

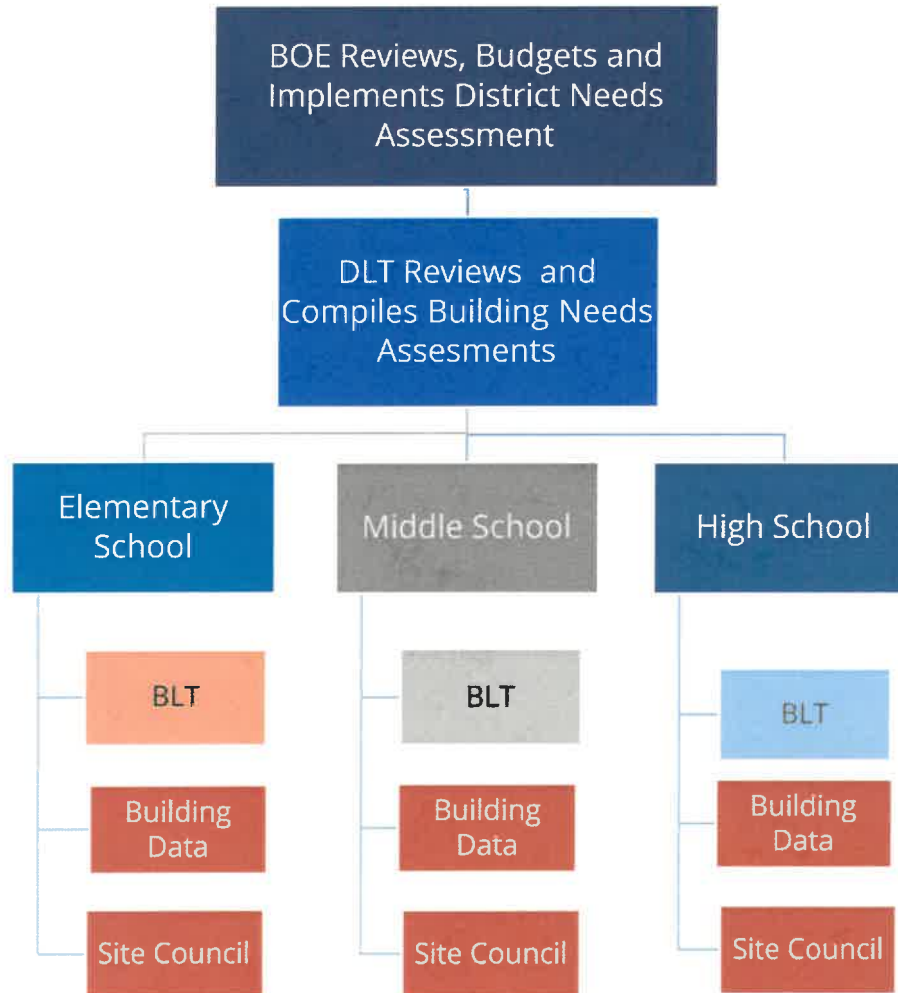


FAIRFIELD USD #310

Needs Assessment

July 10, 2023

District Needs Assessment Budgeting Process Chart



2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

District: <u>Fairfield USD #310</u>	Bldg #	Grades Served:
School: <u>Fairfield School</u>	3191	K-12, PK with IEP, PK, PK At-Risk (3- & 4-Years Old)

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

SECTION 1: Student Needs		Notes
a. Student Headcount	285	
b. Percentage of students with an active IEP	19.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	2.50%	
d. Percentage of students identified as At-Risk (Free lunch)?	62.00%	
e. Pupil-Teacher Ratio Average	15.0	
f. Pupil-Teacher Ratio Median	15.0	
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	
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Our new KESA goal number one is to improve academic achievement; initial steps are being taken in year two to do that. This includes beginning the implementation of MTSS at all levels.	
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes, the goal is to have 10% less in Level One.	
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, DESSA, Kansas Communities That Care Survey	

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

b. What are the targets/goals related to social/emotional growth?

We want students to grow and develop positively in five areas to be more successful: Self-Awareness, Social Awareness, Self-Management, Relationship Skills, and Responsible Decision Making. We aim to have the level of students in the lowest tier (needing the most intervention and support) to improve over a school year by 10% or more. Those students needing the most support are referred to our Mental Health Intervention Team and their parents are contacted. Together as a team these students and their families are able to receive therapy on campus. The MHIT Liaison coordinates the process with everyone, including school employee.

c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)

We have several forms of assessment in both of our Pre-K three and four-year-old programs including ASQ, Mylgdi's, Brigance, curricular checklists, and developmental checklists. Students identified with learning disabilities are evaluated by RCEC and the Early Education Center, and then an individual plan is coordinated with our instructors and specialists who help the child. We also have a parent meeting in the spring before a child attends Kindergarten and individual conferences as needed. No matter what a child's scores may be on assessments, we encourage all age-eligible students to enroll in Kindergarten.

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d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	Students will score at or above Benchmark on Mylgdi's and show mastery of Kansas Early Learning Standards. Students with learning disabilities will be identified early and provided with individualized instruction in conjunction with the Early Education Center and the Reno County Education Cooperative.	
e. How are successes of Individual Plans of Study being measured?	We have an Academic/Career Counselor who reviews these throughout the year; we keep track of our post secondary data yearly. Students review the IPS with parents at student-led spring conferences. Other ways we measure progress include analyzing the graduation rate and our post secondary enrollment/completion. We also evaluate career placement after graduation. We examine industry certification and employment in the student's chosen career path, and we use these to help measure IPS success.	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	Our target is for each of our graduating seniors to pursue post-secondary training. This could be college, vocational certifications, or other options. We want to help them accomplish those goals and have them all graduate ready to pursue their future options, prepared for a successful postsecondary career. Our students interested in CTE or vocational pathways are encouraged to enroll in the HCTEA program, and we provide daily transportation to HCC for them to work on certifications in their fields of choice.	

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

g. How are you ensuring students are civically engaged?

We require students to earn 20 hours of community service during high school, but many complete much more than that. As part of our advisory class, each FHS and FMS group chooses and implements at least one major community service project during the school term. We also have a civics class for our middle school students. Our elementary civic engagement is encompassed in many different units, and specific service projects are coordinated by the elementary Student Council.

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

SECTION 3: Curriculum Needs	Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	We offer an after-school program and a summer school program for all students. For two years we have also offered a KSU-sponsored STEAM program in the summer for upper elementary and middle school students. Individual tutoring is arranged as needed by teachers and support staff.
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)	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 Grade 12)	
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
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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Please consider the following questions as you complete the needs assessment for your building.

		Notes
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?	33	
c. How many classified support staff are needed?	0	
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	
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	We need staff development on MTSS for all students.	
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?	No	
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	
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?	Help and training provided as needed by our Academic Counselor, Support Staff, and Administration.	
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	

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

e. What types of communication exists with families? Is it adequate?	We scored very high on our spring surveys in the area of communication to our community and parents. We use social media, emails, phone calls, notes sent home and/or mailed, a monthly district newsletter mailed to all patrons, both an online and printed calendar, and automated phone calls for weather or late-notice changes of events.	
f. What types of communication/social media exists with your community? Is it adequate?	District Website, Live Feed, Facebook, Twitter, Google and Printed Calendar, Phone and Text Messaging, and <u>Notes to parents.</u>	

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

SECTION 8: School Data		Notes
a. Building Attendance Rate	91.0%	21-22 Accountability Report KSA 72-5178
b. Building Chronic Absenteeism Rate	21.7%	22-23 school year, AMOSS Report
c. District Chronic Absenteeism Rate	21.7%	22-23 school year, AMOSS Report
d. District Graduation Rate	100.0%	22-23 school year and 21-22 school year
e. District Dropout Rate	0.0%	22-23 school year; 21-22 was 2.6%
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		Notes
a. What is our building graduation rate	100.0%	22-23 school year
b. What is our building dropout rate?	0.0%	22-23 school year
c. What is our average comprehensive ACT score?	19.8	21-22 Accountability Report KSA 72-5178
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?	Poverty and the large number of At-Risk students; Issues with student mental health; Lack of parental engagement; learning disabilities; feelings of disengagement from six small towns.	
1. Can these be achieved with additional resources?	Yes, to some degree.	

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

<p>2. Why or why not?</p>	<p>We continue to address the poverty and At-Risk students situation with added supports and providing community contacts to help improve home situations. For Mental Health needs of students, we will continue to provide Horizon's therapy on campus to help both students and families. We will also keep our MHIT coordinator who coordinates the entire process and involves school staff in how they can be a part of the solutions or plans. We will continue to offer an after school and summer program to address learning problems for those who struggle, as well as individual tutoring. We will continue to implement our SIT (Student Improvement Team) process during and before each school year to address needs when they arise.</p>	
<p>b. Additional building unique items:</p>	<p>We serve a district with six small towns and our school itself is not located in a town. We need continued focus on making the Fairfield Community a shared, common community.</p>	

310 Fairfield State Assessment Review for Budget Considerations

310 Fairfield District Summary

(A) Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.

Our teachers, students, and families face a number of challenges in ensuring student proficiency on assessments. Some of those challenges in our School District include:

- High percentage/number of free and reduced students and increased poverty rate
- Though not necessarily identified as at-risk using the free and reduced lunch calculation, a number of students are at a high risk of falling behind
- Difficulty in retaining and attracting highly qualified teachers and replacing teachers as they retire
- High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study)
- High levels or an increase in absenteeism among our student population
- An increasing level of social emotional challenges and needs of students

(B) Identify the budget actions that should be taken to address and remove those barriers.

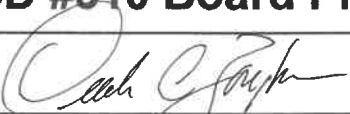
Given an appropriate level of funding for both general education and special education, there are a number of budget actions we could take to remove some barriers. Some of them include:

- Increase salary to recruit and retain high quality certified and classified staff
- Additional staff members hired to meet the individual learning and SEL needs of all students
- Maintain low teacher/pupil ratio for greater individualized instruction

(C) Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.

We measure growth each year and document in our KESA plans our success on a variety of student success factors. We emphasize growth and strive to lead the world in the success of each student. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve a definition of grade level proficiency. Such factors include:

- Our ever-changing student population brings a varying degree of cognitive abilities and disabilities which precludes us from being able to guarantee a date when all students will meet a singular level of proficiency.
- The current and future levels of school funding have a significant impact on student learning and any increases or decreases have an affect on student success. Any changes to those funding levels, in either direction, impact the ability of students to meet proficiency criteria.
- Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students
- While assessment scores are one measure, our district does not believe that student assessment scores should be the sole measure of student proficiency
- Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board.

USD #310 Board President Signature:	Date:
	7-10-2023