



## Clark County School District

# Coronado High School

### School Performance Plan: A Roadmap to Success

*Coronado High School has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.*

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**Phone:** 702-799-6800

**School Designations:**  Title I  CSI  TSI  TSI/ATSI

*Our SPP was last updated on 02/09/2023.*



## School Demographics and Performance Information

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 [http://nevadareportcard.nv.gov/DI/nv/clark/coronado\\_high\\_school/2022/nspf/](http://nevadareportcard.nv.gov/DI/nv/clark/coronado_high_school/2022/nspf/).

*Inclusion of this link replaces completion of the tables in the previous year’s SPP.*

## School Continuous Improvement (CI) Team

*The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school’s teaching and learning needs.*

Name	Role
Michael Piccininni	<b>Principal(s)</b> <i>(required)</i>
Trisha Davenport, Robert Kalinowski, Kim Flickenger, Jennifer Bartkowitz, Jamie Gilbert, Melissa Robertson, Ken Taylor, Russ Holmen	<b>Other School Leader(s)/Administrator(s)</b> <i>(required)</i>
Lori Jorgensen, Theresa Holyoak, Jeffrey Johnson, Aron Anderson, Melvia Valiente, Mark Reed, Andrea Barton, Melissa Kingman, David Staves, Pierce Belaustegui, April Pollard	<b>Teacher(s)</b> <i>(required)</i>
Jeannie Galvin	<b>Paraprofessional(s)</b> <i>(required)</i>
Mike Marrero, JoDee Phillips, Carolyn Durant, Dana Nakamoto, Eric Marshall, Marshe Endre	<b>Parent(s)</b> <i>(required)</i>
Noah Staves, Haylee Tidball, Megan Kingman, Carlos Ellis, Camryn Piccininni, Autumn Viscardo, Charlize Falchi	<b>Student(s)</b> <i>(required for secondary schools)</i>
n/a	<b>Tribes/Tribal Orgs</b> <i>(if present in community)</i>
n/a	<b>Specialized Instructional Support Personnel</b> <i>(if appropriate)</i>



## School Community Outreach

*This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.*

Outreach Activity	Date	Lessons Learned from the School Community
Parent Survey-Climate & Culture	12/17/2021	<ul style="list-style-type: none"><li>● Majority of parents feel welcome at school</li><li>● Majority of parents feel that the teachers really care about their child</li><li>● Majority of parents state their child feels safe at school</li><li>● Majority of interactions with staff are respectful/helpful</li></ul>
Student Survey-Climate & Culture	12/17/2021	<ul style="list-style-type: none"><li>● Students believe they are learning</li><li>● Students and staff have positive relationships overall</li><li>● Students believe the teachers are caring, honest and consistent</li><li>● Students (39.25%) stay home because they feel overwhelmed or anxious</li><li>● Students (31.71%) would rather do easy work that they could do well than challenging work where they might learn more</li></ul>
Teacher/Staff Survey-Climate & Culture	12/17/2021	<ul style="list-style-type: none"><li>● Teachers believe the school offers a superior amount of opportunities for students to participate in activities that interest them</li><li>● Teachers believe school leaders expect them to hold students to high academic standards and that course availability supports students</li><li>● Teachers feel that their level of decision-making at school is sufficient</li><li>● Teachers feel that there is an adequate number of instructional materials and basic supplies at school</li></ul>
Student Survey- Engagement	12/17/2021	<ul style="list-style-type: none"><li>● Students are mindful of academic responsibilities</li><li>● Students want to do well but do not wish to stand out in class settings</li></ul>



		<ul style="list-style-type: none"><li>● Students strive to do their best when working with peers and are willing to assist each other</li><li>● Students reported positive interactions with teachers regarding learning</li></ul>
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# School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.

## Inquiry Area 1 - Student Success

### Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed	Student Survey- Climate & Culture Student Survey- Engagement	Student Survey- Climate & Culture Student Survey- Engagement	Student Survey- Climate & Culture Student Survey- Engagement
	<i>Areas of Strength: Students believe they are learning. Students and staff have positive relationships overall.</i>		
	<i>Areas for Growth: Students (31.71%) would rather do easy work that they could do well than challenging work where they might learn more.</i>		
Problem Statement	<i>Students are feeling disconnected from their academics and peers.</i>		
Critical Root Causes	<i>With a new emphasis on technology in the classrooms, teachers have difficulties utilizing the new technologies to fully engage students in lessons.</i>		

### Part B

Student Success	
<b>School Goal:</b> Increase the percentage of students engaged in hybrid lessons in classrooms on a weekly basis utilizing technology from 0% to 50% by year 2023 as measured by the NEPF Administrative observations.	<b>Aligned to Nevada’s STIP Goal: 5</b>
<b>Improvement Strategy:</b> <i>Staff Development Days geared towards effective hybrid instruction strategies.</i>	

**Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3

**Intended Outcomes:** *Increased student engagement.*

**Action Steps:**

- *On Staff Development Days teachers will participate in professional development by their colleagues. Professional Development will be focused on hybrid learning strategies.*
- *As Administration observes classrooms, they will be looking for specific ideas/strategies that were showcased during the Staff Development Days.*
- *The agenda for the Staff Development Day shows that the Staff Development Days are focused on hybrid learning.*

**Resources Needed:**

- **Teacher presenters**
- **Technology**
- **Agenda**
- **School identified goal**

**Challenges to Tackle:**

- *Staff Absences- tasks need to be completed by those that were absent.*
- *Videotape presentations for staff that were absent to view on their own.*

**Equity Supports. What, specifically, will we do to support the following student groups around this goal?**

English Learners: Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for English language learners.

Foster/Homeless: 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: Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk.

Migrant: N/A

Racial/Ethnic Minorities: 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: Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk.

## Inquiry Area 2 - Adult Learning Culture

### Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
	Teacher/Staff Survey- Climate & Culture	Teacher/Staff Survey- Climate & Culture	Teacher/Staff Survey- Climate & Culture
<b>Data Reviewed</b>	<i>Areas of Strength: Teachers believe school leaders expect them to hold students to high academic standards and that course availability supports students.</i>		
	<i>Areas for Growth: Teachers feel that their level of decision-making at school is sufficient.</i>		
<b>Problem Statement</b>	<i>Teachers feel there is a lack of professional development opportunities.</i>		
<b>Critical Root Causes</b>	<i>There was no established schedule for professional development.</i>		

### Part B

Adult Learning Culture
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<p><b>School Goal:</b> <i>Increase the number of formal professional learning opportunities organized on site that teachers will attend during Staff Development Days from 0% to 50% by year 2023 as measured by attendance/tasks completed.</i></p>	<p><b>STIP Connection:</b> 2</p>
<p><b>Improvement Strategy:</b> <i>Restructure Staff Development Days.</i></p> <p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2</p>	
<p><b>Intended Outcomes:</b> <i>Teachers become more proficient with technology.</i></p>	
<p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>● <i>On Staff Development Days teachers will participate in professional development by their colleagues. Professional Development will be focused on hybrid learning strategies.</i></li> <li>● <i>As Administration observes classrooms, they will be looking for specific ideas/strategies that were showcased during the Staff Development Days.</i></li> <li>● <i>The agenda for the Staff Development Day shows that the Staff Development Days are focused on hybrid learning.</i></li> </ul>	
<p><b>Resources Needed:</b></p> <ul style="list-style-type: none"> <li>● <b>Teacher presenters</b></li> <li>● <b>Technology</b></li> <li>● <b>Agenda</b></li> <li>● <b>School identified goal</b></li> </ul>	
<p><b>Challenges to Tackle:</b></p> <ul style="list-style-type: none"> <li>● <i>Staff Absences- tasks need to be completed by those that were absent.</i></li> <li>● <i>Videotape presentations for staff that were absent to view on their own.</i></li> </ul>	
<p><b>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</b></p>	
<p>English Learners: Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for English language learners.</p> <p>Foster/Homeless: Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk.</p> <p>Free and Reduced Lunch: Provide professional learning opportunities for teachers and other licensed personnel regarding effective</p>	



instructional practices and strategies for students who are at-risk.

Migrant: N/A

Racial/Ethnic Minorities: 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: Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk.

## Inquiry Area 3 - Connectedness

### Part A

Connectedness			
	Student	Staff	Family & Community Engagement
<b>Data Reviewed</b>	Student Survey- Climate & Culture Student Survey- Engagement Panorama Survey	Teacher/Staff Survey- Climate & Culture	Parent Survey- Climate & Culture
	<i>Areas of Strength:</i> Students believe the teachers are caring, honest and consistent. Teachers believe the school offers a superior amount of opportunities for students to participate in activities that interest them. Majority of parents feel that the teachers really care about their child		
	<i>Areas for Growth:</i> Students (39.25%) stay home because they feel overwhelmed or anxious.		
<b>Problem Statement</b>	<i>Students do not want to stand out in class.</i>		
<b>Critical Root Causes</b>	<i>Students are not engaging in extracurricular activities at the same level they have historically.</i>		

## Part B

Connectedness	
<p><b>School Goal:</b> <i>Increase the percentage of students who overall, <b><u>completely</u></b> feel like they belong at our school from 10% (fall) to 15% (winter) to 25% (spring) by spring 2023 as measured by the Panorama Education Survey.</i></p>	<p><b>STIP Connection:</b> 6</p>
<p><b>Improvement Strategy:</b> <i>Engage students in both activities and athletic programs.</i></p>	
<p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 4</p>	
<p><b>Intended Outcomes:</b> <i>Students build self-confidence and buy into the overall culture of classrooms and the school at large.</i></p>	
<p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>● <i>Use a variety of means to advertise clubs/athletic programs for students to participate in using social media, school website, Channel 6 News, family nights, bulletin boards, and flyers.</i></li> <li>● <i>Freshmen Festival recruiting event.</i></li> </ul>	
<p><b>Resources Needed:</b></p> <ul style="list-style-type: none"> <li>● <i>Coaches/Advisors</i></li> <li>● <i>Teams/Clubs</i></li> <li>● <i>Food</i></li> <li>● <i>Social Media Accounts Manager/Webmaster</i></li> <li>● <i>Activities/Athletics Offices</i></li> </ul>	
<p><b>Challenges to Tackle:</b></p> <ul style="list-style-type: none"> <li>● <i>Faculty/Staff commitment to coach/advise students.</i></li> <li>● <i>Getting students to join/participate in these clubs/athletic programs.</i></li> </ul>	
<p><b>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</b></p>	
<p>English Learners: Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for English language learners.</p>	
<p>Foster/Homeless: Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk.</p>	

Free and Reduced Lunch: Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk.

Migrant: N/A

Racial/Ethnic Minorities: 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: Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk.

## COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
Strategic Budget	\$15,317,349.55	Payroll; Staffing; Supplies	Student Success; Connectedness
HOPE2	\$59,000	Staffing; Behavior Interventions; Prep Buyouts	Student Success; Connectedness
At-Risk	\$259,572	Staffing; Prep Buyouts	Student Success; Connectedness
ELL	\$258,312	Staffing; Prep Buyouts	Student Success; Connectedness