

## 2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Consideration

<b>District:</b> USD 475	<b>Bldg #610</b>	<b>Grades Served:</b> Pre-K-5
<b>School:</b> Sheridan		

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

SECTION 1: Student Needs	Notes
a. Student Headcount	273
b. Percentage of students with an active IEP	17.00%
c. Percentage of students enrolled in English Language Learner (ELL) services	8.00%
d. Percentage of students identified as At-Risk (Free lunch)?	63.00%
e. Pupil-Teacher Ratio Average	23.0
f. Pupil-Teacher Ratio Median	23.0
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes
h. Are there gaps in student success among race/ethnicity student subgroups?	Small deficit within African-American subgroup
i. Is there a tiered system of support to target reading growth?	Yes
j. Is there a tiered system of support to target math growth?	Yes
k. Are there local assessments to measure reading growth?	Yes
l. Are there local assessments to measure math growth?	Yes
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)	Notes
a. How is social/emotional growth being measured?	Student referral data, whole staff reflection, SAEBRS data. Tools to support SEL: Second Step, Fastbridge, SAEBRS, lifeskills awards
b. What are the targets/goals related to social/emotional growth?	Explore research based curriculum materials which address the social and emotional lessons necessary to be taught in Tier 1 instruction. Safe & Civil Schools, Second Step. SAEBRS
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	ECC Testing Data, Assessments based on Kansas State Standards ASQ
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	Standards based curriculum for pre-k
e. How are successes of Individual Plans of Study being measured?	All-Star Stallions, daily check-ins for kids on plans, Terrific Kid, Caught Being Good. Continued focus on building relationships with students. Integration of student jobs.
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	
g. How are you ensuring students are civically engaged?	Trick or Treat so others can eat, Send cards to soldiers, Local and National Art/Writing contests-Arbor Day Poster Contest, Veterans Day Poster contest, Essay contests, etc. Cards to nursing home, Christmas Caroling for community, High-Five Friday--partnership in conjunction with JCPD, Patriot Walk, Kansas Day, Constitution Day, Cold Weather Clothing Drive and STUCO.
SECTION 3: Curriculum Needs	Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	We currently have an after school program supported by the 21st Century Grant. This program allows for summer school as well as after school opportunities. Teachers also tutor before and after school. We also have after school clubs including Girls on the Run, COLT Squad, STUCO, Running Club, 5th Grade Musical, Starbase.

This is template only and may be edited as USDs board of education sees fit. USD may use a needs assessment they have already been using, but should make sure the light green/blue cells are included (per K.S.A. 72-1163). The light pink/red cells are highly suggested to be included, but are not required by statute.

A needs assessment for each attendance center within the USD needs to be completed by the USD leadership and board of education and posted on the USDs website; a copy should also be available at the USDs administrative offices.

Light yellow cells are intended to be filled in.

Use steps below to copy this tab in order to create a separate needs assessment for other buildings (screenshots to right):

1. Right click this tab at the bottom of the Excel window (originally named "Bldg 1 Needs Assessment", but may have been renamed).
2. Click "Move or Copy...".
3. Check "Create a Copy" box.
4. Select this tab (originally named "Bldg 1 Needs Assessment", but may have been renamed) in order to place the copy to the left of this tab.
5. Click OK and the new tab will appear, ready to edit.
6. Right-click the new tab & Click "Rename" to edit the name.

Sec. 8. On and after July 1, 2021, K.S.A. 72-1163 is hereby amended to read as follows: 72-1163. (a) Each year the board of education of a school district shall conduct an assessment of the educational needs of each attendance center in the district. Information obtained from such needs-assessment shall be used by the board when preparing the budget of the school district to ensure improvement in student academic performance. The budget of the school district shall allocate sufficient moneys in a manner reasonably calculated such that all students may achieve the goal set forth in K.S.A. 72-3218(c), and amendments thereto. The board also shall prepare a summary of the budget for the school district. The budgets and summary shall be in the form prescribed by the director pursuant to K.S.A. 79-2926, and amendments thereto.

b. Are there appropriate and adequate instructional materials?	School Day- Iready, Wonders, FOSS, 95% Group, Next Generation, Second Step, Discovery Ed, Generation Genius, Reflex Math, Fastbridge, Accelerated Reader, Science A-Z, Comprehension Tool Kits, TCI Social Studies, Learning.com, Versatiles.	After School- Iready, Wonders, FOSS, 95% Group, Next Generation, Second Step, Discovery Ed, Generation Genius, Reflex Math, Fastbridge, Drone Curriculum, Girls on the Run Curriculum, 21st Century Materials.
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	

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

b. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grade 12)	n/a	<b>Notes</b>
c. 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.		
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.		
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.		
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.		
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.		
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.		
7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job market.		

**SECTION 5: Staff Needs**

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?	We are currently seeking a Special Education teacher and 5th grade teacher for the 2023-2024 school year. As this time, all classrooms are covered by certified teachers.	<b>Notes</b> We have large class sizes in first and fifth grades (26-28 per class) that impact teacher's ability to meet student needs. The amount of transfers Sheridan receives affects this. We utilize our ESSER tutor and Learning.com tutor to the fullest extent and will continue to need them when funds are depleted.
b. How many classified support staff are currently employed?	26	
c. How many classified support staff are needed?	3	Needed: paraprofessional, ESSER tutor, lunch aide
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	Continued training in SEL, SABERS, FOSS, iReady, TCI, Writing, MANDT, and SIT. Regular staff meetings to include classified staff, in order to provide proper training.	Future training goals: Tough Kids, Love & Logic, Safe & Civil-Encyclopedia of Interventions. Continuing to utilize Teaching & Learning team for training during PLC's and Wednesday meetings. The Energy Bus book study.

**SECTION 6: Facility Needs**

a. Is there adequate space for student learning?	No	<b>Notes</b> Many specialists share rooms and there is overlap, causing distractions. A sensory room would be beneficial to meet student needs.
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	Current student restrooms need to be updated, additional student restrooms would be beneficial. A multi-purpose room to accommodate both PE & lunch schedules to free up additional time for learning. Securing gym doors. Fixing cell service in newest addition (storm shelter classrooms).
c. Are additional School Buses needed or any additional Routes needed?	No	

**SECTION 7: Family Needs/Community Relations**

a. Do you have regular events to engage parents with teachers?	1-5 music programs, Kindergarten performance at Variety Show, Turkey Bingo, Family Game Night, Trick or Treat so Others can eat, Meet & Greet, Parent Orientation, Fall Festival, Carnival, PTO, Walk-a-Mile, Freedom Walk, Veterans Day assembly, Quarterly awards assembly, Holiday Sing Along, Field Day, Kansas Characters, and Site Council	<b>Notes</b>
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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?	Teachers send home parent tips for Schoology and different math lessons.	Caregiver training--Love & Logic/Tough Kids Toolbox, BYOD (Bring Your Own Device) Tech Night.
c. Do you have an active Site Council?	Yes, very active	
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes, we probably need more parent members this year.	Our PTO is extremely active and our families are very supportive, but they cannot always make it to meetings. We do openly recruit parents at the beginning of the year and encourage attendance throughout the school
e. What types of communication exists with families? Is it adequate?	We feel the amount that we communicate is adequate- Class Dojo, Newsletters, updates on Facebook, phone calls, in-person conversations at pick-up, Zoom calls, emails, and notes home.	
f. What types of communication/social media exists with your community? Is it adequate?	Mrs. Adams does a great job posting on Facebook, Class Dojo, and Twitter. Teachers post frequently on Class Dojo to update individual parents and send home event flyers.	

**SECTION 8: School Data**

a. Building Attendance Rate	2022-2023- tier one: 125 students, tier two: 119 students, tier three: 60 students	At Sheridan we are increasing attendance by implementing whole class incentives with crushing attendance whole school chart placed in a common area, as well as spelling STALLIONS in each classroom. Daily attendance reports are announced during morning announcements. Attendance is posted on all doors for all to see attendance rates. We implement engaging morning meetings and use class dojo to contact parents and to post daily attendance. Send home postcards to parents who are supporting their child's good attendance. Attendance section in newsletter.
b. Building Chronic Absenteeism Rate	2022-2023-tier one: 2.43%, tier two: 7.08%, tier three: 16.97%	Possible implementation of Friday Families (schoolwide family groups) during the 2023-24 school year, as well as ideas created and rolled-out by our STOMP committee (Safe & Civil Schools).
c. District Chronic Absenteeism Rate		27.8%
d. District Graduation Rate		82.3%
e. District Dropout Rate		2.0%

**SECTION 8A: High School Needs (buildings with grades 10 through 12 only)**

a. What is our building graduation rate	n/a	<b>Notes</b>
b. What is our building dropout rate?	n/a	
c. What is our average comprehensive ACT score?	n/a	

**SECTION 9: Other Data**

**Notes**

<p>a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?</p>	<p>Lack of collaboration time at the Early Childhood level due to proximity. Establishing and following building wide protocols.</p>	<p>A multi-purpose room would allow for a separate specials and cafeteria areas to free up students to engage in more opportunities for collaboration and meet student needs through additional walk to intervention opportunities. Class sizes are another issue with too many students in a classroom making it hard to meet the needs of all students. Friday notes that Mrs. Kabriel sends out are helpful for everyone to be informed. Staff is highly encouraged to check their email on a daily basis. Meeting minutes are located on the staff Schoology page to reference. Everyone is encouraged to actively participate in meetings and committees.</p>
<p>1. Can these be achieved with additional resources?</p>	<p>Yes, giving us a multipurpose room would free up space in the cafeteria to allow students to work with paras and small groups. This also allows students to be able to move out of the classroom at times. By doing this though more adults would be needed to meet those needs.</p>	<p>We don't have enough space for individual and group work when paras need to take students. We would also like a room for a calm down space but we don't have any extra rooms available.</p>
<p>2. Why or why not?</p>		
<p>b. Additional building unique items:</p>	<p>More support staff--additional lunch aides would be beneficial for active supervision of students.</p>	