

## 2025-2026 Coronado Elementary Needs Assessment for 2026-2027 Budget Considerations

Due Date: 12/19/2025

Board Presentation: 1/27/2026



### 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                                                                                                                                                                                                                                                                                                                                                                            |
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| <p>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.</p> <ul style="list-style-type: none"><li>● Phonemic Awareness</li><li>● Phonics</li><li>● Fluency</li><li>● Vocabulary</li><li>● Comprehension</li></ul> | <p>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.</p> <ul style="list-style-type: none"><li>● Learning Intentions</li><li>● Success Criteria</li><li>● Academic Rigor</li><li>● Scope &amp; Sequence</li></ul> | <p>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.</p> <ul style="list-style-type: none"><li>● Formatives</li><li>● Summatives</li><li>● Progress Monitoring</li><li>● Screening</li><li>● Diagnostic</li></ul> | <p>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.</p> <ul style="list-style-type: none"><li>● High Expectations</li><li>● Culturally Responsive</li><li>● Differentiation</li><li>● Academic &amp; SEL</li><li>● Student Dispositions</li></ul> |

**Structures:** Reinforce lead indicators and sustain fundamentals within the system: resource allocation; education evaluations; professional learning; professional collaboration; tiered system of supports; and family, community and business partnerships.

**For each data review section include data that is important for your building. Highlights areas of success and growth as well as data that indicates areas of concern or need. You can use narrative statements and/or quantitative representations depending on data type.**

- **Current State:** identify data trends, highlight successes, and concerns. Include references to achievement gaps for subgroups where applicable.
- **Desired State:** include goals and/or actions to address aggregate and subgroups when applicable.

### Communication Goals – Data Review:

|                                                                                                     | Current State:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Desired State:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <b>KSA ELA</b><br>Decrease 10% at Level 1 over 5 years<br>Increase 10% at Level 3 & 4 over 5 years. | <p>For the 2024-2025 school year, 39.12% of students in Grades 3-5 scored at a Level 3 or 4 on the KS ELA Assessment and 32.6% of students scored at a Level 1.</p> <p>The full breakdown of students in each grade is as follows:</p> <p>Grade3</p> <ul style="list-style-type: none"> <li>• 29.62% at Level 1</li> <li>• 38.88% at Level 2</li> <li>• 20.37% at Level 3</li> <li>• 11.11% at Level 4</li> </ul> <p>Grade 4</p> <ul style="list-style-type: none"> <li>• 38.88% at Level 1</li> <li>• 26.38% at Level 2</li> <li>• 31.94% at Level 3</li> <li>• 2.77% at Level 4</li> </ul> <p>Grade 5</p> <ul style="list-style-type: none"> <li>• 27.58% at Level 1</li> <li>• 20.68% at Level 2</li> <li>• 32.75% at Level 3</li> <li>• 18.96% at Level 4</li> </ul> | <p>At Coronado, we want to continue the growth of our students in Levels 3 and 4. To accomplish this, we need to continue to support our Literacy Coach and our Reading At-Risk teacher as well. Our At-Risk teacher is starting to pull some enrichment groups to push some of our students even more at the level that they are at. We also need to continue our valuable PLC time, where students are moving more flexibly and often more frequently to meet the specific needs they have based on the current curriculum.</p> <p>In our work with Visible Learning, we have also had staff discussions on the importance of questioning students. The more high level questions that we can ask our students to promote discussion will have our students have deeper conversations regarding ELA, which will help their understanding of the material.</p> <p>Coronado has partnered with local businesses (Braum's, Gambino's, Dairy Queen) that provide different incentives</p> |

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|                                                                                  | <p>The scores above show an increase in Levels 3 and 4 by 4.94%, while Level 1 increased by 1.99%. There can be many factors contributing to this, such as the achievement levels of fifth graders who exited and the incoming third grade class.</p> <p>When looking at the test data for students who receive Free/Reduced Lunch, there is a learning gap. Of these students, 24.08% scored at a Level 3 or 4 on the KS ELA Assessment, while 45.78% scored at a Level 1.</p> <p>The learning gap between our ELL students and non-ELL students is big. Only 5% of ELL students scored at a Level 3 or 4 on the KS ELA Assessment, while 60% of ELL students scored at a Level 1.</p> | <p>to schools to promote students' reading. We know that reading at home is not always a priority for students, and we want to find ways to get more students reading more often.</p> <p>Staff have mentioned that our building has many strong instructional practices that not everyone gets to see. As multiple staff members work toward earning their Seal of Literacy through LETRS, they have discussed lining the hallways with examples of the reading instruction taking place in classrooms each day. This will help promote reading among both staff and students.</p> <p>As mentioned above, Coronado teachers are doing many great things in their classrooms on a daily basis. Staff have expressed interest in having substitutes cover their classes while they observe other teachers to gather ideas and see vertical alignment in action across the building in order to better support our students.</p> |
| <b>Complex Communication Rubric</b><br>Increase 4% yearly at Demonstrating Level | During the 2024–25 school year, we were at 26.2%, compared to 19% the year before.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | As a building, we want to continue to build on vocabulary and comprehension strategies. With many staff members either having completed or currently completing the Seal of Literacy through LETRS training, we can continue to develop in this area. By doing so, we will have a better understanding of comprehension strategies that are age-appropriate and appropriate for the level at which the student is currently performing.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Other Data</b>                                                                | Coronado i-Ready Reading data showed a big increase in the number of students demonstrating on-grade-level performance at the end of the year. Coronado went from 22% of students performing on grade level at the beginning of the 2024–2025 school year, according to the i-Ready diagnostic, to 53% performing on grade level on the end-of-year diagnostic. Our                                                                                                                                                                                                                                                                                                                     | <p>Coronado has a reading At-Risk teacher who can help support students who may be slightly behind and need additional support. This has allowed us to see students make gains.</p> <p>The ability to have a full-time literacy coach in the building, who assists with weekly PLCs, is also a huge asset in analyzing data. Our literacy coach also works with the At-Risk teacher and</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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|  | students showing two or more grade levels behind saw a decrease of 13% from the beginning to the end of the year. | classroom teachers to best support students with instruction, assessment, and curriculum. |
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### Critical Thinking Goals – Data Review:

|                                                                                                       | Current State:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Desired State:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <b>KSA Math</b><br>Decrease 12% at Level 1 over 5 years.<br>Increase 10% at Level 3 & 4 over 5 years. | <p>For the 2024-2025 school year 38.37% of students in grades three through five scored at a Level 3 or 4 on the KS Math Assessment and 28.64% of students scored in the Level 1.</p> <p>For the 2024–2025 school year, 38.37% of students in Grades 3-5 scored at Levels 3 or 4 on the KS Math Assessment, and 28.64% of students scored at Level 1.</p> <p>The full breakdown of students in each grade is as follows:</p> <p>Grade 3</p> <ul style="list-style-type: none"> <li>• 24.07% at Level 1</li> <li>• 37.03% at Level 2</li> <li>• 16.66% at Level 3</li> <li>• 22.22% at Level 4</li> </ul> <p>Grade 4</p> <ul style="list-style-type: none"> <li>• 43.05% at Level 1</li> <li>• 37.5% at Level 2</li> <li>• 13.88% at Level 3</li> <li>• 5.55% at Level 4</li> </ul> <p>Grade 5</p> <ul style="list-style-type: none"> <li>• 15.25% at Level 1</li> <li>• 23.72% at Level 2</li> <li>• 52.54% at Level 3</li> <li>• 8.47% at Level 4</li> </ul> <p>The data above show an increase in Level 1 scores compared to the previous year (8.95%). Along with this</p> | <p>Coronado staff want to continue to find ways to encourage students to practice math at home. One idea is to implement Flash Card Friday, where students create flash cards in class and then take them home to work on math fact fluency, which is fundamental to their success in math. To further encourage math connection between school and home, we will play Math Bingo, which will provide students with opportunities to complete activities at home and turn in their completed bingo boards for a prize. This will be especially important over extended breaks.</p> <p>In looking at some of our past practices, Coronado staff have partnered with the Coronado PTO to provide math games over summer break. We would also like to shift this to winter break to help increase and maintain the progress students have worked hard to achieve during the school year.</p> <p>In math, we have utilized PLCs to review student data from the Kansas Assessment Mini Tests to monitor student progress. This data is being used to support intervention groups and to continue extending learning for our high-achieving students.</p> <p>At Coronado, we built a different structure for our intervention groups that we are now modeling our reading after as well. This allows for more frequent movement</p> |

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|                                                                                                                             | <p>increase in Level 1, there was also an increase of 0.5% in Levels 3 and 4, including an increase of 0.75% in Level 4.</p> <p>When looking at the test data for students who receive Free/Reduced Lunch, there is a learning gap. Of these students, 21.42% scored at Levels 3 or 4 on the KS Math Assessment, while 45.23% scored at Level 1.</p> <p>The learning gap between our ELL and non-ELL students is big. Only 4.76% of ELL students scored at Levels 3 or 4 on the KS Math Assessment, while 47.61% scored at Level 1.</p>                                                                                                                                                                                                                                                                   | <p>based on student needs, as well as direct instruction for higher-achieving students.</p> <p>Staff has expressed interest in getting substitutes so that they can have their classroom covered to be able to do observations of other staff members to gather ideas and see different vertical alignment that could go on in our building to best support our students.</p> <p>Staff have expressed interest in having substitutes so their classrooms can be covered, allowing them to observe other staff members to gather ideas and see vertical alignment in practice to best support our students.</p>                                                       |
| <p><b>KSA Science</b></p> <p>Decrease 11% at Level 1 over 5 years.</p> <p>Increase 10% at Level 3 &amp; 4 over 5 years.</p> | <p>For the 2024–2025 school year, 38.95% of students in grade five scored at Levels 3 or 4 on the KS Science Assessment, and 20.33% of students scored at Level 1.</p> <p>From last year to this school year, the percentage of students scoring at Level 1 on the KS Science Assessment decreased by 8.24%.</p> <p>When looking at students who receive Free/Reduced Lunch, the gap was not as large as it was in reading or math. Of these students, 31.81% scored at Levels 3 or 4 on the KS Science Assessment, which is a decrease of 7.14%. There was also an increase of 2.39% in the percentage of Free/Reduced Lunch students who scored at Level 1 (22.72%).</p> <p>We only analyzed the Free/Reduced Lunch demographic, as the ELL subgroup was not large enough to disaggregate the data.</p> | <p>Coronado had a focus on fifth-grade science instruction last year. Administration built in science time for each classroom in the general education setting. Fifth grade teachers worked with the science teacher to coordinate lessons to ensure alignment between science instruction and the general education classroom.</p> <p>The district needs to continue building science curriculum in the general education classroom. Currently, work is underway to develop this curriculum, but providing funding for each classroom from kindergarten through fifth grade would lead to stronger science instruction and, hopefully, improved student scores.</p> |

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| <b>Critical Thinking Rubric</b> | In the 2024–2025 school year, we were at 87.3% Demonstrating, compared to 47.7% the year before.                                                                                                                                                                                                                                                                                                                                                                                               | Coronado saw a big increase in students demonstrating critical thinking. We want to continue this growth by focusing on different areas of science. The scientific process allows students to support their thinking and defend their opinions with facts. This is a skill that is more than just science, but also a life skill that is vital for all people.                                                                                                                                                                                                                                                                                                           |
| <b>Other Data</b>               | Coronado i-Ready Math data showed a big increase in the number of students demonstrating on grade level performance at the end of the year. Coronado went from 16% of students performing on grade level at the beginning of the 2024–2025 school year, according to the i-Ready diagnostic, to 59% performing on grade level on the end-of-year diagnostic. The percentage of students performing two or more grade levels behind decreased by 14% from the beginning to the end of the year. | <p>The data that Coronado is seeing are truly strong, even without the support of a full-time math coach. Our math coach is currently in the building one-third of the time due to being shared with other buildings.</p> <p>The continuation of the At-Risk math position has allowed our intervention groups to be more flexible and better meet the needs of a greater number of students with the current group configurations.</p> <p>We have also begun working with intervention groups on enrichment activities. We recognize that we have a population of students who need to be challenged, and this will allow them to receive the enrichment they need.</p> |

### Behavior and Social-Emotional – Data Review:

|                                           | <b>Current State:</b>                                                                                | <b>Desired State:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <b>Social Emotional Behavior Offenses</b> | In the 2024–2025 school year, Coronado had 64 behavior offenses, committed by 29 different students. | <p>Currently in the 2025–2026 school year, Coronado is at 28 behavior offenses. Of these offenses, only 12 different students are involved.</p> <p>At Coronado, we want to ensure that these offenses continue to decrease, and we are taking steps through Character Strong, positive relationships, preventative measures, and our Starfish program. We understand that students will struggle, and it is our responsibility to build relationships that help us better understand them so we</p> |

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|                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | can be proactive rather than reactive. This requires focus from every staff member in the building, not just the homeroom teacher.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Chronically Absent</b>            | In the 2024–2025 school year, Coronado had a chronic absenteeism rate of 5.88%. Currently, as of 11/17/25, the chronic absenteeism rate is 7.29%, which is on pace with the 2024–2025 school year.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Here at Coronado, we feel that we have a strong process in place between the principal, assistant principal, lead administrative assistant, and school nurse. We currently meet weekly to review the district report to identify which families need to be contacted regarding absenteeism, taking into account excused absences and any medical procedures that may have occurred. This process allows the school and families to work in partnership to ensure students are in school as often as possible.                                                                                                                                                                                                                                                                                             |
| <b>Self-Directed Learning Rubric</b> | <p>When we compared data from the 2023–2024 school year to the 2024–2025 school year, gains were made in two of the three areas.</p> <p>Communication</p> <ul style="list-style-type: none"> <li>- In the 23-24 school year we had 19% of students showing a level of demonstrating.</li> <li>- In the 24-25 school year we had 26.2% of students showing a level of demonstrating.</li> </ul> <p>Critical Thinking</p> <ul style="list-style-type: none"> <li>- In the 23-24 school year we had 47.7% of students showing a level of demonstrating.</li> <li>- In the 24-25 school year we had 87.3% of students showing a level of demonstrating.</li> </ul> <p>Self-Directed Learning</p> <ul style="list-style-type: none"> <li>- In the 23-24 school year we had 22.3% of students showing a level of demonstrating.</li> <li>- In the 24-25 school year we had 18.1% of students showing a level of demonstrating.</li> </ul> | <p>From the data, you can see that communication and critical thinking both increased. These were areas of focus when we began our Visible Learning journey. When comparing our Self-Directed Learning scores, the data show a decrease in the beginning and emerging levels. We had overall student scores from demonstrating go into the developing category.</p> <p>As a building, we need to continue building on Visible Learning processes to keep building our students in self-regulation, autonomy, growth mindset. These are areas where we have already used Visible Learning to help students take more ownership of their learning. At Coronado, we can continue to encourage this through deeper level questioning and increased student interaction, which is a current focus we have.</p> |

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| <b>Other Data</b> | <p>Coronado building-wide data were as follows after the SRSS-IE was completed by staff in the fall.</p> <p>Externalizing</p> <ul style="list-style-type: none"> <li>- 65% of students were not a risk.</li> <li>- 22% of students were at a moderate risk.</li> <li>- 13% of students were at a high risk.</li> </ul> <p>Internalizing</p> <ul style="list-style-type: none"> <li>- 50% of students were not a risk.</li> <li>- 26% of students were at a moderate risk.</li> <li>- 24% of students were at a high risk.</li> </ul> <p>Of the 424 students that this was completed, 31 students were identified as high risk in both areas, and 14 of those students were in our FLC program.</p> | <p>Since this is the first time in multiple years that we have used this tool, we want to be able to track our data from this year forward. Ultimately, we want to use this data to look at trends from year to year. This will allow staff to identify students who may need support and make sure they receive the appropriate support based on their areas of need.</p> |

### State Outcomes – Data Review:

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|                             | <b>Current State:</b>                                                                                                                                                                                                                                                                                                                                                                               | <b>Desired State:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Civic Engagement/IPS</b> | <p>Career Fair – Coronado hosts an annual Career Fair for fifth graders. This event brings in many different professions that interest the students to give them a sense of what their jobs might entail.</p> <p>Veterans Day – Coronado hosts an annual Veterans Day assembly. Students are taught about what it means to be a veteran and learn about the different branches of the military.</p> | <p>Coronado wants to continue to grow our Individual Plans of Study and vocational awareness by increasing participation in our career fair. Students do not need to know what they want to do as a career in fifth grade, but providing them with a variety of options will increase the effectiveness of the Individual Plans of Study and certifications they can pursue by the time they leave high school. We would also like to increase the importance of civic engagement so students understand that many people in our world need assistance and that there are many avenues through which they can support others.</p> |

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|                                    | <p>Food Drive – Coronado held a food drive to assist families who may have experienced food insecurity during the government shutdown.</p> <p>Triple C's Nursing Home Tour – Our after-school music choir does a Holiday Music tour at local nursing homes.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Graduation Rate</b>             | Currently, the district graduation rate is 86.8%, which is below the state average. This rate is lower than we would like as a district.                                                                                                                        | Coronado knows that our efforts to help our students at the elementary level with chronic absenteeism do help with their likelihood to graduate on time. We would like to continue sharing with families the importance of attendance and how it is tied to the graduation rate. Students who are present at school are going to be able to have the instruction that they need to be successful in the classroom. This conversation can continue with our upper-grade students on the importance of attending school, as they will have more opportunities later in life. |
| <b>Postsecondary Effectiveness</b> | As Coronado does not directly have data that ties to this we understand the importance of elementary support as this is a district wide representation.                                                                                                         | Coronado is going to continue to work with our Visible Learning dispositions to develop students who are inquisitive, embrace mistakes, are collaborative and persistent, and are goal setters. All of these dispositions will help create well-rounded individuals who have the tools they need to be successful in life after Coronado and Salina Public Schools.                                                                                                                                                                                                        |

Use the chart below to record needs and/or actions for each area that will support your school improvement work and impact student performance. The needs assessment for each school will be reviewed by the Board of Education as part of the annual budget decision process.

| KESA Fundamental & SI Structures | Need Areas |          |     |
|----------------------------------|------------|----------|-----|
|                                  | Academics  | Behavior | SEL |

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| <b>Standards Alignment<br/>(KESA Focus Fundamental)</b> | <ul style="list-style-type: none"> <li>-Structured PLC time with coaches (math splits three buildings).</li> <li>-Planned PLC meetings with staff to look at Kansas State Assessment mini test data for math to ensure we have the correct rigor in our curriculum.</li> <li>-More availability with coaches to be able to come in model with the lesson.</li> <li>-Our own dedicated math coach</li> </ul>                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>-Staff will continue pulling the Character Strong resources to align the needs of the building with the data present.</li> </ul>                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>-Coronado will continue to look at SRSS-IE data to better instruct students in areas of struggle to best meet their needs.</li> <li>-Character Strong lessons in areas of low social emotional areas to instruct at low levels presented by staff or SRSS-IE.</li> </ul>                                                                                                                                                                                                                                            |
| <b>Professional Learning</b>                            | <ul style="list-style-type: none"> <li>-More professional development and collaboration time to have staff learn about different discussion strategies to support our Visible Learning and Higher Levels of Questioning and Discussion.</li> <li>-Continue to provide staff the opportunity to gain their Seal of Literacy through the LETRS instruction provided. This will support the district's focus on reading fluency throughout our building.</li> <li>-Continue to be able to provide time for our professional learning communities to collaborate with teachers, at-risk teachers and the coaches on a weekly basis (it can be tough in math as our coach splits between three buildings). This time allows for data discussions to be had about our</li> </ul> | <ul style="list-style-type: none"> <li>-Staff development for teaching students with the new or increasing challenges that we face today, including ADHD, anxiety, and other disruptive behaviors.</li> <li>-Collaborate more with different agencies that support us and hear feedback on what we can do to best support our student population.</li> </ul> | <ul style="list-style-type: none"> <li>-Provide staff development for implementing Character Strong consistently and effectively.</li> <li>-Time for staff to collaborate about the Character Strong curriculum. This would allow our staff to share what part of the curriculum has worked for them and how it's structured best.</li> <li>-Provide professional development for all staff on working with students who have a variety of mental health concerns by teaching them how to recognize the concerns and best support the students.</li> </ul> |

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|                                   | <p>mini-tests being completed, and time to learn about new initiatives that are being shared with coaches at their district meetings.</p> <p>-Continued support for special education staff on the needs of special education students.</p> <p>Housing CKCIE FLC cluster program is more strain on many staff members at Coronado. This will allow for discussion on modifications for FLC students as well as all students with special education services.</p>                                        |                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Professional Collaboration</b> | <p>-Time for teachers to work with different grade levels on vertical alignment of standards.</p> <p>-Utilization of substitute teachers to allow teachers to go in and observe the teachers of other staff members to gather ideas on instruction.</p> <p>-Continue PLCs to allow teachers time with their grade level to meet with coaches. This is currently done every other week for math and ELA. It is tough at times for math as our math coach is split between three different buildings.</p> | <p>-Continue to work with Greenbush on different behavioral strategies to assist in the classroom in prevention and de-escalation.</p> <p>-Trainings or videos from CKCIE in order to have focused needs of students with special needs that are in the district or cooperative.</p> | <p>-Continue to work with Greenbush on different behavioral strategies to assist in the classroom in prevention and de-escalation.</p> <p>-Trainings or videos from CKCIE in order to have focused needs of students with special needs that are in the district or cooperative.</p> <p>-Time for special education staff building wide and cooperative wide to collaborate on special education students social emotional needs. Then special education staff present this information to general education staff in the building.</p> |
| <b>Tiered System of Support</b>   | <p>-Continued time for PLCs to group students based on multiple data pieces (whole group curriculum,</p>                                                                                                                                                                                                                                                                                                                                                                                                | <p>-Full time social worker and counselor to continue Tier 2 and 3 support for students.</p>                                                                                                                                                                                         | <p>-Full time social worker and counselor to continue Tier 2 and 3 support for students.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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|                                                    | <p>iReady, mini test, district assessments).</p> <p>-Continuation of Literacy and Math At-Risk teachers to provide Tier 2 services to students.</p> <p>-Funding from CKCIE to continue to have enough resources to continue Tier 3 interventions with special education staff.</p> <p>-iReady to continue to give another data point for reading and math to create tiered groups at the level of needs for each student.</p> | <p>-Long term commitment to SRSS-IE to be able to track data of students behaviorally to provide services that they need.</p>                                                    | <p>-Long term commitment to SRSS-IE to be able to track data of students behaviorally to provide services that they need.</p>                                                                                                                                                                                                                                                                                                                                                      |
| <b>Family, Community and Business Partnerships</b> | <p>-Working with outside agencies or partners for tutoring students before school, during school, or even after school. This could be businesses or local colleges and universities.</p> <p>-Utilizing the resources that Salina Public Library provides to educators. Bring in Salina Public library to give staff information on the available resources.</p>                                                               | <p>-Continue partnership with Central Kansas Mental Health Center. There is also a need to be able to provide students with quicker access to services when needed.</p>          | <p>-Work with Big Brothers and Big Sisters to provide meaningful pairings for some of our at-risk students.</p> <p>-Continue partnership with Central Kansas Mental Health Center. This allows us to assist students more quickly with the services they can receive in our building.</p> <p>-Explore the opportunities of being able to provide after school programs to help students with social-emotional needs like Girls on the Run organization or Boys and Girls club.</p> |
| <b>Resource Allocation</b>                         | <p>- Coronado needs to continue the services we have available with our Math and Reading At-Risk teachers.</p> <p>-The abilities we have with a full-time social worker have</p>                                                                                                                                                                                                                                              | <p>-The abilities we have with a full-time social worker have increased our ability to help with students who learn different coping strategies or de-escalation strategies.</p> | <p>-The abilities we have with a full-time social worker have increased our ability to help with students who learn different coping strategies or de-escalation strategies.</p>                                                                                                                                                                                                                                                                                                   |

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|  | <p>increased our ability to help with students who learn different coping strategies or de-escalation strategies.</p> <p>-We need to continue the building of Science and social studies curriculum in the elementary setting.</p> | <p>-Students need to be able to get mental health support more quickly with outside agencies.</p> <p>-Professional development for staff on different behavioral strategies to help staff with different behaviors, including ADHD and anxiety (external and internal)</p> <p>-Behavior support person for the building to allow for administration to focus on different academic pieces and be instructional leaders for staff.</p> | <p>-Professional development on Character Strong as a resource/curriculum.</p> <p>-Building wide time to allow staff to discuss students and different behaviors that have been seen in the past, to give ideas for what has been successful in the past.</p> |
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### Rose Capacities:

| <b>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?</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| 1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.                          | <p>Our 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. In primary classrooms, there has been a focus on structured literacy as well as fluency. Coronado staff continue to get their seal of literacy through LETRS training. 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.</p> <p>Class meetings held each morning give students the opportunity to practice communication in less formal ways.</p> |
| 2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.                                           | <p>Students get information on this during Critical Thinking Time (25 minutes) every other week. There is also social studies integrated into the whole group reading curriculum grades K-5. Coronado is in year two of 25 minutes two days a week in the schedule for Social Studies in the general education classroom.</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>Classrooms may discuss different topics but do not go in-depth to meet the need for deep understanding. During social studies times staff tries to teach about different current events that are going on in the world. Many of the discussions that go into the government process during real world events are attempted to be discussed in an age appropriate and culturally appropriate way.</p>                                                                                                                                                                                                                                                                                 |

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| <p>4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.</p>                                                                                          | <p>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.</p> <p>This year, staff have utilized the Character Strong curriculum for social-emotional needs. Staff have also looked at completed SRSS-IE data to look at the different needs of the building, grade, and classroom. The building's Starfish “program” is then utilized to make connections with staff and students who may show up as high risk in either external or internal categories.</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. In the fall wellness is promoted through participation in the School Marathon Program.</p> <p>We have continued the added time for the school counselor(K-2) or social worker (3-5) to have a lesson for 25 minutes a bi-weekly.</p> |
| <p>5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.</p>                                                           | <p>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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p>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.</p>    | <p>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.</p> <p>Coronado does a Career Day with fifth grade students to give them the opportunity to begin exploring different career options.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p>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.</p> | <p>At Coronado Elementary, we currently do not have a program that enables us to assist students in this.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

### 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. It has been tough to start the beginning interventions with students in the areas of math or reading due the recalibration of Kansas State Assessments. The data came in halfway through the first quarter, which allowed us to utilize the data in quarter two. During grade-level PLC, our building literacy and math coaches are working with grade-level teams on Performance Level Descriptors to align our curriculum with the rigor of state assessments.

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 the 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. Visible Learning Dispositions are rotating on a two-week basis, and students and staff are working on them. These are a daily reminder to staff in the morning email sent, as well as the focus of monthly assemblies. As a building, we have created “Disposition Slips” that we can pass out to students who are exhibiting different dispositions throughout their day. Creating clarity for our staff and students allows the greater growth and understanding of the curriculum and the needs of students. Staff is also working with Character Strong to find different ways to educate our students social emotionally as this is often a barrier to success in the classroom.

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 of the district the last two years have been well above the state and district average. In the 2024-2025 school year we were at a Chronic Absenteeism rate of 5.88%. Currently as of November 20, 2025 we are at 7.29% chronic absence as a building. Decreasing that number

Student behaviors are a growing barrier. We continue to have an increasing number of 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, as well as utilizing Character Strong and our mental health staff we have at Coronado. All behaviors are not students with special needs, but some behaviors are due to special education needs. As special education needs rise the need for support for special education grows. At Coronado we also house CKCIE (Special Education Cooperative) FLC program. This program has many students with different exceptionalities and needs. These exceptionalities and needs create a strain on Coronado in the way of support from administration and other staff members to make sure this program is running smoothly.

Quality instruction when there are staff absences continues 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's job does not get picked up for an

absence by the teacher, then we have to use staff who oftentimes are our Tier 2 support, taking away the instruction time for those students. The coverage of this has increased with a partnership with Kelly Education Services, but still continues to be a need.

At Coronado when we think about quality instruction our instructional coaches are very important to this. As we think about our math instruction it can be hard for our current coach, as well as teachers and administration, to help support our teachers and students as our coach shares his time between three different buildings. Having the time and ability for our staff to work with our coach is something that is vital for the continued growth of all our students.

Salina is expanding and expanding south, which is the area of Coronado Elementary. We already have class sizes that are large and this is becoming a bigger concern, especially in kindergarten and first grade. We know in Kindergarten this is many students' first school experiences and students may come with different social emotional concerns. We need to be able to keep these class sizes low and look at adding another kindergarten classroom.