

**2024-2025 School Year Building Needs Assessment for 2025-2026 Budget Considerations**

update 6/21/23

<b>District:</b> USD 475 Geary County	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Fort Riley Middle School	0616	6th grade - 8th grade

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

<b>SECTION 1: Student Needs</b>	<b>Notes</b>	
a. Student Headcount	614	Total served students
b. Percentage of students with an active IEP	19.10%	117 students
c. Percentage of students enrolled in English Language Learner (ELL) services	5.40%	33 students
d. Percentage of students identified as At-Risk (Free lunch)?	31.00%	192 students
e. Pupil-Teacher Ratio Average	13.6:1	This includes all certified
f. Pupil-Teacher Ratio Median	21.0	
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	There is communication between the foster families and FRMS to support Foster Care students at school. We also work to ensure all students have the supplies they need to meet their basic needs.
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes	Our minority subgroups have fewer students performing at the Tier 1 level, and a greater number of students performing at the Tier 2 and 3 levels.
i. Is there a tiered system of support to target reading growth?	Yes	Students who are Tier 3 for reading take a reading intervention elective using Language! Curriculum. Students who are Tier 2 for reading receive 135 min/week in PLT with small group instruction.
j. Is there a tiered system of support to target math growth?	Yes	Students who are Tier 3 for math take a math intervention elective. Students who are Tier 2 for math receive 135 min/week in PLT with small group instruction.
k. Are there local assessments to measure reading growth?	Yes	Language! Progress Monitoring, Fastbridge Screeners, Curriculum Assessments through Study Sync.
l. Are there local assessments to measure math growth?	Yes	iReady curriculum progress monitoring, Fastbridge Screeners
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	Before/After School Program, 4 week summer school program, extracurricular clubs, field trips, guest speakers, and JAG-K.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?		Regular data talks with Teachers during content meetings and team meetings, Data talks with students, Data shared with families during Student Led Conferences, Data share with Site Council, goal setting and monitoring for progress with students, PLT placement, Math Strategies and Language! classes, Student Intervention Team Meetings

o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Currently 39.0% of our students are scoring at levels 3 and 4 on the math state assessment, and 37.8% of our students are scoring at levels 3 or 4 on the ELA state assessment. Our goal is to increase the number of students scoring a level 3 or 4 to 41% in math and 41% in ELA.
<b>SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)</b>		<b>Notes</b>
a. How is social/emotional growth being measured?	Social Emotional Character Development evaluation on report card, SAEBRS, Discipline Data, Attendance Data.	SABERS was completed for every student 1 time at the beginning of the year. The student MySABERS was only opt-in due to Kansas law. Second Step was implemented during the 2022-2023 school year.
b. What are the targets/goals related to social/emotional growth?	Reduce out of class time due to Levels of Misbehavior. Reduce number of students who are chronically absent.	RAMP, Peer Observations, Check In/Out with Behavior Interventionist, Ratio of interactions (goal of >=3:1), Common Area Observations & CHAMPS Expectations for Common Areas, Attendance Rate: Attendance of 95.73%. Chronic Absenteeism Rate is 7.98%
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	Not applicable	
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	Not applicable	
e. How are successes of Individual Plans of Study being measured?	Based on the Kansas Rubric for Individual Plan of Study	Xello, interest inventories, high school plan of study
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	Not applicable	
g. How are you ensuring students are civically engaged?	Kagan Structures, Service Clubs (KAY, SADD, StuCo, NJHS) Multicultural Fair, Patriot Walk, Student created Interest Clubs, JAG, GSA, Music Performances at FRMS and in the community, and field trips.	Instructional practices like Kagan improve civic engagement as students discuss with peers, apply problem solving to real world, and increase student voice.
<b>SECTION 3: Curriculum Needs</b>		<b>Notes</b>
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Before/After School Program, Summer School for current 6th graders through outgoing 8th graders, Transition Programs, Clubs and Activity Groups, Field Trips, and JAG-K	
b. Are there appropriate and adequate instructional materials?	Yes	Need to be able to get additional materials for when students lose materials and for EL/SPED support staff.
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	One to one, Smart Boards. Student cases and chargers were easily lost. Need more loaner computers so that students can access online curricula when computers are broken.
<b>SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)</b>		<b>Notes</b>

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)	Not applicable	
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.	Yes	All students have 60 minutes of English Language Arts, Social Studies, Science and Math
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes	All students have 60 minutes of Social Studies and English Language Arts daily. 6th Grade- Ancient Civilizations, 7th Grade- World Geography, 8th grade- American History. Students in EL newcomers do not receive SS, but have these concepts are integrated into this course.
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes	All students have 60 minutes of Social Studies daily. 6th Grade- Ancient Civilizations, 7th Grade- World Geography, 8th grade- American History. Students in EL newcomers do not receive SS, but have these concepts are integrated into this course.
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	All students take at least one semester of PE every school year, 6th- 8th. Strength and Conditioning Option for 7th and 8th, Science Health Units, Second Step
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes	All students have access to take band, choir and orchestra. There is limited spots in the Spanish elective. Multicultural Club, Black History Month. Women's History Month are celebrated school-wide. SS curriculum incorporates diverse perspectives. Students do not have access to art or Family and Consumer Sciences.
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.	Yes	Students are able to take electives such as STEM Lab, Automation and Robotics, App Creators, Design & Modeling. We need a Family and Consumer Science class.
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.	Yes	All students at FRMS are given access to rigorous coursework as part of Core and Elective classes. There are extension opportunities for students in 6-8th math and 8th grade ELA courses.
<b>SECTION 5: Staff Needs</b>		<b>Notes</b>

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?	No	Long term subs in the followings positions: 6th grade science, 8th grade science, 8th grade special education, and 7th grade science. Certified teachers took overload schedules to cover literacy lab and math strategies throughout the year.
b. How many classified support staff are currently employed?	27	Paras, secretaries, hall monitors, aides
c. How many classified support staff are needed?		Increased staff during morning supervision/safety procedures.
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	We have one guidance counselor and one behavior interventionist, we need another guidance counselor
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	All principals have administrative license and receive ongoing PD in Kagan, Mandt, Safe and Civil and other areas of instructional leadership. Our instructional coaching staff receives ongoing training in coaching and curriculum.
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	Staff need ongoing training in the following: High impact instructional strategies (including Kagan and Cooperative Learning), Classroom Management (STOIC and CHAMPS), Implementation of their specific curriculums with fidelity (Study Sync, iReady, Second Step, TWIG and TCI), Technology Training (Schoology, Skyward, NearPod, Smart Board, Securly, Lumio), Training on building-wide routines and procedures, Special Education training, How to communicate with families, improving student attendance.	We will continue to evaluate current practices through structured observations and improvement cycles.
<b>SECTION 6: Facility Needs</b>		<b>Notes</b>
a. Is there adequate space for student learning?	Yes	We have adequate classroom sizes and enough rooms for our needs.
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	Inconsistency with HVAC system working properly. Main gym floor needs rewaxed - it hasn't been refinished in 11 years. Our football field needs lights.
c. Are additional School Buses needed or any additional Routes needed?	Yes	Consistent bus driver shortages impact travel for regular routs, athletics, and activities. Transportation guidelines need changed for number of MS students allowed per seat.
<b>SECTION 7: Family Needs/Community Relations</b>		<b>Notes</b>

a. Do you have regular events to engage parents with teachers?	Yes	Student Led Conferences 2 times per year, weekly updates on Schoology, email communication to parents, skylert, Open house, Sporting Events, Club Sponsored Activities, examples- Trick or treating night, Multicultural Fair, Family Fun Night, End of Term Celebrations
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?	None	Resources are needed from Fort Riley Liaison, Resources that counselor sends to parents
c. Do you have an active Site Council?	Yes	Yes, need to build parent and community involvement
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	No	We have some parents interested.
e. What types of communication exists with families? Is it adequate?	Schoology updates, weekly newsletter from school, social media, skylert, email communication, student data sheets sent home at least 2 times per year, progress reports sent mid- quarter, parent contact made on all behavior referrals	We feel we have adequate communication with families.
f. What types of communication/social media exists with your community? Is it adequate?	Facebook, we use it 2-3 times per day. Update on activities going on at school, Newsletter to families with updates at least once per week.	We are striving to share more daily classroom activities on social media to give the community a vision of what a day in the life of a Trooper looks like.
<b>SECTION 8: School Data</b>		<b>Notes</b>
a. Building Attendance Rate	95.7%	
b. Building Chronic Absenteeism Rate	8.0%	
c. District Chronic Absenteeism Rate	20.9%	
d. District Graduation Rate	84.5%	
e. District Dropout Rate	1.2%	
<b>SECTION 8A: High School Needs (buildings with grades 10 through 12 only)</b>		<b>Notes</b>
a. What is our building graduation rate	Not Applicable	
b. What is our building dropout rate?	Not Applicable	
c. What is our average comprehensive ACT score?	Not Applicable	
<b>SECTION 9: Other Data</b>		<b>Notes</b>
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	Consistent teacher shortages continues to bring challenges to curriculum delivery. Recruitment and retention of all staff is a top priority for us. Our student population and their families have a high rate of transiency and face challenges during deployments and extended training. A large percentage of our students qualify as "at-risk" in at least one category.	
1. Can these be achieved with additional resources?	Yes	
2. Why or why not?	Our vacancies can be solved with additional staff applicants. Our educators will continue to grow their pedagogy so that they are able to support individual student needs with greater success.	

b. Additional building unique items:

	Though our enrollment is up this year, we are unable to provide our students with highly desired elective offerings such as Art and FACS.	