

2024-2025 Building Needs Assessment for 2025-2026 Budget Considerations Coronado Elementary School (Grades PreK-5)



[Coronado Elementary School 2022-23 Accountability Report](#)

School Improvement - Fundamentals

The four fundamentals are interconnected and associated with actions that each school system must implement so students can meet our state's rigorous standards.

Structured Literacy	Standards Alignment	Balanced Assessment	Quality Instruction
We apply an explicit, systematic, diagnostic, and cumulative approach to teaching literacy that acknowledges the value of both word recognition and oral/written language comprehension as evidenced in all grades and disciplines. ● Phonemic Awareness ● Phonics ● Fluency ● Vocabulary ● Comprehension	We align lessons, instruction, and materials to Kansas standards and clearly identify what students must know and be able to do. This includes interpersonal, intrapersonal, and cognitive skills in preK-12. ● Learning Intentions ● Success Criteria ● Academic Rigor ● Scope & Sequence	We assess students for risk and standards in preK-12 and use data to adjust instruction. We have a deep understanding of the purpose of each assessment and how to use the data to raise achievement. ● Formatives ● Summatives ● Progress Monitoring ● Screening ● Diagnostic	We have a culture of high expectations in our classrooms and provide each student access to grade level standards and content through high-quality instructional materials (HQIM) in preK-12. ● High Expectations ● Culturally Responsive ● Differentiation ● Academic & SEL ● Student Dispositions

Communication Goals – Data Review:

	Current State: Provide narrative statements to describe data trends, highlight successes, and identify concerns. Include references to achievement gaps for subgroups where applicable.
KSA ELA: Decrease 10% at Level 1 over 5 years	At Coronado we were on a good trend from 21-22 where we were at 29% (baseline). Then in 22-23 we were at 19% in level 1 lowering it by 10%. Then in 23-24 we increased to 31%, which was 2% over our baseline. The concern that we had/have as a building is the academic levels of our current 4th grade students. During ELA time during 3rd grade, reporting year of 22-23, we had many still working on phonics skills which would not have them on the level of third grade students in the state of Kansas. We did not have any students in the Level 1 (Low 1) Assessment Performance Index (API). The API level 1 change from 2022-2023 had 11 students stay at API Level 2, but had 6 students raise their score.
KSA ELA: Increase 10% at Level 3 & 4 over 5 years.	At Coronado we were on a good trend from 21-22 where we had 37% (baseline) scoring a Level 3 or Level 4. Then in 22-23 we raised it to 40%. Then in 23-24 we went to 34%. Of the students scoring a Level 3 or 4 on the 23-24 assessment 13 of those were Level 4, while 38 were level 3.
Complex Communication Rubric: Increase 4% yearly at Demonstrating Level	This was the first year that we got building level data for the complex rubric. In the area of communication, we had two different questions. These questions were given to all students in kindergarten-fifth grade. 1- Integration of comprehension and sharing information. 12.5%-Beginning 30.6%-Emerging 35.8%-Developing 21.0%-Demonstrating 2- Discussing or presenting information and ideas in ways that are appropriate to the situation, purpose, and audience. 11.9%-Beginning 27.5%-Emerging 43.6%-Developing 16.9%-Demonstrating
Other Data	In comparing the data from 2023-2024 our third grade decreased 29.55% on KSA. This goes to what the challenges we are facing with our third grade group are. They are a low academic group that we have had to focus on basic skills, such as phonics. Third grade had 68/73 students (93%) of students increase their iReady diagnostic scores from Fall to Spring scores. At the beginning of the year third grade had 40 students on RDA, while only 10 students needed to complete RDA skills by the end of the year. These RDA skills are usually completed by the end of second grade school year.

Communication – Fundamentals and Structure Identification:

Think about the data and current performance. What needs exist in each area to reach a desired state and positively impact the data? Complete the table below for those structure areas (not all boxes need filled).

	Structured Literacy	Standards Alignment	Balanced Assessment	Quality Instruction
Resource Allocation	-Book Buddies-Students working with other students to increase literacy. (Need)	-HMH resource has been a strength for reading vertical alignment. (Current)	-Balanced Kindergarten assessments. Ways for them to show what they know.	-Keep At-Risk funding for staff to continue smaller groups of instruction for

	-Continued funding for structured literacy for our staff to give the best instruction to our students. (Current) -Instructional Assistants and At-Risk funding to support students who need help. When we have adults who can work with our struggling readers in smaller setting it can benefit our students.(Need) -Phonological resources, such as our Structured Literacy components of HMH to give our students the instruction they need based on the science of reading. (Continue)	-We need more time for students to think critically with curriculum. We need to teach them what they need, but have to allow for interactions with the curriculum to think critically. (Need)	(Current, but needs improvement)	struggling readers. (Current/Need) -Trainings for classified staff on reading to best support our students.(Need) -Staffing for primary classes to reduce size. (Need) -Substitute teachers to cover classrooms for staff absences to provide rigor of the curriculum or training for the substitute teachers we have. (Need)
Educator Evaluation		-Building observations of staff to observe other staff in the building to gather ideas. We have great teachers who we can grow from. (Need)		-Mentor Program for new staff that continues to be refined to meet the needs of current students. (Current) -Building observations of staff to observe other staff in the building to gather ideas. We have great teachers who we can grow from. (Need)
Professional Learning	-LETRS training is going on with many staff, this needs to continue to grow our reading instruction. (Now)	-Targeted in-service at building level for the needs of Coronado Reading. (Current/Need)		-More PLC time for staff to evaluate data to meet students' needs. (Need)

	-Continued LETRS training and check-ins to keep the learning going. (Need)			
Professional Collaboration	-District wide collaboration with other schools at grade level to gather ideas about things that are working in other rooms. (Need)	-More PLC time for staff to evaluate data to meet students' needs. (Need) -Staff collaboration time to get vertical alignment to meet the needs of our students. (Need)		-Staff training on quality data discussions and how to move them into action. (Need)
Tiered System of Support	-More At-Risk staff to support tiered systems for students. (more than 1) (Need)	-Staff collaboration time to get vertical alignment. (Need)		-Continue At-Risk Teacher/add At-Risk Staff(Current) -Teachers to trainings on MTSS systems. (Need)
Family, Community and Business Partnerships	-Math and Reading Night is one event we currently have. (Current) -Send information to parents about the science of reading. (Need) -Community assistance in home and school connections to create more students in books at home (Book-It). (Need) -Partner with places for clubs/activities for students after school to create another opportunity for students. (Current/Need)	-Information to families about what the standards really are and how rigorous they are for our students. (Need)	-Visuals for parents to show where their students are performing and what we can all do to help. (Need) -State testing conversations with parents about the process and how the test is that their student takes. (Need)	-Better communication with parents about CURRENT performance. (Need) -Math and Reading Night for Parents on how to help students. (Current) -Parent classes for both academics and behavior to support children, especially at the younger ages. (Need)

Critical Thinking Goals – Data Review:

	Current State: <i>Provide narrative statements to describe data trends, highlight successes, and identify concerns. Include references to achievement gaps for subgroups where applicable.</i>
KSA Math: Decrease 12% at Level 1 over 5 years.	At Coronado over the last 3 years, we have stayed steady in the level 1 category. We were at 19% in the 21-22 school year (baseline), 19% in the 22-23 school year, and 20% in the 23-24 school year. In looking at the API (Academic Performance Index) levels for our students in the level 1 area we had 2 students in the API level 1 and 14 students in the API level 2. In comparison to students who scored in level 1 on their 22-23 compared to 23-24 no student scored worse on the API level than the previous year.
KSA Math: Increase 10% at Level 3 & 4 over 5 years.	At Coronado in the 21-22 school year, we had 42% (baseline) students scoring in the level 3 or 4 range. In 22-23 we had 46%, and in 23-24 we had 38%. We were moving in an upward trend, until this year. Some of the same pieces would be true as discussed in the communication section about the abilities of our third grade students. For our students that took the test in the 22-23 school year compared to those who took it in 23-24 we had many high achieving leave to go to middle school.
KSA Science: Decrease 11% at Level 1 over 5 years.	At Coronado in the 21-22 school year, we had 26% (baseline) students scoring in the level 1 range. In 22-23 we had 37%, and in 23-24 we had 29%.
KSA Science: Increase 10% at Level 3 & 4 over 5 years.	At Coronado in the 21-22 school year, we had 43% (baseline) student scoring in the level 3 or 4 range. In 22-23 we had 30%, and in 23-24 we had 43%. Science is only tested by 5th grade students at the elementary level. Each grade level has many different academic levels and this can be shown by the data fluctuation.
Critical Thinking Rubric: Increase 4% yearly at Demonstrating Level	This was the first year that we got building level data for the complex rubric. In the area of critical thinking, we had three different questions. These questions were given to all students in fourth-fifth grade. 1-Demonstrates understanding by uncovering the correlation of topics and concepts (explanation/analysis) 0%-Beginning 1.5%-Emerging 50.3%-Developing 48.2%-Demonstrating 2- Make inferences and generalize knowledge (interpretation/inference) 0%-Beginning 1.5%-Emerging 51.3%-Developing 47.2%-Demonstrating 3- Determines the quality of information and arguments (evaluation). 0%-Beginning 1.5%-Emerging 50.8%-Developing 47.7%-Demonstrating

Other Data:	On the end of year iReady assessment all grades at Coronado had 58% of students achieving the diagnostic on or above grade level. Of the grade levels that take KSA third grade at 33% in Tier 1, fourth grade had 77%, and fifth grade had 67%. During the science testing our students who received free and reduced lunches in level one decreased by 12.57% and increased 6.66% in level four.
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Critical Thinking – Fundamentals and Structure Identification:

Think about the data and current performance. What needs exist in each area to reach a desired state and positively impact the data?

Complete the table below for those structure areas (not all boxes need filled).

	Structured Literacy	Standards Alignment	Balanced Assessment	Quality Instruction
Resource Allocation		-iReady is a program we use at this time to give students access to curriculum at their individual level.(Current) -Grade level science curriculum in general education classroom to provide a rigorous curriculum. (Need)	-Assessments that are more meaningful than just KS assessment. We currently have iReady and Equip to help meet the needs of students. We are adding the KS Interims to help as well. (Current)	-Science curriculum in general education classrooms to provide a well-rounded student. (Need) -Add At-Risk Teachers so we can look more at science, but serve more students at their level for math.(Need) -Class size reduction to have more individualized instruction for students.(Need) -Better technology in our classrooms to better serve students. (Need) -Substitute teachers to cover classrooms for staff absences to provide rigor of the curriculum. (Need)
Educator Evaluation				
Professional Learning		-Science training for staff to start incorporating it in the		-Classified staff support in the areas of instruction to

		classroom. A science curriculum would help both staff and students in the area of science. (Need)		better support our struggling students in the general education classroom. (Need) -Teacher to Teacher observations in the building to build on the needs we have building wide and support each other. (Need)
Professional Collaboration	-Time for staff to work together in planning across the curriculum. (Need)	-Focused collaboration on vocabulary across the building in subject areas to build a common language. (Need)	-Visits to other schools who are doing critical thinking activities throughout the day to better our instruction for students to think critically. (Need)	-PLC time with science teacher and homeroom teachers. (Need) -Full Time Math Coach (Need, lost it after having it in the past) -Across District planning time to get ideas from other grade level teams who may be having success. (Need) -Teachers attending trainings outside the district in the areas of math and science. (Need)
Tiered System of Support			-Science assessments across the building to have a better idea how our students are doing other than just having the KSA interims. (Need)	-At-Risk staff to support all areas of instruction. (Need, only 1 math, 1 reading) -Continued work with staff on using Tier II and Tier III time to be proactive. (Current/Need)
Family, Community and Business Partnerships		-Family Science Night similar to what we do with Math and Reading Night.(Need) -5th grade attends Starbase to work on many different		-Continue sending home math family notes from the curriculum. (Current) -Webster Center team building/Critical Thinking in order to gain ideas to have staff and students

		STEM hands-on activities. (Current) -Grade levels work with Rolling Hills on field trip experiences.(Current) -Grade levels work with Lakewood Discovery Center on field trip experiences. (Current) -Community Garden-Repurposing (Need) -Arts in Fusion is a part of our building providing experiences to our students. (Current)		collaborate more efficiently. (Need)
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Social-Emotional – Data Review:

	Current State: Provide narrative statements to describe data trends, highlight successes, and identify concerns. Include references to achievement gaps for subgroups where applicable.
Social Emotional Behavior Offenses: Decrease number of offenses.	During the baseline year of 21-22 student offenses were at 47 offenses. In 22-23 we were at 55 offense. Of these offenses it included 31 different students.
Chronically Absent: Decrease 15% over 5 years.	During the baseline year of 21-22 chronic absenteeism was 18.34%. In 22-23 school year it was down to 12.11% and in 23-24 we were down to 9.77% The work that we have done with families in keeping relationships and working with families to make sure students are at school has been a big part of this. Our team that meets on attendance weekly has made modifications to our system to allow for this number. This year we are starting to look at tardies to even help with this number.
Self-Directed Learning Rubric:	Coronado filled out rubric on all students on our self directed rubric. The areas in this rubric were self-regulation, autonomy, growth mindset, and personal responsibility.

Increase 4% yearly at Demonstrating Level.	Self-Regulation 3.8%-Beginning 25.3%-Emerging 50.9%-Developing 20.1%-Demonstrating Autonomy 4.1%-Beginning 28.3%-Emerging 46.6%-Developing 21.2%-Demonstrating Growth Mindset 3.4%-Beginning 29.4%-Emerging 45.7%-Developing 45.7%-Demonstrating Personal Responsibility 3.1%-Beginning 25.9%-Emerging 44.7%-Developing 26.3%-Demonstrating
Other Data:	Coronado has worked hard on Chronic Absenteeism in getting our numbers down. We have a team that meets weekly about our numbers of absenteeism and works with families to find the barriers that are keeping their students from making it to the building.

Social-Emotional – Fundamentals and Structure Identification:

Think about the data and current performance. What needs exist in each area to reach a desired state and positively impact the data? Complete the table below for those structure areas (not all boxes need filled).

	Structured Literacy	Standards Alignment	Balanced Assessment	Quality Instruction
Resource Allocation		Tier I social emotional instruction curriculum for counselors and social workers to use in the classroom that is current with the needs of our students. (Need)		-At Coronado we need a behavior support person to help with our students in teaching behaviors and working through with students in the moment. (Need)
Educator Evaluation				
Professional Learning		-Training from the district office on what the non-academic standards mean on the grade cards and cross building calibration.(Need)	-Highly explosive students and behaviors have become more common. It would be good for staff to have training on what to do in these situations, even if only long enough for support to arrive. (Need)	

Professional Collaboration		-Coronado has a Social Emotional Team that works together for student's and come up with different strategies to try with students. (Current) -District wide calibration on non-academic standards to make sure as a district we are presenting similar information at similar levels. (Need)		-Coronado has a team in place to work on chronic absenteeism that has seen a decrease in absenteeism because we are working with families to support them.(Current)
Tiered System of Support			-Social Emotional screener for students so we can better serve our students who may have needs. (Need)	-Training on Conscious Discipline for grades PreK and kindergarten. (Need)
Family, Community and Business Partnerships		-Communication with families about the non-academic grade card skills from the district level, then the building level. (Need)		-Parent training sessions for behaviors to better serve their students. (Need)

State Outcomes – Data Review:

	Current State: Provide narrative statements to describe data trends, highlight successes, and identify concerns. Include references to achievement gaps for subgroups where applicable. (Not all areas are applicable to each building – only complete ones of relevance.)
Civic Engagement	Career Fair-Coronado hosts an annual Career Fair for 5th graders. This event brings in many different professions that interest the students to give them a sense of what their jobs might entail. Election- During election years Coronado teaches lessons on the process and what it means. This year for the Presidential Election Coronado set up a building polling place for students to take part in the election process. Veteran's Day- Coronado hosts an annual Veteran's Day assembly. Students are taught lessons on what it means to be a Veteran and the different branches of our military. Food drive-Coronado every year has a food drive to donate food to Salina Food Bank. School staff works with students about the importance and why we need to support our community.
Graduation	

Rate	
Postsecondary Effectiveness	

State Outcomes – Fundamentals and Structure Identification:

Think about the data and current performance. What needs exist in each area to reach a desired state and positively impact the data?

Complete the table below for those structure areas (not all boxes need filled).

	Structured Literacy	Standards Alignment	Balanced Assessment	Quality Instruction
Resource Allocation		-Social Studies Curriculum for general education classroom to meet the needs of our students in all areas. (Need)	-Social Studies Curriculum for general education classroom to meet the needs of our students in all areas. (Need)	--Social Studies Curriculum for general education classroom to meet the needs of our students in all areas. (Need) -Substitute teachers to cover classrooms for staff absences to provide rigor of the curriculum. Training for them would be beneficial with the instruction when in the classroom. (Need)
Educator Evaluation				
Professional Learning		-Professional development/training on Social Studies standards and curriculum for staff to be better trained in teaching students social studies.(Need)		
Professional Collaboration		-PLC time to look at social studies standards to provide better instruction for students. (Need)		
Tiered System of Support				

Family, Community and Business Partnerships				-Career Fair participants to keep coming for our 5th graders. (Current)
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Rose Capacities:

Educational Capacities (pursuant to K.S.A 72-3218): How are you ensuring every child in your school is provided at least the following capacities?	
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	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.
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	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. This year at Coronado we added 25 minutes a day in the schedule for either Social Studies or Science in the general education classroom.
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Classrooms may discuss different topics but do not go in-depth to meet the need for deep understanding. 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. This year we added Social Studies time to the classroom, but with no curriculum it makes it tough for our teachers. Being that it was an election year we also did many things with the election including having our own voting simulation (voted on favorite lunch) in the building.
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Students work daily on their mental health. We have morning meetings daily where teachers go over these items, such as Zones of Regulation and calming strategies. Students have access to a school counselor and social worker that meet with students who need assistance both one on one and in small groups. 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. In the fall wellness is promoted through participation in the School Marathon Program.

	This year we also added time for the school counselor(K-2) or social worker (3-5) to have a lesson for 25 minutes a bi-weekly.
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Every Year our fifth graders do research projects on holiday celebrations throughout the world. These can bring many students different thoughts on their heritage and respecting others around the world.
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.	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 fifth grade students to give them the opportunity to begin exploring different career options.
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.	

Building Barrier Statement:

What are the barriers that must be overcome to have all students achieve proficiency above level 2 for grade level academic expectations on state assessment?
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. Having an assessment “buy in” is something that we will continue to work on to get a true representation of our students. Next year will be tougher due to not getting State Assessment scores back until October 2025 (due to new KSDE test format) as students and staff want that feedback to build on and goal set with students. 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 number of assessments and rigor that is there. Working with our Coronado Visible Learning Dispositions is something we will continue to do to work on this with our students. Creating clarity for our staff and students allows the greater growth and understanding of curriculum and needs of students.

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. Our Chronic Absenteeism numbers are going down and we will continue to make adjustments to assist our families in getting to school.

Student behaviors are a growing barrier. We continue to have more and more students with social emotional needs that are causing bigger disruptions in the classroom and building. These disruptions cause different social emotional concerns for other students as well as learning disruptions. Working with Central Kansas Mental Health Center is something we will continue to try and do to assist our students with social emotional concerns.

Quality instruction when there are staff absences continue to be a barrier. When substitutes are in the classroom, they do not have the training to provide the same instruction to our students as the teacher. If the classroom teacher job does not get picked up for an absence by the teacher, then we have to use staff which oftentimes are our Tier 2 support taking away the instruction time for those students.