Washoe County School District

Coral Academy Elementary School - South

Classification: 3 Star School

2026-2027 School Improvement Plan

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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.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

Coral Academy Elementary School – South continues to demonstrate strong overall academic performance and maintains a comprehensive schoolwide assessment and progress-monitoring system.

Students in Grades K–5 participate in MAP Growth assessments three times each year (Fall, Winter, and Spring). Following each assessment window, grade-level teams analyze student achievement and growth, establish student learning goals, identify areas of strength and need, and plan appropriate differentiation, intervention, and enrichment. K–3 students also participate in i-Ready Inform Reading as an additional measure of early literacy achievement and progress.

The school uses multiple instructional and progress-monitoring resources to support student learning. Lexia supports literacy development, Freckle provides differentiated practice in the primary grades, Khan Academy supports mathematics learning in Grades 3–5, and Renaissance resources support reading development and monitoring. Teachers review student progress regularly and use these data to inform instructional decisions.

Students requiring additional academic support have access to MTSS, targeted intervention, differentiated small-group instruction, and after-school tutoring. These systems, together with standards-aligned Tier 1 instruction, PLC collaboration, student goal setting, and ongoing progress monitoring, provide a strong foundation for continued academic success.

Preliminary 2026 state assessment results also indicate that Coral South continues to perform above district averages in ELA and Mathematics, demonstrating a strong overall academic foundation upon which the school will continue to build during the 2026–2027 school year.

Areas for Growth

Although Coral Academy Elementary School – South continues to demonstrate strong overall academic performance, multiple data sources indicate opportunities to strengthen consistency of student growth across grade levels, content areas, classrooms, and identified student groups.

Preliminary 2026 state assessment data indicate continued opportunities for growth in reading comprehension, academic vocabulary, written response, mathematical reasoning, conceptual understanding, multi-step problem solving, and science achievement. Variation in performance across grade levels reinforces the need for strong vertical alignment and consistent implementation of grade-level standards and Tier 1 instructional expectations.

During the 2026–2027 school year, a major focus will be strengthening the connection between assessment data and daily instruction. MAP Growth will be administered to all K–5 students in Fall, Winter, and Spring. Following each assessment window, grade-level teams will analyze achievement and growth data, establish student learning goals, identify specific skill gaps, and adjust Tier 1 instruction, small-group instruction, intervention, and enrichment. K–3 i-Ready Inform Reading data will provide an additional measure of early literacy achievement and progress and will be used to identify student needs and inform instructional support.

The school will also strengthen the consistent, purposeful use of supplemental instructional resources, including Lexia, Freckle, Khan Academy, and Renaissance, with student progress monitored regularly and connected to identified academic needs.

Students performing below grade-level expectations will receive additional support through MTSS, targeted intervention, differentiated small-group instruction, and after-school tutoring. Particular attention will be given to English Learners, students with disabilities, and other students demonstrating academic or growth needs.

As the school welcomes new teachers and additional classrooms in 2026–2027, maintaining consistent curriculum implementation, instructional expectations, assessment practices, data analysis, differentiation, and intervention systems across all classrooms will be an additional area of focus.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Academic language and content proficiency gaps in reading, writing, and math.	Language-rich Tier 1 instruction, EL support, small groups, MTSS, and progress monitoring.
Foster/Homeless	No significant resource inequity identified based on currently available school data.	Monitor individual needs and provide academic, SEL, and family support as needs are identified.
Free and Reduced Lunch	Some students may have limited access to academic support and learning resources outside school.	Provide equitable access to digital resources, intervention, MTSS, and after-school tutoring.
Migrant/Title1-C Eligible	No significant resource inequity identified based on currently available school data.	Monitor individual needs and provide targeted academic and family support when identified.
Racial/Ethnic Minorities	Achievement data will be monitored for disparities among student groups and grade levels.	Review subgroup data through PLCs and provide targeted instruction and intervention when gaps emerge.
Students with IEPs	Achievement gaps persist in grade-level ELA and math skills and independent application.	Align SPED and Tier 1 instruction; provide accommodations, small groups, intervention, and monitoring.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	2026 state assessment data indicate that Science achievement is an area for improvement, with students demonstrating a need for stronger application of scientific concepts, academic vocabulary, data analysis, scientific reasoning, and evidence-based explanations. Develop a measurable science/STEAM goal supported by a K-5 curriculum audit, standards-aligned instruction, hands-on investigations, teacher training, and assessments of student learning.	Science instruction and progress monitoring need greater consistency across grade levels, with stronger alignment to priority standards and increased opportunities for students to investigate, analyze data, engage in scientific discourse, and construct evidence-based explanations.
2 ★	Although Coral Academy South performs above district averages in ELA and Math, student achievement and growth remain inconsistent across grade levels and student groups. Multiple data sources indicate continued needs in reading comprehension, academic vocabulary, written response, mathematical reasoning, conceptual understanding, and multi-step problem solving.	Tier 1 instruction, differentiation, and data-driven instructional response are not yet implemented with consistent fidelity across all classrooms. MAP, i-Ready, curriculum assessments, and formative data need to be more systematically connected to PLC planning, student goal setting, small-group instruction, intervention, enrichment, and progress monitoring.
3 ★	State and local assessment data indicate a persistent academic achievement gap between English Learners and the overall student population, particularly in academic language, reading comprehension, vocabulary, written expression, and application of language in mathematics and other content areas. Establish a measurable EL achievement goal using verified baseline data and a Spring 2027 target, supported by explicit vocabulary instruction, structured academic discussion, and collaboration with EL staff.	English Learners need more consistent access to rigorous, language-rich Tier 1 instruction, explicit academic vocabulary development, structured academic discourse, targeted intervention, and coordinated progress monitoring among classroom, EL, intervention, and support staff.

★ = Priority

Adult Learning Culture

Areas of Strength

Coral Academy Elementary School – South maintains a strong professional culture centered on collaboration, shared accountability, continuous improvement, and student success. Teachers, department chairs, intervention staff, support staff, and administration work collaboratively to identify student needs and strengthen instructional practices.

Grade-level PLCs provide an established structure for collaborative planning, analysis of student data, discussion of instructional strategies, and monitoring of student progress. Following each Fall, Winter, and Spring MAP Growth assessment window, teachers analyze achievement and growth data, identify areas of strength and need, establish student learning goals, and plan appropriate differentiation, intervention, and enrichment. K–3 teams also use i-Ready Inform Reading data as an additional measure to support instructional decision-making.

Teachers regularly monitor student progress through curriculum-based and formative assessments as well as instructional resources such as Lexia, Freckle, Khan Academy, and Renaissance. These multiple sources of information support ongoing conversations about student learning and instructional response.

Staff demonstrate strong engagement in professional learning and are receptive to feedback, collaboration, and continuous improvement. Department chairs support communication and instructional alignment within grade-level teams, while administration provides ongoing guidance, classroom feedback, and opportunities for professional growth.

The school's collaborative structures provide a strong foundation for supporting both experienced and new teachers, maintaining consistent instructional expectations, and strengthening implementation of curriculum, assessment, differentiation, intervention, and evidence-based instructional practices across classrooms.

SB81: Staff Climate

The needs assessment will incorporate the most recent available SB81 Staff Climate Survey results to identify staff-reported strengths and growth needs related to leadership support, communication, collaboration, professional learning, working conditions, and equitable access to instructional support. Survey results and response rates were not included in the source plan; specific findings will be documented after the school leadership team reviews the verified results. Aggregate results will be shared with staff while protecting confidentiality. Staff input will guide priorities for mentoring, coaching, professional learning, and protected collaboration time. Leadership will review progress quarterly using staff feedback and implementation evidence, and compare subsequent survey results when available.

As Coral Academy Elementary School - South continues to grow, a key area for improvement is ensuring consistent implementation of instructional expectations, curriculum, assessment practices, differentiation, and intervention systems across all classrooms. Although teachers regularly participate in PLCs and professional learning, the connection between professional development, student data, instructional planning, classroom implementation, and follow-up monitoring can be strengthened. PLCs will continue to move beyond reviewing data toward consistently identifying specific student needs, selecting instructional responses, monitoring implementation, and evaluating the impact on student learning.

With new teachers joining the school and two additional classrooms opening for the 2026-2027 school year, intentional onboarding, mentoring, modeling, and ongoing instructional support will be important to maintain schoolwide consistency. New and returning teachers will benefit from clear expectations and continued support with adopted curriculum, assessment systems, data analysis, differentiation, MTSS, intervention, and supplemental instructional resources.

Another area for growth is strengthening ongoing coaching and feedback cycles. Classroom walkthroughs, peer observations, collaborative planning, modeling, and follow-up reflection will be used to connect professional learning more directly to classroom practice and student outcomes. Protected and purposeful collaboration time will remain important so that grade-level teams can regularly analyze MAP, i-Ready, curriculum-based, formative, and intervention data; share effective practices; monitor student goals; and make timely instructional adjustments.

Areas for Growth

As Coral Academy Elementary School – South continues to grow, a key area for improvement is ensuring consistent implementation of instructional expectations, curriculum, assessment practices, differentiation, and intervention systems across all classrooms.

Although teachers regularly participate in PLCs and professional learning, the connection between professional development, student data, instructional planning, classroom implementation, and follow-up monitoring can be strengthened. PLCs will continue to move beyond reviewing data toward consistently identifying specific student needs, selecting instructional responses, monitoring implementation, and evaluating the impact on student learning.

With new teachers joining the school and two additional classrooms opening for the 2026–2027 school year, intentional onboarding, mentoring, modeling, and ongoing instructional support will be important to maintain schoolwide consistency. New and returning teachers will benefit from clear expectations and continued support with adopted curriculum, assessment systems, data analysis, differentiation, MTSS, intervention, and supplemental instructional resources.

Another area for growth is strengthening ongoing coaching and feedback cycles. Classroom walkthroughs, peer observations, collaborative planning, modeling, and follow-up reflection will be used to connect professional learning more directly to classroom practice and student outcomes.

Protected and purposeful collaboration time will remain important so that grade-level teams can regularly analyze MAP, i-Ready, curriculum-based, formative, and intervention data; share effective practices; monitor student goals; and make timely instructional adjustments.

Equity Resource Supports

Professional learning, staff expertise, protected collaboration time, coaching, and instructional materials will be allocated according to identified student and staff needs. The supports below describe staff capacity-building priorities; they do not presume a verified resource disparity for every group.

Student Group	Challenge	Solution
English Learners	Staff need continued capacity-building in language-rich instruction and access to EL expertise.	Language-rich Tier 1 instruction, EL support, small groups, MTSS, and progress monitoring.
Foster/ Homeless	No significant resource inequity identified based on currently available school data.	Monitor individual needs and provide academic, SEL, and family support as needs are identified.
Free and Reduced Lunch	Some students may have limited access to academic support and learning resources outside school.	Provide equitable access to digital resources, intervention, MTSS, and after-school tutoring.
Migrant/ Title1-C Eligible	No significant resource inequity identified based on currently available school data.	Monitor individual needs and provide targeted academic and family support when identified.

Student Group	Challenge	Solution
Racial/ Ethnic Minorities	Achievement data will be monitored for disparities among student groups and grade levels.	Review subgroup data through PLCs and provide targeted instruction and intervention when gaps emerge.
Students with IEPs	Achievement gaps persist in grade level ELA and math skills and independent application.	Align SPED and Tier 1 instruction; provide accommodations, small groups, intervention, and monitoring.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	While Coral Academy South maintains a strong collaborative culture, implementation of data-driven instruction, differentiation, intervention, and schoolwide instructional expectations is not yet fully consistent across all classrooms. Continued school growth, including new teachers and additional classrooms, increases the need for consistent implementation and instructional support.	Professional learning, PLC collaboration, and data analysis are established, but systematic coaching, modeling, observation, feedback, and follow-up cycles need to be strengthened to ensure that professional learning consistently transfers into classroom practice and improved student outcomes.

★ = Priority

Connectedness

Areas of Strength

Coral Academy Elementary School – South maintains a positive school culture focused on student safety, belonging, relationships, and social-emotional development. Student perception data indicate that many students feel safe in their classrooms, believe their teachers care about them, and feel supported by adults at school.

Clear schoolwide expectations, consistent classroom routines, and positive relationships between students and staff provide a strong foundation for student connectedness. Teachers and support staff work collaboratively to identify behavioral, social-emotional, and peer relationship needs and provide appropriate support.

The school has established structured social-emotional supports for students. Classrooms receive approximately 30 minutes of scheduled SEL push-in support each week, providing opportunities to explicitly teach and reinforce social-emotional skills, positive relationships, conflict resolution, self-management, and responsible decision-making. Targeted small-group SEL sessions are also provided based on identified student needs.

School staff use communication with students and families, behavior information, teacher observations, and student support structures to identify concerns and respond proactively. These systems contribute to a caring and supportive environment in which students have access to adults who can assist with academic, behavioral, and social-emotional needs.

Areas for Growth

Although students generally report positive relationships with classroom teachers and strong classroom connectedness, student perception data indicate opportunities to improve feelings of safety, belonging, peer relationships, and access to adult support across all school settings.

Recess and other unstructured settings remain an important area for improvement. Previous student perception data showed lower levels of perceived safety during recess than in classrooms, indicating a need for more consistent active supervision, proactive adult engagement, conflict prevention, and common behavioral expectations.

The school will continue strengthening students' ability to resolve peer conflicts, communicate needs appropriately, regulate emotions, build positive relationships, and seek adult assistance when needed. Weekly classroom SEL push-in lessons and targeted small-group SEL support will be used to address identified needs.

Another area for continued growth is ensuring that behavioral and social-emotional supports are implemented consistently across classrooms and grade levels. Behavior, student perception, attendance, SEL, and other available data will be reviewed throughout the year to identify patterns and determine whether additional Tier 1, Tier 2, or individualized supports are needed.

Family communication and collaboration will also continue to be strengthened so that behavioral, attendance, social-emotional, and student support concerns can be addressed through consistent school-family partnerships.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language barriers may affect communication, peer relationships, and access to support.	Use accessible communication, SEL supports, small groups, and family collaboration.

Student Group	Challenge	Solution
Foster/Homeless	Individual circumstances may affect stability, attendance, belonging, and access to support.	Monitor needs and connect students with academic, SEL, family, and community supports.
Free and Reduced Lunch	Economic barriers may affect access to some opportunities and supports.	Ensure equitable access to school activities, SEL, academic, and student support services.
Migrant/Title1-C Eligible	No specific resource inequity identified in currently available school data.	Monitor individual needs and provide targeted supports when identified.
Racial/Ethnic Minorities	Student perception and discipline data should be monitored for disparities.	Review subgroup data and ensure consistent, inclusive behavioral and SEL practices.
Students with IEPs	Some students may need additional support with regulation, communication, or peer interaction.	Coordinate IEP, classroom, SEL, and behavioral supports based on individual needs.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	Although students generally report strong relationships with classroom teachers, student perception data indicate lower levels of safety and connectedness during recess and other unstructured settings. Students also demonstrate varying needs related to peer conflict resolution, emotional regulation, belonging, and accessing adult support.	Active supervision, proactive adult engagement, conflict-resolution practices, and behavioral/SEL supports are not yet implemented with the same level of consistency across all settings. More systematic use of student perception, behavior, and SEL data is also needed to identify needs early and provide targeted support.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	Although Coral Academy South performs above district averages in ELA and Math, student achievement and growth remain inconsistent across grade levels and student groups. Multiple data sources indicate continued needs in reading comprehension, academic vocabulary, written response, mathematical reasoning, conceptual understanding, and multi-step problem solving.	Tier 1 instruction, differentiation, and data-driven instructional response are not yet implemented with consistent fidelity across all classrooms. MAP, i-Ready, curriculum assessments, and formative data need to be more systematically connected to PLC planning, student goal setting, small-group instruction, intervention, enrichment, and progress monitoring.
2 ★	State and local assessment data indicate a persistent academic achievement gap between English Learners and the overall student population, particularly in academic language, reading comprehension, vocabulary, written expression, and application of language in mathematics and other content areas. Establish a measurable EL achievement goal using verified baseline data and a Spring 2027 target, supported by explicit vocabulary instruction, structured academic discussion, and collaboration with EL staff.	English Learners need more consistent access to rigorous, language-rich Tier 1 instruction, explicit academic vocabulary development, structured academic discourse, targeted intervention, and coordinated progress monitoring among classroom, EL, intervention, and support staff.
3 ★	While Coral Academy South maintains a strong collaborative culture, implementation of data-driven instruction, differentiation, intervention, and schoolwide instructional expectations is not yet fully consistent across all classrooms. Continued school growth, including new teachers and additional classrooms, increases the need for consistent implementation and instructional support.	Professional learning, PLC collaboration, and data analysis are established, but systematic coaching, modeling, observation, feedback, and follow-up cycles need to be strengthened to ensure that professional learning consistently transfers into classroom practice and improved student outcomes.
4 ★	Although students generally report strong relationships with classroom teachers, student perception data indicate lower levels of safety and connectedness during recess and other unstructured settings. Students also demonstrate varying needs related to peer conflict resolution, emotional regulation, belonging, and accessing adult support.	Active supervision, proactive adult engagement, conflict-resolution practices, and behavioral/SEL supports are not yet implemented with the same level of consistency across all settings. More systematic use of student perception, behavior, and SEL data is also needed to identify needs early and provide targeted support.

5 ★	2026 state assessment data indicate that Science achievement is an area for improvement, with students demonstrating a need for stronger application of scientific concepts, academic vocabulary, data analysis, scientific reasoning, and evidence-based explanations. Develop a measurable science/STEAM goal supported by a K-5 curriculum audit, standards-aligned instruction, hands-on investigations, teacher training, and assessments of student learning.	Science instruction and progress monitoring need greater consistency across grade levels, with stronger alignment to priority standards and increased opportunities for students to investigate, analyze data, engage in scientific discourse, and construct evidence-based explanations.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- [x] **Criterion-Referenced Test in Mathematics**
- [x] **Criterion-Referenced Test in Science**
- [x] **Curriculum Based Measures**
- [x] **Early reading assessment results**
- [x] **I-Ready**
- [x] **Local benchmark, common assessments, diagnostic assessments, or interim assessments data**
- [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] **Tier I Instructional Materials Assessments**
- [x] **WIDA ACCESS for ELLs**
- [x] **Other**

Lexia, Renaissance, Freckle, Khan Academy, intervention progress-monitoring data, student work samples

Adult Learning Culture

- [x] **Coaching Logs**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Professional Development Agendas**
- [x] **Professional development needs assessment data**
- [x] **Professional learning communities (PLC) data/agenda/notes**
- [x] **School department and/or faculty meeting discussions and data**

- [x] **Staff surveys and/or other feedback**
- [x] **Student Climate Survey**
- [x] **Walk-through data**

Connectedness

- [x] **Attendance**
- [x] **Behavior**
- [x] **Community surveys and/or other feedback**
- [x] **PBIS/MTSS data**
- [x] **Perception/survey data**
- [x] **School safety data**
- [x] **Social Emotional Learning Data**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

AB 335 EL Goal: By the end of the 2026-2027 school year, 80% of K-5 English Learner students at Coral Academy South Elementary - South who are projected to meet English learner exit criteria based on their 2025-2026 ACCESS assessment scores will successfully achieve reclassification (exit status) by meeting or exceeding the required composite proficiency levels.

Formative Measures: WIDA

Improvement Strategy 1

Provide language-rich Tier 1 instruction and targeted English language development based on students' ACCESS domain scores and individual language needs. Classroom teachers and EL staff will collaborate to implement explicit academic vocabulary instruction, structured speaking and writing opportunities, and differentiated small-group support, reviewing formative language assessments every four to six weeks to adjust instruction and support projected-to-exit students in meeting reclassification criteria.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Identify the target student group.	EL Teacher; Mrs. Okimoto	Fall 2026	✓
2	Develop individual language goals.	EL Teacher; Mrs. Okimoto and classroom teachers	Fall 2026	✓
3	Strengthen language-rich Tier 1 instruction.	EL Teacher; Mrs. Okimoto and classroom teachers	Daily through Spring 2027	✓
4	Provide targeted small-group instruction.	All teachers	Daily and weekly through Spring 2027	
5	Monitor progress and adjust instruction.	All teachers/ Admin/ Support staff	Daily and weekly through Spring 2027	
6	Prepare for accessible, accurate assessment.	EL Teacher; Mrs. Okimoto and classroom teachers	Monitor throughout 2026-2027 school year before WIDA testing	

Problem Statements: Student Success 3

Status Checks

In progress

November **February** **May**

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
3	State and local assessment data indicate a persistent academic achievement gap between English Learners and the overall student population, particularly in academic language, reading comprehension, vocabulary, written expression, and application of language in mathematics and other content areas. Establish a measurable EL achievement goal using verified baseline data and a Spring 2027 target, supported by explicit vocabulary instruction, structured academic discussion, and collaboration with EL staff.	English Learners need more consistent access to rigorous, language-rich Tier 1 instruction, explicit academic vocabulary development, structured academic discourse, targeted intervention, and coordinated progress monitoring among classroom, EL, intervention, and support staff.

SMART Goal 2

By the end of the 2026-2027 school year, Coral Academy South Elementary - South will increase the percentage of K-3 students scoring at or above the 65th percentile on Spring MAP Reading by five percentage points from Spring 2026 to Spring 2027, through explicit academic vocabulary instruction, data-driven Tier 1 instruction, and targeted small-group interventions, with particular support for students scoring in the 1st-40th percentile.

Formative Measures: Growth of MAP scores

Improvement Strategy 1

Strengthen standards-aligned Tier 1 reading instruction through consistent implementation of HMH, explicit academic vocabulary instruction, and targeted small-group teaching. Teachers will use MAP results, classroom assessments, and PLC collaboration to identify skill gaps, differentiate instruction, and monitor progress, with additional support for students scoring in the 1st-40th percentile.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Establish the baseline and target.	Administration and grade level teams	Fall 2026	✓
2	Develop specific instructional action steps and Identify priority learning needs.	Grade level teams	Fall 2026	✓
3	Multiple resources including resource equity and evidence based interventions.	Sydney Peters, Dean of Students	Fall 2026 - Spring 2027	
4	Establish a protected weekly PLC schedule.	School Admin	Fall 2026	✓
5	Conduct structured progress reviews.	Grade Level Teams	Every 4-6 weeks.	
6	Monitor participation and outcomes.	Grade level teams and school administration	Monthly	
7	Using our Envision Math curriculum and strategies such as manipulatives, visual models, mathematical discussions, and explicit vocabulary instruction, with supplemental tools selected to address identified learning needs.	Grade level teams	Weekly	
8	Provide targeted small-group instruction.	Classroom teachers	Daily/ Weekly through Spring 2027	

Position Responsible: Sydney Peters, Dean of Students, Deaprtment Chairs

Evidence Level

Level 2: Moderate:
Houghton-Mifflin Curriculum

Problem Statements: Student Success 1, 2, 3

Status Checks

In progress

November **February** **May**

SMART Goal 2 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	2026 state assessment data indicate that Science achievement is an area for improvement, with students demonstrating a need for stronger application of scientific concepts, academic vocabulary, data analysis, scientific reasoning, and evidence-based explanations. Develop a measurable science/STEAM goal supported by a K-5 curriculum audit, standards-aligned instruction, hands-on investigations, teacher training, and assessments of student learning.	Science instruction and progress monitoring need greater consistency across grade levels, with stronger alignment to priority standards and increased opportunities for students to investigate, analyze data, engage in scientific discourse, and construct evidence-based explanations.
2	Although Coral Academy South performs above district averages in ELA and Math, student achievement and growth remain inconsistent across grade levels and student groups. Multiple data sources indicate continued needs in reading comprehension, academic vocabulary, written response, mathematical reasoning, conceptual understanding, and multi-step problem solving.	Tier 1 instruction, differentiation, and data-driven instructional response are not yet implemented with consistent fidelity across all classrooms. MAP, i-Ready, curriculum assessments, and formative data need to be more systematically connected to PLC planning, student goal setting, small-group instruction, intervention, enrichment, and progress monitoring.
3	State and local assessment data indicate a persistent academic achievement gap between English Learners and the overall student population, particularly in academic language, reading comprehension, vocabulary, written expression, and application of language in mathematics and other content areas. Establish a measurable EL achievement goal using verified baseline data and a Spring 2027 target, supported by explicit vocabulary instruction, structured academic discussion, and collaboration with EL staff.	English Learners need more consistent access to rigorous, language-rich Tier 1 instruction, explicit academic vocabulary development, structured academic discourse, targeted intervention, and coordinated progress monitoring among classroom, EL, intervention, and support staff.

SMART Goal 3

In 5th grade, Coral Academy Elementary - South will increase students scoring at or above the 65th percentile on Spring SBAC Science by 8 percentage points from Spring 2026 to Spring 2027, through supplemental science resources and bringing more hands-on STEAM related activities and project-based learning to our classrooms.

Improvement Strategy 1

Strengthen standards-aligned science instruction through a curriculum gap analysis, targeted supplemental resources, hands-on investigations, and STEAM project-based learning. Grade 4-5 teachers will use collaborative planning, professional learning, and ongoing formative assessments to develop students' scientific vocabulary, conceptual understanding, data analysis, and evidence-based reasoning, supporting increased fifth-grade science proficiency.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Establish science baselines.	School administration and grade level teams	Fall 2026	✓
2	Audit curriculum coverage.	School administration; Sydney Peters - Dean of Students	Fall 2026	✓
3	Implement hands-on investigations.	Classroom teachers and grade level teams	Fall 2026 through Spring 2027	
4	Integrate STEAM projects and more school field trips focused on the field of science.	Classroom teachers and grade level teams	Fall 2026 through Spring 2027	
5	Provide teacher collaboration and training.	School administration and grade level teams	Fall 2026 through Spring 2027	
6	Monitor and respond to learning needs.	Classroom teachers and grade level teams	Fall 2026 through Spring 2027	
7	Evaluate implementation and achievement.	School administration and grade level teams	Winter 2026	

Position Responsible: School administration and grade level teams

Resources Needed: Standards-aligned supplemental science materials to address curriculum gaps; hands-on investigation supplies and STEAM engineering kits; science texts and vocabulary visuals; appropriate technology and digital resources; teacher professional learning; protected PLC time for collaborative planning; and common formative assessments and project rubrics to monitor student understanding.

Problem Statements: Student Success 1

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5

Status Checks

November	February	May

Improvement Strategy 2

Build teacher leadership and instructional capacity through participation in the Nevada STEM Leadership Academy during the 2026-2027 school year. The participating team will share learning through staff professional development, model standards-aligned STEAM lessons, and support collaborative planning of inquiry-based investigations and engineering challenges, using student work and formative assessments to evaluate their impact on science understanding and fifth-grade proficiency.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Participate in the Nevada STEM Leadership Academy.	Sydney Peters; Dean of Students	Fall 2026 through Spring 2027	
2	Develop a schoolwide STEM implementation plan.	Sydney Peters; Dean of Students and STEM Leadership Team	Fall 2026; revise quarterly	✓
3	Share Academy learning with staff.	Sydney Peters; Dean of Students and STEM Leadership Team	After Academy sessions; at least quarterly	
4	Model and collaboratively plan STEAM lessons	Sydney Peters; Dean of Students and STEM Leadership Team	Quarterly	
5	Evaluate impact and refine instruction.	Sydney Peters; Dean of Students and STEM Leadership Team	Every 4-6 weeks; final review Spring 2027	

Position Responsible: Sydney Peters; Dean of Students

Resources Needed: - Nevada STEM Leadership Academy training materials and session access.
- Dedicated time for Academy participation, team planning, and staff professional development.
- Substitute coverage and travel funding, as needed.
- Nevada science standards and curriculum alignment tools.
- Hands-on science supplies, engineering kits, and reusable STEAM materials.
- Technology and digital tools for investigations, research, and data analysis.
- Shared lesson-planning templates and a platform for distributing resources.
- Common formative assessments, project rubrics, and student work samples.
- Administrative support for implementation, classroom modeling, and progress monitoring.

Evidence Level

Level 1: Strong:
STEM Leadership Academy

Problem Statements: Student Success 1

Schoolwide and Targeted Assistance Title I Element: 2.5

Status Checks

November	February	May

SMART Goal 3 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	2026 state assessment data indicate that Science achievement is an area for improvement, with students demonstrating a need for stronger application of scientific concepts, academic vocabulary, data analysis, scientific reasoning, and evidence-based explanations. Develop a measurable science/STEAM goal supported by a K-5 curriculum audit, standards-aligned instruction, hands-on investigations, teacher training, and assessments of student learning.	Science instruction and progress monitoring need greater consistency across grade levels, with stronger alignment to priority standards and increased opportunities for students to investigate, analyze data, engage in scientific discourse, and construct evidence-based explanations.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

By the end of the 2026-2027 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.

By the end of the 2026-2027 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 2026 to Spring 2027.

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

PLC meeting notes, MAP growth reports, FREQ dashboard trends.

Improvement Strategy 1

PLCs

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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.	Grade level teams and Mr. Ciftci, Principal	Weekly through Spring 2027	
2	Monitor the impact of instructional changes.	Grade level teams and school admin	Weekly with formal check-in every 4-6 weeks.	
3	Share effective practices and provide coaching.	Weekly/ Ongoing support	Teacher mentor and school admin	

Position Responsible: Mr. Ciftci, Principal

Evidence Level

Level 2: Moderate:
PLC

Problem Statements: Adult Learning Culture 1

Status Checks

In progress

November **February** **May**

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	While Coral Academy South maintains a strong collaborative culture, implementation of data-driven instruction, differentiation, intervention, and schoolwide instructional expectations is not yet fully consistent across all classrooms. Continued school growth, including new teachers and additional classrooms, increases the need for consistent implementation and instructional support.	Professional learning, PLC collaboration, and data analysis are established, but systematic coaching, modeling, observation, feedback, and follow-up cycles need to be strengthened to ensure that professional learning consistently transfers into classroom practice and improved student outcomes.

SMART Goal 2

By the end of the 2026-2027 school year, 100% of teachers will complete at least three instructional improvement cycles that include peer observation or coaching, implementation of a strategy aligned with an identified student need, and reflection on its impact. Completion and instructional changes will be documented through observation notes, lesson plans, student work or formative assessment results, and teacher reflections.

Formative Measures: Peer observation and coaching logs, instructional improvement cycle trackers, revised lesson plans, student work samples, formative assessment results, and teacher reflections. Administration will review these each quarter to monitor teachers' progress toward completing three cycles and determine whether implemented strategies are improving student learning.

Inquiry Area 3 Connectedness

SMART Goal 1

By the end of the 2026-2027 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.

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

Improvement Strategy 1

SEL

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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.	Teacher Mentor, Mrs. Okimoto	Fall 2026 - Spring 2027	
2	Provide consistent SEL lessons.	Student Mentor, Ms. Mo	Fall 2026 - Spring 2027	
3	Implement restorative practices.	All staff	Fall 2026 - Spring 2027	
4	Monitor student perceptions and adjust supports.	School administration and grade level teams	Fall 2026 - Spring 2027	

Position Responsible: Julie De Rosa, Academic Chair

Evidence Level

Level 2: Moderate:
SEL

Problem Statements: Connectedness 1

Status Checks

In progress

November	February	May

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Although students generally report strong relationships with classroom teachers, student perception data indicate lower levels of safety and connectedness during recess and other unstructured settings. Students also demonstrate varying needs related to peer conflict resolution, emotional regulation, belonging, and accessing adult support.	Active supervision, proactive adult engagement, conflict-resolution practices, and behavioral/SEL supports are not yet implemented with the same level of consistency across all settings. More systematic use of student perception, behavior, and SEL data is also needed to identify needs early and provide targeted support.

SMART Goal 2

Coral Academy South Elementary will reduce disproportionality in discipline outcomes by strengthening restorative practices, expanding indirect behavioral supports through collaboration between the Dean of Students, SEL Mentor, and staff, and monitoring equity data quarterly. The relative risk ratio for suspension among student subgroups will decrease from 2.5 to below 2.0 by the end of the 2026-2027 school year, as tracked through Infinite Campus discipline data. The Student Climate Survey Connectedness (safety and belonging indicators) will improve from 67% favorable to 75% favorable, with a long-term target of 80%.

Formative Measures: Quarterly Disproportionality Reports

Improvement Strategy 1

MTSS

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Integrate Restorative DP Strategies.	Admin	Monitor throughout 26-27 SY	
2	Tier 1: Weekly SEL lessons, classroom community-building circles, and explicit teaching of behavior expectations. Dean and SEL collaboration for Tier 2 and Tier 3 cases to ensure consistent restorative conferences, reflection opportunities, and parent engagement before administrative consequences.	Admin	Weekly, Monitor throughout 26-27 SY	
3	Documentation and monitoring through behavior plans, Infinite Campus reports, and student check-ins conducted by SEL or administrative staff.	Admin	Monitor throughout 26-27 SY	
4	Maintain weekly SEL and restorative circles schoolwide. Conduct quarterly equity data reviews with Dean, SEL, and admin teams. Implement reflection forms and follow-up conferences for repeated behaviors. Offer professional development refreshers on restorative language and documentation. Recognize positive behavior trends through Falcon Feathers and assemblies.	Admin	Monitor throughout 26-27 SY	

Position Responsible: Admin

Resources Needed: None

Evidence Level

Level 1: Strong:
SEL

Problem Statements: Connectedness 1

Status Checks

In progress

November **February** **May**

SMART Goal 2 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Although students generally report strong relationships with classroom teachers, student perception data indicate lower levels of safety and connectedness during recess and other unstructured settings. Students also demonstrate varying needs related to peer conflict resolution, emotional regulation, belonging, and accessing adult support.	Active supervision, proactive adult engagement, conflict-resolution practices, and behavioral/SEL supports are not yet implemented with the same level of consistency across all settings. More systematic use of student perception, behavior, and SEL data is also needed to identify needs early and provide targeted support.

Schoolwide and Targeted Assistance Title I Element Summary

Schoolwide and Targeted Assistance Title I Elements

1.1 Comprehensive Needs Assessment

Our comprehensive needs assessment involves administrators, grade-level teachers, and leadership team members reviewing curriculum alignment, student achievement data, and instructional practices during PLC and leadership meetings throughout the school year. This process identified the need for a cohesive, standards-aligned K–5 science curriculum and more consistent STEAM integration through hands-on investigations, engineering challenges, and interdisciplinary learning.

2.1 School Performance Plan (SPP) developed with appropriate stakeholders

Staff, families, and community members contribute to plan development through staff and committee discussions, family surveys, and opportunities to review proposed priorities, including strengthening science curriculum and STEAM integration. Feedback is solicited through surveys, meetings, and written comments and used to refine action steps and identify resources and community partnerships that support implementation.

2.2 Regular monitoring and revision

Administrators and staff teams review progress during PLC and leadership meetings, using student data, implementation evidence, and stakeholder feedback to assess each strategy's effectiveness. Findings and next steps are documented, and the plan is revised as needed to address instructional gaps, strengthen science curriculum and STEAM integration, and improve student outcomes.

2.3 Available to parents and community in an understandable format and language

The school will share a plain-language summary of the plan through ParentSquare and the school website, with printed copies available upon request. Translated versions and language assistance will be offered as needed so families and community members can understand the priorities, action steps, and opportunities to provide feedback.

2.4 Opportunities for all children to meet State standards

Title I funds will support strengthened Tier 1 instruction, targeted intervention and enrichment, and professional learning focused on using student data to improve instruction. These initiatives, alongside efforts to strengthen standards-aligned science instruction and STEAM integration, will provide all students opportunities to meet Nevada Academic Content Standards.

2.5 Increased learning time and well-rounded education

Title I funds will support additional targeted small-group instruction and intervention time to address reading and math needs. Funds will also support standards-aligned science and STEAM learning opportunities that engage students in hands-on investigations, problem-solving, and interdisciplinary projects, providing a well-rounded education.

2.6 Address needs of all students, particularly at-risk

Title I funds will support data-driven instruction, targeted small-group interventions, and ongoing progress monitoring to meet all students' needs, particularly those at risk of academic failure. Professional learning, SEL supports, and accessible science and STEAM experiences will help address learning gaps, strengthen engagement, and provide intervention and enrichment based on student needs.

3.1 Annually evaluate the schoolwide plan

Administrators and staff teams evaluate the School Performance Plan through quarterly reviews of student achievement data, climate survey results, implementation evidence, and stakeholder feedback to measure progress toward each goal. An annual review identifies effective strategies and areas needing improvement, guiding revisions to action steps, resources, and priorities for the following school year.

4.1 Develop and distribute Parent Involvement and Family Engagement Policy

Administrators, staff, and parent representatives collaboratively develop and annually review the Parent Involvement and Family Engagement Policy, using family surveys and meeting feedback to guide revisions. The policy is distributed through ParentSquare and the school website, with printed copies, translations, and language assistance available as needed.

4.2 Offer flexible number of parent involvement meetings

Coral Academy South Elementary provides multiple family engagement opportunities on different days and at varying times, including school events, parent meetings, workshops, and volunteer activities. Families can also participate through surveys, ParentSquare feedback, and virtual options when available, allowing them to contribute in ways that fit their schedules.

5.1 Determine which students will be served by following local policy

Students needing additional support will be identified according to local policy through MAP, FREQ, classroom assessments, teacher input, and the MTSS process. Grade-level teams will regularly review student progress to prioritize services based on demonstrated need and adjust support as needs change.

Schoolwide and Targeted Assistance Title I Elements Personnel

Name	Position	Program	FTE
Ahmet Ciftci	Principal		
Ayse Tandogan	MTSS Intervention Teacher		
Michelle Oetjen	Student Mentor		
Sydney Peters	Dean of Students		
Whitney Okimoto	ELL/Teacher Mentor		

Community Outreach Activities

Activity	Date	Lesson Learned