BUILDING NEEDS ASSESSMENT

USD 428 Great Bend **Grades Served:** K-6

Building Name: Riley Elementary

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

Section 1: Student Needs		Notes
a. Student Headcount	231	
b. Percentage of students with an active IEP	28.3%	
c. Percentage of students enrolled in English Language Learner (ELL) services	51.4%	
d. Percentage of students identified as At-Risk (Free lunch)?	95.5%	
e. Pupil-Teacher Ratio Average	12:1	Number of students: certified teachers
f. Pupil-Teacher Ratio Median	16	Number of kids per classroom
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	

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i. Is there a tiered system of support to target reading growth?	yes	MTSS Protocols are established and followed.
j. Is there a tiered system of support to target math growth?	yes	MTSS Protocols are established and followed.
k. Are there local assessments to measure reading growth?	yes	Beyond MTSS Protocols, Local assessments are at teacher discretion. There is currently a plan to develop common assessments among grade levels.
l. Are there local assessments to measure math growth?	yes	Beyond MTSS Protocols, Local assessments are at teacher discretion. There is currently a plan to develop common assessments among grade levels.
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	yes	Summer School, opportunities to participate in local recreation classes, Scholars' Bowl, intervention groups targeted to skill areas for math, English Language Arts, Social Emotional Learning, and language acquisition.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	yes	Teachers set goals with students and share data with them. The proficiency screeners are given based off of pacing calendars of identified priority standards. Technology usage for the test is explicitly taught. KITE practice tests are used as a teaching tool. Lessons are aligned to the grade level's state standards. BLT reviews and shares data with staff.

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o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	

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 (K-6th) and mySAEBRS (with parent permission: 2nd-6th); 6th grade Communities that Care survey
b. What are the targets/goals related to social/emotional growth?		By May 2026, 84% of Riley students in grades K-6 will be Tier 1 using the SAEBRS FastBridge Screener.
c. How are successes of Individual Plans of Study being measured	n/a	
d. How do you determine if students are ready for Kindergarten? (only if building serves Kindergarteners)		ASQ and SE2- gives us information regarding individual student development.
e. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)?		100% of ASQs completed by families by 9/20.
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	n/a	

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g. How are you ensuring students are civically engaged?		Community Service projects twice a year; Several students deliver Thanksgiving placemats to local retirement homes; Kindness Coffee twice a year; collection of pop tabs for Ronald McDonald House; Power the Pantry food collection in conjunction with local power company
Section 3: Curriculum Needs		**Notes**
a. How is social/emotional growth being measured?		SAEBRS and MySAEBRS (look at benchmarking scores in August, December, and April)
b. Are there appropriate and adequate instructional materials?	Yes	All core curriculum is provided; Curriculum resources are updated every seven years through a rigorous district adoption process
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes and No	Students are provided with 1 to 1 device, there are some needs for communication devices for some specific student needs. Adult devices are rotated every five years.
Section 4: Educational Capacities (pursuant to K.S.A. 72-3218		**Notes**
b. Subjects and areas of instruction necessary to meet the graduation	n/a	

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requirements adopted by the state board of education are taught. (only if building serves Grades 10-12).		
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	
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Social Studies lessons following the Kansas Standards address the various systems.	HMH Social Studies
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes	
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	SEL lessons from Capturing Kids Hearts and Character Strong. 5th Grade- DARE 6th Grade- All Stars Grade level lessons on bullying provided by the building social worker. 20 min. daily physical	2025-2026- implementation of Character Strong SEL curriculum. Mr. Faber, the Student Family Advocate, provides weekly 20 minute SEL lessons to each class. Weekly in class Community Circles. 40 min. weekly SEL lessons provided by

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	education.	classroom teacher.
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage	yes	Cultural connections are embedded in our ELA, art, social studies, and music lessons.
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.	No.	Students are exposed to specific vocations due to skills being more foundational at the elementary level.
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.	Not applicable	
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- one classroom and one special education resource classroom is filled with a non-certified staff member who is obtaining their degrees.	
b. How many classified support staff are currently employed?	23	
c. How many classified support staff are		

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needed?	Two more staff members could be used to be able to provide teachers with some assistance as well as to serve as interventionist for the MTSS structure.	
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No.	Our librarian and digital literacy specialist travel around the district and spend one day a week in each building.
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes and no. There are some systems in place, however district collaboration has taken precedence over building level development and collaboration.	2026-2027: Without sacrificing work time, as a building we would like to focus on specific content area professional and curriculum development.
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	Continue implementing the gradual release of responsibility strategies.	
Section 6: Facility Needs		Notes
a. Is there adequate space for student learning?	Yes	
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	New windows are needed. The 30+ year old playground needs updated. There are also many needed upgrades to

		existing student chairs and some staff furniture (tables and adult chairs) that are difficult to purchase with the building budget. With a lot of small group teaching through the MTSS process, bean or horseshoe tables are needed.
c. Are additional School Buses needed or any additional Routes needed?	N/A	Transportation for general needs is an issue for several families. As a district, we lack resources to help these families.
Section 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes- Open House, Family Engagement Night, Music Concerts, Parent Teacher Conferences, DARE Graduation, All Stars Celebration (6th grade), Kindness Coffee twice a year, 6th Grade Recognition	
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?	Sharing activities to do with families during Family Engagement Night, offer help as needed based on parent requests for apps such as Skyward and Seesaw.	We are able to refer families to Parents as Teachers if they would qualify.

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c. Do you have an active Site Council?	Yes	
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Not formally. Parents are willing to help out when asked. Parents help with the homecoming float and other events throughout the school year. We have a staff-led Culture & Climate Committee that plans events and helps to engage parents. This group also coordinate the Capturing Kids' Hearts monthly themes, affirmation events, and service projects.	
e. What types of communication exists with families? Is it adequate?	School Messenger, Facebook, Seesaw	2026-2027: Possibly have a weekly post that shares what is coming up. Express the importance to families to sign up for Seesaw. The communication needs to be streamlined so parents are not getting bombarded with messages.
f. What types of communication/social media exists with your community? Is it adequate?	Facebook, Seesaw, Skyward, 428 Community Connect (Andrea	

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	Bauer at district office)	
Section 8: School Data		**Notes**
a. Building Attendance Rate	93.8%	
b. Building Chronic Absenteeism Rate	17.12%	
c. District Chronic Absenteeism Rate	92%	
d. District Graduation Rate	90.4%	
e. District Dropout Rate	1.4%	
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?	Attendance Poverty- lack of community resources for some situations Transportation Housing	
1. Can these be achieved with additional resources?	Possibly	Community resources for transportation

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		would be greatly beneficial. We do have a general transportation bus in town, however that entity does not have available seats to transport students who have these needs.
2. Why or why not?		
b. Additional building unique items:		
	English is not the primary language for many of our families. Apps such as Propio have been purchased by the district. Parent communication is generally in two languages. Many families are not technologically savvy and it is difficult to communicate at times. They often only login to Skyward for enrollment and not the rest of the year.	

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