Clark County School District

Coronado HS

2025-2026 School Improvement Plan

Mission Statement

By working together, We Will Go One Step Further as COUGARS. By fostering Citizenship, Opportunity, Unity, Generosity, Academics, and Responsibility in Society.

Vision

Not Applicable

Demographics & Performance Information

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at
https://nevadareportcard.nv.gov/DI/nv/clark/coronado_high_school/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Both Math and Reading scores improved 1 - 2% from Spring 2024 - Spring 2025.

Student Success Areas for Growth

Continue to support strategies for Tier I and Tier II instruction to increase student growth and achievement in both Math and Reading.

Increase the percentage of students projected to be proficient in mathematics from 71% (Spring 2025) to 76% (Spring 2026) as measured by MAP Growth Assessments at the 61st percentile. Increase the percentage of students projected to be proficient in reading from 59% (Spring 2025) to 64% (Spring 2026) as measured by MAP Growth Assessments at the 61st percentile.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Staff members may be reluctant to stray from regular practices and moving toward implementing new tools; administration and Department Chairs will regularly reinforce the value of the teaching and learning cycle and PLC's	Title III funding will provide professional development to support teachers with utilizing QTEL strategies during Tier I instruction to increase student discourse.

Student Group	Challenge	Solution
Foster/Homeless	Staff members may be reluctant to stray from regular practices and moving toward implementing new tools; administration and Department Chairs will regularly reinforce the value of the teaching and learning cycle and PLC's	Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk.
Free and Reduced Lunch	Staff members may be reluctant to stray from regular practices and moving toward implementing new tools; administration and Department Chairs will regularly reinforce the value of the teaching and learning cycle and PLC's	Licensed and support staff will provide opportunities for after-hour tutoring and technology assistance.
Racial/Ethnic Minorities	Staff members may be reluctant to stray from regular practices and moving toward implementing new tools; administration and Department Chairs will regularly reinforce the value of the teaching and learning cycle and PLC's	Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk.
Students with IEPs	Staff members may be reluctant to stray from regular practices and moving toward implementing new tools; administration and Department Chairs will regularly reinforce the value of the teaching and learning cycle and PLC's	Co-teaching opportunities will be provided in the least restrictive environment to ensure students receive grade level instruction with the appropriate accommodations and modifications.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Based on survey results, students are feeling disconnected from their academics and peers; students would rather do easy work than be challenged.
Critical Root Cause: WIth an emphasis on Tier I instruction teachers are having difficulty fully implementing technology in the classrooms; teachers have difficulties utilizing the new technologies to fully engage students in lessons.

Adult Learning Culture

Adult Learning Culture Areas of Strength

Increase the number of data-driven PLCs organized on-site that teachers will attend weekly, engaging in the implementation of effective Tier I instruction using Tier I instructional materials from 60% (Spring 2025) to 75% by (Fall 2026), as measured by student data and attendance/tasks completed.

Instruction aligned to the standards 100%. Instructional materials support standards 100%

Adult Learning Culture Areas for Growth

Improve the necessary scaffolding currently at 66% for Spring 2025 to 75% Spring 2026.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Some staff members may be reluctant to implement PLC strategies learned during data analysis and the teaching and learning cycle; administration and Department Chairs will regularly reinforce the value of the teaching and learning cycle and PLC's	Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for English language learners.
Foster/Homeless	Some staff members may be reluctant to implement PLC strategies learned during data analysis and the teaching and learning cycle; administration and Department Chairs will regularly reinforce the value of the teaching and learning cycle and PLC's	Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk.

Student Group	Challenge	Solution
Free and Reduced Lunch	Some staff members may be reluctant to implement PLC strategies learned during data analysis and the teaching and learning cycle; administration and Department Chairs will regularly reinforce the value of the teaching and learning cycle and PLC's	Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk.
Racial/Ethnic Minorities	Some staff members may be reluctant to implement PLC strategies learned during data analysis and the teaching and learning cycle; administration and Department Chairs will regularly reinforce the value of the teaching and learning cycle and PLC's	Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk.
Students with IEPs	Some staff members may be reluctant to implement PLC strategies learned during data analysis and the teaching and learning cycle; administration and Department Chairs will regularly reinforce the value of the teaching and learning cycle and PLC's	Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Teachers feel there is a lack of professional development opportunities.
Critical Root Cause: There was no established schedule for professional development.

Connectedness

Connectedness Areas of Strength

Plan to "implement a framework to reduce the disproportionality" under NRS 392.4644.

Connectedness Areas for Growth

Reduce the expulsion rates for each student group to be less than a 10 percentage point difference from the student group enrollment during the 2025-2026 school year, as measured by school-wide behavior data.

Reduce the expulsion rate for students from 21.4% (6.3% or 3, 281 students Black/African American Population) to 11.4% during the 2025-2026 school year, as measured by school-wide behavior data.

Reduce the expulsion rate for students from 28.6% (21.2% or 3, 281 students Hispanic/Latino Population) to 18.4% during the 2025-2026 school year, as measured by school-wide behavior data.

Reduce the expulsion rate for students from 28.6% (11.0% or 3, 281 students 2 or More Races Population) to 1.0% during the 2025-2026 school year, as measured by school-wide behavior data.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Faculty/Staff are reluctant to attend events and coach/ advise after school hours; Administration will create challenges to encourage attendance at school events to better include all members of the school community.	Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk.
Foster/Homeless	Faculty/Staff are reluctant to attend events and coach/ advise after school hours; Administration will create challenges to encourage attendance at school events to better include all members of the school community.	The Title I HOPE Advocate on campus will coordinate ongoing services and support and monitor students' attendance, academic, and social/emotional progress.

Student Group	Challenge	Solution
Free and Reduced Lunch	Faculty/Staff are reluctant to attend events and coach/advise after school hours; Administration will create challenges to encourage attendance at school events to better include all members of the school community.	Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk.
Racial/Ethnic Minorities	Faculty/Staff are reluctant to attend events and coach/advise after school hours; Administration will create challenges to encourage attendance at school events to better include all members of the school community.	Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk.
Students with IEPs	Faculty/Staff are reluctant to attend events and coach/advise after school hours; Administration will create challenges to encourage attendance at school events to better include all members of the school community.	Special Education teachers will participate in grade-level Professional Learning Community (PLC) meetings to analyze data, determine students' needs, and plan effective instruction and support.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Reducing Exclusionary Discipline Goal.
Critical Root Cause: Student behaviors are disproportionate between groups.

Priority Problem Statements

Problem Statement 1: Teachers feel there is a lack of professional development opportunities.

Critical Root Cause 1: There was no established schedule for professional development.

Problem Statement 1 Areas: Adult Learning Culture

Problem Statement 2: Based on survey results, students are feeling disconnected from their academics and peers; students would rather do easy work than be challenged.

Critical Root Cause 2: WIth an emphasis on Tier I instruction teachers are having difficulty fully implementing technology in the classrooms; teachers have difficulties utilizing the new technologies to fully engage students in lessons.

Problem Statement 2 Areas: Student Success

Problem Statement 3: Reducing Exclusionary Discipline Goal.

Critical Root Cause 3: Student behaviors are disproportionate between groups.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Accelerated/Advanced Coursework Enrollment
- CCR Participation data
- College and career readiness data
- Curriculum Based Measures
- Grades
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- SAT, ACT, PSAT or ASPIRE
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- WIDA Screener
- Other
  - Student Engagement

Adult Learning Culture

- Class size averages by grade and subject
- Coaching Logs
- Communications data
- Lesson Plans
- Master schedule
- Professional Development Agendas
- Professional development needs assessment data
- Professional learning communities (PLC) data/agenda/notes
- Staff surveys and/or other feedback
- Student Climate Survey
- Walk-through data

Connectedness

- Community surveys and/or other feedback
- Enrollment
- Perception/survey data
- School safety data
- Social Emotional Learning Data
- Volunteer opportunities, attendance, and participation

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percentage of students projected to be proficient in mathematics from 71% (Spring 2025) to 76% (Spring 2026) as measured by MAP Growth Assessments at the 61st percentile.
Increase the percentage of students projected to be proficient in reading from 59% (Spring 2025) to 64% (Spring 2026) as measured by MAP Growth Assessments at the 61st percentile.

    Formative Measures: Focus Ed

    Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Focus on providing high-quality and rigorous Tier I instruction with research-based differentiated instructional strategies in Math and Literacy/Reading.				**Status Check**		**EOY Reflection**
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**	**Oct**	**Feb**	**June**
				No review	No review	
1	Administration to observe whole and small group reading and math instruction.	Admin; Department Chairs	August - May			
2	Provide transferrable and direct feedback to teachers through collaborative debrief sessions.	Admin; Department Chairs	August - May			
3	Schedule coaching, modeling, and reflective practice sessions.	Admin; Department Chairs	August - May			
4	Provide coaching and modeling on how to apply instructional strategies	Admin; Department Chairs	August - May			
5	Teachers will provide targeted Tier 2 instruction to students	Admin; Department Chairs	August - May			

Position Responsible: Administration

Resources Needed: Tier 1, Tier II Instruction
Focus Ed
PLC

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2
Evidence Level

Problem Statements/Critical Root Cause: Student Success 1

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Based on survey results, students are feeling disconnected from their academics and peers; students would rather do easy work than be challenged. **Critical Root Cause**: WIth an emphasis on Tier I instruction teachers are having difficulty fully implementing technology in the classrooms; teachers have difficulties utilizing the new technologies to fully engage students in lessons.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Increase the number of data-driven PLCs organized on-site that teachers will attend weekly, engaging in the implementation of effective Tier I instruction using Tier I instructional materials from 60% (2025) to 75% by Fall 2026, as measured by student data and attendance/tasks completed. Increase necessary classroom differentiation from 66% (Spring 2025) to 75% (Spring 2026).

Formative Measures: Focus Ed

Aligns with District Goal

Improvement Strategy 1 Details					Reviews		
Improvement Strategy 1: Restructure Staff Development Days to effectively address PLC strategies.					**Status Check**		**EOY Reflection**
Action #	**Actions for Implementation**		**Person(s) Responsible**	**Timeline**	**Oct**	**Feb**	**June**
1	As Administration observes PLC's, they will ensure teachers' utilize student achievement data to inform and drive the development of student learning pathways. The agenda and notes for PLC's will reflect the steps of the teaching and learning cycle.		Admin; Department Chairs	August - May	No review	No review	
2	The agenda and notes for PLC's will reflect the steps of the teaching and learning cycle.		Admin	August - May			

Position Responsible: Administration
Resources Needed: Teacher presenters
Technology
Agenda
School identified goal

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2
Evidence Level
Problem Statements/Critical Root Cause: Adult Learning Culture 1

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: Teachers feel there is a lack of professional development opportunities.   **Critical Root Cause**: There was no established schedule for professional development.

Inquiry Area 3: Connectedness

SMART Goal 1: Reduce the expulsion rates for each student group to be less than a 10 percentage point difference from the student group enrollment during the 2025-2026 school year, as measured by school-wide behavior data.

Reduce the expulsion rate for students from 21.4% (6.3% or 3, 281 students Black/African American Population) to 11.4% during the 2025-2026 school year, as measured by school-wide behavior data.

Reduce the expulsion rate for students from 28.6% (21.2% or 3, 281 students Hispanic/Latino Population) to 18.4% during the 2025-2026 school year, as measured by school-wide behavior data.

Reduce the expulsion rate for students from 28.6% (11.0% or 3, 281 students 2 or More Races Population) to 1.0% during the 2025-2026 school year, as measured by school-wide behavior data.

    Formative Measures: Focus Ed

    Aligns with District Goal

Improvement Strategy 1 Details					Reviews	
Improvement Strategy 1: Strengthen Tier I Positive Behavioral Interventions and Supports (PBIS) by identifying necessary action steps based on the results of the Tiered Fidelity Inventory (TFI) 3.0.					**Status Check**	**EOY Reflection**
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**		**Oct**	**Feb**	**June**
					No review	No review	
1	Administer TFI 3.0 to obtain baseline data.	Admin; Coaches/ Advisors	August - May			
2	Based on the results of the TFI, prioritize one to three items for implementation focus.	Admin/PBIS Leadership Team	August - May			
3	Administer the TFI 3.0, focused on the prioritized implementation items to monitor progress.	Admin/PBIS Leadership Team	August - May			
4	Continue to work on strengthening Tier I PBIS implementation.	Admin/PBIS Leadership Team	August - May			
5	Administer the TFI 3.0, focused on the prioritized implementation items to monitor progress.	Admin/PBIS Leadership Team	August - May			

Position Responsible: Admin

Resources Needed: PBIS Leadership Team (Admin, Teachers, Students, Parents, Community Partners, TFI 3.0 data

Evidence Level
Level 1: Strong: PBIS

Problem Statements/Critical Root Cause: Connectedness 1

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Reducing Exclusionary Discipline Goal.   **Critical Root Cause**: Student behaviors are disproportionate between groups.

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	$16,825,065.77	Payroll; Staffing; Supplies	Student Success; Connectedness
At-Risk Weighted Allocation	$799,943.58	Staffing; Prep Buyouts	Student Success; Connectedness
EL Weighted Allocation	$370,010.63	Staffing; Prep Buyouts	Student Success; Connectedness
General Carry Forward	$1,185,261.41	Staffing; Prep Buyouts	Student Success; Connectedness
At-Risk Weighted Carry Forward	$971,035.35	Staffing; Prep Buyouts	Student Success; Connectedness
EL Weighted Carry Forward	$146,109.39	Staffing; Prep Buyouts	Student Success; Connectedness
Title IA	$ N/A	N/A	N/A

School Continuous Improvement Team

Team Role	Name	Position
Member	Gavin Flickinger	Student
Member	Brady Flickinger	Student
Member	Jacob Kingman	Student
Member	Jairred Tidball	Student
Member	Liam Johnson	Student
Member	Elle Johnson	Student
Member	Tori Piccininni	Student
Member	Madilyn Kingman	Student
Member	Marshe Endre	Parent
Member	Eric Marshall	Parent
Member	Dana Nakamoto	Parent
Member	Carolyn Durant	Parent
Member	JoDee Phillips	Parent
Member	Michelle Tidball	Support Staff
Member	Pierce Belaustegui	DC/Counselor
Member	Tobias Torres	DC/Teacher
Member	Melissa Kingman	DC/Teacher
Member	Jodi Reich	DC/Teacher
Member	Suzanne Storsser	DC/Teacher
Member	Matthew Poleski	DC/Teacher
Member	Aron Anderson	DC/Teacher
Member	Mark Reed	DC/Teacher
Member	Lori Jorgensen	DC/Teacher
Member	Rachel Reuben	AP
Member	Michael Carter	AP
Member	Kenneth Taylor	AP
Member	Kenneth Taylor	AP

Team Role	Name	Position
Member	Kimberly Flickinger	AP
Member	Jennifer Bartkowitz	AP
Member	Angela Abid	Counselor
Member	Trisha Davenport	AP
Member	Jeffrey Johnson	DC/Teacher
Member	April Pollard	DC/Teacher-Librarian
CI Team Lead	Robert Kalinowski	AP
required	Michael Piccininni	Principal

Community Outreach Activities

Activity	Date	Lesson Learned
SOT Meeting	May 20025	End of Year Reflection