BUILDING NEEDS ASSESSMENT

USD 428 Great Bend **Grades Served:** 7-8

Building Name: Great Bend Middle School

2025-2026 BUILDING NEEDS ASSESSMENT FOR 2026-2027 BUDGET CONSIDERATIONS

Section 1: Student Needs		Notes
a. Student Headcount	430	Our total count of students who have been through our doors this year is 461. Our official enrollment was down 4 students to 430.
b. Percentage of students with an active IEP	17.2	Students with disabilities receive academic, behavioral, and speech support at GBMS.
c. Percentage of students enrolled in English Language Learner (ELL) services	10.5	This year, GBMS had a 1.5% increase in EL Spanish-only students. These students were integrated into cores and placed with TAs and an EL teacher who were extremely important to their academic gains. We were able to dismiss seven students from the program after the KELPA testing.
d. Percentage of students identified as At-Risk (Free lunch)?	59.68	GBMS had a 1.31% increase in the number of At-Risk students.
e. Pupil-Teacher Ratio Average	10.2	GBMS had a slight decrease in the Pupil-Teacher Ratio Average.

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f. Pupil-Teacher Ratio Median	10.2	
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?	Yes	Performance gap between Hispanic and White subgroups narrowed to 3–5% on State Assessments.
i. Is there a tiered system of support to target reading growth?	Yes	GBMS students take the FastBridge Screener in reading three times a year. The data is used to identify students who need additional assistance in Fluency or Comprehension. Students exhibiting some risk are placed in Tier 2 Comprehension or Fluency labs, and high-risk students are placed in Tier 3 Fluency or Comprehension labs. GBMS currently has six certified teachers facilitating these labs.
j. Is there a tiered system of support to target math growth?	Yes	GBMS students take the FastBridge Screener in math three times a year. Based on their data, students are placed in a T2 or T3 lab. Five certified teachers and one TA teach lab classes.

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k. Are there local assessments to measure reading growth?	Yes	At GBMS, we use FastBridge as our local assessment.
l. Are there local assessments to measure math growth?	Yes	At GBMS, we use FastBridge as our local assessment.
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	Using the MTSS system, we have students identified based on their FastBridge data. Students are placed in labs to help fill in the gaps in their learning. Students are also taking electives that will help them gain reading, writing, and math skills that are beyond what they do in the traditional core classroom setting. Elective examples: Personal Finance, Reading, Writing and Beyond, Robotics, Holocaust, and others.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?		Math and English teachers give a proficiency screener. The screener has a high correlation to how students will score on the State Assessment. We are hoping to add our 8th-grade science teachers to this process next year. Once we receive the data, the content PLC's review the data to identify strengths and weaknesses in instruction.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Our building goal is to reduce the number of students in Level 1 on the KAP by 3% a year over the next two years. We are working on this by focusing on the rigor and relevance of our curriculum. We have reviewed

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		priority standards, updated pacing guides, and continue updating common assessments. Through student-led conferences, we inform our families of our State Assessments. Students and families create a goal for the year based on their previous year's goal. We are also working hard to improve student attendance.

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?	FastBridge SAEBRS screener.	GBMS benchmarks students for SEL needs three times per year using FastBridge screeners. Our social workers commonly meet with small groups of students to address their needs.
b. What are the targets/goals related to social/emotional growth?	GBMS strives to have 80% of our students in Tier 1, 15% or fewer in Tier 2, and 5% or fewer in Tier 3.	Students are supported through the Character Strong curriculum. SIT teams and Social Workers identify students who need additional support. Our Family Engagement/ Trauma support staff member works with students and provides support to families in our community. We have

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		tiered interventions for behavior, but need to be more consistent with implementation.
c. How are the successes of Individual Plans of Study being measured	Xello	Students take a semester of Life Skills each year. In this class, they work in the Xello program. Students identify their interests, learning modes, and job interests. In 2026-2027, each student will create a digital portfolio that will accompany them through graduation. The portfolio will track their classes from grades 8-12.
d. How do you determine if students are ready for Kindergarten? (only if building serves Kindergarteners)	NA	
e. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)?	NA	
f. What are the targets/goals related to postsecondary	NA	

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completion/attendance? (only if building serves Grade 12)		
g. How are you ensuring students are civically engaged?		Student Council, Art Club, guest speakers, social studies standards, Current Events electives classes, Civil Rights and Holocaust electives, community speakers, and partners, Giving Tree donations, Music groups perform in the community, Sports teams complete various activities, JAG-K, and FCA.
Section 3: Curriculum Needs		Notes
a. How is social/emotional growth being measured?	SAEBRS Screener	Students are given the FastBridge screener 3 times a year.
b. Are there appropriate and adequate instructional materials?	Yes	Yes, our school has adequate instructional materials. Each department makes an effort during textbook and curriculum adoption to ensure that special services and Homework Help are included in our numbers. There are some concerns that all of our material is going to an

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		online format and that students don't have physical books to work out of anymore. This can especially be a hindrance when students are placed in the "Penalty Box, or if their parents request they not have a Chromebook.
c. Is current technology needed to support the curriculum?	Yes	Chromebooks are used to enhance our curriculum and connect students to their learning. Project Lead the Way is packed with tech to help our students gain new skills. Our IT department does a great job of updating existing technology.
Is technology appropriate? If no, what technolog**ction 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 Grades 10-12).	NA	

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c. Is every child in your school provided with at least the following capacities? .		
1. Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization	Yes	Teachers have students write and present in classes to gain public speaking skills and master speaking standards. We also have building-wide protocols for writing ACE paragraphs.
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes	Students take Social Studies classes and Life Skills classes to learn about these systems and enroll in elective classes that support them.
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation.	Yes	Students focus on this in 8th-grade and 7th-grade Social Studies classes. A more localized approach may be beneficial in supporting this.
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	Students have social-emotional lessons 1-2 days a week in the Advisory class. Life Skills and PE/Weights also cover units helping students

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		identify mental and physical wellness. Life Science is also beneficial in this category. We also use the mySAEBRS.
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage	Yes	All students take Art, Choir, and electives to support this. GBMS also offers after-school programs for some fine arts. Band and Orchestra classes are electives that students can take.
6. Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently.	Yes	Students take Life Skills, Computer Applications, Project Lead the Way, and electives in the fields of arts, sciences, technology, reading, history, and JAG-K. We have more career tech ed classes than ever before.
7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market.	Yes	Computer Gaming Careers, JAG-K, CTE classes. Students utilize Xello to explore career matches.

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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?	Yes	We do still struggle to find certified teachers, but we currently have all but two positions filled, and we are in the interview process to fill two of those positions.
b. How many classified support staff are currently employed?		28 classified support staff are employed. 7 Teaching Assistants 3 EL Teaching Assistants 10 Paras 4 Custodians 4 Office Staff
c. How many classified support staff are needed?		We are currently trying to fill two resignations.

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d. Are there enough appropriately licensed support personnel, such as counselors, librarians, nurses, etc.?	Yes	Yes, we have transitioned from certified counselors to Certified Social Workers. to assist with our students' social-emotional needs.
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?		We will continue focusing on Rigor and Relevance. We are also implementing a District Data Cycle. This will give staff members more clarity on how to effectively utilize all relevant data.
Section 6: Facility Needs		Notes
a. Is there adequate space for student learning?	No	We are making do, but could use more space for Math and Reading labs.
b. Are there necessary repairs and/or adjustments to the existing space that need to be made?	Yes	Locker rooms are outdated. We need more staff bathrooms, updates to our fine arts facilities, more natural lighting, more parking, and a better drop-off zone for parents and students. A

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		stoplight at the main crosswalk in front of the building would be nice. The field house should probably be replaced.
c. Are additional School Buses needed, or are any additional Routes needed?		We currently have buses for students with an IEP who need transportation, and one that will take students to the nearest elementary school after homework help. This continues to be a challenge for many of our families.
Section 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes	Parent Teacher Conferences, Student-led conferences Open House Spring Expo GBMS Booster Club Site Council Family Engagement / Parent Nights Reality U Student Intervention meetings

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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	We do not currently offer any.
c. Do you have an active Site Council?	Yes	We meet once a quarter to review current school events and listen to members' input.
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	Our booster meets monthly, 10 months out of the year.
e. What types of communication exist with families? Is it adequate?	Yes, our communication is adequate.	Active Social Media Accounts- Facebook, Instagram, X School Messenger / Skyward Core Newsletters Individual Teacher grade reports and communication. Electronic signage.

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f. What types of communication/social media exist with your community? Is it adequate?	Yes	Active Social Media Accounts- Facebook, Instagram, X Electronic signage. Communications are sent to Andrea Bauer and pushed out through district outlets.

Section 8: School Data		Notes
a. Building Attendance Rate	93.3%	
b. Building Chronic Absenteeism Rate	14.3%	For Chronic Absenteeism, we have to count all students who were enrolled for the year. Therefore, we used the enrollment number of 461, which includes students who have transferred in or out this year. This was also calculated on 151 days when this report was submitted.
c. District Chronic Absenteeism Rate	28%	
d. District Graduation Rate	90.4%	
e. District Dropout Rate	1.4%	

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Section 8: School Data		Notes
Section 8A: High School Needs (buildings with grades 10 through 12 only		
a. What is our building graduation rate?	NA	
b. What is our building dropout rate?	NA	
c. What is our average comprehensive ACT score?	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?		Absences Apathy Social Media Distractions with Chromebook use Disengagement Foundational skills gap- students don't know how to be students Respect for authority- civil communication Absence of Family engagement/concern
1. Can these be achieved with additional resources?		Additional resources can address these concerns, and improvements can be made. However,

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		complete achievement is not realistic.
2. Why or why not?		
b. Additional building unique items:		