

2022-2023 School Year Building Needs Assessment for 2023-2

District: 225 Fowler	Bldg #
School: Fowler Elem	0684

Please consider the following questions as you complete the needs assessment for your building.

SECTION 1: Student Needs

a. Student Headcount	37
b. Percentage of students with an active IEP	3.90%
c. Percentage of students enrolled in English Language Learner (ELL) services	13.70%
d. Percentage of students identified as At-Risk (Free lunch)?	66.70%
e. Pupil-Teacher Ratio Average	5:1
f. Pupil-Teacher Ratio Median	5:1
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?	No
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

2022-2023 School Year Building Needs Assessment for 2023-24

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Please consider the following questions as you complete the needs assessment for your building.

n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes
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o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes
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SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)

a. How is social/emotional growth being measured?	Yes
b. What are the targets/goals related to social/emotional growth?	Yes

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c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	Yes
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	Yes
e. How are successes of Individual Plans of Study being measured?	N/A
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?	Yes

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Please consider the following questions as you complete the needs assessment for your building.

SECTION 3: Curriculum Needs

a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Yes
b. Are there appropriate and adequate instructional materials?	Yes
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes

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

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 Grade 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
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes

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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
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

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SECTION 5: Staff Needs

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
b. How many classified support staff are currently employed?	2
c. How many classified support staff are needed?	2
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	

SECTION 6: Facility Needs

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
c. Are additional School Buses needed or any additional Routes needed?	No

SECTION 7: Family Needs/Community Relations

a. Do you have regular events to engage parents with teachers?	Yes
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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?	
c. Do you have an active Site Council?	Yes
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes
e. What types of communication exists with families? Is it adequate?	Yes
f. What types of communication/social media exists with your community? Is it adequate?	Yes

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Please consider the following questions as you complete the needs assessment for your building.

SECTION 8: School Data

a. Building Attendance Rate	91.0%
b. Building Chronic Absenteeism Rate	34.0%
c. District Chronic Absenteeism Rate	31.8%
d. District Graduation Rate	75.0%
e. District Dropout Rate	0.0%

SECTION 8A: High School Needs (buildings with grades 10 through 12 only)

a. What is our building graduation rate	
b. What is our building dropout rate?	
c. What is our average comprehensive ACT score?	19.8

SECTION 9: Other Data

a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	
1. Can these be achieved with additional resources?	

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2. Why or why not?	
b. Additional building unique items:	

024 Budget Considerations

Grades Served:

K-6, PK with IEP, PK, PK At-Risk (4-Years Old)

Notes	
This is free & reduced lunch combined.	
No identified foster care students at this time.	
According to the ESSA Academic Achievement Indicator report there are no discrepancies in performance between subgroups. All meet or exceed the state mean for their subgroup.	
Tier 2 Reading- 55 minutes per day for all students- Reading Lab model Reading- 30 minutes per day- pull out model	Tier 3
Tier 2 Math- 30 minutes per day for all students- digital/small group model Math- Class within a class model	Tier 3
FastBridge Diagnostic & Progress Monitoring, Quick Phonics Screener, Phonological Awareness Skills Test, KAP Interim Assessments	
FastBridge Diagnostic & Progress Monitoring, iReady Diagnostic & Growth Monitoring, KAP Interim Assessments	
Reading Lab, Targeted Intervention Groups, After School Tutoring, Summer School	

024 Budget Considerations

Grades Served:

K-6, PK with IEP, PK, PK At-Risk (4-Years Old)

<p>ELA Schedule Adjustments- added 10 minutes per day to core reading instruction, 10 minutes per day to Reading Lab, and 30 minutes per day for writing</p>	
<p>Math Schedule Adjustments- added 10 minutes per day to core math instruction which will allow teacher to add a daily small group intervention into their class period.</p>	
<p>We will also provide continuous training and support for implementation of the new MyView Literacy ELA curriculum and attend math inservice training in conjunction with Liberal.</p>	
<p>We will schedule team collaboration meetings to dive into how to shift our Level 2 math students to Level 3.</p>	
<p>2022 ELA baseline was 22% at Level 1 and 44% at Level 2. 2023 goal was 15% at Level 1 and 35% at Level 2. 2023 actual was 12% at Level 1 and 29% at Level 2. Goal met. 2022 Math baseline was 19% at Level 1 and 48% at Level 2. 2023 goal was 15% at Level 1 and 35% at Level 2. 2023 actual was 12% at Level 1 and 59% at Level 2. Goal partially met.</p>	
Goals for both ELA and Math	2024:
Level 1- 15% and Level 2- 35%	2025:
Level 1- 10% and Level 2- 30%	2026:
Level 1- 5% and Level 2- 25%	2027: Level
1- 0% and Level 2- 20%	
<p>Notes</p>	
<p>FastBridge SAEBERS and mySAEBERS screeners conducted 3 times per year.</p>	
<p>Maintain a rate of 85% of students being rated in the low risk category for social-emotional factors.</p>	

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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 will help us identify if students have mastered the Early Learning Standards.

100% of eligible kindergarteners complete the ASQ and ASQ-SE by the state deadline.

Not currently being measured at the elementary level. We have received some training about how to begin career exploration through classroom activities and field trips.

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, and extension office. Students also participate in field trips and help in the school garden. Project based learning activities are integrated daily which typically require students to generate proposals or solutions that benefit our school or community.

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K-6, PK with IEP, PK, PK At-Risk (4-Years Old)

Notes
After school tutoring and summer school are available with ESSER funds.
All materials have been purchased for the new ELA curriculum adoption. K/1 math supplemental kits have been purchased to accommodate the updates to our K/1 math curriculum. There will be new materials needed when the next math curriculum is adopted.
We have an adequate supply of student devices and headphones, teacher laptops, and Promethean boards. Our technology director is completing updates and maintenance this summer to improve the connection between student devices and headphones. Periodic replacement of devices over time is recommended to spread out costs.
Notes
7-12 is attending Meade schools this next year through a continued cooperative agreement.
This is addressed through public products and presentations through project-based learning, family fun nights, the school newspaper, and student BOE reports. Students also develop these skills through the 7 Habits, leadership program, and ELA speaking and listening standards-based instruction.
This is addressed through our social studies curriculum, personal finance initiative, and leadership and civic engagement opportunities.
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This is addressed primarily through the 7 Habits and tracking goals and growth in student leadership notebooks. This is secondarily addressed through Zones of Regulation for students who need additional support.
Students have access to daily music and art instruction. Famous works of art are on display in the cafeteria. Periodic field trips to the local art center for special activities are coordinated.
Elementary students are extended cooperative activities with the public library, 4-H, extension office, and other community businesses/partnerships. Additionally, field trips and hands-on projects are integrated daily which typically requires students to generate proposals or solutions that benefit our school or community. Career exploration is integrated into other class activities and field trips.
All students are provided daily academic learning opportunities in ELA, math, science, social studies, and handwriting. 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, public product and presentation, and real-world application are integrated into daily project based learning activities. These skills provide a foundation for our elementary students to build upon as they further develop vocational skills in middle school and high school.

024 Budget Considerations

Grades Served:

K-6, PK with IEP, PK, PK At-Risk (4-Years Old)

Notes
All core instruction is provided by certified teachers. Classified support staff serve as team teachers to offset the challenge of combined grade level classrooms.
1. Math support/Art 2. Reading support/Music
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.
The principal has access to principal's council 4 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.
Teachers have requested refresher trainings on Ready Math, MyView Literacy implementation trainings, and team collaboration time to further develop Tier 3 math intervention. There are plans established to meet all of these requests this year.
Notes
Recurring HVAC and roofing concerns that are addressed as they arise.
Notes
Back-to-School celebration, Parent-teacher conferences, Family Fun Nights, etc.

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K-6, PK with IEP, PK, PK At-Risk (4-Years Old)

The Site Council recommends that the district continue the preschool unit theme parent events and family fun nights with embedded learning opportunities. Ideas for other parent training included read-a-thons, how to understand report cards and data sheets, and connecting families to community resources.
Booster Club
This topic was reviewed with the Site Council and no concerns were expressed. We communicate through daily parent note form in student folders, Class Dojo, parent-teacher conferences, monthly newsletter, school App, and school Google calendar.
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.

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Notes
This increased by 3.5% and the state average increased by 8%. However, we are above the state average. The current year's data was reviewed and it looks like progress has been made this year. The teachers and site council both reviewed the topic and brainstormed potential strategies which include quarterly celebrations of good attendance, setting a 2nd WIG goal, and providing information about chronic absenteeism to parents.
There was one dropout in that class group prior to senior year so 3/4 students graduated.
Notes
Same as the state average for 2022. It has increased 1 point per year for 3 consecutive years.
Notes
Amount of time it takes for all the necessary testing. Small class sizes can work against us with students not having competition, overdependence on help/attention, and finding a peer group. Reality of upcoming budget cuts which affect sustainability of the district and morale. Gaining community support for potential 1% sales tax and consolidation or land transfer.
Yes

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Favorable outcomes to the proposed sales tax, consolidation or land transfer, and increased enrollment numbers would have a positive impact on the issues.
