



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

Our SPP was last updated on 09/24/2024.



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/2024/nspf/.

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	Principal(s) <i>(required)</i>
Trisha Davenport, Robert Kalinowski, Kim Flickenger, Jennifer Bartkowitz, Jamie Gilbert, Melissa Robertson, Ken Taylor, Michael Carter	Other School Leader(s)/Administrator(s) <i>(required)</i>
Lori Jorgensen, Theresa Holyoak, Jeffrey Johnson, Aron Anderson, Melvia Valiente, Mark Reed, Jodi Reich, Melissa Kingman, Pierce Belaustegui, April Pollard, Tobias Torres	Teacher(s) <i>(required)</i>
Michelle Tidball	Paraprofessional(s) <i>(required)</i>
JoDee Phillips, Carolyn Durant, Dana Nakamoto, Eric Marshall, Marshe Endre	Parent(s) <i>(required)</i>
Madilyn Kingman, Carlos Ellis, Tori Piccininni, Lucia Bellina, Charlize Falchi, Elle Johnson, Liam Johnson, Jairred Tidball	Student(s) <i>(required for secondary schools)</i>
<i>n/a</i>	Tribes/Tribal Orgs <i>(if present in community)</i>
<i>n/a</i>	Specialized Instructional Support Personnel <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	1/2024	<ul style="list-style-type: none">● Majority of parents feel welcome at school● Majority of parents feel that the teachers really care about their child● Majority of parents state their child feels safe at school● Majority of parents feel that the administration takes prompt action when problems occur
Student Survey-Climate & Culture	1/2024	<ul style="list-style-type: none">● Students believe they are learning● Students and staff have positive relationships overall● Students believe the teachers are caring, honest and consistent● Students (34.06%) stay home because they feel overwhelmed or anxious● Students (25.58%) would rather do easy work that they could do well than challenging work where they might learn more
Teacher/Staff Survey-Climate & Culture	1/2024	<ul style="list-style-type: none">● Teachers believe the school's administrators' behavior toward the staff and teachers is supportive and encouraging.● Teachers believe the school is a safe place for students● Teachers feel that their level of decision-making at school is sufficient● Teachers feel that there is an adequate number of instructional materials and basic supplies at school
Student Survey- Engagement	1/2024	<ul style="list-style-type: none">● Students are mindful of academic responsibilities● Students feel that this school encourages an appreciation of student diversity and respect for each other● Students strive to do their best when working with peers and are willing to assist each other



		<ul style="list-style-type: none">• Students reported positive interactions with teachers regarding learning
May SOT	5/2024	<ul style="list-style-type: none">• CI Team discussed progress towards SPP: Roadmap goals and continued improvement strategy efforts. Advice and feedback was solicited to inform decisions about SPP: Roadmap revisions

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 (25.58%) would rather do easy work that they could do well than challenging work where they might learn more.</i>		
Problem Statement	<i>Based on survey results, students are feeling disconnected from their academics and peers; students would rather do easy work than be challenged.</i>		
Critical Root Causes	<i>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.</i>		

Part B

Student Success	
<p>School Goal: Increase the percentage of students engaged in hybrid lessons to assist students in understanding skills and concepts in classrooms on a weekly basis utilizing technology from 50% to 70% by Fall 2025 as measured by the Tier 1 Monitoring Tool during classroom observations, instructional walks, and classroom walkthroughs.</p>	<p>Aligned to Nevada’s STIP Goal: 5</p>
<p>Improvement Strategy: Professional Development geared towards effective hybrid instruction strategies including ExactPath.</p>	

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

Intended Outcomes: *Increased student engagement.*

Action Steps:

- *On Staff Development Days and during PLC's teachers will participate in professional development by their colleagues. Professional Development will be focused on hybrid learning strategies.*
- *As Administration observes classrooms utilizing the Tier 1 Monitoring Tool, they will be looking for specific ideas/strategies that were showcased during the Staff Development Days/PLC's.*
- *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 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*

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

English Learners: Title III funding will provide professional development to support teachers with utilizing QTEL strategies during Tier I instruction to increase student discourse.

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: Licensed and support staff will provide opportunities for after-hour tutoring and technology assistance.

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: Co-teaching opportunities will be provided in the least restrictive environment to ensure students receive grade level instruction with the appropriate accommodations and modifications.

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
Data Reviewed	<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>		
Problem Statement	<i>Teachers feel there is a lack of professional development opportunities.</i>		
Critical Root Causes	<i>There was no established schedule for professional development.</i>		

Part B

Adult Learning Culture	
School Goal: <i>Increase the number of data driven PLC's organized on site that teachers will attend weekly engaging in the implementation of effective Tier I instruction using Tier I instructional materials from 55% (2024) to 75% by Fall 2025 as measured by student data and attendance/tasks completed.</i>	STIP Connection: 2
Improvement Strategy: <i>Restructure Staff Development Days.</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2	
Intended Outcomes: <i>Teachers develop self and collective efficacy for increased instructional gains in all content areas.</i>	

Action Steps:

- *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.*

Resources Needed:

- Teacher presenters
- Technology
- Agenda
- School identified goal

Challenges to Tackle:

- *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*

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
Data Reviewed	Student Survey- Climate & Culture Student Survey- Engagement Panorama Survey	Teacher/Staff Survey- Climate & Culture	Parent Survey- Climate & Culture
	<i>Areas of Strength: 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>		
	<i>Areas for Growth: Students (34.06%) stay home because they feel overwhelmed or anxious.</i>		
Problem Statement	<i>Students do not want to stand out in class.</i>		
Critical Root Causes	<i>Students are not engaging in extracurricular activities at the same level they have historically.</i>		

Part B

Connectedness	
School Goal: Increase the percentage of students who overall, completely feel like they belong at our school from 20% (fall 2024) to 25% (winter) to 35% by spring 2025 as measured by the Panorama Education Survey.	STIP Connection: 6
Improvement Strategy: Engage students in both activities and athletic programs.	
Evidence Level (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: <ul style="list-style-type: none"> 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 is 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.*

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: The Title I HOPE Advocate on campus will coordinate ongoing services and support and monitor students' attendance, academic, and social/emotional progress.

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: 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.

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	\$18,888,652.66	Payroll; Staffing; Supplies	Student Success; Connectedness
HOPE2	\$59,000.00	Staffing; Behavior Interventions; Prep Buyouts	Student Success; Connectedness
At-Risk	\$1,806,007.29	Staffing; Prep Buyouts	Student Success; Connectedness
ELL	\$531,099.50	Staffing; Prep Buyouts	Student Success; Connectedness