Washoe County School District

Coral Academy Elementary School

Classification: 4 Star School

≥ 10% of enrolled students are English Learners

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.

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.

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. CAS serves its students at five locations:

- North Elementary School Campus: K-5
- South Elementary School Campus K-5
- Northwest Elementary School Campus K-5
- Middle School Campus: 6-8
- 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.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

More than half of the students in grades 3-5 are proficient on the 2025-2026 SBAC; 55% in ELA, 60% in Math, and 48% in Science.

Students closed the learning gap on the 2025-2026 SBAC by 10% in ELA with the student cohort progressing from 3rd to 4th grade.

Chronic Absenteeism reduced by 2% according to WCSD BIG, reducing the Cronic Absenteeism rate to 5% for the school. Significant drops were in the following special populations: Hispanic, African American, White, FRL, IEP, Kindergarten, 1st Grade, and 2nd Grade.

Areas for Growth

Proficiencey growth remained stagnant on 2025-2026 SBAC in grade level cohorts; 60% proficient in math with students progressing from 3rd to 4th grade, 4th to 5th grade, and 50% proficient in ELA cohorts with students progressing from 3rd to 4th grade.

Chronic Absenteeism doubled with students in the following special populations according to WCSD BIG: Multiracial, EL, and 4th Grade.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Learning academic language while still learning conversational English.	Every teacher implements GLAD strategies within 80% of the lessons.
Foster/Homeless	Students cannot envision a stable future with long-term educational goals	All staff & volunteers must create a safe & belonging school culture
Free and Reduced Lunch	Financial stress often causes poor sleep & nutrition which leaves students physically exhausted during school hours.	Provide kinesthetic learning in a cool temperature classroom with flexible seating
Migrant/Title1-C Eligible	NA	
Racial/Ethnic Minorities	Students do not feel noticed, safe, or valued	Display historical people from diverse minorities throughout the school year. Integrate real-world examples with diverse cultures in all academic subjects.

Student Group	Challenge	Solution
Students with IEPs	Students struggle with foundational skills in reading, math & fine motor	Combine multi-sensory learning with kinesthetic lessons while using clear, consise, 1 step directions.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	CAS-N wants to increase the student proficiency & growth in Reading in all grade levels by 5 % on SBAC or MAP	Teachers lack efficacy teaching the reading process.
2 ★	Most 2-5 teachers do not know how to teach reading interventions based on the Science of Reading.	Teachers need a systemic approach to professional development on the Science of Reading.
3 ★	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.
4 ★	Teacher efficacy teaching EL students in low, while the enrollment of EL students has doubled.	Teachers need support with PD and PLCs for teaching EL strategies.

★ = Priority

Adult Learning Culture

Areas of Strength

Above average Staff Climate ratings from 25-26 school year in the following areas: Administrative support, 61% with quality professional development, 70% with Family Engagement events, 70% with EL program & schedule.

Areas for Growth

An 18% drop in staff retention, bringing the staff retention rate down to 82%.

The Climate Survey identified below average ratings in: 27% below average rating for non-teaching responsibilities,

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Teachers lack efficacy.	Implement PLCs on GLAD strategies
Foster/Homeless	Teachers do not know what resources to share	Train teachers in Trama Informed Classrooms and provide resources for the students.
Free and Reduced Lunch	Teachers need outside support providers because they cannot be everything	Schedule regular support from the Student Mentor, MTSS teacher, the Dean of Students, & Principal
Migrant/Title1-C Eligible	NA	
Racial/Ethnic Minorities	Teachers struggle with fostering inclusive learning environments	Train teachers to maintain high expectations while providing strong emotional support
Students with IEPs	Teachers feel overwhelmed with data tracking, and providing legal supports	Provide dedicated time for planning & collaborating

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	Most 2-5 teachers do not know how to teach reading interventions based on the Science of Reading.	Teachers need a systemic approach to professional development on the Science of Reading.
2 ★	CAS-N wants to increase the student proficiency & growth in Reading in all grade levels by 5 % on SBAC or MAP	Teachers lack efficacy teaching the reading process.
3 ★	Teacher efficacy teaching EL students in low, while the enrollment of EL students has doubled.	Teachers need support with PD and PLCs for teaching EL strategies.

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Connectedness

Areas of Strength

Above Average results indicate more than half of families appreciate the current system of student recognition and positive behavior incentive system (PBIS). The overall school climate, working/learning conditions, student engagement, & staff retention are above average with 70-80% of responders.

Areas for Growth

Improved school culture climate will connect staff, students, and parents by implementing the Leader In Me curriculum. By introducing the 7 Habits of Highly Effective People to all stakeholders, efficacy will increase, praise/recognition will increase, and curiosity for learning will increase. At the same time, sending home optional ungraded STEM projects, using basic household items, will support a way of learning by displaying student pictures with projects on the STEM Wall of Fame.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Families feel that their native language is an obstacle to overcome while learning English	Use tiered scaffolding strategies to support all language learning levels.
Foster/Homeless	Children's basic needs are not met	Connect Student Mentor with resources such as food bank, shelters, etc. to work with families Work with teachers to have a flex plan for homework
Free and Reduced Lunch	Children cannot focus when hungry	Work with our lunch program to provide sponsorships for free lunc snacks
Migrant/Title1-C Eligible	NA	
Racial/Ethnic Minorities	Students may react to social situations inappropriately at recesses	Implement restorative justice syste whenever possible to support the growth mindset of why we have playground ruleS
Students with IEPs	Students feel isolated or stigmatized when pulled out of the classroom for resource room	Integrate accomodations directly into the general education classroom using UDL while pushing into the classroom

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	Teacher efficacy teaching EL students in low, while the enrollment of EL students has doubled.	Teachers need support with PD and PLCs for teaching EL strategies.
2 ★	Most 2-5 teachers do not know how to teach reading interventions based on the Science of Reading.	Teachers need a systemic approach to professional development on the Science of Reading.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	CAS-N wants to increase the student proficiency & growth in Reading in all grade levels by 5 % on SBAC or MAP	Teachers lack efficacy teaching the reading process.
2 ★	Most 2-5 teachers do not know how to teach reading interventions based on the Science of Reading.	Teachers need a systemic approach to professional development on the Science of Reading.
3 ★	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.
4 ★	Teacher efficacy teaching EL students in low, while the enrollment of EL students has doubled.	Teachers need support with PD and PLCs for teaching EL strategies.

★ = 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 childhood literacy and math data**
- [x] **Early reading assessment results**
- [x] **End-of-Unit Assessments**
- [x] **Grades**
- [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] **MyPath**
- [x] **Nevada State Performance Framework (NSPF)**
- [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] **WIDA ACCESS for ELLs**
- [x] **WIDA Screener**

Adult Learning Culture

- [x] **Administrator evaluation**
- [x] **Class size averages by grade and subject**

- [x] **Communications data**
- [x] **Equity data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **Lesson Plans**
- [x] **Master schedule**
- [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] **School leadership data**
- [x] **Staff surveys and/or other feedback**
- [x] **Student Climate Survey**
- [x] **Study of best practices**
- [x] **Teacher evaluation**
- [x] **Teacher retention**
- [x] **Walk-through data**

Connectedness

- [x] **Attendance**
- [x] **Behavior**
- [x] **Community surveys and/or other feedback**
- [x] **Demographic data**
- [x] **Enrollment**
- [x] **Enrollment trends**
- [x] **Gifted and talented data**
- [x] **PBIS/MTSS data**

- [x] **School safety data**
- [x] **Social Emotional Learning Data**
- [x] **Volunteer opportunities, attendance, and participation**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

AB 335 EL Goal: 25% or more of our English Language Learners will increase their overall WIDA ACCESS score by 1 point.

Formative Measures: Monthly data dives will compare ELA & EL currriculum unit assessments results with IReady Inform & MAP benchmark abilities. Data driven decisions will direct areas of focus for individual English Language Learners.

Improvement Strategy 1

MTSS

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Track WIDA results by student & meet with committee to develop designated targets	EL Teacher, MTSS Teacher, & Principal	by end of August	✓
2	Implement targeted lessons with leveled groups of students	EL Teacher	Ongoing	
3	Evaluate progress with systemic lessons	EL Teacher, MTSS Teacher & Principal	Monthly	
4	Every EL student will meet with the EL teacher 2 times per week to improve literacy growth in at least 1 category on the ACCESS assessment in January.	EL Teacher, MTSS Teacher, & Principal	Ongoing	

Position Responsible: EL Teacher

Resources Needed: Curriculum, technology, and basic supplies

Evidence Level

Level 2: Moderate:
MTSS

Problem Statements: Student Success 1, 2, 3 - Adult Learning Culture 1, 2 - Connectedness 2

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	CAS-N wants to increase the student proficiency & growth in Reading in all grade levels by 5 % on SBAC or MAP	Teachers lack efficacy teaching the reading process.
2	Most 2-5 teachers do not know how to teach reading interventions based on the Science of Reading.	Teachers need a systemic approach to professional development on the Science of Reading.
3	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	Most 2-5 teachers do not know how to teach reading interventions based on the Science of Reading.	Teachers need a systemic approach to professional development on the Science of Reading.
2	CAS-N wants to increase the student proficiency & growth in Reading in all grade levels by 5 % on SBAC or MAP	Teachers lack efficacy teaching the reading process.

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
2	Most 2-5 teachers do not know how to teach reading interventions based on the Science of Reading.	Teachers need a systemic approach to professional development on the Science of Reading.

SMART Goal 2

Students will improve proficiency rates in iReady Spring Diagnostic Reading & Math by 3-5% every year. CAS-N students will increase the percent of students who are at or above grade level norms 3-5% in every grade level during the winter and spring assessment.

Students in 3rd grade will improve reading SBAC proficiency rates by 5% every year.

90% of K-5 students will complete 100% of My Path lessons recommended every month to achieve their growth goal in both the winter and spring Inform scores.

Formative Measures: Iready usage, progress, and diagnostic assessments will support this growth. MTSS and data dives will provide additional support. MAP Reading, Math, Science, and Language Usage will compare norms.

Benchmark assessments in iReady & MAP, and unit assessments in the ELA curriculum

Improvement Strategy 1

i-Ready

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers provide 30 minute intervention block at least 3 times weekly	Classroom Teacher & Admin	Ongoing weekly	
2	Monthly guided data dives with evey grade level	Admin & MTSS Teacher	Ongoing Monthly	

Position Responsible: MTSS, SpEd, EL, Classroom Teachers & Administration will will meet to analyze student progress and revise plans for growth.

Resources Needed: iReady reports, meet with fidelity

Evidence Level

Level 3: Promising:
i-Ready

Problem Statements: Student Success 1 - Adult Learning Culture 2

Status Checks

November	February	May

SMART Goal 2 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	CAS-N wants to increase the student proficiency & growth in Reading in all grade levels by 5 % on SBAC or MAP	Teachers lack efficacy teaching the reading process.

SMART Goal 2 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
2	CAS-N wants to increase the student proficiency & growth in Reading in all grade levels by 5 % on SBAC or MAP	Teachers lack efficacy teaching the reading process.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

Parent efficacy averaged 4.42 out of 5.0 on the Fall Family Climate Survey. CAS-N wants to increase the efficacy rate for families to 4.5 or better by utilizing the current communication platform, grading, and curriculum resources with fidelity.

Formative Measures: Parent Square, IC, curriculum unit letters
Parent Square communication log, IC, and parent meeting logs will be used during data discussion meetings.

Improvement Strategy 1

Family Engagement

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Monthly data discussions with administration and teachers tracking and evaluating communication via Parent Square and IC reports will determine effectiveness. CAS teachers and administration will provide monthly information to parents focusing on scope, sequence, and academic learning targets to support parent efficacy. Use of curriculum provided unit letters, updated Infinite Campus grades, and teacher/ administration communication will be tracked, and discussed monthly to determine effectiveness.	Administration, teachers, and office assistants.	Quarterly data will be shared by administration	

Position Responsible: Administration, teachers, and office assistants.

Evidence Level

Level 3: Promising:
Family Engagement

Problem Statements: Student Success 1, 2 - Adult Learning Culture 1, 2 - Connectedness 2

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	CAS-N wants to increase the student proficiency & growth in Reading in all grade levels by 5 % on SBAC or MAP	Teachers lack efficacy teaching the reading process.
2	Most 2-5 teachers do not know how to teach reading interventions based on the Science of Reading.	Teachers need a systemic approach to professional development on the Science of Reading.

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	Most 2-5 teachers do not know how to teach reading interventions based on the Science of Reading.	Teachers need a systemic approach to professional development on the Science of Reading.
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SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
2	Most 2-5 teachers do not know how to teach reading interventions based on the Science of Reading.	Teachers need a systemic approach to professional development on the Science of Reading.

Inquiry Area 3 Connectedness

SMART Goal 1

100% of teachers and administration will provide weekly communication to encourage and incentivize CAS families to participate and be informed with school and district activities and opportunities for their families and children.

Formative Measures: National Elementary Honors Society members, Honors Classes in grades 2-4, Parent Teacher Booster Club, and Parent Square mass communication will provide data of participation by all student leadership. Exit tickets will provide constructive criticism to improve each event's participation.

Improvement Strategy 1

Family Engagement

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	The family engagement committee will organize the Calendar of Events to organize the promotion and involvement of participation in all academic competitions and events hosted at CAS-N and throughout the district. To improve participation in family engagement and community engagement activities, CAS-N will implement the use of student ambassadors and recognition of participation and achievements in district planned academic competitions, celebrations, and events.	Administration and committee chairs	Quarterly data will be shared by Grade Level Chairs	

Position Responsible: Administration and committee chairs

Evidence Level

Level 3: Promising:
Family Engagement

Problem Statements: Student Success 1, 2 - Adult Learning Culture 1, 2 - Connectedness 2

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	CAS-N wants to increase the student proficiency & growth in Reading in all grade levels by 5 % on SBAC or MAP	Teachers lack efficacy teaching the reading process.
2	Most 2-5 teachers do not know how to teach reading interventions based on the Science of Reading.	Teachers need a systemic approach to professional development on the Science of Reading.

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	Most 2-5 teachers do not know how to teach reading interventions based on the Science of Reading.	Teachers need a systemic approach to professional development on the Science of Reading.
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SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
2	Most 2-5 teachers do not know how to teach reading interventions based on the Science of Reading.	Teachers need a systemic approach to professional development on the Science of Reading.

Community Outreach Activities

Activity	Date	Lesson Learned
First Day of School Grades 1-5 Parent Welcome	8/10/26	Pictures with Mascot infront of Building Sign built a positive climate
Parent Orientations	8/11/26	Ice Cream Truck encouraged family relationship building
First Day of School Kindergarten Parent Welcome	8/17/26	Pictures with Mascot with 1st Day Sign in Kinderland created positive climate
Parent Teacher Booster Club Meeting	8/20/26	Excited atmosphere with parents eager to kick off fundraiser to pay for new school cuture initiative
Pastries with Parents	8/26/26	First day returning from the Hawk Fire. 35% of our families were evacuated. Children encouraged to introduce their parents to their classmates' parents.
Firefighter Visit to Kindergarten	9/8/26	Basic presentation was elevated with children's experiences incorportating discussions about evacuations & to go bags.
5th Grade Balloon Launch @ San Rafel	9/10/26	Parents engaged in the STEM learning process. Families buit relationships while chaperoning scholars.
Parent Teacher Booster Club Meeting	9/17/26	Much smaller in person attendance. Famiies want to help fire victims. Volunteers began planning the annual Fall Festival.
Spaghetti Feed for Fire Victims	9/24/26	Open to all CAS campuses K-12. Families donated food and built relationships while enjoying dinner and raising money for affected families.
2nd Grade Pumpkin Patch Fieldtrip	9/29/26	Families buit relationships while chaperoning scholars engaged in the visual life cycle of a plant.
SkateNight Mix & Mingle @ Roller Kingdom	9/29/26	Families built relationships in a fun & active atmosphere. Open to all CAS elementary families & their siblings.