

2025-2026 School Year Building Needs Assessment for 2026-27 Budget Consideration

District: USD 475	Bldg #7610	Grades Served: K-5
School: Sheridan		

Please consider the following questions as you complete the needs assessment for your building.		
SECTION 1: Student Needs		Notes
a. Student Headcount	217	
b. Percentage of students with an active IEP	22.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	11.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	57.63%	
e. Pupil-Teacher Ratio Average	18.0	
f. Pupil-Teacher Ratio Median	18.0	
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?	No	
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, Second Step assessment.	Tools to support SEL: Second Step, Fastbridge, SAEBRS, quarterly recognition of lifeskills, Student Intervention Team
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 instuction. PBIS, Second Step.	SAEBRS--use of data in social-emotional PLC's. MTSS--identify and address tier 2/3 students, lifeskills education & quarterly recognition
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	ECC Testing Data, Assessments based on Kansas State Standards, Fastbridge Data	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, Secret Stallion, Energy Bus tickets, Positive Principal referrals, Attendance at Tiers 1, 2 & 3	Continued focus on building relationships with students. Integration of student jobs. PBIS-bus tickets, attendance incentives.
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 Veterans Day assembly and slide show, Poster Contest, Essay contests, etc. Cards to nursing home, Christmas Caroling for community, High-Five Friday--partnership in conjunction with various community entities, Patriot Walk, Kansas Day, Constitution Day, Cold Weather Clothing Drive, STUCO, National Elementary Honor Society, Classroom visits to	JCFD for Fire Prevention Month, Bell ringing for Salvation Army, First grade ICARE partnership with Valley View, Purple Star School--activities in April to celebrate the Month of the Military Child.
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 tutor before and after school. We also have after school clubs including COLT Squad, STUCO, and National Elementary Honor Society (for those who meet qualifications).	Our 21st Century grant will be ending at the conclusion of the 25-26 school year. We hope funding will be available for afterschool tutoring, etc. to provide support for at-risk students needing additional support.

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, Fastbridge, Accelerated Reader, Science A-Z, Comprehension Tool Kits, TCI Social Studies, Learning.com, Versatiles, Heggerty, ECRI	After School- Iready, Wonders, FOSS, 95% Group, Next Generation, Second Step, Fastbridge, Drone Curriculum, 21st Century Materials, Legos, Canva, Novel Effect, Heggerty.
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	District ed tech coach has enhanced our curriculum and brought new opportunities to students. Ms. Castillo has been a great resource for our students and staff!
SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)		Notes
b. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grade 12)		
c. Is every child in your school provided at least the 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		Notes
a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA guidelines, which requires every classroom to contain an educator who is certified in the content area being taught in said classroom, and meet the goals of the school?	At this time, all classrooms are covered by certified teachers except for Pre-K (1) and Special Education (1).	Substitute teacher recruitment needed. Certified tutors are currently covering classroom teacher absences, in turn, students lose additional learning opportunities. Without Title I funding we will lose tutors and the ability to provide additional learning supports for our students.
b. How many classified support staff are currently employed?	28	
c. How many classified support staff are needed?	2 paraprofessionals, 1 student support monitor needed for upcoming school year.	Special Education caseload numbers for the 26-27 school year will continue to determine our need. The Kindergarten aide pilot has been extremely beneficial in meeting student needs in the general education setting
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	To meet the needs of our population it would be beneficial to have a social worker and counselor as other elementary buildings have.
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, Kagan, SABERS, FOSS, iReady, TCI, Writing, MANDT, SIT, Love & Logic and LETRS. Regular staff meetings to include classified staff, in order to provide proper training.	Future training goals: Tough Kids, Safe & Civil-Encyclopedia of Interventions. Continuing to utilize Teaching & Learning team for training during PLC's and Wednesday meetings.
SECTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	No, additional space for learning opportunities would be beneficial.	Many specialists share rooms and there is overlap, causing distractions. A sensory room would be beneficial to meet student needs. A multipurpose room is abundantly necessary to address building learning needs (schoolwide MTSS structures) and a more flexible lunch and specials schedule.
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, as well as the overall plumbing, additional student & staff restrooms would be beneficial. A multi-purpose room to accommodate both PE & lunch schedules to free up additional time for learning. Securing gym doors
c. Are additional School Buses needed or any additional Routes needed?	No	
SECTION 7: Family Needs/Community Relations		Notes

a. Do you have regular events to engage parents with teachers?	K-5 music programs, Variety Show, Turkey Bingo, Family Game Night, Trick or Treat so Others can eat, Meet & Greet, Parent Orientation, Fall Festival, Holiday Breakfast, Carnival, PTO, Walk-a-Mile, Freedom Walk, Veterans Day assembly, Quarterly awards assembly, Holiday Sing Along, Field Day, Site Council, 4th Grade Wax Museum (Kansas Characters), Parent-Teacher Conferences, 5th Grade Promotion, regular positive contact with parents.	Sheridan Family Math Night, Family Book Bingo, Parent representative for building PBIS committee.
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 Parent Square and use of iReady for learning at home.	Caregiver training--Love & Logic/Tough Kids Toolbox. Our building has sent home guidance on Skyward so parents can check student progress, as well as student login information so students can
c. Do you have an active Site Council?	Yes	Our site council is 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 year.
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	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 year.
e. What types of communication exists with families? Is it adequate?	We feel the amount that we communicate is adequate-Parent Square, Newsletters, updates on Facebook, phone calls, in-person conversations at pick-up, virtual calls (Microsoft Teams), emails, notes home, home visits, Language app, frequent positive contact with parents.	Positive Principal Referrals
f. What types of communication/social media exists with your community? Is it adequate?	Mrs. Adams does a great job posting on Facebook and ParentSquare. Teachers post frequently on ParentSquare to update individual parents and send home event flyers.	
SECTION 8: School Data		
a. Building Attendance Rate	2025-2026- tier one: 125 students, tier two: 91 students, tier three: 7 students	At Sheridan we are increasing attendance by implementing whole class incentives with crushing attendance whole school chart placed in a common area, spelling STALLIONS in each classroom, Secret Stallion and surprise attendance incentives (i.e.--Taco Tuesday). 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 ParentSquare to contact parents and to post daily attendance. High-Five Friday where community members engage with students and start their day off right!
b. Building Chronic Absenteeism Rate	2025-2026-tier one: 2.02%, tier two: 7.12%, tier three: 15.03%	Sheridan Attendance Team supports: Muffins for parents (on-time drop off incentive), quarterly incentives for students arriving to school on time, Tier 3 token system for chronically absent students, Building/classroom competition--Stallion Horse Race to track good attendance. Teacher check-ins with families of absent students.
c. District Chronic Absenteeism Rate	21.5%	
d. District Graduation Rate	91.7%	
e. District Dropout Rate	0.3%	
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		Notes
a. What is our building graduation rate		

b. What is our building dropout rate?		
c. What is our average comprehensive ACT score?		
SECTION 9: Other Data		Notes
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	Continuing to support new teachers while establishing clear goals that support veteran teachers in meeting their professional goals.	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. 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.
1. Can these be achieved with additional resources?	Yes, providing us with 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.	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.
2. Why or why not?		
b. Additional building unique items:		