2026-2027 BUILDING NEEDS ASSESSMENT FOR 2027-2028 BUDGET CONSIDERATIONS

USD 428 – Great Bend Public Schools

Grades Served: PreK-12

SECTION 1: Student Needs		Notes
a. Student Headcount	2830 (April 2026)	
b. Percentage of students with an active IEP	19.5%	This data represents the percentage of students with a disability.
c. Percentage of students enrolled in English Language Learner (ELL) services	16.2%	

DISTRICT NEEDS ASSESSMENT

USD 428 – Great Bend Public Schools **Grades Served: PreK-12**

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

SECTION 1: Student Needs		Notes
d. Percentage of students identified as At-Risk (Free lunch)?	66.8%	
e. Pupil-Teacher Ratio Average	18:1	
f. Pupil-Teacher Ratio Median	18:1	
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	

DISTRICT NEEDS ASSESSMENT

USD 428 – Great Bend Public Schools **Grades Served: PreK-12**

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

SECTION 1: Student Needs		Notes
i. Is there a tiered system of support to target reading growth?	Yes	
j. Is there a tiered system of support to target math growth?	Yes	
k. Are there local assessments to measure reading growth?	Yes	
l. Are there local assessments to measure math growth?	Yes	
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	

DISTRICT NEEDS ASSESSMENT

USD 428 – Great Bend Public Schools **Grades Served: PreK-12**

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

SECTION 1: Student Needs		Notes
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?		In 2025-2026, grades 3-HS implemented quarterly proficiency screeners to track progress on proficiency on state standards in ELA and math. This allows teachers to intervene sooner when students are failing to make progress in mastering grade level standards. In 2026-2027, grade 2 will join these efforts. PreK-Grade 2 will continue to focus on early intervention based on Fastbridge screener data.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Recently the district followed KSDE's lead in focusing on reducing the number of students in Level 1 and 2. However, beginning in 2026-2027, the focus will shift to increasing the number of students in Levels 3 & 4 through increasing the rigor and standards alignment of Tier 1 instruction in all content areas. Specific student results goals will be set by the district leadership team during the summer 2026.

DISTRICT NEEDS ASSESSMENT

USD 428 – Great Bend Public Schools **Grades Served: PreK-12**

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

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/MySAEBRS screeners 3X annually	
b. What are the targets/goals related to social/emotional growth?	At least 80% of all students score in the no-risk category on SAEBRs screeners	
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	ASQ-2 and ASQ-SE3 screener data; collaboration between Little Panthers Preschool staff and Kindergarten teachers	
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	Our goal is for 100% of families complete the ASQ-2 and ASQ-SE3 screeners. We do not disqualify any student who is five years of age. USD 428 welcomes all kindergarten age students in our elementary schools.	
e. How are successes of Individual Plans of Study being measured?	Students complete and update IPS forms that track multiple elements including post-secondary assets, career exploration work, and course planning and completion. Students share their IPS with parents during student-led conferences twice a year.	

USD 428 – Great Bend Public Schools **Grades Served: PreK-12**

SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)		Notes
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	GBHS students have significant opportunities to take dual enrollment courses, pathway courses, and college credit through partnerships with Barton Community College, Hutchinson Community College, and other groups. Barriers for participation are addressed individually for at-risk students.	
g How are you ensuring students are civically engaged?	At all levels, PreK-12, students are encouraged to participate in clubs/organizations, community service projects and days, and are exposed to different civic learning opportunities through guest speakers and local civic groups.	

USD 428 – Great Bend Public Schools **Grades Served: PreK-12**

SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	During the school year, middle and high school students have before and after school academic support available. All buildings offer targeted summer school for at-risk students.	
b. Are there appropriate and adequate instructional materials?	Yes	

USD 428 – Great Bend Public Schools **Grades Served: PreK-12**

SECTION 3: Curriculum Needs		Notes
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	

DISTRICT NEEDS ASSESSMENT

USD 428 – Great Bend Public Schools **Grades Served: PreK-12**

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

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)	Yes	
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.	Yes	

USD 428 – Great Bend Public Schools **Grades Served: PreK-12**

SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)		Notes
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.	Yes	
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes	
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	

DISTRICT NEEDS ASSESSMENT

USD 428 – Great Bend Public Schools **Grades Served: PreK-12**

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

SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)		Notes
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	

DISTRICT NEEDS ASSESSMENT

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?	Currently, there are classroom positions being filled by teachers who are enrolled in alternative licensure paths including Transition to Teaching and Rtap. On occasion, a long-term sub may be required to fill on teaching position. However, there is has been an increase in the district's capacity to hire fully licensed teachers. This is expected to improve.	
b. How many classified support staff are currently employed?	173	
c. How many classified support staff are needed?	While individual buildings report the need for additional support staff to support the delivery of interventions, the district does not need to hire additional staff. With enrollment declining, the district may need to look at how current support staff members are being used in supporting student learning.	

USD 428 – Great Bend Public Schools **Grades Served: PreK-12**

SECTION 5: Staff Needs		Notes
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	

USD 428 – Great Bend Public Schools **Grades Served: PreK-12**

SECTION 5: Staff Needs		Notes
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	Buildings report varied professional development needs including: • Formative assessment • Progress monitoring in PreK • Behavior support • LETRS Implementation Support • Gradual Release of Responsibility Implementation Support • Strong Tier 1 Instruction • Supporting Student Social/Emotional Needs	

SECTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	• Elementary buildings report the need for multipurpose and cafeteria space, dedicated band/orchestra spaces, updated playgrounds, and tornado safe spaces. • Several buildings report the need for additional small group learning spaces (Eisenhower, Park, GBMS). • Riley Elementary is need of replacing student chairs and staff furniture including purchasing small group instructional furniture such as bean-shaped tables. • Riley Elementary reports the need for new windows throughout the building. • GBMS reports the need updated locker rooms, updated fine arts facilities, more natural lightening throughout the building, more parking, a better drop-off space including a stoplight at the main crosswalk in front of the building, and a new fieldhouse.	

USD 428 – Great Bend Public Schools **Grades Served: PreK-12**

SECTION 6: Facility Needs		Notes
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Nothing other than regular routine maintenance. The district as a capital outlay plan to provide regular maintenance of facilities that includes timely replacement of aging systems.	
c. Are additional School Buses needed or any additional Routes needed?	NA	

DISTRICT NEEDS ASSESSMENT

USD 428 – Great Bend Public Schools **Grades Served: PreK-12**

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

SECTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Most buildings have scheduled family engagement events throughout the school year outside of scheduled vocal and instrumental concerts and athletic events.	
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?	The Migrant Education and EL Teams have held several caregiver events designed to support the advocacy of their students.	
c. Do you have an active Site Council?	Yes	
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	All buildings have active PTOs, Booster Clubs, parent groups, and/or an active volunteer group of parents who support school activities and goals. The community of Great Bend are generous, active supporters of USD 428 and regularly support students and teachers in a multitude of ways.	

USD 428 – Great Bend Public Schools **Grades Served: PreK-12**

SECTION 7: Family Needs/Community Relations		Notes
e. What types of communication exists with families? Is it adequate?	The district utilizes multiple mediums to communicate with parents. Traditional methods including newsletters, flyers, and letters are used along with digital and electronic methods.	
f. What types of communication/social media exists with your community? Is it adequate?	The district uses Facebook, School Messenger, and See Saw as the primary electronic methods of communication. Currently the district is working to launch an updated website and other more accessible communication methods to enable better two-way communication between USD 428 staff and all stakeholders.	

DISTRICT NEEDS ASSESSMENT

USD 428 – Great Bend Public Schools **Grades Served: PreK-12**

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

SECTION 8: School Data		Notes
a. District Attendance Rate	92.00%	
c. District Chronic Absenteeism Rate	28.03%	
d. District Graduation Rate	90.4%	
e. District Dropout Rate	1.40%	

DISTRICT NEEDS ASSESSMENT

SECTION 8: School Data		Notes
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		
a. What is our building graduation rate	90.4%	
b. What is our building dropout rate?	1.40%	

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SECTION 8: School Data		Notes
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		
c. What is our average comprehensive ACT score?	19.9%	

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?	While individual buildings reported unique barriers, access to community transportation was a couple of common themes throughout. • As a community, there are very few options for families without reliable transportation that impacts student attendance. It is felt this is a community need more than a need that can be resolved by the district. • The influence of social media and technology on student learning including the skills needed to be a successful learner.	
1. Can these be achieved with additional resources?	• Transportation: The district does not have the resources, even with increases, to solve this community concern. • Social Media/Technology Influences: The district is reviewing and discussing technology use and working to	

SECTION 9: Other Data		Notes
	find a balance between preparing students for effective and ethical use of technology and support the development of critical thinking and less tech dependent skills.	
2. Why or why not?	• Transportation: The district is not a position to solve the community transportation needs. • Social Media/Technology: In order to prepare students for post-secondary success both skills sets, technology use and skills sans technology, are equally important.	
Additional Barriers Per School	<u>Little Panthers Preschool:</u> • Student behavior <u>Eisenhower Elementary School:</u> • Classified staff turnover/Competitive Wages • Family acceptance of assistance/support	

SECTION 9: Other Data		Notes
	Lincoln Elementary School: • Alternatively, licensed teachers generally less prepared than traditionally trained teachers requiring additional support • Classified staff attendance • Support for families lacking basic needs Park Elementary School: • Caregiver support Riley Elementary School: • Attendance • More community resources for families experiencing poverty • Housing GBMS: • Attendance • Apathy • Social Media • Distractions from technology • Disengagement • Students lacking skills for being success students • Lack of respect for authority • Absence of family engagement	

SECTION 9: Other Data		Notes
	GBHS: • Collective efficacy among staff • Operational policies • Cell phones • attendance	