# Template Instructions

Please enter in all grey boxes.

The questions in the Building Needs Assessment are suggestions only and can be edited by adding or removing topics/questions to make sure its best fit for your district. By statute, all buildings must complete some form of a Needs Assessment.

Templates for BOE State Assessments Review/Building State Assessments Review may be found on the [KSDE’s School Finance Guidelines & Manuals page](https://www.ksde.org/Agency/Fiscal-and-Administrative-Services/School-Finance/Guidelines-and-Manuals) in the Guidelines section.

Please reference the [Needs Assessment and State Assessments Review Guidelines](https://www.ksde.org/LinkClick.aspx?fileticket=J60sp3Kh38I%3d&portalid=0) for more information.

# Contacts

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2023-2024 Building Needs Assessment for 2024-2025 Budget Considerations

## USD 225 Fowler

## Fowler Grade School Grades Served: PK-6

#### Student Needs

| SECTION 1: Student Needs | | | Notes |
| --- | --- | --- | --- |
| a. | Student Headcount | 48 | Increased from 37 last year. |
| b. | Percentage of students with an active IEP | 16.7% | Increased from 3.9% last year. |
| c. | Percentage of students enrolled in English Language Learner (ELL) services | 10.4% | Decreased from 13.7% last year. |
| d. | Percentage of students identified as At-Risk (Free lunch)? | 64.6% | Free and reduced lunch combined. Very similar to last year’s percentage. |
| e. | Pupil-Teacher Ratio Average | 7:1 | Last year’s ratio was 5:1. |
| f. | Pupil-Teacher Ratio Median | 7:1 |  |
| g. | Are the needs of Foster Care Students being met? If no, what supports are needed? | Yes | No identified foster care students in the building at this time. No additional supports are anticipated to be needed. |
| h. | Are there gaps in student success among race/ethnicity student subgroups? | No | Subgroup data is not populated because subgroups have fewer than 10 students and data could be personally identifiable. Internal data review does not suggest a discrepancy in success based on student race/ethnicity. |
| i. | Is there a tiered system of support to target reading growth? | Yes | Tier 2 Reading- All students receive 55 minutes per day of personalized reading intervention within the Reading Lab.  Tier 3 Reading- High risk students receive an additional 30 minutes per day of targeted small group intervention. |
| j. | Is there a tiered system of support to target math growth? | Yes | Tier 2 Math- All students receive 30 minutes per day of personalized math intervention utilizing the iReady digital platform.  Tier 3 Math- High risk students receive an additional 15 minutes per day of targeted small group intervention within the regular education classroom. |
| k. | Are there local assessments to measure reading growth? | Yes | FastBridge Diagnostic and Progress Monitoring  Quick Phonics Screener  Phonological Awareness Skills Test  KAP Interim Assessments |
| l. | Are there local assessments to measure math growth? | Yes | FastBridge Diagnostic  iReady Diagnostic & Growth Monitoring  KAP Interim Assessments |
| m. | Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting? | Yes | Reading Lab and targeted intervention groups are provided by the school.  Access to instructional websites and materials at the Fowler Public Library. Parents are connected to options for tutoring upon request. |
| n. | Reviewing state assessment data, what steps are you taking for all students to maximize their scores? | Yes | 1. Math- Provide professional development through the iReady Math curriculum to increase staff effectiveness in curriculum implementation, pacing, data-driven instruction, Tier 3 math intervention, and correlation between iReady and the Kansas math standards. 2. Reading- Leverage the two staff members currently completing LETRS training to develop and provide local PD to demonstrate their learning and serve as leaders during the development of targeted reading intervention groups. 3. Reading- Provide a separate environment for the K-2 Reading Lab from the 3-6 Reading Lab to minimize distractions for students during personalized learning opportunities. 4. Continue a school-wide emphasis on student attendance through class flags, school goals, and consistent communication with parents to reduce lost learning time as a barrier to student academic progress. |
| o. | Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments? | Yes | Goal for both ELA & Math-  2023: Level 1- 15%, Level 2- 35%, Levels 3 & 4- 50%  2024: Level 1- 15%, Level 2- 35%, Levels 3 & 4- 50%  2025: Level 1- 10%, Level 2- 30%, Levels 3 & 4- 60%  2026: Level 1- 5%, Level 2- 25%, Levels 3 & 4- 70%  2027: Level 1- 0%, Level 2- 20%, Levels 3 & 4- 80% |
|  |  |  | School-wide “Wildly Important Goals” will be set based on areas of need and used to provide frequent feedback to students about their progress.  Students will work toward individually personalized academic goals within the Reading Lab and through the leadership program. |

#### State Board of Education Outcomes

| 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 & The 7 Habits of Happy Kids | FastBridge SAEBERS and mySAEBERS screeners are conducted 3 times per year. Student growth and application of the 7 Habits of Happy Kids through the leadership program is also considered. |
| b. | What are the targets/goals related to social/emotional growth? | KSDE Star Award in Social-Emotional Growth | Maintain a rate of 85% of students being rated in the low-risk category for social-emotional factors. |
| c. | How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners) | ASQ & Early Learning Standards | ASQ and ASQ-SE screeners are completed at the beginning of preschool and kindergarten. We also use a standards-based report card for preschool that helps identify which students have mastered the Early Learning Standards. |
| d. | What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners) | 100% ASQ Participation | Our goal is for all parents/guardians of eligible kindergarteners to complete the ASQ and ASQ-SE by the state deadline. |
| e. | How are successes of Individual Plans of Study being measured? | N/A | Not currently being measured at the elementary level. However, elementary students have access to the Xello platform to begin career exploration and learning modules in preparation for their future IPS. |
| f. | What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12) | N/A |  |
| g | How are you ensuring students are civically engaged? | Embedded Opportunities | 100% of students in K-6 have the opportunity to serve in a school-wide leadership role. We have an elementary leadership council and integrate a personal finance initiative that mimics real life. Students are extended opportunities to engage in community activities, such as riding the parade float and cooperative activities with the public library, 4-H, art center, and extension office. Project based learning activities are integrated daily and often require students to generate proposals or solutions to real-world matters. Students present their learning to the Board of Education and residents at the Fowler Residential Care Center. Students also participate in field trips to develop a broader view of learning and the world around them. |

#### Curriculum Needs

| SECTION 3: Curriculum Needs | | | Notes |
| --- | --- | --- | --- |
| a. | What extended learning opportunities are provided (after school programs, summer school programs, etc.)? | Community-Based Offerings | FGS no longer offers after school or summer school programming since grant funds expired. However, the Meade County Extension Office, Fowler Art Center, and Fowler Public Library provide extended learning opportunities to students in our community. |
| b. | Are there appropriate and adequate instructional materials? | Yes | All necessary materials were purchased for the My View ELA curriculum with a 6-year adoption for August 2023-May 2028.  All necessary materials were purchased for the iReady Math curriculum with a 6-year adoption for August 2024-May 2029. |
| c. | Is current technology appropriate? If no, what technology is needed to support the curriculum? | Yes | Students have 1:1 Chromebooks. All student Chromebooks and headphones were replaced in January 2024. Five teacher laptops were updated. Periodic replacement of devices over time is recommended to spread out costs.  All classrooms have Promethean boards. Most boards are 7-8 years old. |

#### Educational Capacities

| 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? | Yes |  |
|  | 1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization. | Yes | This is addressed through public products and presentations through project-based learning, including presentations to the Board of Education and Residential Care Center. Students also develop these skills through the 7 Habits, leadership program, and ELA speaking and listening standards-based instruction. A designated 30-minute writing period was added to our schedule this year. |
|  | 2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices. | Yes | This is addressed through our social studies curriculum, personal finance initiative, and leadership and civic engagement opportunities. |
|  | 3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation. | Yes | This is addressed through our social studies curriculum, personal finance initiative, and leadership and civic engagement opportunities. |
|  | 4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness. | Yes | This is primarily addressed through the 7 Habits of Happy Kids and by tracking goals and growth in student leadership notebooks. This is secondarily addressed through Zones of Regulation for students who need additional support. |
|  | 5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. | Yes | Students have access to daily music and art instruction. Famous works of art are on display in the cafeteria. Periodic special activities are coordinated with the local art center. |
|  | 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 | Students are extended cooperative opportunities with the public library, 4-H, extension office, and other community businesses/partnerships. Field trips and hands-on experiences are integrated into daily instruction. Career exploration is integrated into class activities and field trips. |
|  | 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 | All students are provided with daily academic learning opportunities in ELA, math, science, social studies, and handwriting or keyboarding. All students also have access to additional ELA and math intervention on a daily basis in order to ensure they reach sufficient levels of academic skills. Skills such as sustained inquiry, oral communication, and problem solving are integrated into daily project-based learning activities. These skills provide a foundation for our elementary students to build upon as they further develop academic and vocational skills in middle school and high school. |

#### Staff Needs

| 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 | All core academic instruction is provided by certified teachers. Long-term substitutes and classified staff members serve as team teachers to offset the challenge of combined grade level classrooms. |
| b. | How many classified support staff are currently employed? | 1.5 | 2022-2023: 3  2023-2024: 2  2024-2025: 1.5 |
| c. | How many classified support staff are needed? | 1.5 | 1.0 Intervention support/Art  0.5 Intervention support/Music |
| d. | Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.? | No | Our district would benefit from regular access to an emotional needs based counselor or social worker for our students. Our librarian/Title 1 teacher has been pulled from these areas for part of the day to cover other instructional needs. |
| e. | Are principals & other key staff trained to provide instructional leadership and professional development to teachers? | Yes | The principal has access to Principal’s Council four times per year and other conferences/trainings on occasion. The principal is trained in 4 Element Evaluation, WalkThrough tools, and coaching using instructional look-fors. |
| f. | What staff development is necessary for teachers to support student success and meet the school improvement goals? |  | iReady Math curriculum training. We have already purchased 2 days of training.  KSDE Great Ideas in Education Conference- The BOE approved sending certified teachers to this conference to update knowledge about current state initiatives and relevant topics for Kansas educators and administrators.  SWPRSC consultant to provide a half day training on Tiered Interventions to support classroom and behavior management.  Safe Defend refresher training to enhance school security. |

#### Facility Needs

| SECTION 6: Facility Needs | | | Notes |
| --- | --- | --- | --- |
| a. | Is there adequate space for student learning? | Yes | We currently have enough classrooms within the elementary building. We also have access to another building to expand into when the need arises. |
| b. | Are there necessary repairs and/or adjustment to the existing space that need to be made? | Yes | Recurring HVAC and roofing concerns that are addressed as they arise. |
| c. | Are additional School Buses needed or any additional Routes needed? | Yes | It is anticipated that we will need to continue with two country routes (north and south) next year.  It is our responsibility to provide activity routes for grades 7-12 for the next two years through the updated cooperative agreement with Meade. |

#### Family Needs/Community Relations

| SECTION 7: Family Needs/Community Relations | | | Notes |
| --- | --- | --- | --- |
| a. | Do you have regular events to engage parents with teachers? | Yes | Back-to-School Celebration  Parent-Teacher Conferences  Family Fun Nights  Fine Dining |
| 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? | Lunch & Learn | At least two Lunch & Learn opportunities are held annually to train parents on relevant topics. Last year’s topics were “How to Read with my Child” and “Understanding Standards-Based Report Cards.” |
| c. | Do you have an active Site Council? | Yes | Meets four times per year. All meetings are open to the public. |
| d. | Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership? | Yes | Booster Club |
| e. | What types of communication exists with families? Is it adequate? | Yes | Daily parent note in student folders  Class Dojo app and USD 225 app  Parent-Teacher Conferences  Monthly digital newsletter  Google calendar |
| f. | What types of communication/social media exists with your community? Is it adequate? | Yes | The school maintains a website as well as Facebook and Instagram pages. The monthly digital newsletter is posted to the school Facebook page in addition to being sent via email. The school Facebook page feeds into our school website. |

#### School Data

| SECTION 8: School Data | | | Notes |
| --- | --- | --- | --- |
| a. | Building Attendance Rate | 93.9% | Increased from 91%.  (Next year projected is 94.85%.) |
| b. | Building Chronic Absenteeism Rate | 21.62% | Decreased from 34%.  (Next year projected is 7.55%). |
| c. | District Chronic Absenteeism Rate | N/A | Meade is the Accountability School for grades 7-12. |
| d. | District Graduation Rate | 100% | Based on Kansas Report Card  2022-2023 = 100%  5-year Graduation Average = 93% |
| e. | District Dropout Rate | 0% |  |

| SECTION 8: School Data | | | Notes |
| --- | --- | --- | --- |
| *SECTION 8A: High School Needs (buildings with grades 10 through 12 only)* | | | |
|  | 1. What is our building graduation rate | N/A |  |
|  | 1. What is our building dropout rate? | N/A |  |
|  | 1. What is our average comprehensive ACT score? | N/A |  |

#### Other Data

| 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? |  | The amount of time it takes for assessment and progress monitoring.  Small class sizes can create challenges with overdependence, lack of competition, and students having difficulty finding a peer group.  Social-emotional factors, such as trauma and poverty, affect our students and we have limited access to trained counselors and social workers.  Upcoming budget cuts based on declining enrollment affect sustainability and morale. |
|  | 1. Can these be achieved with additional resources? | Yes/No | Yes- The approved 1% City Sales Tax and increased enrollment trend will help offset the reduced budget. Investing in services to increase accessibility to counselors and social workers would help address social-emotional factors. |
|  | 2. Why or why not? |  | No- The assessment and progress monitoring time is necessary in order to support data-driven decision making and meet accreditation requirements. Challenges related to small class sizes are a natural characteristic of small schools. |
| b. | Additional building unique items: | | |
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