

2021-2022 School Year Building Needs Assessment for 2022-2023 Budget Considerations

District: Salina Public Schools	Bldg #	Grades Served:
School: Coronado	2985	K-5

Please consider the following questions as you complete the needs assessment for your building.

SECTION 1: Student Needs		Notes
a. Student Headcount	398	
b. Percentage of students with an active IEP	26%	
c. Percentage of students enrolled in English Language Learner (ELL) services	16%	
d. Percentage of students identified as At-Risk (Free lunch)?	31.9%	
e. Pupil-Teacher Ratio Average	19.4	
f. Pupil-Teacher Ratio Median	20.0	
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes	
i. Is there a tiered system of support to target reading growth?	Yes	Guided Reading and Guided Reading Plus
j. Is there a tiered system of support to target math growth?	Yes	Small group and intervention
k. Are there local assessments to measure reading growth?	Yes	RDA, BAS, PAST, Dibels, sight words
l. Are there local assessments to measure math growth?	Yes	iReady
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	After-school tutoring, peer tutoring

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n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	State assessments is one component of data. That data is used with other data points. Coronado provides tiered reading instruction based on the student's benchmark assessment score. Tiered groups work on many skills and guided reading instruction. In math, students take a diagnostic assessment which creates an individualized learning path. Students work on this path for a minimum of 20 minutes daily or 100 minutes weekly. Students who are not meeting benchmarks in reading or math are referred to the GEIP process. The GEIP process allows our team to determine additional supports that may be beneficial. That may include individual or small group instruction with a certified teacher. This teacher is paid through ESSER funds.
o. Are there set targets/goals to move students out of	Yes	
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition		Notes
a. How is social/emotional growth being measured?	Teacher rating scales	
b. What are the targets/goals related to social/emotional growth?	Level 3 or Level 4	
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	ASQ	

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d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)		Quarterly Targeted Goals: Assessing begins Quarter 2~ target being Level A (beginning reading); Quarter 3~ Level B tiered instruction begins at this time; Quarter 4~ Level C students not meeting benchmark receive intensive instruction (at-risk teacher, interventionist). Students are also referred to the GEIP process.
e. How are successes of Individual Plans of Study being measured?	Students at the K-5 level do not have IPSs; although, their academic progress is monitored very closely to ensure growth.	Progress monitoring
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)		
g. How are you ensuring students are civically engaged?	Service projects	Collected canned goods for the Salina Food Bank, Thanksgiving and Christmas cards for local nursing homes were made school-wide, collected mac and cheese for Project Salina, and collected hygiene products for the men's shelter

SECTION 3: Curriculum Needs

a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Summer school, extended school year (special education students), Y-Kids after school care, tutoring program for grades 1-5, choir program for grades 4 and 5, Cubs in Action and ROCK Stars.	Notes USD 305 provides summer school for general education and special education. We have a tutoring program for students and an after-school choir program for students 4 and 5.
b. Are there appropriate and adequate instructional materials?	Yes	
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	K-5 1:1 Chromebooks

SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)

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Please consider the following questions as you complete the needs assessment for your building.

b. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grade 12)		
c. Is every child in your school provided at least the		
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly <u>changing civilization.</u>	Yes	
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed <u>choices.</u>	Yes	
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and <u>nation.</u>	Yes	
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	Daily, each student participates in a SEL morning meeting conducted by a certified teacher. All students have the ability to work with a full-time counselor and full-time social worker. This was made possible through ESSER funding
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical <u>heritage.</u>	Yes	All grades participate weekly (for 50 minutes) in music classes. Grades 1-5 have weekly art classes.
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 <u>intelligently.</u>	Yes	We talk about these in our literacy units to gain awareness.

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7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job market.	Yes	
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SECTION 5: Staff Needs		Notes
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 educator who is certified in the content area being taught in said classroom, and meet the goals of the school?	No	This was not due to a lack of trying to hire personnel.
b. How many classified support staff are currently employed?	23	
c. How many classified support staff are needed?	28	Functional and austim/resource classrooms were not fully staffed all year.
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	Due to ESSER funding, we had on staff a certified interventionist (1.5), full-time social worker, and a classified interventionist.
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	The barrier, however, is the time to provide quality instututional professional development to staff. The other key barrier is time to train our paraprofessionals.
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	Social-emotional to all staff, including custodial, kitchen, and paraprofessionals. Continued support in the areas of science, English Language Arts, and math.	

SECTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	Yes	
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	No	

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c. Are additional School Buses needed or any additional Routes needed?	No	
SECTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes	Site Council, PTO, fun night, BINGO night, math and reading night, family fun runs (school marathon), awards assembly, music programs (K-5), bring someone you love to school, and meet the teacher night
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?		CAPS, truancy coordinator
c. Do you have an active Site Council?	Yes	
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	
e. What types of communication exists with families? Is it adequate?	Monthly school and grade-level newsletters, website, school-related social media accounts, Facebook, Instagram, School Messenger, individual teachers, day-to-day face contact, phone calls, text messages, and message board within the school; yes, adequate.	
f. What types of communication/social media exists with your community? Is it adequate?	District website, phone calls, emails, School Messenger, local radio stations, newspaper, Facebook, and Instagram; yes, adequate.	
SECTION 8: School Data		Notes
a. Building Attendance Rate	95.4%	
b. Building Chronic Absenteeism Rate	11.5%	
c. District Chronic Absenteeism Rate	19.6%	
d. District Graduation Rate	90.8%	
e. District Dropout Rate	1.2%	
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		Notes

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a. What is our building graduation rate		
b. What is our building dropout rate?		
c. What is our average comprehensive ACT score?		

SECTION 9: Other Data

		Notes
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	Encouraging staff to become endorsed in ESL. Keeping new teachers up-to-date on building-wide and district initiatives. The opportunity for all classified staff to become educated in current practices. The lack of substitutes. The increase in teacher responsibilities. Meeting the needs of students' social-emotional needs/behaviors, social-emotional, critical thinking, mental health, individual disabilities, teacher retention, and teacher mental health.	
1. Can these be achieved with additional resources?	Yes	
2. Why or why not?		Special education and social-emotional needs are tremendous factors in the classrooms today. The increase of IEP's and the barriers to teacher training are a concern. Reducing class size would lighten the load on teachers. This would allow them to spend the one-on-one time with students who need the extra support (academically or social-emotionally).

b. Additional building unique items: