

# BUILDING NEEDS ASSESSMENT



## 2022-2023 Building Needs Assessment for 2023-2024 Budget Considerations

**Building** Coronado Elementary

**Grades Served** PreK-5th

Section 1: Student Needs	Response	Description
A. Student Headcount	394	K-62, 1 <sup>st</sup> - 54, 2 <sup>nd</sup> - 68, 3 <sup>rd</sup> - 66, 4 <sup>th</sup> - 61, 5 <sup>th</sup> - 60, Pre-K - 23
B. Percentage of students with an active IEP	26.6%	
C. Percentage of students enrolled in English Language Learner (ELL) services	14.9%	
D. Percentage of students identified as At-Risk (Free lunch)?	38.58%	
E. Pupil-teacher ratio average	16:1	
F. Pupil-teacher ratio median	19:1	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?		33% of African-American students scored at Level 2 on the Math Kansas State Assessment, while 66% scored at Level 4.

		<p>33% of African-American Students scored at Level 3 on the ELA Kansas State Assessment, while 66% scored at Level 4.</p> <p>40.67% of Hispanic students scored at Level 1 on ELA Kansas State Assessments, while 35.58% scored at Level 2 and 23.72% scored at Level 3.</p> <p>3.38% of Hispanic students scored at Level 4 on Math Kansas State Assessments, while 38.98% scored at Level 2, 28.81% at Level 3, and 28.81% at Level 4.</p> <p>25% of Asian-American students scored at Level 2 on Math Kansas State Assessments, while 75% scored at Level 3.</p> <p>50% of Asian-American students scored at Level 3 on ELA Kansas State Assessments, while 50% scored at Level 2.</p> <p>60% of Native American students scored at Level 1 on ELA Kansas State Assessments, while 40% scored at Level 2.</p> <p>80% of Native American students scored at Level 1 on Math Kansas State Assessments, while 20% scored at Level 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 at their reading level. During this time, interventionist and</p>

		<p>instructional assistants are used to create more individualized groups for students.</p> <p>Desired: The above positions of interventionist and instructional assistants have made a huge impact on our students. Being able to keep these positions 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. 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.</p>
K. Are there local assessments to measure reading growth?	Yes	<p>Current: BAS leveled reading, RDA (Phonic), PAST (Phonemic Awareness), SAEBRS, and District Common Assessments.</p> <p>Desired: Being able to assess students and get this 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.</p>
L. Are there local assessments to measure math growth?	Yes	<p>Current: District Common Assessments for grades K-5, i-Ready (math computer program that instructs students at their level).</p>

		Desired: The above, but also a national standardized assessment that could give us ideas for our students' growth needs. Fluency assessments for students.
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 to learn. We have tutoring opportunities with local colleges and high schools. We have middle school buddies who come and work with students. We have peer students 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>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 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>We have buddy classrooms to ensure less lost-learning time.</p> <p>Parenting letters go out about state assessments. Goal-setting is done for students prior to state assessments.</p>

		<p>We took interim assessments to give us a pulse for where we were currently in the building.</p> <p>Desired: Continue the current state from our building, while building the importance of the testing with families of our students. We want to involve families with goal-setting for their students.</p>
O. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	<p>Current: The district is setting goals for this. As a building, we are focusing on these students from the 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>

<b>Section 2: State Board of Education Outcomes</b>	<b>Response</b>	<b>Description</b>
A. How is social/emotional growth being measured?	Yes	<p>Current: As a building we are using SAEBRS (Social, Academic, and Emotional Risk Screener) data that is collected three times a year. We use this data to create social-emotional groups pertaining to specific risk behaviors and to recognize which students need extra support, in our Starfish program. This program has adult staff creating relationships with students. Their commitment varies based on the risk level of the students.</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>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, including having the full-time social worker, which is currently being paid through ESSER money.</p>
<p>B. What are the targets/goals related to social/emotional growth?</p>		<p>Current: We want to meet the needs for our students social-emotionally. We have a social worker and counselor who meet with students in groups and individually based on SAEBRS. We want to make sure that students are emotionally regulated daily while they are in our building.</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. Kindergarten parents complete the ASQ (Ages and Stages Questionnaire) and then conferences are held with the families to go over the results.</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.
D. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)		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.  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.
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?		Current: We have Cubs Who Care, which is what we call the group in charge of our service projects. We 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.  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 and get all students involved.

Section 3: Curriculum Needs	Response	Description
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<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 Individualized Plan).</p> <p>We have an after-school music group.</p> <p>Desired: Continue the summer school options from the district level. In the past, pre-pandemic, there was a Summer Library Program that we could continue to encourage students to read during the summer.</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 have a new reading curriculum that has started this year for whole group reading. This is hitting the needs of students for writing and grade level standards.</p> <p>In the math whole group, we have Eureka Math, which has been in the building for multiple years.</p> <p>During small group math we utilize i-Ready and other small group fluency kits.</p>



		<p>During small group reading we are utilizing Fontas and Pinnell's guided reading level with students working on their individual level.</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 Reading Eggs, Google Applications, i-Ready. We also have Promethean boards in 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>

<b>Section 4: Educational Capacities (pursuant to K.S.A .72-3218)</b>	<b>Response</b>	<b>Description</b>
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?		
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.		Current: We get to have time in morning meetings to talk about different items in society and teach students ways to communicate differently.

		Desired: It would be beneficial to have more time throughout the day to be able to have these lessons with students.
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	No	<p>Current: Students get information on this during social studies class every other week. There is also social studies integrated into the whole group reading curriculum grade K-5.</p> <p>Desired: Finding a way to incorporate more social studies content. Bringing in different voting machines for older students to see the process would be beneficial during election times.</p>
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	No	<p>Current: Classrooms may discuss different topics but do not go in-depth to meet the need for deep understanding.</p> <p>Desired: Many of our students would not benefit from a lot of these. As an elementary school we need to find a way to incorporate these lessons during the times things are happening (current events). These need to be made age-appropriate for students.</p>
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	<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' physical wellness is addressed through recess. Students also have the opportunity for The School Marathon in the Fall.</p>

		Desired: During morning meetings, we need to find a more 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 counselor to do counseling lessons with students.
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. In the past our school has done a career day for upper grades.  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
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<p>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?</p>	<p>Yes</p>	<p>Current: We have 18 classroom teachers (1 of whom is in the process of getting certification), 6 special education teachers, 2 speech therapists, 2 ESOL teachers, a math coach, and a literacy coach.</p> <p>We also have occupational therapy and physical therapy staff that can come and work with students. We have a nurse, social worker, counselor, and school psychologist.</p> <p>We have 31 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 1.5 certified positions, 1 instructional assistant, 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 31 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 1 classified staff member for what is able to be hired in our building.</p> <p>Desired: If we were completely staffed we would need 32.</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>
E. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	<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>
F. What staff development is necessary for teachers to support student success and meet the school improvement goals?		<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.</p> <p>Desired: We need to give more information and training for staff to gain knowledge on getting students to the next level. Staff have ideas on how to get students to grow, but we need to pinpoint ways to educate students in ways that meet their needs.</p> <p>As a school we need to make sure that new staff gets the training on curriculum pieces that staff who have been here have gotten.</p> <p>Staff training on mental health needs such as ADHD, mood disorders, and other behaviors would benefit many people.</p>

<b>Section 6: Facility Needs</b>	<b>Response</b>	<b>Description</b>
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<p>A. Is there adequate space for student learning?</p>	<p>No</p>	<p>Current: Our building is full at this time. We have multiple staff in some rooms because there are no more 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>
<p>B. Are there necessary repairs and/or adjustments to the existing space that need to be made?</p>	<p>Yes</p>	<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>
<p>C. Are additional School Buses needed or any additional Routes needed?</p>	<p>Yes</p>	<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.</p>

Section 7: Family Needs/Community Relations	Response	Description
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<p>A. Do you have regular events to engage parents with teachers?</p>	<p>Yes</p>	<p>Current: There are many different ways to connect, including 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 holding family information night about State Assessments.</p>
<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>		<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>
<p>C. Do you have an active Site Council?</p>	<p>Yes</p>	<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</p>

		<p>school has a Twitter 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 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>
F. What types of communication/social media exists with your community? Is it adequate?		<p>Current: Our school has a Twitter 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. Our school also has a Facebook page with information. We also have a marquee sign in front of the building.</p> <p>Desired: Update Twitter 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	18.3%	
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
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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 the 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. 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
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>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 affects the work that they do during these assessments, as well</p>

		<p>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>
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