

BUILDING NEEDS ASSESSMENT



2023-2024 Building Needs Assessment for 2024-2025 Budget Considerations

Building Coronado Elementary

Grades Served PreK - 5th

Section 1: Student Needs	Response	Description
A. Student Headcount	393	K-62, 1 st - 71, 2 nd - 57, 3 rd - 73, 4 th - 63, 5 th - 60, Pre-K - 14
B. Percentage of students with an active IEP	26%	This accounts for our FLC program and PreK programs.
C. Percentage of students enrolled in English Language Learner (ELL) services	16.03%	
D. Percentage of students identified as At-Risk (Free lunch)?	40.75%	
E. Pupil-teacher ratio average	17:1	This is our 18 classroom teachers and 5 specials teachers
F. Pupil-teacher ratio median	20:1	This includes our FLC classrooms.
G. Are the needs of foster care students being met? If not, what supports are needed?		<p>Current: There is not always full communication between all parties.</p> <p>Desired: Better communication between foster care services and the school or school district. Oftentimes it feels like the school does not have the information needed in order to support the student.</p>
H. Are there gaps in student success among race/ethnicity student subgroups?		40% of African-American students scored at Level 3 or 4 on the Math Kansas State Assessment, while 60% scored at Level 2 or 1

		<p>40% of African-American Students scored at Level 3 or 4 on the ELA Kansas State Assessment, while 60% scored at Level 1 or 2.</p> <p>14.2% of Hispanic students scored at Level 1 on ELA Kansas State Assessments, while 71.4% scored at Level 2 and 14.2% scored at Level 3.</p> <p>42.8% of Hispanic students scored at Level 3 on Math Kansas State Assessments, while 42.8% scored at Level 2, 14.2% at Level 1.</p> <p>44.4% of Asian-American students scored at Level 2 on Math Kansas State Assessments, while 11.1% scored at Level 4 and 22.2% scored at Level 3.</p> <p>37.5% of Asian-American students scored at Level 3 on ELA Kansas State Assessments, while 62.5% scored at Level 1 or 2.</p>
<p>i. Is there a tiered system of support to target reading growth?</p>	<p>Yes</p>	<p>Current: We have a set 80 minutes daily where students are working with teachers on word work, fluency, and comprehension at their reading level. During this time an interventionist is used to create a second group concentrated on filling gaps for students who qualify based on district assessments.</p> <p>Desired: The above positions of interventionist and instructional assistant (unable to hire this year) have made a huge impact on our students reading growth.</p>

		<p>We were disappointed that the instructional assistant position was unable to be filled this year causing students to miss out on valuable phonics intervention. Being able to attempt to fill this position after ESSER money is gone would benefit many students.</p>
J. Is there a tiered system of support to target math growth?	Yes	<p>Current: We have a set 40 minutes daily of small group math. Students work in independent centers and a teacher center to reinforce skills that have shown a deficit in common. During this time, there are students who get pulled to work with other teachers who can support them in smaller groups.</p> <p>Desired: Keeping our interventionist for small group work after ESSER money is gone would benefit many students, helping them continue making gains toward building and district scores. In order to continue to make the gains toward SPS strategic goals this position is necessary.</p>
K. Are there local assessments to measure reading growth?	Yes	<p>Current: BAS leveled reading, RDA (Phonics), PAST (Phonemic Awareness), Fastbridge, iReady and District Common Assessments.</p> <p>Desired: Being able to assess students and get essential information without losing as many days of instruction in doing so. In order to get the goals set forth by district and school, we need to maximize our instructional time. The large amount of time dedicated to administering these assessments takes away from valuable instructional time.</p>
L. Are there local assessments to measure math growth?	Yes	<p>Current: District Common Assessments for grades K-5, i-Ready Math Diagnostic and Benchmark Assessments</p>

		<p>(math computer program that instructs students at their level), and District Fluency Assessments.</p> <p>Desired: The above, but also a national standardized assessment that could give us ideas for our students' growth needs.</p>
M. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	<p>Current: Students and grade levels take field trips to local places such as the Rolling Hills Zoo, Salina Community Theatre, and Smoky Hill Museum. Fifth Grade students take part in the Starbase program every year. We have tutoring opportunities with local colleges and high schools. We have middle school buddies who come and work with students. Peer students also who work with younger students to help support academically or social-emotionally.</p> <p>We also work with Arts infusion, CAPS, and other non-profit organizations in Salina.</p> <p>Our music teacher also runs an after-school music group for students in grades 3-5. This group does performances out in the community. Our school counselor is in the process of creating a Kindness Club that will meet one time per month after school starting in January.</p> <p>Desired: Continue these relationships and the work we have done, while gaining more community outreach.</p>
N. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	<p>Current: Data is being reviewed to check for students who are on the border of the next scoring level. We are making sure that we have interventions in place</p>

		<p>for these students to keep them there or increase to the next level. We are looking at students who have scored high, and we continue growing these students in enrichment in small group settings.</p> <p>Parent letters go out about state assessments explaining how parents can help their students be successful. Parents are also asked to write encouraging notes to be given to their students on testing days.</p> <p>We took interim assessments to give us a pulse for where we were currently in the building. Data broken down by topics was given to all certified staff, so everyone can help reinforce these skills. Mini tests were created and distributed to 3-5th grade teachers to also help address lower score areas.</p> <p>We moved Math and Reading Night to the Fall and added a State Assessment informational session to give parents more information so that this can be a year-long process. Goal setting sheets are being done in December and January for students to work with before assessments based on the previous year's scores, and current interim data.</p> <p>Desired: Continue the current state from our building, while building the importance of the testing with families of our students. We would like to find a way to involve families in goal-setting for their students.</p>
<p>O. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?</p>	<p>Yes</p>	<p>Current: The district is setting goals for this. As a building, we are focusing on these students from the</p>

		<p>previous year to make sure we have interventions in place for these students.</p> <p>Desired: We will continue to make gains toward the district goals.</p>
--	--	--

Section 2: State Board of Education Outcomes	Response	Description
A. How is social/emotional growth being measured?	Yes	<p>Current: The Social Emotional Leadership Team created a custom screener in order to collect data on student social emotional needs. We use this data to monitor social-emotional groups growth pertaining to specific risk behaviors and to provide information on which students need extra support through our Starfish program.</p> <p>We have a responder log that tracks the calls for support in the classroom for students. This is tracked by staff who will respond to the call.</p> <p>We have our “Starfish” program set up for students who may need a check in from staff. These students are recognized by staff and then they are matched up with staff members who check in on them daily, couple times a week, weekly, etc.</p> <p>Desired: Continue this work and provide staff with training to support the social emotional needs that are growing in our building. We will only be able to continue some of these supports if we can maintain having a full-time social worker, which is currently being paid through ESSER money.</p>

		<p>We are also working to use the district Self Directed Learning Rubric as a tool to identify at risk students and determine needed interventions.</p>
<p>B. What are the targets/goals related to social/emotional growth?</p>		<p>Current: We want to meet the needs for all of our students social-emotionally. We have a social worker and counselor who meet with students in groups and individually based teacher referrals and referrals from the GEIP (General Education Intervention Plan) team. We want to make sure that students are emotionally regulated daily.</p> <p>Desired: Follow the district goals for social-emotional needs.</p> <p>Students will have the social-emotional skills to achieve postsecondary success, as measured by a 15% decrease in the number of social-emotional behavior offenses by 2027.</p> <p>Students will have the social-emotional skills to achieve postsecondary success, as measured by a 15% decrease in the number of students who are chronically absent by 2027.</p>
<p>C. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)</p>		<p>Current: We have kindergarten Roundup in the spring for the following year where staff work to get eyes on students, while also providing useful information to parents. Kindergarten parents complete the ASQ (Ages and Stages Questionnaire) and then conferences are held with the families to go over the results. Kindergarten camp takes place at the beginning of the school year in order to better know</p>

		<p>student skills and social emotional needs prior to placing students in classes.</p> <p>Desired: Work with community preschools to give information on the items that we are needing from students to come in and be ready for kindergarten. We would also like to see improved communication/transitions from district based preschools in order to have needed items in place before students arrive.</p>
D. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)		<p>Current: The age requirements for kindergarten are set by the State of Kansas. Our goal is to have 100% of ASQ screeners back from parents.</p> <p>Desired: Pre-K classrooms within our district and the community have information that the students coming in for kindergarten need in order to be successful. We want the curriculum that is being taught in Pre-K to align with what the needs of our kindergarteners. We would also like to see improved communication/transitions from district based preschools in order to have needed items in place before students arrive.</p>
E. How are successes of Individual Plans of Study being measured?	N/A	
F. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	N/A	
G. How are you ensuring students are civically engaged?		<p>Current: We have Cubs Who Care, which is what we call the group in charge of our service projects. We</p>

		<p>have events that we try to do with students and their families, but we also make sure to complete things at school so that all students can be involved. Our CIA (Cubs in Action) are engaged by helping out around the school.</p> <p>Desired: Continue work to show our students the importance of being engaged in your community and support people who may need it. We want to find more ways to get students civically engaged during the school day, but outside of the building. We would like to get all students involved in hands-on service that is more than just bringing items to donate to organizations.</p>
--	--	--

Section 3: Curriculum Needs	Response	Description
<p>A. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?</p>	<p>Yes</p>	<p>Current: There is an Extended School year for students who qualify for special education summer school.</p> <p>There is summer school for students that need general education summer school.</p> <p>Tutoring for some students after school is set up through GEIP (General Education Intervention Plan).</p> <p>We have an after-school music group that practices weekly and does performances throughout the community.</p>

		<p>Desired: Continue the summer school options from the district level. In the past, pre-pandemic, there was a Summer Library Program at Coronado that encouraged students to read during the summer. We would like to be able to bring back this program.</p> <p>Finding ways to connect students' other interests that they may not get during the day (example: different clubs or tutoring options) is important.</p>
<p>B. Are there appropriate and adequate instructional materials?</p>	<p>Yes</p>	<p>Current: We are in year two of a new reading curriculum for whole group reading. This aids teachers in addressing reading and writing grade level standards.</p> <p>In the math whole group, we have Eureka Math providing instructional materials for teachers to address grade level math standards.</p> <p>During small group math we utilize i-Ready to provide individual instruction, as well as instructional materials for teacher table interventions. Math fluency kits, as well as other intervention materials have been provided to aid reteaching and filling instructional gaps.</p> <p>During small group reading teachers are using a combination of leveled books and decodable readers to provide instruction based around both their reading level and phonics/decoding needs. iReady Reading is used to target specific individual needs during independent stations. Small group center</p>

		<p>options are available for staff to checkout and use as appropriate.</p> <p>Desired: Keep the items that we currently use, while limiting new curricula so we can become experts in the materials that we have.</p>
C. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	<p>Current: Students are working with a 1-1 Chromebook.</p> <p>We have curricula that are supported, such as Google Applications, i-Ready Reading and Math, Reading A-Z and more. We also have Promethean boards in almost all classrooms.</p> <p>Desired: Younger grades could benefit from touch screen Chromebooks to make it easier than the touchpad. The touchpad mouse can create issues that do not adequately show the students' knowledge.</p>

Section 4: Educational Capacities (pursuant to K.S.A .72-3218)	Response	Description
A. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grades 10-12)	Yes	
B. Is every child in your school provided at least the following capacities?		

<p>1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.</p>		<p>Current: Our new ELA curriculum has an increased focus on grammar which is helping greatly in this area. Classes also now have specific instructional time dedicated to deliberate writing instruction. Classroom discussions as well as opportunities to present provide opportunities for students to grow their communication skills according to the state speaking and listening standards. Class meetings held each morning give students the opportunity to practice communication in less formal ways.</p> <p>Desired: It would be beneficial to have more time throughout the day to focus on these areas with students especially as we are seeing an increased need for practice with writing and communication skills.</p>
<p>2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.</p>	No	<p>Current: Students get information on this during Critical Thinking Time every other week. There is also social studies integrated into the whole group reading curriculum grades K-5.</p> <p>Desired: Finding a way to incorporate more social studies content as current instruction is very limited. Bringing in different voting machines for older students to see the process would be beneficial during election times.</p>
<p>3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.</p>	No	<p>Current: Classrooms may discuss different topics but do not go in-depth to meet the need for deep understanding.</p>

		<p>Desired: As an elementary school we need to find a way to incorporate these lessons during the times events are happening in the outside world (current events). These need to be made age-appropriate for students.</p>
<p>4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.</p>	<p>Yes</p>	<p>Current: Students work daily on their mental health. We have morning meetings daily that teachers go over these items, such as Zones of Regulation.</p> <p>Students have access to a school counselor and social worker (paid through ESSER) that meet with students who need assistance both one on one and in small groups.</p> <p>Students' physical wellness is addressed through being able to attend Physical Education Classes twice per week, as well as Integrated (Music and Physical together) bi weekly. Students also have the opportunity to be physically active during recess twice daily.</p> <p>In the fall wellness is promoted through participation in the School Marathon Program.</p> <p>Desired: During morning meetings, we need to return to school focus and teaching skills that students may be lacking; empathy, respect, etc. Continue the current work that is being done while finding ways to have students not miss recess. This physical activity time can be beneficial for students in many ways. Ideally, time in the day would be great for our</p>

		counselor to do counseling lessons with students. We also need to keep our full time social worker in our building to assist students with their mental wellness as well as our families.
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	No	Current: Students have limited exploration into cultural or historical heritage. Desired: Students will understand the cultures that are present in our community and school. We have a monthly ROCK Rally (ROCK is our school Character Education moto) where different cultural aspects could be taught.
6. Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently.	No	Current: At the elementary level we do not go into the vocational level. These topics are only addressed at a very introductory level during reading units. Coronado does a Career Day with 5th grade students to give them the opportunity to begin exploring different career options. Desired: Inform students about the many options that are available for them post-high school. Vocational fields are just as important as college.
7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market.	No	

Section 5: Staff Needs	Response	Description
A. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA guidelines, which requires every classroom to contain an	Yes	Current: We have 18 classroom teachers, 6 special education teachers, 1 in person speech therapist and 2 online through Presence Learning, 1 ESOL teacher, a

<p>educator who is certified in the content area being taught in said classroom, and meet the goals of the school?</p>		<p>lead teacher, a math coach, a literacy coach, a math interventionist, a reading interventionist, and a roving substitute.</p> <p>We also have occupational therapy and physical therapy staff that can come and work with students. We have a nurse, social worker (ESSER Funded), counselor, and school psychologist (Shared, and only present 3 days per week.)</p> <p>We have 28 classified staff members that are there for student support, as well as a 5-member food service department.</p> <p>Desired: Keeping all of our staff positions that we currently have. When ESSER money is gone we will lose 2.5 certified positions (math interventionist, roving substitute, part time with Schilling), 1 instructional assistant (unable to hire for 23-24 school year), and our full time social worker.</p>
<p>B. How many classified support staff are currently employed?</p>	<p>31</p>	<p>Current: We have 28 classified staff members who support students.</p> <p>Desired: Maintaining qualified staff to meet the students' needs and IEP requirements so students are successful.</p>
<p>C. How many classified support staff are needed?</p>	<p>31</p>	<p>Current: Currently we are short 7.25 classified staff members for what is able to be hired in our building.</p> <p>Desired: If we were completely staffed, we would need 35.25 classified staff members.</p>

<p>D. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?</p>	<p>Yes</p>	<p>Current: We currently have a social worker, counselor, librarian, and a school nurse.</p> <p>Desired: We need to keep our full-time social worker when ESSER money is gone. Our social worker does many things to support our students and families. If we were to only have them on a half-time basis, our students and families would see this effect.</p>
<p>E. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?</p>	<p>Yes</p>	<p>Current: District office gives information and training that is supportive in school staff leading professional development for staff.</p> <p>Desired: Giving staff the “why” to the items that are being done in our building and district.</p>
<p>F. What staff development is necessary for teachers to support student success and meet the school improvement goals?</p>		<p>Current: Staff has had many opportunities for academic support. We have had many reading and math trainings, as well as PBL for some staff. The district began Visible Learning trainings this year which is a multi-year process to improve learning.</p> <p>Desired: We need to give more information and training for staff to gain knowledge on getting students to the next level whether through intervention or enrichment. Staff have ideas on how to get students to grow, but we need to pinpoint ways to fill individual gaps and meet specific student needs.</p> <p>As a school we need to make sure that new staff gets the training on curriculum pieces and initiatives that veteran staff have already received.</p>

		Staff training on mental health needs such as ADHD, mood disorders, explosive behavior, and positive behavior interventions would benefit many people.
--	--	--

Section 6: Facility Needs	Response	Description
A. Is there adequate space for student learning?	No	<p>Current: Our building is full at this time. We have multiple staff in some rooms because there are not enough rooms. We have interventions being pushed into classrooms, bathrooms being shared by Pre-K, FLC, and other special education. We have OT/PT using a room that is not intended for them to be in for therapy sessions.</p> <p>Desired: Our town is growing and it is growing in our school area. We are going to have to look at finding other places in our building to have staff. We currently need to come up with a plan if our enrollment grows like it could with the housing increase in our area.</p>
B. Are there necessary repairs and/or adjustments to the existing space that need to be made?	Yes	<p>Current: There is a leak in our roof that will continue to be watched. The roofing company has been out to inspect it but does not see the leak. We have multiple people sharing rooms which can make the confidential piece that is so important tough to maintain.</p> <p>Desired: We have wasted space in a hallway that could be utilized into multiple learning spaces; if a wall or two was added, that would help with maintaining confidentiality.</p>

C. Are additional School Buses needed or any additional Routes needed?	Yes	<p>Current: Our district contracts the buses. At Coronado we have what we need currently.</p> <p>Desired: More communication in a timely manner from the bus company we contract. This communication has gotten better, but communication can always improve.</p>
--	-----	---

Section 7: Family Needs/Community Relations	Response	Description
A. Do you have regular events to engage parents with teachers?	Yes	<p>Current: There are many opportunities to connect, including Meet the Teacher Night Parent Teacher Conferences in each semester, PTO Bingo Night, School Carnival, Grade level concerts, monthly PTO meetings, Math and Reading Night, Trunk or Treat.</p> <p>Desired: Continue the above while bolstering our family information night about State Assessments.</p>
B. What types of caregiver training programs (teaching guardians how to give students help with homework, use technology that students will be required to use, etc.) are provided?		<p>Current: Math and reading newsletter updates are sent to families. Video links can be sent to families upon request to break down each lesson. We have a Family Math and Reading night.</p> <p>Desired: Monthly videos or other communication that can go out to families giving them information about various items at our school.</p>
C. Do you have an active Site Council?	Yes	<p>Current: We have a Site Council that has 15 members, 10 of whom are parents. Our Site Council meets once a month.</p> <p>Desired: Continue the relationships we have with our Site Council and their community institutions.</p>

<p>D. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?</p>	<p>Yes</p>	<p>Current: PTO that meets monthly and has activities that occur throughout the year.</p> <p>Desired: Continue the relationships we have with our PTO to provide the opportunities our students have.</p>
<p>E. What types of communication exists with families? Is it adequate?</p>		<p>Current: Families can be communicated with by email, phone, and text messages through School Messenger. There is a school newsletter that gets sent out monthly via email and posted to our website. Our school has a Facebook page, and our PTO has a Coronado Information page on Facebook. Families have a scheduled time for Parent Teacher Conferences each semester. We also hold GEIP (General Education Intervention Plan meetings for students who need support.</p> <p>Desired: Continue the communication we have with families, while continuing to make sure they are following our social media and that we have active email addresses and phone numbers for families.</p>
<p>F. What types of communication/social media exists with your community? Is it adequate?</p>		<p>Current: Our school has a Facebook page run by the principal. This is something that could get better in posting. As a school we want this to be a place where families can see updates and information. We also have a marquee sign in front of the building.</p> <p>Desired: Update Facebook account daily so families can get better insight into the great things happening in our school. Another social media platform to connect with families.</p>

Section 8: School Data	Response	Description
A. Building Attendance Rate	93.6%	
B. Building Chronic Absenteeism Rate	12.11%	This is as of 11/27/2023
C. District Chronic Absenteeism Rate	32.8%	
D. District Graduation Rate	86.6%	
E. District Dropout Rate	2.4%	
1. What is our building graduation rate	N/A	N/A
2. What is our building dropout rate?	N/A	N/A
3. What is our average comprehensive ACT score?	N/A	N/A

Section 9: Other Data	Response	Description
A. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?		Help and support for mental health/behavior problems for students who are not identified as special education.
1. Can these be achieved with additional resources?	Yes	Currently, we have people in our building to help, but this is only due to ESSER money. When we lose our ESSER money we will lose our full-time social worker and math interventionist. As a district, having more behavior specialists to help with students who are not identified as special education would help.
2. Why or why not?		Having someone with the background knowledge to be able to assist students would provide an opportunity for staff and students to grow.
B. Additional building unique items:		We are the school in our Special Education Cooperative that houses the FLC program.

Section 10: Building Barriers Statement	Response	Description
--	-----------------	--------------------

<p>A. The barriers that must be overcome to have all students achieve proficiency above Level 2 for grade level academic expectations on state assessment.</p>		<p>We have many students with special needs who will need to make significant gains in order to receive a Level 2. We have students who are making gains individually that might not be at Level 2.</p> <p>Having assessment “buy in” is something that we will continue to work on to get a true representation of our students.</p> <p>The social-emotional needs of our students affect the work that they do during these assessments, as well as the stamina that they have for the amount of assessments and rigor that is there.</p> <p>Attendance is another barrier we are trying to get better at communicating with families. We can't make student academic growth if students are not in our building.</p>
--	--	---