Washoe County School District

Coral Academy Middle School

Classification: 5 Star School

2026-2027 School Improvement Plan

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Comprehensive Needs Assessment

Student Success

Areas of Strength

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

Areas for Growth

Coral Academy continues to struggle in math. Our proficiency levels and growth rates are not as high as we would like. We would like to raise our 2027 Median Growth Percentile to 48, our Adequate Growth Percentile to 39, our Opportunity Gap to 17, and our Proficiency to 40%.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	May struggle with word problems and directions	Will continue to offer support
Foster/Homeless	May struggle with technology access	We have chromebooks that can be used after school during tutoring
Free and Reduced Lunch	May struggle with technology access	We have chromebooks available to check out when needed
Migrant/Title1-C Eligible	We do not have this student group at our school	We do not have this student group at our school
Racial/Ethnic Minorities	They may feel a cultural disconnection	Our math classes will focus on real world problems that show diversity
Students with IEPs	May need additional support	Will continue to get additional support

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	Our students continue to struggle with proficiency and growth on the math Smarter Balance Assessment.	Our students may not be getting enough instruction at their academic level to master standards.

★ = Priority

Adult Learning Culture

Areas of Strength

On the staff climate survey, overall our staff responded very favorably to the questions. The area we will focus on is Work Stress, and overall they gave a 70% favorable response, with an increase of 28 in this category from the previous survey.

Areas for Growth

When looking at the questions, "I fell burnt out," only 59% answered favorably. On questions 1 and 3, our staff answered 72% favorable and 79% favorable. Our weakest area in Work Stress is teacher burn out.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Our teachers may not feel equipped to help students who are still learning English	Continue to provide training on how best to help our EL students in all classrooms
Foster/Homeless	This student group may have learning gaps from changing schools or missing instructional days	Teachers will continue to focus on individual student growth
Free and Reduced Lunch	Students may struggle with homework outside of the classroom	Offer tutoring as a place for students to complete homework and have access to any required technology they may need
Migrant/Title1-C Eligible	There are currently no students in this category	There are currently no students in this category
Racial/Ethnic Minorities	Our teachers may not fully understand all cultural groups, which might lead to feelings of disconnection	Teachers will work together to be as inclusive as possible
Students with IEPs	Teachers may feel overwhelmed by the need to differentiate	Grade level chairs and special education teachers will help teachers work on differentiation

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	According to our staff climate survey, our teachers responded that 41% of them feel burnt out.	Our teachers feel overwhelmed by the amount of work required.

★ = Priority

Connectedness

Areas of Strength

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

Areas for Growth

Our chronic absenteeism rate has been an issue in the past. For the 2026-2027 year we would like to focus on keeping our rate below 5%.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	May not feel welcome	Continue to communicate in languages other than English
Foster/Homeless	May not feel like they have what they need compared to their peers	Have school supplies and free uniforms available
Free and Reduced Lunch	Students may not have enough food	Offer free and reduced lunch and snacks
Migrant/Title1-C Eligible	There are no students in this category	There are no students in this category
Racial/Ethnic Minorities	Students may not feel like they belong	Continue our programs that show students all are welcome and supported
Students with IEPs	Students might feel overwhelmed with people and noise	Continue to offer students access to spaces that feel safe to them

Problem Statements Identifying Connectedness Needs

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

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	Our students continue to struggle with proficiency and growth on the math Smarter Balance Assessment.	Our students may not be getting enough instruction at their academic level to master standards.
2 ★	According to our staff climate survey, our teachers responded that 41% of them feel burnt out.	Our teachers feel overwhelmed by the amount of work required.
3 ★	Our chronic absenteeism rate is higher than we would like.	We believe that students do not have enough incentive to come to school every day on a regular basis.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

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

Adult Learning Culture

- [x] **Action research results**
- [x] **Administrator evaluation**
- [x] **Communications 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] **Staff surveys and/or other feedback**
- [x] **Student Climate Survey**
- [x] **Teacher evaluation**
- [x] **Teacher retention**
- [x] **Teacher/Student Ratio**

Connectedness

- [x] **Attendance**
- [x] **Behavior**
- [x] **Enrollment**
- [x] **Enrollment trends**
- [x] **PBIS/MTSS data**
- [x] **School safety data**
- [x] **Social Emotional Learning Data**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

Results from the next state math exam will see our Opportunity Gap (AGP Catch UP) increase from an 15.7 percent to a 17 percent.

Formative Measures: Teachers will evaluate individual student growth using the iReady program, as well as common classroom assessments.

Improvement Strategy 1

iReady

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	We are implementing Curriculum Associates' i-Ready this year to help teachers focus on individualized instruction	Math teachers, math department chair, administration	SY 2026-27	

Position Responsible: Math teachers, math department chair, administration

Evidence Level

Level 3: Promising:
i-Ready

Problem Statements: Student Success 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Our students continue to struggle with proficiency and growth on the math Smarter Balance Assessment.	Our students may not be getting enough instruction at their academic level to master standards.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

We will see an increase in favorable responses on the question "I feel burnt out" from 59% to 64%.

Formative Measures: When Administration meets with teachers for evaluations, administration will discuss how they are feeling. We'll have grade and department chairs frequently check in with their teams to monitor feelings of burn out. We will send out surveys to try and discover how to best address teacher burn out.

Improvement Strategy 1

PBIS

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	The administration will meet with teachers to discuss burn out. Administration will ask grade and department chairs to discuss burn out in meetings with teachers.	Classroom teachers, PBIS Coordinator, Admin	SY 2026-27	

Position Responsible: Administration

Evidence Level

Level 1: Strong:
PBIS

Level 4: Demonstrate Rationale:
Professional Development

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	According to our staff climate survey, our teachers responded that 41% of them feel burnt out.	Our teachers feel overwhelmed by the amount of work required.

Inquiry Area 3

Connectedness

SMART Goal 1

Our chronic absenteeism rate remain below 5%

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

Improvement Strategy 1

PBIS
Professional Development

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	We will strengthen our PBIS program so that students are excited to come to school.	Classroom teachers, PBIS Coordinator, Admin	SY 2026-27	

Position Responsible: Administration

Evidence Level

Level 1: Strong:
PBIS

Level 4: Demonstrate Rationale:
Professional Development

Problem Statements: Connectedness 1

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Connectedness

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

Community Outreach Activities

Activity	Date	Lesson Learned
Parent Welcome Night	August 11, 2026	Parents love to connect with teachers and administrators. They like to ask questions in person.
Trunk or Treat	October 25, 2026	
Steam Expo	May 15, 2027	