

2025-2026 School Year Building Needs Assessment for 2026-2027 Budget Considerations

District: Geary County USD #475	Bldg #	Grades Served:
School: Junction City Middle School	7618	6-8

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

SECTION 1: Student Needs	Notes
a. Student Headcount	888
b. Percentage of students with an active IEP	19.90%
c. Percentage of students enrolled in English Language Learner (ELL) services	4.42%
d. Percentage of students identified as At-Risk (Free lunch)?	59.00%
e. Pupil-Teacher Ratio Average	12.6:1
f. Pupil-Teacher Ratio Median	12.6:1
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes Improved communication with agencies so that we know who the foster care students are. Sometimes we are unaware unless the families they are placed with us share this information. We provide continued schooling for students placed in emergency placements. We also work to ensure all of our students have access to 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 significantly below grade level (Tier 3) in reading take a Reading Intervention Elective. We have a total of three teachers for our Reading Intervention Elective. Students in need of Tier 2 Reading Intervention are addressed during building-wide MTSS (personal learning time). Students receiving special education services who are three or more levels below grade level receive reading instruction in a foundational reading class that is taught at their instructional level.
j. Is there a tiered system of support to target math growth?	Yes Students who are significantly below grade level (Tier 3) in Math take a Math Intervention Elective. We have two teachers for our Math Intervention Elective. Students in need of Tier 2 Math Intervention are addressed during building-wide MTSS (personal learning time). Students receiving special education services who are four or more levels below grade level receive math instruction in a foundational math class that is taught at their instructional level.
k. Are there local assessments to measure reading growth?	Yes FastBridge Screeners, Diagnostics and Progress Monitoring Tools. Curriculum Assessments through Study Sync are also used. We use the 95% Group Screener (PSI) as a part of MTSS progress monitoring. We began implementing iReady Reading during the 2024-2025 school year, which will serve as a diagnostic tool for Reading.
l. Are there local assessments to measure math growth?	Yes FastBridge Screeners, Diagnostics and Progress Monitoring Tools. Curriculum Assessments through iReady are also used. In addition, iReady serves as a diagnostic tool for Math.
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes We offer after school tutoring Monday-Thursday. Intervention Electives, support for at-risk students through an interventionist during the school day. We did not offer Summer School after the 25-26 school year.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes Regular review of multiple student data points (screening, diagnostic and progress monitoring). Targeted intervention for students during small group instruction, intervention electives and MTSS time. Student goal setting and monitoring of progress toward their goals. Math and ELA Teachers are beginning to use data talks with students. We are also implementing Universal Design for Learning to maximize their learning.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes Approximately 66% of our students are scoring at Levels 1 and 2 on state assessments. Our goal is to increase the number of students scoring a 3 or 4 to 40% by 2026.
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?	Character Strong/SECD Curriculum, SAEBRS, Office Discipline Referral Data, Check-In/Check-Out Program. Second Step and SAEBRS will continue implementation during the 2024-2025. School Year. We revised and created our own version of a Check-In/Check-Out Program for use. The district is looking into purchasing a new Check-In/Check-Out Program.

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. 72-3219(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. What are the targets/goals related to social/emotional growth?	Implementation of Character Strong Social Emotional Curriculum with fidelity. Implementation of PBIS at the Tier I Level. Decrease the number of Office Discipline Referrals and suspensions through targeted behavioral interventions and implementation of school-wide structures and incentive programs.	Character Strong will continue to be implemented in 26-27 school year. Implementation Building PBIS manual. Targeted groups for Counselors to work with during MTSS time in 26-27 school year.
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	NA	NA
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	NA	NA
e. How are successes of Individual Plans of Study being measured?	Currently JCMS uses SchoolLinks for students to conduct career exploration. Students then outline a plan for courses they will take in High School that will target their career goals. This begins in 6th grade and ends with the development of a 4-year plan by 8th grade.	As a part of this, a scope and sequence for the use of SchoolLinks and the development of Individual Plans of Study has been implemented into Advisory Time one to two times a week. We had an Advisory committee that met monthly to discuss Character Strong, IPS, and executive functioning.
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	NA	NA
g. How are you ensuring students are civically engaged?	School clubs which engage students in community service projects. Offering a variety of clubs and organizations for students to be a part of. JCMS focuses on developing students through following our Guidelines for Success (Purposeful, Respectful, Inclusive, Dynamic & Engaged). Students are recognized monthly for their work. Social studies classes conduct voting during election season. Our school elects Student Council officers. Community members as guest speakers and field trips in the area encourage students to learn about their community. We also have a Jobs for America's Graduates (JAG-K) class with a high level of community involvement.	JCMS will continue implementing a "Caught you Showing PRIDE" award to recognize students on the spot for their positive choices that align with our Guidelines for Success. In addition, we recognize PRIDE award winners by Team monthly and at the end of the year. Through PBIS, grade levels implemented PRIDE cards to recognize students for their attendance, grades, and behavior.

SECTION 3: Curriculum Needs

a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	JCMS offers a variety of Clubs and organizations (STUCO, KAY Club, NHS, SADD, Chess Club) many of which meet outside the school day. We had after school tutoring program four days a week during the 25-26 school year. JCMS will implement after school tutoring for the 26-27 school year.	Notes Summer school was not offered after the 25-26 school year.
b. Are there appropriate and adequate instructional materials?	Yes	All Core classes have or are currently implementing new curriculum materials. Math and ELA have all fully adopted new materials and have begun using them during the 2022-2023 school year. Science and Social Studies began implementing new curriculum materials during the 2023-2024 school year. Work is being done with our Elective classes to update curriculum and materials. Foundational Science and Social Studies will be added during the 26-27 school year.
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	We have access to a variety of useful technology tools. All students received new laptops during Fall of 2024. Continued training of staff for use of these tools is necessary. We received new Smart Boards during the 2021-2022 School Year.

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)	Yes	Notes
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 ELA (English Language Arts) daily.
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 every day (6th Grade- Ancient Civilizations; 7th Grade- Geography; 8th Grade- American History)
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 every day (6th Grade- Ancient Civilizations; 7th Grade- Geography; 8th Grade- American History)
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	Most students take at least one semester of Physical Education each school year (6th-8th grades). Students engage in the Human Health and Sexuality Curriculum during their Science courses. Our Character Strong social emotional curriculum addresses the mental wellness of our students.
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 Fine Arts Electives such as: Foreign Language, Choir, Orchestra, Band, Digital Music Production, and Art.
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, Family and Consumer Science (FACS), App Creators, Computer Applications, Intro to Engineering, Robotics, Business Essentials, Digital Music Production and JAG (Jobs for America's Graduates). During the 26-27, we will be changing FACS to Agriculture Science. Students will engage with SchoolLinks to develop their individual plans of study.

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 JCMS are given access to rigorous coursework as a part of Core and Elective classes. In addition, extension opportunities are available for Math, ELA and some Electives.
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?	No	Notes During the 2025-2026 school year, we were able to fill all positions at the start of the school year, although not all were certified in the content area being taught. For the 2026-2027 school year, we have added four additional core teachers (ELA, Math, Science, and Social Studies). This will allow us to lower class sizes.
b. How many classified support staff are currently employed?	56 (2025-2026)	We added an extra general education para from 18 to 19. We went down from seven paras in ACSs to five. As well as down from four paras in BSC to three.
c. How many classified support staff are needed?	58 (2024-2025)	See above. There is currently two para positions that are unfilled.
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc. ?	Yes	We have three guidance counselors, one full-time librarian, and one full-time nurse. JCMS in years past have had three social workers, but for the past two years we have only had two. Other key staff include our interventionists who help support both students and staff throughout our Student Intervention Process.
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	All Principals have administrative licenses and receive ongoing professional development in the area of instructional leadership. In addition, 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 training in the following: High impact instructional strategies (including Kagan Cooperative Learning and UDL), Student Engagement, Classroom Management (PBIS), Implementation of their specific curriculums with fidelity (Study Sync, iReady, Twig, TCI, Character Strong, SchoolLinks...), Technology Training (Schoology, Skyward, NearPod, Smart Board, Securty Classroom ...), Training on building-wide routines and procedures, Special Education training, How to communicate with families, improving student attendance. . .	Continued evaluation of current practices through the continuous improvement cycle. We added new curriculums during the 2023-2024 School Year.
SECTION 6: Facility Needs		
a. Is there adequate space for student learning?	No	Notes Since JCMS was built, we have added several programs and have learned that our current facility is not ideal for meeting the needs of all students. Some of our needs include: A separate location for students to go for quiet testing/alternative place to work. An additional common area for lunch or other activities. A storm shelter as we currently use classrooms and hallways for this. More classrooms are needed to allow all of our programs to have space they don't have to share. Additional offices to house staff that has been added as well as locations for outside agencies (Pawnee-MHIT, St. Francis, DCF) to meet with students.
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	Some Classrooms still need painted. Paint colors in Common Areas should be shades of Blue, Gray and White (not Purple). We need a FEMA Storm Shelter. Intercom speakers in gyms, classrooms and hallways are inadequate. Improved protocols for custodial services to keep our building clean and maintained, this would include, regular sweeping and mopping of floors, emptying trash daily, cleaning restrooms daily, placing work orders for maintenance to fix any issues that arise.
c. Are additional School Buses needed or any additional Routes needed?	Yes	More drivers are needed to accommodate students needing transportation to and from school. In addition, the driver shortage means that we don't have buses for athletics, and when we do, they leave much earlier than is required for the event and cost more. This means a loss of instructional time for students. A bus for the after school program or activities would be beneficial to our families as well.
SECTION 7: Family Needs/Community Relations		
Notes		

a. Do you have regular events to engage parents with teachers?	Yes	We hold events such as Family Open House in the Fall, Parent Night, Fall Festival, STEAM Night, Parent Teacher Conferences (Student-Led), Choir, Band and Orchestra Concerts, Athletic Events. We plan to increase our efforts to involve our families during the 2026-2027 School Year. Ideas we have include: Math/Reading Night, Multi-Cultural Night, School Carnival, Turkey Bingo, JCMS Barbeque, Ice cream Social, Chili and Bingo Nights, End of year project showcase.
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?	In the past our district has offered Parent University and Love and Logic sessions for parents. We are not aware of any the 25-26 school year. This is an area we as a school need to grow in.	Ideas we have for family training include: Skyward, Schoology and other tech tools for students and families, online safety. We would like to survey families to identify their needs for training and convenient times for them to attend. Our Stakeholder Engagement committee created videos for parents/guardians on how to access curriculum that we will utilize during the 2026-2027 school year.
c. Do you have an active Site Council?	Yes	We met four times during 2025-2026 and plan to meet four times during the coming school year.
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	The JCMS Parent Support Team is an active group who assists with planning family events (fun run and pancake feed, fall festival, incentives, etc.), and supports our students and staff.
e. What types of communication exists with families? Is it adequate?	We communicate with families in a variety of ways: E-mail, phone calls, ParentSquare messages, Facebook, monthly grade level newsletters via Parent Square, Skyward progress reports sent a minimum of weekly.	We feel we are using all of the tools available to us. However, one area we can grow in is regular communication (preferably via phone) with families when their student is struggling with academics or behavior.
f. What types of communication/social media exists with your community? Is it adequate?	We have Facebook that we use to communicate with the community. Our district also releases information to the local newspaper (online and print).	The Community perception could definitely be enhanced by sharing more about the amazing things happening in our classrooms at JCMS.
SECTION 8: School Data		Notes
a. Building Attendance Rate	91.9%	
b. Building Chronic Absenteeism Rate	29.7%	
c. District Chronic Absenteeism Rate	21.9%	
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	NA	NA
b. What is our building dropout rate?	NA	NA
c. What is our average comprehensive ACT score?	NA	NA
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?	Barriers we face: JCMS serves a student population with a high number of students who are considered at-risk. This combined with our proximity to Fort Riley means we have a significant amount of transiency in our student population. Our current facility needs some upgrades so that we are able to continue to serve our students. The nationwide teacher shortage is also a barrier for us. Currently we have four unfilled certified vacancies. This impacts class sizes as well as the courses we are able to offer to our students. Recruitment and retention of all staff is a too arduous for us.	We have current practices which address these barriers, however we are always looking at how we can improve upon our current efforts.
1. Can these be achieved with additional resources?	Yes	
2. Why or why not?	Upgrades to our facility should be a part of the district 6-year plan. Because JCMS is a Title I school, we have access to funds which support our students in a variety of ways. Finally, because JCMS is a Title I school, our district allowed us to have priority in hiring certain positions where we had a lot of turnover compared to other secondary schools in the district. This allowed us to secure some high quality staff early on.	
b. Additional building unique items:		