

BUILDING NEEDS ASSESSMENT



USD 202 Turner Public Schools USD 202

Grades Served: 9-12

Turner High School

2023-2024 BUILDING NEEDS ASSESSMENT FOR 2024-2025 BUDGET CONSIDERATIONS

SECTION 1: Student Needs		Notes
a. Student Headcount	1,167	Principals Building Report
b. Percentage of students with an active IEP	10.00%	Includes TAG and Speech-only students
c. Percentage of students enrolled in English Language Learner (ELL) services	10.00%	Principals Building Report
d. Percentage of students identified as At-Risk (Free lunch)?	56.00%	Principals Building Report
e. Pupil-Teacher Ratio Average	16:1	

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SECTION 1: Student Needs		Notes
f. Pupil-Teacher Ratio Median	21:1	
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?	Yes	Graduation Rate; KAP; ACT
i. Is there a tiered system of support to target reading growth?	Yes	SPED Reading Intervention Placement; Freshman Transition Placement; Seminar Reading Supports; Study Hall
j. Is there a tiered system of support to target math growth?	Yes	Freshman Transition Placement; Seminar Math Supports; Math Help After School
k. Are there local assessments to measure reading growth?	Yes	NWEA MAP; Lexia PowerUp; Dyslexia Screening; KAP Interims, Classroom Common Assessments

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SECTION 1: Student Needs		Notes
l. Are there local assessments to measure math growth?	Yes	NWEA MAP; IXL; KAP Interims, Equip, Classroom Common Assessments
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	Math Help, Study Hall, Freshman Study Hall
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Reading Intervention courses, Seminar Interventions and Supports, Math Help, targeted Seminar Skills	
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	The building has focused on graduation rate and ACT scores which correlate to KAP performance. The building has been working with KLN to complete a Root Cause Analysis and will establish a protocol for state assessment data linked to the School Improvement Plan.

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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?	5 Essentials Survey; Supportive Environment; Discipline Data; Attendance Data, Signs of Suicide, Trusted Adult Survey	
b. What are the targets/goals related to social/emotional growth?	Annual Targets at Link in Notes	https://turnerusd202org-my.sharepoint.com/:o/g/person/emberlinc_turnerusd202_org/Et38153i_MNMok_csY_t7xEBuL3imE5zqQTtZAq4NrORfg?e=v7Wzqxq
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	N/A	Building Serves 9-12
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	N/A	Building Serves 9-12
e. How are successes of Individual Plans of Study being measured?	Graduation Rate; Post-Secondary Effectiveness Rate; MVA Acquired; Xello Completions; IPS plan success	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	Percent of students graduating with an MVA	
g. How are you ensuring students are civically engaged?	See explanation in KESA Digital Binder	https://turnerusd202org-my.sharepoint.com/person/engelj_turnerusd202_org/_layouts/15/Doc.aspx?sourcedoc={4fbec3e5-4a7b-4e01-9400-9af8e4137da8}&action=edit&wd=target%28Year%20%2FOVT%20Agenda.one%

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SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Summer School; Math Help; Freshman Study Hall; Virtual Instruction Period	
b. Are there appropriate and adequate instructional materials?	Yes	Schoology LMS, Personalized Learning Software, Managed Assessment platforms, High Quality Instructional materials replaced every 6-8 years.
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	1:1 MacBooks; Schoology LMS; Infinite Campus; Assessment Programs

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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)	Yes	
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	Foundational Tab, page Communication and Basic Skills; https://turnerusd202org-my.sharepoint.com/personal/engelj_turnerusd202_org/_layouts/15/Doc.aspx?sourcedoc={4fbec3e5-4a7b-4e01-9400-9af8e4137da8}&action=edit&wd=target%28Year%204%2FOVT%20Agenda.one%7C122208bf-04c7-43dc-9021-36aebb72e3eb%2FApril%2011%2C%202024%7C73a858a2-4f3b-40d7-8d4a-8dcbaa22d8c3%2F%29&wdorigin=NavigationUrl
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes	Foundational Tab page Civic & Social Engagement; https://turnerusd202org-my.sharepoint.com/personal/engelj_turnerusd202_org/_layouts/15/Doc.aspx?sourcedoc={4fbec3e5-4a7b-4e01-9400-9af8e4137da8}&action=edit&wd=target%28Year%204%2FOVT%20Agenda.one%7C122208bf-

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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	Foundational Tab, page Family, Business & Community; https://turnerusd202org-my.sharepoint.com/personal/engelj_turnerusd202_org/_layouts/15/Doc.aspx?sourcedoc={4fbec3e5-4a7b-4e01-9400-9af8e4137da8}&action=edit&wd=target%28Year%204%2FOVT%20Agenda.one%7C122208bf-04c7-43dc-9021-36aebb72e3eb%2FApril%2011%2C%202024%7C73a858a2-4f3b-40d7-8d4a-8dcbaa22d8c3%2F%29&wdorigin=NavigationUrl
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	Foundational Tab, page Physical & Mental Health; https://turnerusd202org-my.sharepoint.com/personal/engelj_turnerusd202_org/_layouts/15/Doc.aspx?sourcedoc={4fbec3e5-4a7b-4e01-9400-9af8e4137da8}&action=edit&wd=target%28Year%204%2FOVT%20Agenda.one%7C122208bf-04c7-43dc-9021-36aebb72e3eb%2FApril%2011%2C%202024%7C73a858a2-4f3b-40d7-8d4a-8dcbaa22d8c3%2F%29&wdorigin=NavigationUrl

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<p>5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.</p>	<p>Yes</p>	<p>Foundational Tab, Arts & Cultural Appreciation; https://turnerusd202org-my.sharepoint.com/personal/engelj_turnerusd202_org/_layouts/15/Doc.aspx?sourcedoc={4fbec3e5-4a7b-4e01-9400-9af8e4137da8}&action=edit&wd=target%28Year%204%2FOVT%20Agenda.one%7C122208bf-04c7-43dc-9021-36aebb72e3eb%2FApril%2011%2C%202024%7C73a858a2-4f3b-40d7-8d4a-8dcbaa22d8c3%2F%29&wdorigin=NavigationUrl</p>
<p>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.</p>	<p>Yes</p>	<p>Foundational Tab, page MTSS; https://turnerusd202org-my.sharepoint.com/personal/engelj_turnerusd202_org/_layouts/15/Doc.aspx?sourcedoc={4fbec3e5-4a7b-4e01-9400-9af8e4137da8}&action=edit&wd=target%28Year%204%2FOVT%20Agenda.one%7C122208bf-04c7-43dc-9021-36aebb72e3eb%2FApril%2011%2C%202024%7C73a858a2-4f3b-40d7-8d4a-8dcbaa22d8c3%2F%29&wdorigin=NavigationUrl</p>
<p>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.</p>	<p>Yes</p>	<p>Foundational Tab page Post-Secondary & Career Preparation; https://turnerusd202org-my.sharepoint.com/personal/engelj_turnerusd202_org/_layouts/15/Doc.aspx?sourcedoc={4fbec3e5-4a7b-4e01-9400-9af8e4137da8}&action=edit&wd=target%28Year%204%2FOVT%20Agenda.one%7C122208bf-04c7-43dc-9021-36aebb72e3eb%2FApril%2011%2C%202024%7C73a858a2-4f3b-40d7-8d4a-8dcbaa22d8c3%2F%29&wdorigin=NavigationUrl</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	
b. How many classified support staff are currently employed?	20	Paras, Secretaries, SRAs, SRO, JAG
c. How many classified support staff are needed?	24	Currently four open positions.
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	

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SECTION 5: Staff Needs		Notes
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	Principals and Instructional Coaches
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	Professional Learning is dictated and aligned to four areas of the Strategic Plan: Student Achievement, Positive Learning Environment, Employee Support, and Community Engagement	Job-embedded Coaching New Teacher Induction and Mentoring Professional Learning Communities Data Analysis Structures Resource Materials Training Implementation Walkthroughs & Feedback Adaptive Schools Ongoing 2-year personal goal PLC Support to attend conferences aligned with the Strategic Plan Goal Areas

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SECTION 6: Facility Needs		Notes
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	

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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 Night; Parent-Teacher Conferences; AVID Parent Nights; Activities and Athletic Events
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?	Yes	FAFSA Nights, Newsletter from College Advisor, District Website How-To Videos
c. Do you have an active Site Council?	Yes	Quarterly
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	PTA and Band Booster Club
e. What types of communication exists with families? Is it adequate?	Yes	Newsletters, AVID Newsletter, Turner Today
f. What types of communication/social media exists with your community? Is it adequate?	Yes	Newsletters and Social Media Accounts for Classrooms and Activities (Facebook, X/Twitter, Instagram)

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SECTION 8: School Data		Notes
a. Building Attendance Rate	91.00%	
b. Building Chronic Absenteeism Rate	49.07%	
c. District Chronic Absenteeism Rate	35.3%	
d. District Graduation Rate	81.9%	
e. District Dropout Rate	17.1%	

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SECTION 8: School Data		Notes
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		
a. What is our building graduation rate	81.9%	
b. What is our building dropout rate?	17.1	
c. What is our average comprehensive ACT score?	15.1	

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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?	Explanation at link in Notes.	https://docs.google.com/document/d/1_LEtW0ekOcDyd_MwoPcErIlg5dA71PY9iSlgvJaAAQ3I/edit
1. Can these be achieved with additional resources?	Explanation at link in Notes.	https://docs.google.com/document/d/1_LEtW0ekOcDyd_MwoPcErIlg5dA71PY9iSlgvJaAAQ3I/edit
2. Why or why not?	Explanation at link in Notes.	https://docs.google.com/document/d/1_LEtW0ekOcDyd_MwoPcErIlg5dA71PY9iSlgvJaAAQ3I/edit
b. Additional building unique items:	None	