

# BUILDING NEEDS ASSESSMENT



**USD 225 Fowler Public Schools**  
**Grades Served: PreK-6**

**Fowler Grade School**

2021-2022 BUILDING NEEDS ASSESSMENT FOR 2022-2023 BUDGET CONSIDERATIONS

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SECTION 1: Student Needs		Notes
a. Student Headcount	51	Based on 21-22 Data
b. Percentage of students with an active IEP	15%	Based on 21-22 Data
c. Percentage of students enrolled in English Language Learner (ELL) services	13%	Based on 21-22 Data
d. Percentage of students identified as At-Risk (Free lunch)?	54.9%	Based on 21-22 Data

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SECTION 1: Student Needs		Notes
e. Pupil-Teacher Ratio Average	12:1	51 students divided by 4 classroom homeroom teachers
f. Pupil-Teacher Ratio Median	12:1	
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	No identified foster care students in the district at this time.
h. Are there gaps in student success among race/ethnicity student subgroups?	No	There is no evidence that indicates there is a discrepancy in academic performance among race/ethnicity subgroups.
i. Is there a tiered system of support to target reading growth?	Yes	Tier 2 Reading- 45 minutes per day for all students- Reading Lab model Tier 3 Reading- 30 minutes per day- Time can be split with math if student needs both. Pull-out model.
j. Is there a tiered system of support to target math growth?	Yes	Tier 2 Math- 25 minutes per day for all students- Class-within-a-class model Tier 3 Math- 30 minutes per day- Time can be split with reading if student needs both. Pull-out model.

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k. Are there local assessments to measure reading growth?	Yes	FastBridge Diagnostic & Progress Monitoring Lexia Quick Phonics Screener Phonological Awareness Skills Test KAP Interim Assessments
l. Are there local assessments to measure math growth?	Yes	FastBridge Diagnostic & Progress Monitoring iReady Math Diagnostic KAP Interim Assessments
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	Reading Lab Targeted Intervention Groups After School Tutoring Summer School
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	<ol style="list-style-type: none"> <li>1. Provide professional development related to state standards and lesson planning, FastBridge progress monitoring and data sorts, dyslexia, and math conceptual understanding.</li> <li>2. Use Interim Assessments in math and reading 3 times per year and complete data dive to monitor progress on state standards.</li> <li>3. Revise our tiered intervention system to include a Reading Lab. This includes adding a half-time certified position and targeting specific skills more intentionally.</li> <li>4. Additional certified teacher assigned to provide Tier 3 services.</li> <li>5. Increased frequency of teacher collaboration and data dives.</li> </ol>

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SECTION 1: Student Needs		Notes
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	<p>School-wide Wildly Important Goal: 90% of students will meet their weekly Learning Expedition goal.</p> <p>Students will have measurable weekly goals on their personalized “Learning Expeditions” that align with identified areas of need.</p> <p>We are entering Year 1 of a new KESA cycle and will develop a KESA goal related to academic improvement.</p> <p>ELA- 2022 Baseline is 22% at Level 1 and 44% at Level 2.                      Math- 2022 Baseline is 19% at Level 1 and 48% at Level 2.</p> <p>Goal for both ELA and Math-</p> <p>2023: Level 1- 15% and Level 2- 35% (85% proficient +)                      2024: Level 1- 15% and Level 2- 35% (85% proficient +)                      2025: Level 1- 10% and Level 2- 30% (90% proficient +)                      2026: Level 1- 5% and Level 2- 25% (95% proficient +)                      2027: Level 1- 0% and Level 2- 20% (100% proficient +)</p>

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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 SAEBERS and mySAEBERS screeners conducted 3 times per year.
b. What are the targets/goals related to 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 and ASQ-SE screeners are completed at the beginning and end of preschool as well as the beginning of kindergarten. We also developed a standards-based report card for preschool that will help us identify if students have mastered the Early Learning standards.
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)		100% of eligible kindergarteners complete the ASQ and ASQ-SE by the state deadline.
e. How are successes of Individual Plans of Study being measured?	Developing	We have not yet developed a plan for this at the elementary level.
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	N/A	

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<b>SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)</b>		<b>Notes</b>
g	How are you ensuring students are civically engaged?	100% of students in K-6 have the opportunity to serve in a school-wide leadership role. We also created an elementary leadership council and implemented a personal finance initiative that mimics real life. Students are extended opportunities, such as walking in the parade with the school, cooperative activities with the public library, 4-H, and extension office. Students also participate in field trips and maintain a 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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SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	After School Tutoring	<p>For the past 5 years, a 21<sup>st</sup> Century grant funded an after-school program and summer school. We need to develop new plans moving forward as the grant has expired.</p> <p>After school tutoring is available through ESSER III funds.</p>
b. Are there appropriate and adequate instructional materials?	Yes	<p>Teachers have all of the necessary materials for our presently adopted curriculum and intervention programs.</p> <p>Math and ELA curricula will be reviewed and new adoptions will be recommended during the 22-23 academic year, which will potentially require new instructional materials as well as professional development.</p>

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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	All classrooms have Promethean boards.  Students have 1:1 technology. Devices are 1 year old.  Teachers have access to remote teaching tools if needed.  We will need periodic replacement of devices to maintain our technology and spread costs over time.



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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	7-12 is attending at Meade during the next two years as per a cooperative agreement.
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	This is addressed through public products and presentations through project-based learning. Students also develop these skills through the 7 Habits, leadership program, and ELA speaking and listening standards-based instruction.
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.

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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	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 addressed primarily through the 7 Habits and through tracking goals and growth in student leadership notebooks. This addressed secondarily 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 school cafeteria.
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	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 require students to generate proposals or solutions that benefit our school or community.

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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	<p>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.</p> <p>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.</p>

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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?	Yes	All core instruction is provided by certified teachers. Classified support staff serve as team teachers to offset the challenge of combined grade level classrooms.
b. How many classified support staff are currently employed?	3	<ol style="list-style-type: none"> <li>1. K-2 Math and PK/K combo support</li> <li>2. Reading lab support/music position</li> <li>3. 3-6 Math support/art position</li> </ol>
c. How many classified support staff are needed?	3	As described above.

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SECTION 5: Staff Needs		Notes
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	<p>Our district would benefit from regular access to an emotional-needs based counselor or social worker for our students.</p> <p>Our librarian/Title 1 teacher has been pulled from these areas for part of the day to cover other instructional needs.</p>
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	<p>The principal has access to Principal's Council 4 times per year and other conferences/trainings on occasion.</p> <p>The principal is trained in 4 Element Evaluation, WalkThrough tools, and coaching using Instructional Look-fors.</p>

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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?		<p>Ongoing professional development to support continued mastery of FastBridge, state standards, and social-emotional learning.</p> <p>Intentionally scheduled collaboration and data dive times.</p> <p>Training related to any new curriculum that is adopted.</p>

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SECTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	Yes	We currently have enough classrooms within one building with another building to expand into as 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.
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	Back-to-school celebration Open house Parent-teacher conferences Family Fun Nights and Family Dinner Nights (These were previously funded by the Aspire grant and will now need to be funded by the district.)
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	None at this time.
c. Do you have an active Site Council?	District stakeholders participate through an Advisory Council, which will be transitioned to a Site Council.	We have had a District Leadership Team and Advisory Councils for Aspire and CTE. We need to establish a Site Council this year.
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Booster Club	There is an active Booster Club that does support the elementary school. This year we will re-establish Parent-Teacher Helping Hands group and provide regularly scheduled meetings with a school liaison present.



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SECTION 7: Family Needs/Community Relations		Notes
<p>e. What types of communication exists with families? Is it adequate?</p>	<p>Yes</p>	<p>Daily parent note in each student's folder provides an opportunity for two-way communication on paper.</p> <p>All teachers PK-6 create Class Dojo accounts to connect with parents digitally.</p> <p>Parent-teacher conferences twice per year.</p> <p>The district provides a monthly digital newsletter that goes directly to the email of parents and any community members who request to receive it.</p> <p>The district also utilizes a school App to provide text alerts to parents.</p> <p>A digital school calendar is linked to our school App and website and changes automatically update on these sites.</p> <p>The district has mailed a monthly printed calendar to box holders. A plan for printed communication to the community will be revisited this year.</p>

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SECTION 7: Family Needs/Community Relations		Notes
f. What types of communication/social media exists with your community? Is it adequate?	Yes	<p>The school maintains a website as well as Facebook and Instagram pages.</p> <p>The monthly digital newsletter is posted to the school Facebook page in addition to being sent via email.</p> <p>The school Facebook page feeds into our school website.</p>

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SECTION 8: School Data		Notes
a. Building Attendance Rate	94.0%	
b. Building Chronic Absenteeism Rate	N/A	
c. District Chronic Absenteeism Rate	28.2%	
d. District Graduation Rate	100%	5 year cohort data is 93.3%
e. District Dropout Rate	0%	No dropout since 2018-2019

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SECTION 8: School Data		Notes
<i>SECTION 8A: High School Needs (buildings with grades 10 through 12 only)</i>		
a. What is our building graduation rate	N/A	
b. What is our building dropout rate?	N/A	
c. What is our average comprehensive ACT score?	N/A	

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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?		<ol style="list-style-type: none"><li>1. Overcoming the challenge of increasing transiency in our community. This includes establishing lasting relationships with families and establishing cohorts for data tracking to determine if what we are doing is working.</li><li>2. Due to small class sizes, we have identified a challenge in ensuring all students develop peer relationships with others with common interests.</li><li>3. The recruitment and retention of certified teachers continues to be a challenge as a result of the statewide teacher shortage.</li><li>4. Social-emotional factors, such as trauma, poverty, and drug/alcohol abuse within families, affect our students and we have limited access to trained counselors and social workers.</li><li>5. Chronic absenteeism rate is a concern.</li></ol>

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SECTION 9: Other Data		Notes
1. Can these be achieved with additional resources?		1, 2, and 5 can be addressed with intentionality and strategies that do not require additional financial resources.  3 and 4 could be positively influenced with additional financial resources.
b.		