**District:**

**School:**

**SECTION 1: S**

a.
b.
c.
d.
e.
f.
g.
h.
i.
j.
k.
l.
m.

n.

o.

**SECTION 2: S**

a.

b.

c.

d.

e.

f.

g

**SECTION 3: C**

a.

b.

c.

**SECTION 4: E**

b.

c.

**SECTION 5: S**

a.

b.

c.

d.

e.

f.

a.

b.

c.

a.

b.

c.

d.

e.

f.

a.

b.

c.

d.

e.

a.

b.

**2021-2022 School Year Building Needs Assessment**

**USD 475**

**Sheridan**

| ider the following questions as you complete the needs assessment for your building. |
| --- |
| **Student Needs** |
| Student Headcount |
| Percentage of students with an active IEP |
| Percentage of students enrolled in English Language Learner (ELL) services |
| Percentage of students identified as At-Risk (Free lunch)? |
| Pupil-Teacher Ratio Average |
| Pupil-Teacher Ratio Median |
| Are the needs of Foster Care Students being met? If no, what supports are needed? |
| Are there gaps in student success among race/ethnicity student subgroups? |
| Is there a tiered system of support to target reading growth? |
| Is there a tiered system of support to target math growth? |
| Are there local assessments to measure reading growth? |
| Are there local assessments to measure math growth? |
| Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting? |
| Reviewing state assessment data, what steps are you taking for all students to maximize their scores? |
| Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments? |

| tate Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognit |
| --- |
| How is social/emotional growth being measured? |
| What are the targets/goals related to social/emotional growth? |
| How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners) |

What are the targets/goals related to Kindergarten Readiness?  (only if building serves Kindergarteners)

How are successes of Individual Plans of Study being measured?

What are the targets/goals related to postsecondary completion/attendance?  (only if building serves Grade 12)

How are you ensuring students are civically engaged?

## Curriculum Needs

What extended learning opportunities are provided (after school programs, summer school programs, etc.)?

Are there appropriate and adequate instructional materials?

Is current technology appropriate? If no, what technology is needed to support the curriculum?

## Educational Capacities (pursuant to K.S.A. 72-3218)

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)

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.

## Staff Needs

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?

How many classified support staff are currently employed?

How many classified support staff are needed?

Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?

Are principals & other key staff trained to provide instructional leadership and professional development to teachers?

What staff development is necessary for teachers to support student success and meet the school improvement goals?

## Facility Needs

Is there adequate space for student learning?

Are there necessary repairs and/or adjustment to the existing space that need to be made?

Are additional School Buses needed or any additional Routes needed?

## Family Needs/Community Relations

Do you have regular events to engage parents with teachers?

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?

Do you have an active Site Council?

Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?

What types of communication exists with families? Is it adequate?

What types of communication/social media exists with your community? Is it adequate?

## School Data

Building Attendance Rate

Building Chronic Absenteeism Rate

District Chronic Absenteeism Rate

District Graduation Rate

District Dropout Rate

### ON 8A: High School Needs (buildings with grades 10 through 12 only)

a.  What is our building graduation rate

| | |
|---|---|
| b. What is our building dropout rate? | |
| c. What is our average comprehensive ACT score? | |

Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?

| | |
|---|---|
| 1. Can these be achieved with additional resources? | |
| 2. Why or why not? | |

Additional building unique items:

# nt for 2022-2023 Budget Considerations

| Bldg #7610 | Grades Served: Pre-K-5 |
|---|---|

| | Notes |
|---|---|
| 244 | |
| 6.25% | |
| 12.20% | |
| 44.00% | |
| 20-24 | |
| 25-27 | |
| Yes | |
| No | |
| Yes | |
| Yes | |
| Yes | |
| Yes | |
| Yes | Before and After School Tutoring based on student needs |
| We look at the state assessment data from the previous year to help drive our instruction at the beginning of the year. We incorporate practice kite assessments into our weekly planning so that students are familiar with the tools and what the assessment could look like. We teach good testing practices within our classrooms. We set individualized goals with each student so they have something to be working toward. | Section O. We use our move to the right charts in our classrooms. This is so students can see their data and set their own goals for where they want to be. These are tally marks within the benchmark of where they fall. The student writes their own tally mark, so they know where they are, but other students do not. We hold data conferences, so students and guardians know where they and their student are at within fifth grade benchmarks and then set a goal for their own individual achievement. We always want kids growing! Our students that were a level 1, the previous year on state assessments, are added to SIT to ensure they are on radar to get the instruction they need to be successful. |
| | We use our move to the right charts in our |

| tion plans/rubrics) | Notes |
|---|---|
| Student Referal Data, Anti-bullying surveys to students and parents, whole staff reflection, | |
| Explore research based curriculum materials which address the social and emotional lessons necessary to be taught in Tier 1 instuctions. Safe & Civil Schools, Second Step | |
| ECC Testing Data, Asessments based on KS state standards, | |

| | |
|---|---|
| Standards based curriculum for pre-k | |
| All-Star Stallions, daily check-ins for kids on plans | |
| | |
| Trick or Treat so others can eat, Send cards to soldiers, Feel Good Fridays, Local and National Art/Writing contests-Arbor Day Poster Contest, Veterans Day Poster contest, Essay contests, etc... Cards to nursing home, Pennies for Patients, Citywide clean-up, | |
| | **Notes** |
| We currently have after school program using the 21st century grant. This program allows for summer school as well as after school opportunities. Teachers also tutor before and after shcool. We also have after school clubs such as Girls on the Run, COLT Squad, STUCO, Running Club. | |
| School Day- Iready, Wonders, FOSS, 95% Percent, Next Generation, Second Step, Discovery Ed, Generation Genius, Reflex Math, Fastbridge, | After School- Iready, Wonders, FOSS, 95% Percent, Next Generation, Second Step, Discovery Ed, Generation Genius, Reflex Math, Fastbridge, Drone Curriculum, Girls on the Run Curriculum, 21st Century Materials. |
| Yes | |
| | **Notes** |
| Yes | |
| | |
| Yes | |
| Yes | |
| Yes | |
| Yes | |
| Yes | |
| Yes | |
| Yes | |
| | **Notes** |
| Yes | |
| 23 | |
| 0 | |

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|---|---|
| Yes | |
| Yes | |
| We will continue to focus on providing professional development in the areas of SEL, SABERS, FOSS, and iReady to meet the needs of educators and students. Regular staff meetings to include classified staff will continue to ensure proper training is provided. | |
| | **Notes** |
| Yes | |
| No | |
| No | |
| | **Notes** |
| Yes, according to page 13 we do music programs, Turkey Bingo, Family Game Night, Trick or Treat so Others can eat, Meet & Greet, Parent Orientation, Fall Festival, Carnival, PTO, Walk-a-Mile, and Site Council. | What if we did a welcome back at the first of the year with hot dogs, chips and drinks. We could also bring back a scavenger hunt. |
| Teachers send home parent tips for schoology and different math modules. | Possibly have a parent/questions/tech night. |
| Yes, very active | |
| Yes. We continue to develop the recruitment process. | |
| We feel the amount that we communicate is adequate- Class Dojo, Newsletters, updates on facebook, phone calls, and notes home. | |
| Sheridan communicates regularly via Facebook, Class Dojo, and Twitter. Teachers post frequently on Class Dojo to update individual parents. | |
| | |
| 2021- tier one: 105 students, tier two: 25 students, tier three: 8 students | At Sheridan we are increasing attendance by implementing whole class incentives with crushing attendance whole school chart placed in a common area. 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. Dispalyed crushing attendance certificates outside of each classroom. |
| 2021-tier one: 1.91%, tier two: 7.11%, tier three: 13.68% | I |
| N/A | |
| Building wide 100% | |
| N/A | |
| | **Notes** |
| | |

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|---|---|
| | |
| | **Notes** |
| Ensuring there is adequate collaboration time at the Early Childhood level due to proximity. | Friday notes that Mrs. Kabriel sends out are helpful for everyone to be informed. Staff is encouraged highly to check their email on a daily basis. Meeting minutes are located on the staff schoology page to reference. Everyone is encouraged to actively partcipate in meetings and committees. |
| Yes--possibility of new ECC building will help with collaboration. | |
| The possibility of the new ECC building will help in allowing for consistent collaboration. | |
| | |
| | |
| | |