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

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

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

SECTION 1: Student Needs		**Notes**
a. Student Headcount	640	Total served students this school year
b. Percentage of students with an active IEP	17.50%	This does not include any open evaluations
c. Percentage of students enrolled in English Language Learner (ELL) services	5.20%	
d. Percentage of students identified as At-Risk (Free lunch)?	40.90%	
e. Pupil-Teacher Ratio Average	14 to 1	
f. Pupil-Teacher Ratio Median	20 to 1	
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	The reading intervention elective class was eliminated for next school year. There will continue to be intervention 3 days per week for 45 minutes on 5 day weeks in 2 small groups per grade level.
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. There is Tier 2 intervention 3 days per week for 45 minutes on 5 day weeks in 2 small groups per grade level.
k. Are there local assessments to measure reading growth?	Yes	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	After School Program, Learning Lab, Working Lunches, Extracurricular Clubs, field trips, guest speakers
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, goal setting and monitoring for progress with students, PLT placement, Math Strategies, Student Intervention Team Meetings	

o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?		Currently 43.16% of our students are scoring at levels 3 and 4 on the math state assessment, and 53.32% 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 49% in math and 59% in ELA.
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?	SAEBRS, Discipline Data, Attendance Data.	SAEBRS was completed for every student 2 times this school year. Character Strong curriculum is used in Advisory 1 time per week. School Counselor has small groups using Character Strong curriculum, Student Intervention Team Plans, RAMO tracker
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),PBIS Guidelines for Succes , Attendance Rate: Attendance of 94.9%. Chronic Absenteeism Rate is 13.9%
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	Schoollinks, interest inventories, high school plan of study, Bridge Day to learn about CTE
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?	Cooperative Strategies, Service Clubs (KAY, SADD, StuCo, NJHS), Patriot Walk, Student created Interest Clubs, GSA, Choir, Band, Orchestra and Drama performances at FRMS and in the community, and field trips, We the People, Law Day, AZ News, Mulitcultural Fair, Media Center highlights Heritage Month, Student Interest Polls	Cooperative Instructional practices improve civic engagement as students discuss with peers, apply problem solving to real world, and increase student voice.
SECTION 3: Curriculum Needs		**Notes**
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	After School Program, Transition Programs, Learning Lab, Honor Choir, Honor Band, Honor Orchestra, Advance ELA, Advanced Math, Konza Trip, Eisenhower Musem Trip	
b. Are there appropriate and adequate instructional materials?	Yes	
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.

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)	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	Most students take at least one semester of PE every school year, 6th- 8th. Strength and Conditioning Option for 6th, 7th and 8th, Science Health Units, Character Strong
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, drama and orchestra. There is limited spots in the Spanish elective. Mutlicultural Club. Social Studies curriculum incorporates diverse perspectives. Students in 8th grade hace access to one section of 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. Studnets do not have access Family and Consumer Sciences or Argricultural Sciences.	Yes	Students are able to take electives such as Enigineering, STEM, App Creators, business essentials
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 7th and 8th grade ELA courses.

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?	No	We have long term subs in 3 science postions, math strategies, and reading intervention
b. How many classified support staff are currently employed?	34	
c. How many classified support staff are needed?		
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	We have one school counselor, one behavior interventionist, one social worker. We need another school counselor - the National School Counselor ratio is supposed to be 1:250.
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	All principals have admininstrative license and receive ongoing PD in cooperative learning, Mandt, PBIS 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.
SECTION 6: Facility Needs		**Notes**
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	Main gym floor needs rewaxed - it hasn't been refinished in 12 years. Track needs resurfaced.
c. Are additional School Buses needed or any additional Routes needed?	Yes	Need to seperate the Karns and FRMS routes, they do not need to run as one route.
SECTION 7: Family Needs/Community Relations		**Notes**

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, ParentSquare, 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.
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?	Yes	We have an active PTO who celebrates staff and hosts events, such as school dances, regularly.
e. What types of communication exists with families? Is it adequate?	Schoology updates, weekly newsletter from school, social media, ParentSquare, email communication, student data sheets sent home at least 2 times per year, 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 acitivities on social media to give the community a vision of what a day in the life of a Trooper looks like.

SECTION 8: School Data		**Notes**
a. Building Attendance Rate	94.9%	
b. Building Chronic Absenteeism Rate	13.9%	
c. District Chronic Absenteeism Rate	25.6%	
d. District Graduation Rate	84.7%	
e. District Dropout Rate	1.8%	
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		**Notes**
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	

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?	FRMS serves a students population with a high number of students who are considered at-risk Our student population and their families have a high rate of transiency and face challenges during deployments and extended training, creating a high need of social emotional support.	
1. Can these be achieved with additional resources?	Yes	

2. Why or why not?	Fort Riley Middle School has identified two significant areas of need to better support student success: a dedicated reading intervention class and an additional school counselor. As a middle school serving a highly mobile, military-connected student population, many students enter with varying academic skill levels, gaps in foundational literacy, and social-emotional challenges related to transitions, deployments, and other stressors associated with military life. Addressing these needs would significantly enhance FRMS's ability to support both the academic achievement and overall well-being of students.	

b. Additional building unique items: