



Clark County School District  
**Coronado High School**  
2021-2022 School Performance Plan:  
A Roadmap to Success

*Coronado High School has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Robert Kalinowski, Assistant Principal, for more information.*

**Principal:** Michael Piccininni  
**School Website:** 1001Coronado.net  
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**Phone:** 702-799-6800

**School Designations:**  Title I  CSI  TSI  ATSI  Zoom  Victory



## School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
<b>School</b>	3318	<1%	11.4%	20.6%	5.3%	51%	1.5%	9.5%	7.59%	2.8%	18.06%
<b>District</b>	323,787	.34%	6.06%	46.57%	14.72%	23.76%	1.62%	6.93%	12.73%	16.12%	75.54%
<b>State</b>	496,938	.82%	5.44%	42.69%	11.45%	31.36%	1.46%	6.78%	12.68%	14.13%	65.8%

Student Performance Data										
Academic Year	School/ District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
<b>2018</b>	<b>School</b>	51.7			77.5			34.3	18.5%	27.2%
	<b>District</b>	24.4			44.5			32.3	8.2%**	20.4%*
<b>2019</b>	<b>School</b>	52.7			78.5			47.5	16%	36.2%
	<b>District</b>	24.8			46.5			21.3	7%**	14.9%*
<b>2020</b>	<b>School</b>	54.6			75.3			n/a	12.5%	10.9%
	<b>District</b>	24.4			48.0			n/a	4.7%**	9.3%**



4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
<b>School</b>	94.6	95.6	96.5
<b>District</b>	83.2	85.2	85.8

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
<b>School</b>	385	356	347
<b>District</b>	379	368	361

## 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) (required)</b>
Trisha Davenport, Robert Kalinowski, Sean Marshall, Jennifer Bartkowitz, Jamie Gilbert, Melissa Robertson	<b>Other School Leader(s)/Administrator(s) (required)</b>
Lori Jorgensen, Theresa Holyoak, Jeffrey Johnson, Aron Anderson, Melvia Valiente, Mark Reed, Andrea Barton, Melissa Kingman, Jeremy Paredes, Stephanie Stewart, April Pollard	<b>Teacher(s) (required)</b>
Jeannie Galvin	<b>Paraprofessional(s) (required)</b>
Mike Marrero, Stacey Allen, Michelle Bentley, Jamie Padilla, Kristen Staves, Marsha Endre, Joshua Tidball	<b>Parent(s) (required)</b>
Ashlyn Hayes, Julia Padilla, Noah Staves, Megan Lea, Alexander Lea, Alexius Baseleon, Cayna Love	<b>Student(s) (required for secondary schools)</b>
n/a	<b>Tribes/Tribal Orgs (if present in community)</b>
n/a	<b>Specialized Instructional Support Personnel (if appropriate)</b>
<i>*Add rows as needed</i>	



## School Community Outreach

*This section highlights outreach events facilitated by the school to engage students, regarding school partner.*

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
<b>Event 2- In Person</b>			
Parent Survey-Climate & Culture	03/03/2021	468	Teachers are modeling and scaffolding instruction. Instruction focuses on metacognition and encourages discourse. Perception is that teachers do most of the discourse. Students are regularly assessed on content. Majority of interactions with staff are brief and respectful/helpful.
Student Survey-Climate & Culture	03/03/2021	1502	Students believe they are learning. Students feel pressured/tense/rushed about schoolwork. Students are tired, bored (52%). 41% feel challenged with content. Students believe the teachers are caring, honest and consistent as well as respectful and helpful. Class activities are mostly auditory (lectures) and individual assessment. Students and staff have positive relationships overall.
Teacher/Staff Survey-Climate & Culture	03/05/2021	104	Teachers believe the school offers a superior amount of opportunities for students to participate in activities that interest them. Teachers believe school leaders expect them to hold students to high academic standards and that course availability supports students.



			Teachers believe the school to be safe. Teachers believe professional development offerings are lacking, especially related to evaluation, interpretation and use of data to address individual student learning needs as well as a need for a formal teacher mentor program.
Student Survey- Engagement	03/05/2021	1741	Students are mindful of academic responsibilities as they influence the future. Students want to do well but do not wish to stand out in class settings. Students strive to do their best when working with peers and are willing to assist each other. Students reported positive interactions with teachers in regards to learning.

# 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
<b>Data Reviewed</b>	Student Survey- Climate & Culture Student Survey- Engagement	Student Survey- Climate & Culture Student Survey- Engagement	Student Survey- Climate & Culture Student Survey- Engagement
<b>Problem Statement</b>	<i>Students are feeling disconnected from their academics and peers.</i>		
<b>Critical Root Causes</b>	<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>	
<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3	
<b>Intended Outcomes:</b> <i>Increased student engagement.</i>	
<b>Action Steps:</b>	
<ul style="list-style-type: none"> <li>On Staff Development Days teachers will participate in professional development by their colleagues. Professional Development will be</li> </ul>	

*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
<b>Data Reviewed</b>	Teacher/Staff Survey- Climate & Culture	Teacher/Staff Survey- Climate & Culture	Teacher/Staff Survey- Climate & Culture
<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	
<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> </ul>	



- *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 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
<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	
<b>School Goal:</b> 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 2022 as measured by the Panorama Education Survey.	<b>STIP Connection:</b> 6
<b>Improvement Strategy:</b> Engage students in both activities and athletic programs.	
<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 4	

**Intended Outcomes:** *Students build self-confidence and buy into the overall culture of classrooms and the school at large.*

**Action Steps:**

- *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.*
- *Freshmen Festival recruiting event.*

**Resources Needed:**

- *Coaches/Advisors*
- *Teams/Clubs*
- *Food*
- *Social Media Accounts Manager/Webmaster*
- *Activities/Athletics Offices*

**Challenges to Tackle:**

- *Faculty/Staff commitment to coach/advise students.*
- *Getting students to join/participate in these clubs/athletic programs.*

**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.

## 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	\$16,050,216	Payroll; Staffing; Supplies	Student Success; Connectedness
HOPE2	\$59,000	Staffing; Behavior Interventions; Prep Buyouts	Student Success; Connectedness
At-Risk	\$169,905	Staffing; Prep Buyouts	Student Success; Connectedness
ELL	\$152,901	Staffing; Prep Buyouts	Student Success; Connectedness