

Schools Eligible for Intensive, Comprehensive, Targeted, and Additional Targeted Support

Kansas

ESEA

School Improvement Section 1003(a) Funds

Grant Application Packet

Applications will be accepted December 15, 2023, to January 30, 2024, and will be reviewed in the order they are received.

Email completed application to:

essaquestions@ksde.org

Kansas State Department of Education
Early Childhood, Special Education and Title Services

An Equal Employment/Educational Opportunity Agency

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 SW Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201

Revised 11.22.2023

**Kansas State Department of Education
ESEA 1003(a) School Improvement Funds
2023-2024**

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Part I:

District Information


Please complete the information below. Check and sign the assurances.

A. Contact Information

USD Name and Number: Turner USD 202	
Name and Title of District Contact for Grant Application: Joy Engel	
Address: 800 South 55 th Street	Telephone Number: (913) 288-4118
City: Kansas City, KS	Zip: 66106
E-mail Address: engelj@turnerusd202.org	


B. Assurances

YES	The Statement of Assurances included in each district's Local Consolidated Plan Application Update which is signed by an authorized representative of the district and submitted for this school year is in effect for the duration of the ESEA 1003(a) School Improvement Grant.
YES	The applicant will comply with the ESEA, district and school level practices and supports as outlined by the Kansas Learning Network. (See attached Conditions.)
YES	The applicant will cooperate with Kansas Integrated Accountability Systems (KIAS) monitoring and KSDE.

Printed Name of Authorized District Representative: Joy Engel	Title: Assistant Superintendent of Student Services
Authorized District Signature: 	Date: 1/23/24

Part II:
Building Information

Please complete a building information, resource allocation, allowable Uses, and budget page for each school.

School Name: Turner High School	Building Principal: Mark Farrar
School/Building Number: 0168	Signature: 

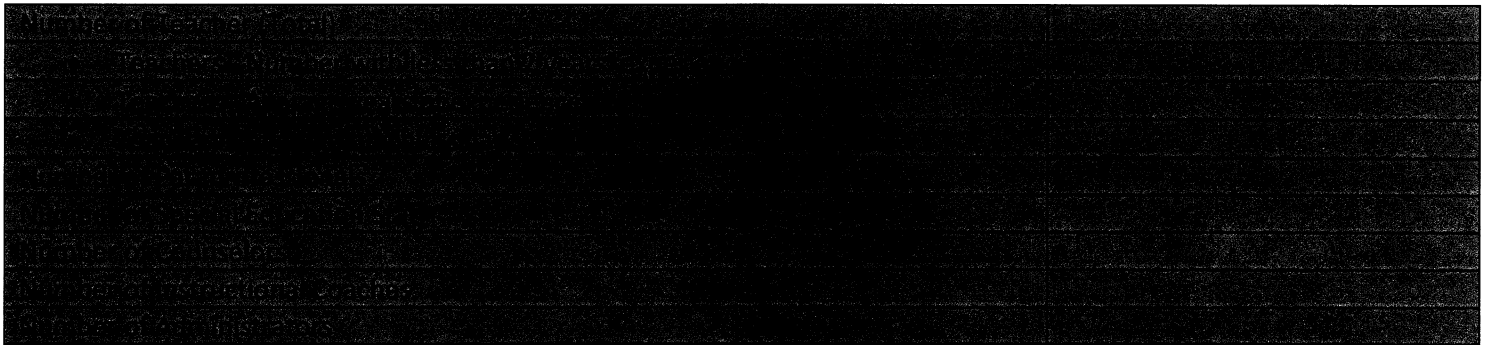
Section 1: Resource Allocation Review: REQUIRED of all ISI Buildings, optional for CSI, TSI, and ATS. Existing resources that may help with this information include but are not limited to: S066, LPR, KIDS, AMOSS, Building Report Card



Please complete the following resources for each category. Utilize the most recently available data.
Student Information



Staff Information



Building Funding Information



Physical (Facility) Resources

Date of Construction	
Date(s) of Remodel	

Instructional Resources

How do you ensure all students have access to rigorous curricular materials that are aligned to standards?

What is the correlation between the school’s proficiency in reading and math as it relates to the per-pupil spending?

After reviewing and reflecting on your allocation processes, what can or should district leaders and principals do in terms of resource allocation to improve student performance?

Section 2: Allowable Uses (Check Applicable Options) REQUIRED of all Buildings.

Implementing interventions that support the closing of the achievement gap. It is a matter of equity to seek out and leverage strategies that have been shown to reliably improve students’ outcomes-- particularly for historically underserved students – where the Evidence-Based Intervention (EBI) was designed for, and its impact has been studied with the student populations to be served with the EBI.

Please select the applicable activities for the purpose of this grant. If you have questions concerning the expenditure, please contact our office.

- Hiring of additional staff to support implementation at the school level such as an instructional coach.
- Incorporating additional time for instruction such as before school, after school, summer school or by extending the school year and/or reimbursement for professional learning outside of contract time.
- Incentive pay for recruitment and retention of high quality teachers and leaders in identified Intensive Support and Improvement (ISI), Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATS) schools.
- Instructional leadership development.
- Incorporating the process of data analysis to improve student achievement with an emphasis on data literacy and disaggregation.
- Implementing interventions that address the academic achievement problems identified for the school through ongoing root cause analyses.
- Adopting policies and practices that will ensure all groups of students will improve academically.
- Implementing effective family, caregivers, and community engagement.
- Supporting the purchase of supplemental curriculum to address student achievement that meets the Evidence-Based tier guidance.

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- Supporting professional development on specific interventions to address student achievement (implementation and de-implementation).
- Structured literacy training and implementation.

All expenditures must comply with Section 8101(21)(A) of the Elementary and Secondary Education Act: The term “evidence-based”, when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that:

(i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—

- (I) strong evidence from at least 1 well-designed and well-implemented experimental study;
- (II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
- (III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias.

Program Name/Title: for each box checked above, provide the name of the applicable use.

Secondary Intervention Coordinator for Early Warning and Early Intervention.

Program Description: for each box checked, describe how this will improve student achievement.

The district invested in a data tool called the Early Warning System within our Student Information System. With ESSER funds, Turner High School created a position to learn the system, train others, and coordinate with teachers and administrators to use the data to intervene with students that the system identified as in jeopardy of not graduating. After participating in the Root Cause Analysis process around graduation rate, Turner High School identified infrastructure as a root cause. Based on this work, Turner High School modified its schedule to include a seminar period. One function of that period is for each teacher to have a consistent group of students that they monitor and build relationships. They guide their seminar students in understanding their own performance and setting goals. They advocate for the students and provide a trusted adult in the building. The Early Intervention Coordinator leads this seminar effort with the teachers. The teachers meet bi-weekly with the intervention coordinator to discuss their students and review data and progress.

In addition to the student advocacy aspect of seminar a portion of the time is designated for intervention developing skills in math and reading. Students use IXL, a prescriptive math program, to fill gaps in their math understanding. Students also participate in a Socratic seminar to improve their reading skills. The final portion of seminar is WIN (What I Need) time where students can sign up with teachers to get individual support in their courses. The Early Intervention Coordinator plays a vital role in coordinating the structures that make these interventions possible.

The intervention coordinator is a member of the leadership team working closely with KLN. This individual leads the Impact Cycle Review of the infrastructure change with the guidance of KLN. In addition, this year the high school began the Root Cause Analysis process using math and performance data as the basis. The Early Intervention Coordinator assisted the lead teachers on preparing the student data necessary for the work. As causes are identified, Turner High School anticipates needing the support of the intervention coordinator to implement recommended changes. It is key to address all our performance results and not just graduation to avoid being reidentified.

Evidence-Based Citation: for each box checked, provide the link or source that supports the evidence-based criteria as listed above.

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The Intervention Coordinator is an integral part of the school improvement occurring at Turner High School. The Intervention Coordinator supports teachers in monitoring students and their individual learning plans. The Coordinator also provides the structures that allow for some whole school initiatives and school improvement protocols. The key research-based practices implemented with the individual's support are below.

Increased Self Efficacy – <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>

Increased Collective Efficacy - <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>

Student Teacher Relationships – <https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/infographics/relsw-infographic11-508.pdf>

IXL – https://www.ixl.com/materials/us/research/IXL_Math_3-Year_QED_ESSA_Tier_2.pdf

Socratic Seminar - [Socratic Seminar Review of Literature.pdf](#)

USD Name and Number: Turner USD 202	School Name and Building Number: Turner High School 0168
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Section 3: Budget Information

School Improvement Budget 1003(a)

	1000 Instruction	2100 Support Services- Students	2200 Support Services- Staff	2400 Support Services- School Administration	2700 Vehicle Operation Services	3300 Community Services Operations	3400 Student Activities
100 Personnel Services-Salary	\$72,265						
200 Employee Benefits	\$14,725						
300 Purchased Professional & Technical Services							
400 Purchased Property Services							
500 Other Purchased Services							
600 Supplies and Materials							
700 Property							
800 Other							
Indirect Cost							
Total	\$86,990						

Conditions

The applicant will coordinate and collaborate with the Kansas State Department of Education and the Kansas Learning Network Director and Implementation Coaches.

This includes:

- Maintain plan in KansaStar online platform with actionable tasks.
 - Maintaining a leadership team, including the principal, focused on development and implementation of the school improvement plan to address root causes.
 - Continuously assess, create, and monitor data for continuous improvement.
- Engage in support for creating, clarifying, and/or refining clear communication structures.
- Continuously report and reflect on progress.
- Conduct onsite learning walks to monitor implementation progress.