

Fowler Grade School - USD 225

Goldbugs lead their lives, their school, and their world.

Fowler Grade School strives to implement initiatives that support the Kansas State Department of Education's Vision Statement of "Kansas leads the world in the success of each student."

Our district vision is to provide personalized learning and real-world experiences in a culture focused on leadership opportunities and building relationships.

Our district mission is to build relationships that facilitate accountability, responsibility, respect, and enhance academic and social growth for lifelong success.

The following initiatives and beliefs are prioritized in our school system:

- Early Childhood Learning
- Real-World Application and Field Trip Experiences
- Project-Based Learning
- Social-Emotional Character Development and Growth Mindset
- Personalized Learning and Daily Intervention/Enrichment
- Standards-Based Report Cards
- Limited Homework
- Daily PE and Fine Arts classes
- Technology
- Civic Engagement
- Interest and Career Exploration
- Teacher Looping/Combination Classes
- Junior High Transition
- Dual-Credit College Course Scholarships

Early Childhood Learning

FGS believes that early intervention and opportunities for learning are essential. Daycare and preschool programs will be maintained by the district to increase the early childhood experiences available within our community.

Real-World Application and Field Trip Experiences

FGS believes that in order to "lead the world" our students must learn the world. We are committed to providing opportunities for K-6 students to learn and experience things within and beyond our community so that they may have a personal connection to the things that they may see or study in the classroom.

Project-Based Learning (PBL)

K-6 students will be afforded periodic opportunities to enter into multi-age cooperative learning groups to work on an extended problem that encompasses cross-curricular knowledge and skills. These groups will operate with multiple design principles, with some utilizing assigned student roles, while others may follow a student-led design. All projects will have teacher facilitation. Students will also be able to participate in various project-based learning opportunities through their daily instruction with in-class projects designed around their curriculum. Students will continue to receive traditional instruction with project-based learning supplementing and extending the core instruction to allow students to experience multiple modalities of learning.

Social-Emotional Character Development and Growth Mindset

FGS implements core behavioral principles to develop leadership skills. The principles integrate Stephen Covey's "7 Habits" series of books. These habits are embedded into daily instruction and conflict-resolution techniques. All students contribute to the school through school-wide leadership roles which foster a sense of belonging for students. Student voice is developed and received through the student leadership council. FGS students are assessed with a non-invasive screener to gather information on their social-emotional needs. All students are encouraged to improve upon their own personal bests by adopting a growth mindset.

Personalized Learning and Daily Intervention/Enrichment

FGS believes that greater learning will take place if information is presented at an attainable instructional level. Utilizing various assessments and teacher input, all students will work at their personal instructional readiness level for portions of the day. They will receive targeted instruction for remediation and/or advancement. This will be accomplished through a variety of technology-based resources as well as teacher-directed interventions and small group instruction.

Standards-Based Report Cards

FGS believes that it is essential for teachers and parents to know the specific skills students have mastered and which areas additional instruction is needed. We also believe that the traditional letter grade system assesses effort and an average of general outcomes instead of measuring skill acquisition. Therefore, FGS will utilize standards-based report cards that identify skills as not evident, progressing, or mastered in lieu of traditional letter grades. All skills are based on the standards set forth by the Kansas State Department of Education.

Limited Homework

FGS believes that students should have time to engage with non-school demands beyond the school day, including extra-curriculars, athletics, and family time, without the constriction of homework. We will operate with some flexibility, but in general no homework will be issued for K-6 students. Students will be asked to complete after school reading and instrument practice. Students who do not use their work time at school to complete daily practice may be asked to complete the work at home.

Daily PE and Fine Arts Classes

FGS is dedicated to providing opportunities for physical education and fine arts (such as vocal music, band, and art) classes. K-6 students will receive daily instruction in fine arts and PE.

Technology

FGS will provide quality technology to both students and teachers. We will strive to have our students experience modern technological advancements as well as explore possible acquisition of technology tools that may be a part of the future world of school or employment. Students will use one-to-one devices to integrate digital resources in their daily instruction.

Civic Engagement

FGS believes that students need to be active participants in the community in which they live. In order to help facilitate partnerships between the school and community organizations, students will engage in various community based projects. Examples include but are not limited to leading a Veteran's Day program, visiting the Residential Care Center or public library, and assisting with community celebrations or service projects. Students will also develop an understanding of how community organizations function through the school leadership council.

Interest and Career Exploration

FGS is dedicated to supporting the Individual Plan of Study component for secondary students. Therefore, K-6 students will begin basic interest and career exploration to develop the vocabulary and self-awareness necessary for creating their future Individual Plan of Study.

Teacher Looping/Combination Classes

FGS believes that it is beneficial for students to maintain continued relationships with their teachers. At times, teachers may continue on with their students to the next grade level or remain as their homeroom teacher for multiple years. This will help to further cultivate established relationships. These relationships can help to continue the educational connections being developed by students as their teachers will have a greater depth of knowledge and understanding of each individual. This can also help students continue with already developed routines, helping to lower the anxiety of grade transition for students. These decisions will be based on the recommendation of school administration on a year by year basis.

Junior High Transition

It is critical that FGS students experience a successful transition into 7th grade through the cooperative agreement with Meade Junior High. Therefore, FGS will collaborate with MJH on curriculum and instruction, provide opportunities for students and parents to visit MJH ahead of time, and prepare 6th grade students for the differences of junior high, such as letter grades and homework expectations.

Dual-Credit College Course Scholarships

USD 225 believes post-secondary education opportunities help prepare students for success after graduation. In order to help support the needs of all Fowler students residing and attending in the district, up to \$1,000 in financial assistance is provided to students beginning their Sophomore year of high school.