improve communication and events aimed at creating an inclusive environment valuing all students and contributions |
| **Students with IEPs** | Communication | Implement consistent, transparent communication with families who have students with IEPs |

# Problem Statements Identifying Connectedness Needs

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

# Priority Problem Statements

| | Problem Statement | Critical Root Cause |
|---|---|---|
| 1 ★ | Student academic success is impeded by ineffective teacher instruction. Curriculum fidelity and differentiated learning is not implemented on a daily basis. | New teachers do not have proper time to familiarize themselves with the curriculum or best practices for instruction. |
| 2 ★ | There remains a strong barrier between school and family partnerships. School perception may be negatively skewed by academic rigor. | Lack of frequent and/or limited communication with families and lack of teacher involvement with engagement events. |
| 3 ★ | Student ELA adequate growth proficiency dropped to only 16%, down significantly from the prior year where 66.6% achieved their Adequate Growth Percentile (AGP) targets. | Instruction is often not data-driven and formative assessments are not prioritized. |
| 4 ★ | 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. | 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

# Data Documentation for CNA

# Data Documentation for CNA

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

## Student Success

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

## Adult Learning Culture

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

- [x] **Teacher retention**
- [x] **Walk-through data**

## Connectedness

- [x] **Attendance**
- [x] **Community surveys and/or other feedback**
- [x] **Enrollment**
- [x] **Enrollment trends**
- [x] **Perception/survey data**
- [x] **Volunteer opportunities, attendance, and participation**

# Inquiry Areas

# Inquiry Area 1 Student Success

## SMART Goal 1

Student growth average for the 2027 MAP math end-of-year assessment will be meet or exceed the 60% percentile. Sixty-eight (65%) percent of Coral Academy Northwest students will meet or exceed their typical growth in math on the final i-Ready Math Diagnostic given during Spring 2027.

Student growth average for the 2027 MAP Reading end-of-year assessment will meet or exceed 60%. Eighty (80) percent of students will meet their weekly Lexia usage.

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

## Improvement Strategy 1

iReady/MTSS

**Actions for Implementation**

| Action # | Actions for Implementation | Person(s) Responsible | Timeline | Complete |
|---|---|---|---|---|
| 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 2026-27 | ✓ |

**Position Responsible:** Principal, MTSS committee

**Evidence Level**

**Level 3: Promising:**
i-Ready, MTSS

**Problem Statements:** Student Success 1

### Status Checks

| November | February | May |
|---|---|---|

## SMART Goal 1 Problem Statements Identifying Student Success

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Student ELA adequate growth proficiency dropped to only 16%, down significantly from the prior year where 66.6% achieved their Adequate Growth Percentile (AGP) targets. | Instruction is often not data-driven and formative assessments are not prioritized. |

# 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. Formative and progress monitoring assessments will be implemented consistently used with fidelity in all classrooms.

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

## Improvement Strategy 1

PLCs

**Actions for Implementation**

| Action # | Actions for Implementation | Person(s) Responsible | Timeline | Complete |
|---|---|---|---|---|
| 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. | Principal, teachers | SY 2026-27 | ✓ |

**Position Responsible:** Principal, teachers

**Evidence Level**

**Level 2: Moderate:**
PLC

**Problem Statements:** Adult Learning Culture 1

### Status Checks

**November** **February** **May**

## SMART Goal 1 Problem Statements Identifying Adult Learning Culture

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Student academic success is impeded by ineffective teacher instruction. Curriculum fidelity and differentiated learning is not implemented on a daily basis. | 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 6%.
Increase communication with families, volunteer opportunities, and increase participation in family engagement events.

**Formative Measures:** Attendance reports, parent climate survey

## Improvement Strategy 1

Family Engagement

**Actions for Implementation**

| Action # | Actions for Implementation | Person(s) Responsible | Timeline | Complete |
|---|---|---|---|---|
| 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 2026-27 | |

**Position Responsible:** Principal, admin support, registrar

**Evidence Level**

**Level 3: Promising:**
Family Engagement

**Problem Statements:** Connectedness 1, 2

### Status Checks

| November | February | May |
|---|---|---|

## SMART Goal 1 Problem Statements Identifying Connectedness

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

# Community Outreach Activities

| Activity | Date | Lesson Learned |
|---|---|---|
| Popsicle preview | 8/7/2026 | |
| Back to school night | 8/11/2026 | |
| Pastries with My people | 8/28/2026 | |
| Spaghetti dinner/movie night | 9/15/2026 | |
| Cookies with Claus | 12/12/2026 | |
| **STEAM Night** | **TBA** | |
| **Literacy Night** | **TBA** | |
| Family Game Night | TBA | |