

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

USD 428 Great Bend

Eisenhower Elementary

Grades Served: K-6

SECTION 1: Student Needs		Notes
a. Student Headcount	278	The enrollment at Eisenhower Elementary is remaining steady.
b. Percentage of students with an active IEP	38%	Students with disabilities are served through academic, behavioral,speech and language, hearing impaired, and occupational and physical therapy services at Eisenhower Elementary.
c. Percentage of students enrolled in English Language Learner (ELL) services	19%	Students with second language needs are provided push-in services within the general education setting by our English Language Teacher.

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SECTION 1: Student Needs		Notes
d. Percentage of students identified as At-Risk (Free lunch)?	80%	
e. Pupil-Teacher Ratio Average	19:1	
f. Pupil-Teacher Ratio Median	19:1	
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	Eisenhower Elementary school office keeps track of students who are identified as “foster care” students. The Student Family Advocate works alongside these students and their families to ensure they are equipped with resources available both in and outside of the school. The Student Family Advocate keeps open communication between the foster placement agencies at all times to best support the students.

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SECTION 1: Student Needs		Notes
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes	
i. Is there a tiered system of support to target reading growth?	Yes	Eisenhower Elementary School actively participates in MTSS procedures within both math and reading. Staff is trained and supported with MTSS protocols for screening, proctoring, and the implementation of MTSS within classrooms. Students are progress monitored weekly or bi-weekly within their identified tier and moved to meet the needs of the students as they progress. Tier three students receive additional MTSS time intervention time.
j. Is there a tiered system of support to target math growth?	Yes	Eisenhower Elementary School actively participates in MTSS procedures for math. Staff is trained and supported with MTSS protocols for screening, proctoring, and the implementation of MTSS within classrooms. Students are progress monitored weekly or bi-weekly within their identified tier and moved to meet the needs of the students as they progress. Tier three students receive additional MTSS time intervention time.

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SECTION 1: Student Needs		Notes
k. Are there local assessments to measure reading growth?	Yes	We currently use Fastbridge as our local assessment to measure reading growth. Additional data input is given from the proficiency screener. At this time, common formative assessments are being created for implementation during the 26-27" school year.
l. Are there local assessments to measure math growth?	Yes	We currently use Fastbridge as our local assessment to measure math growth. Additional data input is given from the proficiency screener. At this time, common formative assessments are being created for implementation during the 26-27" school year.
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	MTSS allows for students to have multiple opportunities to receive explicit instruction in both reading and math. Students that are falling into the tier three category also receive additional small group support in their identified subject.

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SECTION 1: Student Needs		Notes
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	This year, Eisenhower Elementary is utilizing proficiency screeners as a way to assist in tracking our progress and growth within both reading and math. We analyze proficiency screener data at PLC's to review our students' understanding of specific standards in both reading and math. After data is analyzed, we look at our explicit instruction and make adjustments to fit the students' teachers and gain an understanding of their level of comprehension within each subject.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Eisenhower Elementary aligns with the USD 428 district goal of decreasing Level 1 scores on the Kansas State Assessment by 5%.

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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	Students within the Great Bend School District are benchmarked three times a year for Social Emotional Learning.
b. What are the targets/goals related to social/emotional growth?	At least 80% of all students score in T1 on the SAEBRS screener.	At Eisenhower Elementary our goal of 80% target in Level T1 is monitored during three benchmark screeners per year. Students falling into T2 and T3 classifications are supported with intervention by the school SFA.

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SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)		**Notes**
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	ASQ-2 and ASQ-SE3	Eisenhower Elementary utilizes the Ages and Stages Questionnaire (ASQ and ASQ SE2) to gain an understanding of current student proficiency in both academics and social/emotional skills at the time of enrollment.
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	100% of the families fill out an ASQ-2 and ASQ-SE2.	Eisenhower Elementary utilizes the data received from Ages and Stages Questionnaires to meet the target of building class rosters that better diversify student strengths and needs.
e. How are successes of Individual Plans of Study being measured?		
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	N/A	

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SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)		Notes
g How are you ensuring students are civically engaged?	Student Leadership, Youth Academy, guest speakers, HMH social students magazines, community speakers and partners, All Stars and Dare Program for 5th and 6th grade students,	Eisenhower Elementary promotes student participation in multiple capacities and grade levels, including Student Council, DARE, and All-stars. (CKH, positive office referrals)

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SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Yes	Eisenhower Elementary has offered summer school to tier two and tier three that provides engaging and academic activities to further student growth.
b. Are there appropriate and adequate instructional materials?	Yes	*update resources every 7 years through district adoption process

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SECTION 3: Curriculum Needs		Notes
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	Eisenhower Elementary utilizes chromebooks to enhance ELA, math, science, and social studies programs adopted by the district. We have above average technology resources.

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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 Grades 10-12)	N/A	
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	The majority of the Eisenhower Elementary staff is LETRS trained or are currently obtaining the certification. LETRS enriches oral communication through the planning and use of vocabulary.

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SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)		Notes
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes	At Eisenhower Elementary we partner with our SRO to assist our students in learning about city government, rules and laws, and how to be a good citizen.
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes	At Eisenhower Elementary we partner with our SRO and our students learn about city government, rules and laws, and how to be a good citizen. Our classrooms also guide current event conversations with their students.

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SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)		Notes
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	Teachers and support staff use the district adopted SEL program, Character Strong, to support students with lessons and strategies that help to manage and regulate emotions. References to these strategies are provided for students throughout the school day.
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes	Students experience a variety of opportunities for cultural experiences that build background knowledge about different heritages. The district adopted a reading curriculum and social studies curriculum to provide rich informational articles and stories in which students can engage with various sources of information.

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SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)		Notes
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	At Eisenhower Elementary, we discuss careers as they apply to our social studies content. Our Librarian provides a variety of educational texts about careers for all grade levels.
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	At Eisenhower Elementary,we discuss careers as they apply to our social studies content. Our Librarian provides a variety of educational texts about careers for all grade levels.

BUILDING NEEDS ASSESSMENT

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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?	No	During the 2025-2026 school year, we have all certified staff besides one general and one special education educator that falls under the Instructional Support Position.
b. How many classified support staff are currently employed?	9	In total, there are nine teacher aides on staff at Eisenhower Elementary.
c. How many classified support staff are needed?	11-12	Ideally, it would be beneficial to have enough classified staff to assist in each grade level and in small intervention groups, to support our T2 and T3 students.

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SECTION 5: Staff Needs		Notes
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	We are adequately staffed for nursing, counseling, and library services.
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	Professional development is provided to the leadership teams mostly. MTSS structuring along with ELEVATE leadership have provided our leadership teams with knowledge and guidance to plan and provide schoolwide learning to staff.

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SECTION 5: Staff Needs		Notes
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	*Structured Literacy and Math Conceptual Development	Eisenhower Elementary teachers participate in Structured Literacy training and Math Concepts development in order to bolster instructional technique within the classroom.

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SECTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	Yes	Space is adequate, we have made adjustments and found the needed space.
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	No	

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SECTION 6: Facility Needs		Notes
c. Are additional School Buses needed or any additional Routes needed?	No	

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SECTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes	Family engagement events occur throughout the year and are listed on our building calendar, social media, and sent to families via School Messenger.
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 at this time	
c. Do you have an active Site Council?	Yes	We have implemented a ten member SITE council that consists of four student-family representatives, one business representative, school district school resource officer, and four staff members.

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SECTION 7: Family Needs/Community Relations		Notes
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	Eisenhower Elementary has an active PTO. They meet monthly to discuss school functions.
e. What types of communication exists with families? Is it adequate?	School Messenger, SeeSaw, Facebook	School Messenger allows for emails to be sent schoolwide. These emails are informational messages and notifications of events. Teachers use SeeSaw to provide classroom announcements and daily learning.
f. What types of communication/social media exists with your community? Is it adequate?	Facebook	Our school uses Facebook to provide the community with information and celebrations such as pictures or videos of learning that takes place.

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SECTION 8: School Data		Notes
a. Building Attendance Rate	93%	Information was gathered from the 2025-2026 Kansas Report Card.
b. Building Chronic Absenteeism Rate	22.95 %	Information was gathered from the 2025-206 Kansas Report Card.
c. District Chronic Absenteeism Rate	28.0%	Information was gathered from the 2025-2026 Kansas Report Card.
d. District Graduation Rate	90%	Information was gathered from the 2025-2026 Kansas Report Card.
e. District Dropout Rate	1.4%	Information was gathered from the 2025-2026 Kansas Report Card.