Washoe County School District



Coral Academy High School

Classification: 5 Star School

Accreditation Status:
Accredited

2026-2027 School Improvement Plan

District Approval Date:
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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

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

The educational vision and innovation crucial to accomplishing this mission is organized under two main headings: *specific elements* and *whole-school design.* The specific design elements fall into five categories: 1. rigorous curriculum, instruction, and assessment; 2. leadership, governance, and staffing; 3. parent and community involvement; 4. technology; and 5. financing. Whole school design involves the comprehensive and continuing effort to realize these five essential elements in an integrated manner. CAS serves its students at four locations:

- North Elementary School Campus: K-5
- South Elementary School Campus K-5
- Northwest Elementary School Campus K-5
- Middle School Campus: 5-8
- High School Campus: 9-12

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

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

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

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

Continuous improvement, persistent innovation, a positive response to change, and a commitment to continuous growth will be expected of all the people and programs at CASR. The public's resources and

those of the Board of Directors must be effectively committed to ensuring that these expectations will be met. Then, and only then, will our tested educational vision infused with the energy of local innovation harmonize the triad of *student-teacher-parent/guardian* support to accomplish our mission, that of providing all students with the motivation and resources to reach their highest potential and realize their greatest potential.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

Based on 25-26 NSPF reports, which were provided by the WCSD Accountability department;

- The chronic absenteeism rate is about 4.8%
- Cohort Graduation rate has been 93.7%
- 25-26 CCR ELA proficiency rate is 83.9%
- 25-26 CCR Math proficiency rate is 47.1%
- 25-26 Five or More Credits Earned in 9th Grade percentage is 99%
- 25-26 awarded Advanced Diploma rate is 89.3%

Areas for Growth

Our students' scores on all state assessments are higher than those of the rest of the district and state. However, only 37.9% of students were proficient under NSPF rules, and 60% of 2025-26 9th/10th grade test takers scored below standard (41% at Level 1). This contrasts with 97% of 9th graders earning full Biology course credit, which points to a gap between course grading and the state assessment. The weakest reporting categories were Communicating (63% below standard), Reasoning (61%), Ecosystems (61%) and Biological Evolution (58%).

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	4 current EL students took the 2025-26 Nevada HS Science test, too few for the profile to report their results, and 24% of students are ever-EL. Science is language-heavy: the school's weakest reporting categories were Communicating (63% below standard) and Reasoning (61% below standard), both of which require students to explain evidence in academic English.	So, our focus will be on the whole cohort. We will look into each student's performance and progress during the year. All teachers in the school will higlight the key details and vocabulary at the beginning of each unit. And also, teachers will also share lesson notes, videos, and available resourses over Google Classroom and in the school when there is a need for physical copies of the resources. The Biology teacher tracks each EL and former-EL student's unit assessment results and invites those below standard to weekly science tutoring.
Foster/Homeless	N/A	

Student Group	Challenge	Solution
Free and Reduced Lunch	Only 11% of FRL test takers (19 students) were proficient on the 2025-26 Nevada HS Science test, compared with 40% of all test takers, and 84% scored at Level 1. The gap is in assessed mastery, not course completion: 97% of 9th graders earned full Biology credit.	The science teachers will; *Review FRL students scoring below standard on a science watch list after each unit assessment. *Give them personal invitations (and a family call) to weekly Biology tutoring, and hold tutoring at lunch so transportation is not a barrier. * Provide small-group reteach on the weakest categories. *Make sure every student completes both online NV Science practice sessions at school, and provide lab materials and calculators so no student lacks supplies.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Nevada HS Science proficiency in 2025-26: Hispanic 28% (32 students), Asian 33% (24 students), Multiracial 33% (12 students), White 63% (27 students), school 40%. Hispanic students are the largest student group (35%), so closing their gap has the largest effect on the school's science index.	Teacher will; *Disaggregate Biology common unit assessments by race/ethnicity each quarter and assign small-group reteach to students below standard. *Personally invite students (not only by announcement) to tutoring and to STEAM clubs. *Use culturally relevant science examples (local ecosystems, health and community issues in the Reno area) in claim-evidence-reasoning (CER) tasks, and highlight scientists from diverse backgrounds.
Students with IEPs	No students with IEPs took the 2025-26 Nevada HS Science test, and only 4 students with IEPs are enrolled. Outcomes must be tracked student by student.	Case managers and the Biology teacher will; * Review each student's IEP accommodations for labs and assessments at the start of the semester. *Provide guided notes, chunked labs, and graphic organizers for CER writing. Confirm accommodations are set up in the online testing system before the NV Science test.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	Only 37.9% of students met the Nevada HS Science proficiency standard (2025-26 NSPF), and 60% of 9th/10th grade test takers scored below standard. Gaps are largest for FRL students (11% proficient) and Hispanic students (28%).	Biology course grades are not aligned to the NGSS-based state assessment (97% earned Biology credit, but 40% were proficient). Instruction under-emphasizes the science practices of communicating and reasoning with evidence, and Ecosystems/ Evolution content. Students get limited practice with the test format, and the test carries no grade consequence for students, so motivation is low.

★ = Priority

Adult Learning Culture

Areas of Strength

Based on the WCSD 2025-2026 Staff Climate and Safety Survey (Fall 2025):

• Expectations of Success index is 97% (district 95%); 100% of staff agree that staff work hard to keep students in school.

• Staff-Student Relationships index is 97% (district 93%), and Fairness and Respect is 91% (district 86%).

• Staff Collaboration index is 88% (district 86%); 100% of staff say leadership is clear about their job, and 96% are proud to work at Coral High School.

• Work Stress is 72% favorable, better than the district (61%) and high schools (64%).

• Student Behaviors index is 97% (district 79%); staff report fighting, bullying, and truancy are uncommon.

Areas for Growth

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

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

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	EL students are spread across classes in small numbers, so few teachers practice language supports daily. 2025-26 ACCESS moved to new WIDA standards, and Speaking is the weakest domain.	So, our focus will be on the whole cohort. The school admin will provide PD on the WIDA standards and on language-rich instruction (sentence frames, structured academic talk, vocabulary routines). Share each EL student's ACCESS domain profile with their teachers at the start of the year.
Foster/Homeless	N/A	

Student Group	Challenge	Solution
Free and Reduced Lunch	Teachers do not routinely see results disaggregated by FRL status, although the largest gaps (science 11% vs. 40%; AP exam pass rate 16% vs. 46%) are within this group.	We will use a quarterly PLC data protocol that disaggregates common assessments by FRL status (shared confidentially with teachers who serve the students). Each department names one strategy to close the gap and reports progress at the next PLC.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Only 55% of students say all students are treated fairly, and achievement gaps exist for Hispanic students in science and math.	School admin will; *Provide PD on consistent classroom management and culturally responsive practices (relevant examples, high expectations for all students). *Add “consistent enforcement of expectations” and “connection to students' lives” as walk-through look-fors, and *Review discipline referrals by student group each quarter.
Students with IEPs	Due to having fewer IEP students in the school, we don’t have accurate data. General education teachers will implement accommodations consistently for a very small number of students.	So, our focus will be on the whole cohort. Case managers brief each teacher on accommodations at the start of each semester and give them a one-page accommodation checklist; administrators verify implementation during walk-throughs or formal evaluations.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	Students report weaker adult support than staff perceive: Adult Support is 65% favorable on the 2025-26 Student Climate Survey (district 71%), only 49% say teachers connect learning to life outside class, and 55% say all students are treated fairly, while staff rate staff-student relationships at 97%. On the 2025-26 2nd semester end-of-course survey, 23.9% of students did not find instructor feedback helpful.	Due to new teaching and learning norms, teachers need to adjust their daily practices and learn new ways to reach out to students. Besides their regular workload, this creates a time crunch for teachers to find extra time to focus and give adequate, timely feedback to students.

★ = Priority

Connectedness

Areas of Strength

Based on the WCSD 2025-2026 Student Climate Survey (Fall 2025, 254 responses) and Staff Climate Survey (Fall 2025):

• Safety index is 86% (district 79%), and Victimization is 74% favorable (district 64%).

• Participation index is 86% (district 79%); 91% of students say there are many chances to get involved in activities.

• Student Respect index is 73% (district 62%); 93% of students say people of different backgrounds get along well.

• Attitudes Towards Substance Use index is 84% (district 79%).

• Staff rate Home-School Communication at 94%, and 100% of staff say the school is welcoming to parents.

• The development of CASSA and other student groups has improved engagement, leadership, and students' sense of belonging.

Based on the 25-26 End-of-Year Parent Surveys, 84.4% of parents are proud that their students attend our school, and 80.3% of parents feel welcomed at our school.

Areas for Growth

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

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

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Inviting and encouraging EL students and their families to participate in family nights.	We will send program invitations in Spanish and ensure that translators are available for the parent informational nights.

Student Group	Challenge	Solution
Foster/Homeless	N/A	
Free and Reduced Lunch	FRL students' OSS relative risk rose to 2.48 (1.18 the year before), and major behavior RRR to 2.05. Family barriers reported on the parent survey include transportation and event timing.	We will use restorative conferences and alternatives to suspension before exclusion for non-safety incidents. We will also hold family events after 6 p.m., offer a virtual option, and share carpool/transportation help. We will waive club and event fees on request.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Asian students had an OSS RRR of 2.12 (6 of 19 students suspended) and Hispanic students a major behavior RRR of 1.25. Only 55% of students agree all students are treated fairly.	Review discipline data by race/ethnicity and gender quarterly in the admin team and adjust practice when a group's ratio rises. We will use the Multi-Cultural Festival, STEAM EXPO, sports homegames and student clubs to strengthen belonging, and add student focus groups representing each group to the student voice process.
Students with IEPs	Very few families of students with IEPs; they can be overlooked in general communication.	Case managers will contact each family at least semesterly about progress and invite them to IEP-friendly school events; follow IDEA discipline protections (manifestation determination) for any removal.

Problem Statements Identifying Connectedness Needs

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

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	Only 37.9% of students met the Nevada HS Science proficiency standard (2025-26 NSPF), and 60% of 9th/10th grade test takers scored below standard. Gaps are largest for FRL students (11% proficient) and Hispanic students (28%).	Biology course grades are not aligned to the NGSS-based state assessment (97% earned Biology credit, but 40% were proficient). Instruction under-emphasizes the science practices of communicating and reasoning with evidence, and Ecosystems/ Evolution content. Students get limited practice with the test format, and the test carries no grade consequence for students, so motivation is low.
2 ★	Students report weaker adult support than staff perceive: Adult Support is 65% favorable on the 2025-26 Student Climate Survey (district 71%), only 49% say teachers connect learning to life outside class, and 55% say all students are treated fairly, while staff rate staff-student relationships at 97%. On the 2025-26 2nd semester end-of-course survey, 23.9% of students did not find instructor feedback helpful.	Due to new teaching and learning norms, teachers need to adjust their daily practices and learn new ways to reach out to students. Besides their regular workload, this creates a time crunch for teachers to find extra time to focus and give adequate, timely feedback to students.
3 ★	Connected students believe their parents, teachers, school staff, and other students in their school care about them and about how well they are learning. CAS-HS needs to create better communication methods between its stakeholders. Even though the school has high ratings from the available surveys, there is a need for improvement for all stakeholders to feel part of the school.	In the COVID-19 era, students and families feel less connected to school. Teachers have to find and experiment with new ways to teach and connect with students and their families. This takes up time and effort, which teachers do not have. Lack of home/family support towards school work. The lack of activities that bring all stakeholders together.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

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

Adult Learning Culture

- [x] **Administrator evaluation**
- [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] **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] **Teacher evaluation**
- [x] **Walk-through data**

Connectedness

- [x] **Attendance**
- [x] **Community surveys and/or other feedback**
- [x] **Completion rates and/or graduation rates data**
- [x] **Demographic data**
- [x] **Dual credit College Prep**
- [x] **Enrollment**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

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

Formative Measures: Nevada HS Science Test

Improvement Strategy 1

NVACSS

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	The Biology teacher will check student understanding and give frequent feedback to students at the end of each unit. The teacher also let students practice with the online testing portal to familiarize themselves with the system before the actual test day. The teacher and the science department will ensure the standard alignments between the NGSS and Pre-AP Biology curriculum. They will work with a checklist to hit all necessary standards. Since we are all back to a more traditional learning and teaching environment, we believe teachers can work with and check on students more frequently. When there is a need for extra support, teachers offer tutoring during lunch and after school hours. The biology teacher will dedicate and advertise at least one after-school or during school hour as tutoring and extra help per week. Action Steps: * Work with Biology Teacher to set up a weekly tutoring schedule *Identify specific students needing support	Mrs. Sangeeta Khade - Biology Teacher, and Mr. Curfman - Science Department Chair	SY 2026-27	

Position Responsible: Mrs. Sangeeta Khade - Biology Teacher, and Mr. Curfman - Science Department Chair

Evidence Level

Level 2: Moderate:
NVACSS

Problem Statements: Student Success 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Only 37.9% of students met the Nevada HS Science proficiency standard (2025-26 NSPF), and 60% of 9th/10th grade test takers scored below standard. Gaps are largest for FRL students (11% proficient) and Hispanic students (28%).	Biology course grades are not aligned to the NGSS-based state assessment (97% earned Biology credit, but 40% were proficient). Instruction under-emphasizes the science practices of communicating and reasoning with evidence, and Ecosystems/Evolution content. Students get limited practice with the test format, and the test carries no grade consequence for students, so motivation is low.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

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

Formative Measures: CAS End of Course Evaluation Surveys and the WCSD Climate surveys' results

Improvement Strategy 1

PLC's

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Since students now prefer an in-person learning model, it helps teachers spend more time with them. The CAS-HS admin will check with teachers monthly to ensure the successful delivery and completion of the curriculum. The teacher will also utilize the College Board's online Pre-AP course portal to monitor students' progress closely and offer tutoring after school when needed. Action Steps: * Create a PD calendar for teachers * Provide teachers with available resources * At the department level, work with teachers about the vertical alignment * Monthly checks with teachers * At the end of each semester, utilize the Student End of Course Survey to get the feedback from students.	Principal, Mr. Murat Kurt, and the HS Admin Team	SY 2026-27	

Position Responsible: Principal, Mr. Murat Kurt, and the HS Admin Team

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	Students report weaker adult support than staff perceive: Adult Support is 65% favorable on the 2025-26 Student Climate Survey (district 71%), only 49% say teachers connect learning to life outside class, and 55% say all students are treated fairly, while staff rate staff-student relationships at 97%. On the 2025-26 2nd semester end-of-course survey, 23.9% of students did not find instructor feedback helpful.	Due to new teaching and learning norms, teachers need to adjust their daily practices and learn new ways to reach out to students. Besides their regular workload, this creates a time crunch for teachers to find extra time to focus and give adequate, timely feedback to students.

Inquiry Area 3

Connectedness

SMART Goal 1

CAS-HS will improve its communication satisfaction and sense of being part of the school community levels of its stakeholders by 2 points at the end of the 2026-2027 school year.

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

Improvement Strategy 1

Family Engagement

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	CAS-HS leadership team and staff will communicate the school's behavioral and academic expectations to families and encourage them to reinforce those expectations at home. Expectations can be communicated through newsletters, parent-teacher-student conferences, and school Web sites. The school team will encourage parents to create a supportive learning environment in the home. This includes providing homework guidance, ensuring adequate educational supplies such as computers or books, and assisting their children with time management. CAS-HS will hold three major school-wide activities that give students opportunities to learn about different cultures, people with disabilities, and topics such as arts or sports: Holiday Market in December, Multi-Cultural Festival in March, and STEAM (Science, Technology, Engineering, Arts, Math) EXPO in May. These activities will increase students' respect for diversity and form connections among students. CAS-HS will also use various methods to communicate and promote expectations, values, and group norms that support positive health and academic behaviors. The HS Counselor and school administration will organize grade-level parent nights to initiate these communications during the first semester. Afterwards, communications will be addressed to students, school staff, families, and members of the community through a variety of channels, such as school assemblies, newsletters, or a school website. Action Steps: * Creating training for staff on effective strategies to involve parents in their children's school life. * Create and send quarterly school newsletters to share the school's behavioral and academic expectations with families and encourage them to reinforce those expectations at home. * Working with school student association to organize the Holiday Market event. * Working with the Modern Languages Department to organize the Multi-Cultural Festival. * Working with the academic department heads to organize STEAM Expo.	Mr. Todd Russell (school counselor) & Mrs. Breanne Tyska (Assistant Principal)	SY 2026-27	

Position Responsible: Mr. Todd Russell (school counselor) & Mrs. Breanne Tyska (Assistant Principal)

Evidence Level

Level 3: Promising:
Family Engagement

Problem Statements: Connectedness 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Connectedness

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

Community Outreach Activities

Activity	Date	Lesson Learned
Grade-level parent orientation nights (9th-12th) led by the counselors and administration	August - September 2026	
Quarterly family newsletter	September, December, March, and May	
Open House	October 17, 2026	
CCR and FAFSA Night	October, 2026	
STEAM EXPO	January 30, 2027	
Harvest Festival (in coordination with PTBC)	**October 23, 2026**	
Multi-Cultural Festival	**April 9, 2027**	