

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

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

Part I:

District Information

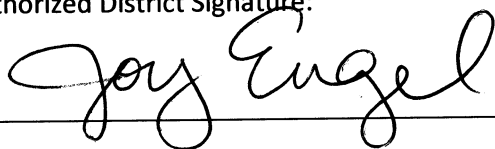
Please complete the information below. Check and sign the assurances.

A. Contact Information

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

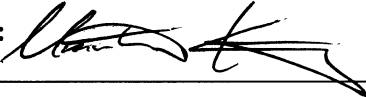
B. Assurances

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: 1/26/2024

Part II: Building Information

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

School Name: Turner Sixth Grade Academy	Building Principal: Matthew Kennedy
School/Building Number: 0155	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 (Licensed Personnel Report), KIDS (Kansas Individual Data on Students), AMOSS, Building Report Card

What is the school's per-pupil spending amount? \$76.35	What is the district's per-pupil spending amount? \$6300
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Please complete the following resources for each category. Utilize the most recently available data.

Student Information

Number of Students (Total)	282
Demographic Information (Percentage or Total Number)	
<ul style="list-style-type: none"> • Economically Disadvantaged (measured by free or reduced lunch eligibility) 	224/282 = 79.4%
<ul style="list-style-type: none"> • Students with Disabilities 	
<ul style="list-style-type: none"> • English Learners 	42/282 = 14.9%
<ul style="list-style-type: none"> • African American students 	51/282 = 18.1%
<ul style="list-style-type: none"> • Hispanic students 	142/282 = 50.4%
<ul style="list-style-type: none"> • White students 	72/282 = 26.5%
<ul style="list-style-type: none"> • Asian students 	7/282 = 2.5%
<ul style="list-style-type: none"> • American Indian or Alaska Native students 	3/282 = 1.1%
<ul style="list-style-type: none"> • Native Hawaiian or Pacific Islander students 	0
<ul style="list-style-type: none"> • Multi-Racial students 	7/282 = 2.5%

Staff Information

Number of Teacher (Total)	23
<ul style="list-style-type: none"> • Teachers - Number with less than 2 years' experience 	0
<ul style="list-style-type: none"> • Teachers - Average years of experience 	12
<ul style="list-style-type: none"> • Teachers - Average teacher salary 	\$60,157
Number of Paraprofessionals	6
Number of Special Education Staff	3
Number of Counselors	1
Number of Instructional Coaches	1
Number of Administrators	1

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Building Funding Information

Total STATE and LOCAL Funds	\$1,776,600
Total FEDERAL Funds	Title I - \$126,336 Professional Development supported by Title IIA ESSER - \$90,716 (Intervention personnel and Lexia)
Total OTHER Funds	

Physical (Facility) Resources

Date of Construction	The building was initially Muncie Elementary School, two small buildings were built in 1892, an additional building was added in 1951, additions to the structure were added in 1977. Muncie Elementary was closed at the end of the 2003-04 school year. The building was remodeled to be the Early Learning Center which opened in 2006-07. The Early Childhood Center was closed, and the Turner Sixth Grade Academy opened in the 2012-2013 school year.
Date(s) of Remodel	Playground mulch replaced with poured in place soft surface 2023. Restrooms converted from tile to epoxy 2023 All hallway tile replaced with carpet 2022 All classroom carpet replaced 2021 Parking Lot Replaced 2020 Remodel to move office to front and secure entry vestibule. 2015 Roof 50% replaced in 2013 Roof 50% replaced in 2012 HVAC Upgrades 2010

Instructional Resources

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

District level curriculum teams review curriculum on a regular rotation to ensure they are aligned to KS Standards. These teams use a rubric to select evidence based HQIM. Our current math resource is Eureka Math Squared/Eureka Math selected in spring 2022, and our ELA resource is SpringBoard selected in spring 2023. Both resources were recently selected for their level of rigor. They also ensure more equitable access to a rigorous curriculum for all students. Common course teachers collaborate weekly in a common plan for consistent and rigorous programming and data review. This planning time ensures all students get a similar level of instruction and teachers stay at a consistent pace. Our primary model for special education and English Language Learners is class within a class. A small percentage are in self-contained rooms that use the same resources and follow a priority map.

TUSD Curriculum Development Plan – The process for establishing our district curriculum and selecting resources that align is detailed at the linked below.

[TUSD Curriculum Development Plan 2020 update.docx](#)

Bullseye Curriculum Overview: An explanation of our curriculum documents is at the link below.

https://turnerusd202org-my.sharepoint.com/:f:/g/personal/engelj_turnerusd202_org/EmzMG9jnWGhMhKt0dOpVZ-YBmxB7suv-aGJ64ZzLGUasWw?e=3Z9fNO

Sample Resource Rubrics – The most recent ELA and math resource evaluations rubrics are linked below. The rubrics were adapted from the EdReports Review Tools.

Math 2022 - [Math Resource Evaluation 2022.docx](#)

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Secondary ELA 2023 - [Secondary ELA Resource Evaluation 2023.docx](#)

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

Turner Sixth Grade Academy is one of the five school-wide Title I schools in the district and has the second lowest pupil to teacher ratio at 16.5. Title I expenditures for the building typically exceed their allocation. The building budget is determined identical to the other seven buildings. TSGA has the third lowest rate of poverty in the district. Spending does not correlate to proficiency. This is why the Root Cause Analysis work that the building has done with KLN is so vital. Through the process, they can better identify issues and develop specific targeted actions. The next step will be to monitor those actions using the Impact Cycle process. We completed our Root Cause Analysis on reading performance data and implemented changes using ESSER funds. A new rigorous curriculum resource was adopted in ELA and Math over the past two years. Using ESSER funds we have provided professional learning opportunities for the teachers to achieve curriculum clarity and provided imbedded coaching in instructional practice.

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?

We need to focus on closing the gap and intervention for students that are behind while at the same time supporting teachers in their implementation of the new rigorous curriculum resource. We need to scaffold the rigorous content for students so they can access grade level material. We need to efficiently use resources, such as instructional time. We must analyze what interventions are having a large effect and what are not influencing specific learners. Utilizing and understanding the data is vital. It is key to continue the processes we have learned through our work with the Kansas Learning Network.

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.

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- 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.
- 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.

Total amount being requested: \$78,301 for the 2024.2025 school year.

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

Interventionist at Turner Sixth Grade Academy

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

Checked Boxes

- Hiring of additional staff to support implementation at the school level.
- Implementing interventions that address the academic achievement problems identified for the school through ongoing root cause analyses.
- Supporting professional development on specific interventions to address student achievement (implementation and de-implementation).

Using our ESSER funds, Turner Sixth Grade Academy created an interventionist position. Since the ESSER funding is ending, we would like to continue the work we started. This position has been

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beneficial to our building. We reduced the number of students performing at Level 1 on the Kansas State Math Assessment by 5% from 2022 to 2023 with an even larger decrease in our special education subgroup, 12%. We also saw an 18% decrease in special education students and a 6% decrease of ELL students performing at a Level 1 in ELA.

The Sixth Grade Academy receives students from all elementary schools. The interventionist acts as a coordinator to highlight students with the highest needs and ensure they are being provided intervention. This process ensures students are provided with the necessary intervention. Without the flexibility of a position outside the classroom, many of these students do not receive the highest level of intentional support needed, through no fault of the classroom teacher. To progress our learners who are below level, specific and targeted tier three instruction is needed to improve student achievement.

In addition to coordinating groups and supporting classroom teachers. The interventionist instructs students in small groups of no more than 3-6. Since the groups are intentionally small and occur outside of a scheduled math or ELA classroom, the interventionist has the flexibility to include children from different classrooms where a classroom teacher is typically limited to those on their roster. Groups are specific in need based on benchmarking data and classroom performance. Materials are selected from IXL, Eureka Math, Equip, LLI, Lexia, guided practice, and SpringBoard. Each of these programs target specific skills and their development to align with grade level concepts.

The interventionist tracks student progress using weekly monitoring tools. These come from program exit tickets within the curriculum, running records, Lexia progress, and IXL assessments. Each of these programs align with KSDE approved evidence practices and/or were selected in partnership with KLN. Students will also be benchmarked three times a year to track progress as they acquire skills and ensure the use of appropriate interventions.

The interventionist qualifies students based on assessments, district digital programs, and classroom teacher input. By utilizing three points of data, the students with the highest needs are clearly identified. The interventionist scaffolds and provides specific lessons daily. Additional time outside of small group instruction will be spent supporting specific classrooms based on standardized assessment data and benchmarking.

The interventionist plans and provides professional development on reading strategies to the entire staff. After completing our Root-Cause Analysis with the Kansas Learning Network (KLN), our building identified our problem statement. That statement is:

At TSGA approximately 75% of students consistently perform at Levels 1 and 2 on the Kansas Assessment in ELA and math.

The interventionist also supports classroom teachers in reading by providing professional learning focused on integrating speaking, writing, reading, and listening strategies in the classroom. Information and applicable data are shared for each strategy presented. Reading strategies that the interventionist supports teachers on include metacognitive monitoring, sentence starters for discussion, analyzing a prompt, understanding reading levels, and interpreting reading data. Data from the Five Essentials Survey given during the 2022-2023 school year shows that student discussion is very weak with a performance score of 15 and English instruction is weak with a score of 32. The professional development provided by the interventionist has targeted these two areas by

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equipping teachers inside and outside the ELA classroom. During the fourth quarter of the 22-23 school year, we began learning walks involving all members of the building to gain a snapshot of how the integrated reading strategies have been included in classrooms of all subjects. This process has continued through the 23-24 school year. The data collected has illustrated an improvement in these areas. Speaking strategies were observed in 17% of classes in 22-23, which increased to 56% in the 23-24 school year. Additionally, reading strategies occurred in 76% of classrooms during 23-24, an increase from the 26% observed in 22-23. Learning walks will continue to monitor the implementation of reading strategies through the 23-24 and 24-25 school years. The effectiveness of the professional development has motivated the School Improvement Team to continue working with the interventionist to plan professional development and intentional time for content teams to receive support.

Teachers have also received direct instruction on how to select an effective strategy to support students. Each strategy and resource shared through professional development has aligned with the Root Cause Analysis statement; the School Improvement Team has collaborated with the interventionist to select the applicable strategies, which are shared by the interventionist building wide along with time to collaborate in subject teams with support.

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

The interventionist is an integral part of the schools **Multi-Tiered System of Support (MTSS)**. The staff member provides specific targeted instruction based on diagnostic information from exit tickets within the curriculum resource, running records, Lexia progress, benchmark assessments, KAP interim assessments, EM² Equip and IXL assessments. Each of these programs align with KSDE approved evidence practices and/or were selected in partnership with KLN. Students will also be benchmarked three times a year to track growth as they acquire skills to ensure the use of appropriate interventions. The interventionist also supports teachers in monitoring students they are intervening with in the classroom.

MTSS/RTI - <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>
Leveled Literacy Intervention - <https://ies.ed.gov/ncee/WWC/InterventionReport/679>
Eureka Math² - <https://www.edreports.org/reports/overview/eureka-math2-2021/grades-6-8>
SpringBoard - <https://www.edreports.org/reports/overview/springboard-2021>

Cross-Curricular Reading Strategies -

Metacognitive Monitoring -

<https://community.ksde.org/LinkClick.aspx?fileticket=M8XHtjCrK0Q%3D&tabid=5559&mid=13575>

(English Language Arts Foundational Practices 5)

Sentence Starters - https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2021014.pdf

Analyzing a Prompt -

https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/508_WWCPG_SecondaryWriting_122719.pdf

(Recommendation 1)

interpreting Reading Data - https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf

(Recommendation 1)

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Selecting an Effective Strategy -

https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf

USD Name and Number: Turner USD 202	Building Name & Number: Turner Sixth Grade Academy
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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	64,558						
200 Employee Benefits	13,743						
300 Purchased Professional & Technical Services							
400 Purchased Property Services							
500 Other Purchased Services							
600 Supplies and Materials							
700 Property							
800 Other							
Indirect Cost							
Total	78,301						

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.