

Clark County School District

Coronado HS

2025-2026 Status Checks with Notes



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/

Table of Contents

Inquiry Areas 4

 Inquiry Area 1: Student Success 4

 Inquiry Area 2: Adult Learning Culture 6

 Inquiry Area 3: Connectedness 8

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.

Adjusted Goal Due to Norms Fall 10/7/2025:

Increase the percentage of students projected to be proficient in mathematics from 68% (Spring 2025) to 73% (Spring 2026) as measured by MAP Growth Assessments at the 61st percentile.

Increase the percentage of students projected to be proficient in reading from 65% (Spring 2025) to 70% (Spring 2026) as measured by MAP Growth Assessments at the 61st percentile.

Aligns with District Goal

Formative Measures: Focus Ed

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. 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	Oct: In progress October Lessons Learned The CI Team recognized that consistent observation and feedback cycles significantly improve instructional quality and teacher confidence. Collaborative debriefs and coaching sessions helped teachers better understand and implement differentiated instructional strategies. However, the team noted that instructional consistency across grade levels and content areas remains an area for growth, particularly in ensuring Tier I instruction is both rigorous and accessible for all learners. Adjusted Goal Due to Norms Fall 10/7/2025: Increase the percentage of students projected to be proficient in mathematics from Fall 68% as measured by MAP Growth Assessments at the 61st percentile. Increase the percentage of students projected to be proficient in reading from Fall 65% as measured by MAP Growth Assessments at the 61st percentile. -AB 335 Equity Supports October Next Steps/Need The CI Team identified the need to continue strengthening Tier I instruction through ongoing professional learning, targeted coaching, and opportunities for peer observation. Teachers will benefit from additional modeling of research-based strategies and structured time for reflection and collaboration. Feb: No review February Lessons Learned February Next Steps/Need June: June Lessons Learned June Next Steps/Need

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).

Aligns with District Goal

Formative Measures: Focus Ed

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Restructure Staff Development Days to effectively address PLC strategies. 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	Oct: In progress October Lessons Learned Now: The CI Team found that restructuring Staff Development Days to focus on PLC effectiveness improved collaboration and teacher engagement. When PLCs intentionally analyzed student achievement data, teams were able to make more informed instructional decisions and adjust learning pathways accordingly. Fall: Technical issues with Focal Point (TBD) October Next Steps/Need The CI Team will continue to refine PLC structures to ensure that all teams consistently utilize data to inform instruction and document their work through aligned agendas and notes. Additional professional development will focus on deepening teacher understanding of the teaching and learning cycle and how to translate data into actionable instructional practices. Feb: No review February Lessons Learned February Next Steps/Need June: June Lessons Learned June Next Steps/Need

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.

Aligns with District Goal

Formative Measures: Focus Ed

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. 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	Oct: In progress October Lessons Learned Now: The CI Team recognized that strengthening Tier I Positive Behavioral Interventions and Supports (PBIS) led to greater consistency in behavior expectations and improved student engagement across classrooms. Analysis of school-wide behavior data highlighted that when staff consistently implemented PBIS strategies, the number of office referrals and severe behavior incidents decreased. Data: 1 Expulsion - student group outside noted goal. October Next Steps/Need Next/Need: The CI Team will continue to refine and reinforce Tier I PBIS implementation through staff training, progress monitoring, and regular review of the Tiered Fidelity Inventory (TFI) results. Emphasis will be placed on culturally responsive classroom management, early intervention, and restorative practices to reduce disproportionality in expulsions. Data: Continue monitoring behavior noted in goal. Feb: No review February Lessons Learned February Next Steps/Need June: June Lessons Learned June Next Steps/Need