

OVT Summary Year 1

1. Compliance

There are no known compliance issues at this time.

2. Foundational Structures

- Tiered Framework of Supports—This is being addressed in various ways. The district leadership team has developed an MTSS Implementation Guide with some aspects of MTSS built into district guidelines to address student needs. The Guide defines all three tiers and provides a description of instruction and assessment at each level. Each elementary has a designated tiered support time for ELA and Math built into their daily schedule. During weekly Turner Learning Teams meetings, grade level staff review progress monitoring data to evaluate individual student progress. At the secondary levels, staff meet bi-weekly to evaluate individual student progress. Turner also administers the SRSS to screen for social/emotional supports needed.
- Family, Business, and Community Partnerships. —Each building has a site council and an active PTA. A quarterly news magazine is published by the district and is distributed to all families to keep them informed of district news. Schoology LMS has a parent component which is utilized to increase communication and involvement. The district has employed a full-time parent/community liaison that engages with the community on a regular basis.
- Diversity, Equity, and Access—To meet the needs of the diverse community make up of the district, Turner sends out communications in both English and Spanish. Diversity, equity and access are also the focus in their new strategic plan. The leadership team has been trained in Diversity, Equity and Inclusion by Lively Paradox in the fall of 2020. The district has also formed a committee to analyze current practices and make suggestions for improvement.
- Communication and Basic Skills—English Language Arts (ELA) instruction is conducted 150 minutes per day in grades K-5, 90 minutes a day in grades 6-7, and 50 minutes a day in grades 8-12. The curriculum is aligned to the Kansas standards. They are in the final year of a federal striving readers grant. With this grant, staff have received critical literacy training as well as job embedded coaching. Turner has also adopted a new ELA resource in PK-5 to implement a balanced literacy model. They also purchased 95% Group Phonics intervention for students struggling with phonics.
- Civic and Social Engagement—Social studies is taught at all grade levels and is aligned to the current Kansas History Government and Social Studies Standards. Civics and Government courses are required for graduation. There are many community service opportunities offered for students as well as involvement in student government at all levels. There are school sponsored campaigns to raise money for many organizations including the Heart Association, United Way, and the homeless. In addition, many former graduates attending college locally also tutor AVID students.
- Physical and Mental Health—Turner has implemented a Student Risk Screening Scale for every student, and all buildings analyze the data and develop interventions for students who are at high risk. In addition, middle school and high school staff have been trained in screening for and analyzing data based on the Signs of Suicide Survey. All staff have been trained in Trauma Informed Practice and implementation teams have been established at

each building. There are counselors and social workers in every building and the Second Step curriculum is taught at the elementary level. Many fitness opportunities are offered at all levels in addition to the required PE instruction.

- Arts and Cultural Appreciation—Elementary students participate in music and art classes on a weekly basis, and band is offered beginning in fifth grade. Many fine arts opportunities that are usually offered to students were suspended during the 20-21 school year due to Covid. The district hopes to continue these opportunities once again when restrictions are lifted. Middle school students currently have classes offered that include performing arts, visual arts, and graphic arts. Students in high school must take a fine arts class in order to graduate.
- Postsecondary and Career Preparation—Turner has partnerships with Avila, UMKC, and KCKCC to offer special opportunities for students in this area. In addition, a K-State college advisor is assigned that works with students to explore colleges and universities. Turner offers multiple dual credit classes for students. Many opportunities for career pathways are also offered. These cover numerous potential employment fields including business, education, culinary arts, interior design, communications, health/medical, cosmetology, heating and refrigeration, welding, etc. Turner also offers AVID for both middle school and high school.

3. Needs Analysis and Goals

The Turner School District uses 5Essentials Survey tools to determine their district needs assessment and also to guide their 5 year Board of Education Strategic planning process. 5Essentials is an evidence based system designed to drive school improvement process. Results provided through this survey leads the district into developing actionable goals developed towards goal attainment. This survey was administered in February and March, 2020. In June 2020 the strategic planning committee met with the TUSD leadership team to review district data before writing the next KESA 5-year plan. The 5 year KESA goals are developed intentionally as a response to the 5Essentials data. The team looks for trends, concerns and areas of need in developing actionable goals. To support attainment of the goals, action steps are developed so that they are timebound and measurable.

As result of the 5Eseentials survey the goals driving the Turner School District improvement plan are:

Student Achievement: Increase the performance of every student as measured by district assessments, state assessments, post secondary data by providing clarity in curriculum, creating rigorous and collaborative learning activities, increasing student efficacy, and personalizing learning.

Employee Support: Recruit, hire and retain a highly qualified diverse workforce.

Community Connection: Collaborate with a diverse group of community stakeholders to enhance educational opportunities and increase engagement in schools through mutually beneficial partnerships, opportunities for input and feedback, and community outreach.

Positive Learning Environment: Build a climate and culture where students, staff and community are challenged, supported and valued in a safe learning environment.

Operations: Elevate the educational environment through improved facilities, services, and infrastructure resulting in tangible and measurable outcomes.

Throughout the OVT visit it is apparent that TUSD is intentional in ensuring multiple stakeholders are involved in the school improvement process. Quarterly updates are provided to TUSD School Board. The Community Connections Liaison works to foster relationships between the school district and Wyandotte County, local school community partnerships, local child care providers, collaboration with Vibrant Health, building and district site councils. The goal is to engage with multiple stakeholders to provide student and parent supports and resources so that students will succeed.

4. Sustainability of the Improvement Process

Turner reports that they began using the current process of improvement in 2008, with stakeholder and Board of Education support. Initially the district used three year planning cycles but moved to a five year cycle of improvement 2010-2011. The process has sustained through a Superintendent change and multiple building administrative changes. Every action of the BOE must be linked to an area of the strategic plan in the Electronic School Board system. Professional learning and building level decisions are aligned to the overarching plan. Within Frontline every PD activity entered must select the goal to which it is aligned.

June 16, 2009 (6:30 PM)	Plan Approval/Update	July 21, 2015 (6:30 PM)	Plan Approval/Update
November 3, 2009 (6:30 PM)	Quarterly Progress	November 3, 2015 (6:30 PM)	Quarterly Progress
January 19, 2010 (6:30 PM)	Quarterly Progress	January 19, 2016 (6:30 PM)	Quarterly Progress
April 6, 2010 (6:30 PM)	Quarterly Progress	April 19, 2016 (6:30 PM)	Quarterly Progress
June 15, 2010 (6:30 PM)	Quarterly Progress	June 21, 2016 (6:30 PM)	Quarterly Progress
July 6, 2010 (6:30 PM)	Plan Approval/Update	July 19, 2016 (6:30 PM)	Plan Approval/Update
November 2, 2010 (6:30 PM)	Quarterly Progress	November 1, 2016 (6:30 PM)	Quarterly Progress
January 18, 2011 (6:30 PM)	Quarterly Progress	February 7, 2017 (6:30 PM)	Quarterly Progress
February 10, 2011 (6:30 PM)	Plan Approval/Update	April 18, 2017 (6:30 PM)	Quarterly Progress
April 5, 2011 (6:30 PM)	Quarterly Progress	June 20, 2017 (6:30 PM)	Quarterly Progress
June 21, 2011 (6:30 PM)	Plan Approval/Update	July 11, 2017 (6:30 PM)	Plan Approval/Update
November 1, 2011 (6:30 PM)	Quarterly Progress	November 7, 2017 (6:30 PM)	Quarterly Progress
February 7, 2012 (6:30 PM)	Quarterly Progress	February 6, 2018 (6:30 PM)	Quarterly Progress
April 17, 2012 (6:30 PM)	Quarterly Progress	April 17, 2018 (6:30 PM)	Quarterly Progress
May 1, 2012 (6:30 PM)	Quarterly Progress	June 19, 2018 (6:30 PM)	Quarterly Progress

July 24, 2012 (6:30 PM)	Plan Approval/Update	July 17, 2018 (6:30 PM)	Plan Approval/Update
November 6, 2012 (6:30 PM)	Quarterly Progress	November 6, 2018 (6:30 PM)	Quarterly Progress
January 22, 2013 (6:30 PM)	Quarterly Progress	February 5, 2019 (6:30 PM)	Quarterly Progress
May 7, 2013 (6:30 PM)	Quarterly Progress	April 2, 2019 (6:30 PM)	Quarterly Progress
July 23, 2013 (6:30 PM)	Plan Approval/Update	June 18, 2019 (6:30 PM)	Quarterly Progress
November 5, 2013 (6:30 PM)	Quarterly Progress	August 13, 2019 (6:30 PM)	Plan Approval/Update
January 21, 2014 (6:30 PM)	Quarterly Progress	November 5, 2019 (6:30 PM)	Quarterly Progress
April 15, 2014 (6:30 PM)	Quarterly Progress	January 21, 2020 (6:30 PM)	Quarterly Progress
July 1, 2014 (6:30 PM)	Quarterly Progress	April 7, 2020 (6:30 PM)	Quarterly Progress
July 15, 2014 (6:30 PM)	Plan Approval/Update	June 16, 2020 (6:30 PM)	Quarterly Progress
November 4, 2014 (6:30 PM)	Quarterly Progress	July 21, 2020 (6:30 PM)	Plan Approval/Update
February 3, 2015 (6:30 PM)	Quarterly Progress	August 4, 2020 (6:30 PM)	Plan Approval/Update
July 7, 2015 (6:30 PM)	Quarterly Progress	November 17, 2020 (6:30 PM)	Quarterly Progress
		February 2, 2021 (6:30 PM)	Quarterly Progress

5. Kansas Vision for Education and State Board Outcomes

Turner School District is data rich. It is clear they are committed to having data points that align to each one of the State Board Outcomes in addition to the smooth operation of schools. They have 5 Data Review Teams: Reading, Math, Employee, Culture and Family/Community. Additionally, the district has a comprehensive data binder that includes all of their data points.

In May of 2020, the Administrative Leadership Team (ALT) met and reviewed all district data, NWEA MAP, KAP, Attendance, Discipline, iStation, ACT, Grades, Staff Data, Graduation, 5Essentials, Walkthrough, Communities that Care, SE Survey and screening data. Some of the summary points are in the slides below that were presented to the larger strategic planning group in June 2020.

NWEA—ELA (Fall to Winter 2019-2020)

Target—50% of Students Meeting NWEA Projected Growth

Highly Effective—65% of Students Meeting NWEA Projected Growth

Grade	Total % of Students Meeting Projected Growth	% of EL Students Meeting Projected Growth	% of SS Students Meeting Projected Growth
K	43	34	25
1	37	41	42
2	47	48	34
3	48	42	34
4	44	42	31
5	52	48	54
6	53	39	55
7	40	41	49
8	45	37	32
9	47	58	54

- Summary:
 - Overall, grades 5 and 6 met Target, grades 3 and 9 were close to meeting target
 - Secondary subgroups are making gains based on attainment of Projected Growth
- Considerations...
 - Timeline for implementing tiered interventions?
 - Collaborative efforts, especially at elementary levels?
- It Would Have Been Interesting...
 - What would KITE have reflected this year, based on the number of secondary students meeting projected growth from Fall to Winter?

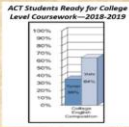
KITE—ELA (2018-2019 School Year)

Grade	% of Students Performing at Levels 2 & 3 (Combined Levels 2 & 3)				% of Students Performing at Levels 3 & 4 (Combined Effective & Proficient)			
	State	Turner	EL	SS	State	Turner	EL	SS
3	59	69	84	86	42	32	16	14
4	51	59	76	83	48	41	26	17
5	55	69	77	78	44	31	23	22
6	60	83	96	94	40	17	4	6
7	67	85	98	96	33	16	2	4
8	74	92	100	100	27	8	0	0
10	70	88	98	98	30	12	2	2

Summary:

- 4th grade most closely mirrors state averages
- Significant decrease in student achievement, compared to state average, beginning at grade 6
- A total of 8% of EL students in grades 6-10 achieved Levels 3 or 4
- A total of 10% of SS students in grades 6-10 achieved Levels 3 or 4
- 3 year trend...across all tested grade levels, there is **very little** change from year to year

ACT—English and Reading



	2017-2018 (2018)	2018-2019 (2019)	2018-2019 (2022)
English (Benchmark—18)	15.6	17.6	36
Reading (Benchmark—22)	17.2	18.6	28
Total Students Tested	197	148	147

- ACT has established the following as a college benchmark score:
 - English: 18 on ACT English Test
 - Reading: 22 on ACT Reading Test
 - Only 35% of the Class of 2019 was ready for college level course work in English Language Arts
- ACT WorkKeys
 - 2018-2019 is the first year Turner has not tested each Junior
 - Students had the option of taking ACT WorkKeys
 - Turner had 49 students who participated in ACT WorkKeys this year
 - ACT WorkKeys measure essential workplace skills that can affect your job performance and increase opportunities for career changes and advancement

KITE Math

- At 5th and 6th grades, approximately 70% of students are scoring at levels 1 and 2
- 7th grade and up the percentage of students scoring at Level 1 and 2 increases
- District Median 3-year comparison does increase some in grades 3 thru 10
 - This shows growth district wide, but it is still below the state average.
- Possible Solutions
 - Focus on grade level standards
 - Spend less time re-teaching previous concepts, unless data tells otherwise

ACT Math

- Math scores have been below the state average.
 - The college ready benchmark in mathematics is 22. Only 8% of THS students in the Class of 2019 met the college ready benchmark.

Major Assessment: Math		Total Tested		English		Mathematics	
Grad Year	District	State	District	State	District	State	State
19-20 ACT (2021)	17						
18-19 ACT (2020)	23.4						
17-18 ACT (2018)	18.5						
2015	201	23,708	15.8	21.3	17.7	21.6	
2016	223	24,486	15.3	21.3	17.0	21.5	
2017	185	24,741	16.8	21.1	18.0	21.3	
2018	221	25,103	15.5	21.0	17.1	21.1	
2019	210	25,084	16.0	20.5	16.7	20.7	

- Possible Solutions
 - Address the level of rigor in our math program and align to the ACT.

ESGI – PK Data

- Data seems to mirror the rest of the district data
- Biggest growth between Winter and Spring scores for PreK
- PreK students seem to come in with more knowledge in foundational math skills than in literacy

2018-2019 Kindergarten Readiness	Upper	Lower	Sounds	Rec. Name in Print	Rec. Alphabet	Writes Name	Rec. #'s	Names #'s	Names Shapes (2D)	Rec. Shapes (2D)	Names Colors	Rec. Colors	Rate Count to 30
% Proficient Fall	20.5	15.5	7.5	55.1	37.8	23.8	36.8	36.9	69.0	64.0	85.0	87.0	40.3
% Proficient Winter	32.6	27.8	20.8	82.5	60.9	48.0	55.0	53.0	80.5	83.7	91.8	91.9	65.1
% Proficient Spring	56.8	49.8	56.7	92.9	71.8	80.1	74.7	76.5	92.8	97.1	97.1	97.8	75.2
% Growth Fall to Spring	36.3	34.3	49.2	37.8	34.0	56.3	37.8	39.4	23.8	33.1	11.5	10.8	34.9
2019-2020 Kindergarten Readiness	Upper	Lower	Sounds	Rec. Name in Print	Rec. Alphabet	Writes Name	Rec. #'s	Names #'s	Names Shapes (2D)	Rec. Shapes (2D)	Names Colors	Rec. Colors	Rate Count to 20
% Proficient Fall	16.3	12.0	0.3	63.2			30.5	35.0	31.2	50.8	61.2	85.0	89.7
% Proficient Winter	33.3	32.5	10.0	90.5			53.3	50.2	48.0	72.3	82.8	93.2	88.2

5 Essentials- Parent Involvement Disruptions

- Parents report a variety of reasons as to why they are unable to attend school functions
 - Work obligations and events scheduled when I cannot attend are the highest reasons indicated

5 Essentials- Parent Satisfaction

- Parents report satisfaction with the school district as well as would recommend this school district to others
 - 94% report being somewhat likely to extremely likely to recommend this school to a parent looking for a school
 - 90% are somewhat to very satisfied with the education their child is receiving

SRSS(Student Risk Screening Survey)

- All buildings scored on average at low risk.
- Most frequently occurring risk factor across all buildings- low academic achievement in external factors and withdrawal and anxiousness on internal factors
- JSOC exception on internal risk factors (depression, emotionally flat)
- Conclusion:
 - Need to improve academic achievement to eliminate risk.
 - Additional training for admin on how to analyze data and add to building plans.
 - Using data, add to individual School Improvement Plans.



After reviewing all of the data, the team determined that they would focus on Relevance for their District Goal Area 1 and Relationships for District Goal Area 2.

Relevance Goal 1:

Student Achievement: In TUSD 202, we will increase the performance of every student as measured by district assessments, state assessments, and post-secondary data by providing teacher clarity in curriculum, creating rigorous and collaborative learning activities, increasing student efficacy, and personalizing learning.

Strategies/Objectives

- Ensure teacher clarity of the PK - 12 Bullseye Curriculum to enhance student learning.
- Teachers will use relevant instructional practices that promote rigorous collaborative learning for all students in the classroom.
- Empower all students to reach their full potential by setting goals, providing specific feedback, intervention, and enrichment to further their growth and development.

Relevance Goal 2:

Positive Learning and Work Environment: In TUSD 202, we will build a climate and culture where students, staff, and community are challenged, supported, and valued in a safe learning environment.

- Build high expectations through a shared belief in the ability of students, staff, and the community to positively influence school outcomes.
- Be a school district that is supportive of all students, teachers, and community members.
- Be a school district that recognizes and supports students' social and emotional wellness.

RELATIONSHIP GOAL 1:

Employee Support: In TUSD 202, we will recruit, hire, and retain a highly qualified, diverse workforce.

- Intentionally recruit, hire, and retain a diverse workforce.
- Cultivate a positive professional learning culture for all employees through support, recognition, and an organized and purposeful mentoring program.
- Develop and support staff knowledge and experience through embedded professional development.

RELATIONSHIP GOAL 2:

Community Connection: In TUSD 202, we will collaborate with a diverse group of community stakeholders to enhance educational opportunities and increase engagement in our schools through mutually beneficial partnerships, opportunities for input and feedback, and community outreach.

- Maximize the resources and partnerships available to our families and students through the community and district.
- Increase the diversity of community and stakeholder participation and engagement within the district.
- Provide multiple avenues and types of communication to the Turner Community that encourages increased engagement and pride in our schools.

6. Definition of a Successful High School Graduate

- A response is not required of the system in regard to this topic in Year 1.

7. Stakeholder Involvement—Various surveys were given to students, teachers and parents. The data from these surveys was utilized when Turner developed its Needs Assessment. They stated that the selection of the goals and vision review was completed by planning groups that included the following: community members, staff, parents, and board members. Progress of action steps was provided quarterly on the district website. All stakeholders had the opportunity to view a video covering progress of the plan.

8. Fidelity of Implementation

- Describe any deviation from the expected timelines with respect to submitting their System Yearly Update report and presenting reports to their local board—There were no deviations noted.
- Describe the evidence that all buildings and staff are involved in the KESA continuous improvement process—Turner reported evidence that showed each building looked at needs and developed improvement plans. These plans are aligned to the district strategic plan. Each principal is required to meet with the superintendent monthly to discuss these plans. All buildings will be required to analyze the data and revise plans as needed to meet student needs. This is also evidence to show building and staff involvement in the improvement process.

9. Strengths and Concerns

- Summarize strengths, concerns, and recommendations for the system.

Turner did a thorough job summarizing the needed components for KESA Year One. The team was impressed with the work being done throughout the district, especially in such a challenging time for schools. There are so many strengths to report. To prepare for this cycle, each administrator became an expert in various parts of the data. This depth of knowledge ensured that goals and needs were thoroughly explored. In addition, instead of focusing on the immediate crisis relating to Covid, Turner focused on the five-year outlook when developing this plan. Many highlights occurred during this first year that impressed the team. A brief listing includes: Turner expanded the AVID Program, even though the pandemic. A system for creating and monitoring onboarding for all staff, including classified members, was initiated. The Kansas Learning Network Adaptive Schools Professional Development was provided for district staff, administrators and teacher leaders. Safety became a major focus this year, and data was used to back this initiative. Early literacy was addressed in multiple ways, even during Covid. A cohort met quarterly, focusing on birth-age four and implemented interventions in an effort to stay in communication with families. Various strategies were modified from the previous cycle to expand work of Elementary TLTs to all levels. Turner has partnerships with multiple universities to strengthen and enrich their programs.

Specifically, one of the goals focused on the recruiting and retaining of employees that support a diverse workforce. Through a search of the demographic data of current employees they found a disparity in classified staff and certified staff. Classified staff data shows 44% Hispanic and 36% white, while certified staff shows 5% Hispanic and 90% white. They also saw a disparity in demographics of teachers and students. With this awareness, TUSD was intentional in the recruiting process for the 2022 school year. The team attended many recruiting fairs with the intention to recruit teachers of “like” demographics as students. The recruiting process included remote recruiting interviews that has allowed TUSD to recruit from east and west coast. A website was developed to assist in the recruiting efforts that includes information of TUSD and a “Welcome to Turner” video. The staff followed up by sending surveys to the colleges asking for feedback in helping their recruiting efforts. Turner High School started offering a Teaching Pathway to help in recruitment efforts.

To retain highly qualified employees, TUSD has a well-developed employee recognition program. The employee of the month award is selected from nominations of colleagues. Staff that are exiting the district are given an exit survey which provides good feedback to the team. The percent of completed surveys has increased over the last few years. Staff new to the district are placed with a mentor for a two year program. The buddy system continues thereafter to meet the needs of the new staff member. Survey feedback shows this has been a valuable effort in helping the new staff member build connections to staff and TUSD.

Providing a positive professional learning culture for all employees will have a positive impact on staff and students. The number of staff exiting TUSD will reduce when they feel a valued, connected part of the Turner team. Student achievement and wellness will improve by staff feeling supported and using targeted professional development.

Here is a list of actions noted that are in alignment to the State Board Outcomes: Clarity of all curriculum standards will impact student achievement in all areas and will ensure scaffolding to set students up for graduation and post-secondary success. Research based instructional practices will ensure students are receiving instruction in ways that best helps them learn. The culturally responsive

teaching strategies will reach their most struggling students. The goal area teams they have created will ensure accountability and on-going progress monitoring of the goals. The system-wide writing program will make an impact in so many areas for 21st Century learning. Not only will it address literacy skills but set the students up for post-secondary success. Their work on the Link Grant and the hiring of their Early Literacy Coordinator is impressive and will definitely make an impact on their Kindergarten Readiness initiatives. The action of improving the alternative and student support programs to decrease the number of non-graduates will provide support for meeting the state board outcome of High School Graduation. None of this work can be accomplished without focused professional learning and allocating of district resources to the causes and their actions all indicate professional learning and teacher collaborating as the access to attaining these goals.

Some of the challenges faced by the district this year include: Students were online more. There were no parents at conferences, so the 5Essentials participation in the parent survey was down. Early literacy staff were unable to meet in person. Professional development was not held in person. Data collection for social/emotional was hindered by remote.

Self-proclaimed needs include addressing some areas for Individual Plans of Study. These include increasing evaluation of each student's Academic Planner from annually to bi-annually, reviewing the results from the Annual IPS Survey, and expanding the process sequence to include Pre-K-5 IPS processes in the district outline. Another area of need is to increase high school graduation rate. The district has indicated that both of these areas are a focus of this plan.

Turner can be proud of what is occurring in their schools and community. Again, the team was impressed with all the goals, initiatives, and activities in place. Students will be positively impacted by all that is being addressed and provided.