

Year One – System Update

A. Tell Your Story... Turner USD 202

MAY 2020: Administrative Leadership Team (ALT) meets and reviews all district data, NWEA MAP, KAP, Attendance, Discipline, iStation, ACT, Grades, Staff Data, Graduation, 5Essentials, Walkthrough, Communities that Care, SE Survey and screening data. The team looks for trends, concerns, etc. The data conclusions are listed in the PowerPoint presented to the strategic planning committee (subpage).

JUNE 2020: The strategic planning committee meets and ALT leads the group through a review of district data (subpage). The planning committee then divided into areas of focus. These focus groups then wrote a five year goal with strategies for achieving them and annual action steps. The new goals and strategies are listed below.

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.
 - 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.

2. **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.

3. **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.

	<ul style="list-style-type: none"> • 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. <p>4. 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.</p> <ul style="list-style-type: none"> • 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. <p>5. Operations: In TUSD 202, we will strive to elevate the educational environment through improved facilities, services, and infrastructure resulting in tangible and measurable outcomes.</p> <ul style="list-style-type: none"> • Provide a safe, secure learning environment for students and staff using 21st century technologies. • Provide and maintain safe, reliable transportation for all students and staff. • Improve district facilities to best support student and community needs by 2025. <p>AUGUST 2020: The Board of Education is presented the full plan for approval. The Board approved the plan unanimously on August 4, 2020.</p> <p>QUATERLY 20-21: Each focus group reports their progress to the BOE via video. To date quarterly updates were given to the BOE on November 17, 2020 and February 2, 2021.</p>
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1. Compliance

No compliance issues noted.

2. Foundational Structures

Multi-Tiered System of Supports	Turner’s Multi-Tier System of Supports (MTSS) model is a district-wide initiative that allows for the utilization of resources for students in need of academic or behavioral supports. The district leadership team has developed an MTSS Implementation Guide, which provides consistency in implementing MTSS across the district. Individualization of some aspects of MTSS are built into the district guidelines in order to address unique student and building
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	<p>needs. Each building has a Student Intervention Team (SIT) that utilizes true progress monitoring and curriculum-based measurement tools to guide in problem solving and decision making. The MTSS Implementation Guide defines Tiers I, II, and III, and provides a description of instruction and assessment at each level. In addition, available district resources are identified in the areas of English Language Arts, Mathematics, and Behavioral Supports. An appendix containing SIT documents, data tools for determining placement, and available tiered applications is also included in the MTSS Implementation Guide. Each elementary building has a designated tiered support time for English Language Arts and Mathematics built into their daily schedule. During weekly Turner Learning Team (TLT) meetings, grade level staff review progress monitoring data to evaluate individual student progress. At the secondary levels, staff meet bi-weekly in Early Intervention Teams (EIT) to monitor student progress and adjust intervention accordingly. There is a social worker assigned to each building to support the various social emotional needs of students. The District administers the SRSS to screen for social/emotional supports needed. The District administers the SOS at the middle school and high school to screen for suicide.</p>
<p>Family, Business, and Community Partnerships</p>	<p>Each building maintains a site council. We have an active PTA. Each of the buildings host parent engagement nights. The district publishes a quarterly news magazine that is mailed to all homes in the district. We maintain a robust website as well as have a large social media presence. We utilize the Schoology LMS which has a parent component. We have a full-time parent/community liaison that engages with the community on a regular basis.</p>
<p>Diversity/Equity/Access</p>	<p>Turner USD is both economically and ethnically diverse. We have a large group of students and parents that speak Spanish in the home. We attempt to send out communications in two languages. All students in every sub-group have access to experienced, qualified, and effective educators. This is an area of focus in our new strategic plan. The leadership team was trained in Diversion, Equity and Inclusion by Lively Paradox in the fall of 2020. A committee was formed with representatives from each building to analyze our practice and make suggestions for improvement to the strategic planning committee in June at their June 2021 meeting.</p>
<p>Communication/ Basic Skills</p>	<p>English Language Arts instruction including writing, listening, and speaking 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. We also offer many exploratory/elective courses in grades 8-12 such as speech and forensics. Turner USD is in the final year of a federal striving readers grant in 20-21. With this grant, we have provided literacy training to our teachers as well as job embedded coaching. We adopted new resources in ELA in grades PK-5 to implement a balanced literacy model. We use Leveled Literacy Intervention as a intervention. We use Jolly Phonics to teach phonics in a structured way in PK - 1st. We also purchased 95%Group Phonics intervention for students struggling with phonics.</p>

<p>Civic and Social Engagement</p>	<p>Students have social studies instruction at all grades aligned to the Kansas History Government and Social Studies Standards. Civics and Government are among the courses required for graduation. Every school operates a student government organization. There are many extra-curricular activities that engage in community service. The NHS and KAYS club have community service requirements as well as organize community blood drives twice a year. The basketball team volunteers their time in the community. Many high school athletic teams read to younger grades at our elementary school. There are school sponsored campaigns to raise money for various organizations that benefit the Heart Association, United Way, and the homeless. Former graduates attending college locally tutor in our AVID elective classrooms.</p>
<p>Physical and Mental Health</p>	<p>Every school has a counselor and social worker assigned to work with students. In the fall of 2019, the high school added a second social worker to support students. Counselors give whole group instruction aligned to state standards using the Second Step curriculum at the elementary level. All second-grade students are given YMCA learn to swim classes as a part of PE. All third-grade students participate in the KC Ballet ROAD program and learn dance and ballet from a ballet instructor in PE over a 15-week period. Appropriate body maturity classes are offered to fourth and fifth grade students. Each spring we celebrate Kansas Kid Fitness day with all third-grade students. In middle school and high school, students are required to take health and PE courses. The District is updating the Health curriculum resources this year. All staff have been trained in Trauma Informed Practice and each building has an implementation team established. The secondary schools trained staff and administer the Signs of Suicide survey. All teachers complete the Student Risk Screening Scale for every student. Buildings teams analyzed the data and developed interventions for high-risk students. (SWIM and FITNESS DAY WERE SUSPENDED DUE TO COVID AND THE BALLET WAS VIRTUAL THIS YEAR)</p>
<p>Arts and Cultural Appreciation</p>	<p>Students at the elementary level attend music and art class weekly. The students also take two district sponsored field trips each year which include trips to theater performances and local museums. KC Ballet instructors come to the school and teach dance and ballet to third grade students in the first semester. Beginning in 5th grade students may enroll in band and play an instrument. Band instruction is given twice weekly. At the middle and high school, multiple fine arts classes are offered: visual arts, performing arts, graphic arts. Turner High School requires a fine art credit for graduation. The district hosts a Fine Arts Fair each spring in which we show case our students. This event is well attended by the community. Each year the high school performs a musical to sold out crowds. (FIELD TRIPS, 5TH GRADE BAND AND FINE ARTS FAIR WERE SUSPENDED THIS YEAR DUE TO COVID)</p>
<p>Postsecondary and Career Preparation</p>	<p>Turner High school offers many dual credit opportunities for students. Students have to opportunity to take the following college courses as dual credit: Intro to Literature, Comp. I, Comp. II, College Algebra, College</p>

	<p>Algebra w/Review, Statistics, Pre-Calculus, Trigonometry, Calculus I, Intro Craft Skills, Carpentry Basics, Beginning Swimming, Intermediate Swimming, Anatomy & Physiology, Programming Fundamentals (offered on rotation), Programming Algorithms, Teaching as a Career (taught through Avila). The high school added Chemistry this year and will add Physics next year through a partnership with UMKC.</p> <p>We also offer career pathways in the following: Mobile Equipment Maintenance (Automotive Technology), Construction & Design (Building Trades), Business Entrepreneurship & Management, Business Finance (Accounting), Business Marketing & Advertising, Early Childhood Development and Services, Family, Community and Consumer Services, Teacher Training, Culinary Arts and Management, Interior Design, Fashion Apparel Design, Graphic Design, AV Communications (Audio/Video and Journalism), Web and Digital Communications, Programming and Software Development Health Science/Medical.</p> <p>Currently an adjunct professor from KCKCC teaches Criminal Justice courses on a 3-year rotation of 12 courses allowing students to graduate with 36 hours in criminal justice. A geometry class is embedded in our Construction Design Pathway to increase the enrollment in that program. In 19-20, Turner High School implemented AVID and in 20-21, AVID was expanded to the middle school. Turner High School also has a K-State college advisor assigned that works with students to explore colleges.</p> <p>Students also attend the Technical Education Center in the following areas: Computer Support, Cosmetology, Culinary Arts, Electrical Technology, Health Careers, Heating & Refrigeration, Machine Technology, Medical Assistant, Nail Technology, Welding.</p>
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3. Needs Assessment Process and Goals

February – March 2020: 5Essentials survey is administered.

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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:

- 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. **(Self-Efficacy and Personalization)**

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.

Supporting Data: https://turnerusd202org-my.sharepoint.com/:o:/g/personal/emberlinc_turnerusd202_org/EscOOTf7mdBDg-5gj820lmcBmhBIY-4ERFezWo63aPjNSw

4. Sustainability of the Improvement Process

The District began using the current process of improvement in 2008. It has 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. When KESA was introduced as the state model and we had to select a year in which to enter that five-year improvement model in made sense to align the cycles, so we entered at year 3 in 2017-18. 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

Publication of Progress for Community: <https://www.turnerusd202.org/board-of-education/strategicplan>

Professional Development: Using data and teacher self-evaluation the PDC develops a plan in collaboration with the administrative team and instructional coaching team.

5. Kansas Vision for Education and State Board Outcomes

Social Emotional Growth

The district leadership is committed to meeting the needs of students' social-emotional development.

Currently, during a typical year, the district is collecting the following:

- 5Essentials Survey data (Fall and Spring)
- Student Risk Screening Scale-Internalizing and Externalizing (SRSS-I/E) data (Fall, Winter, and Spring)
- Signs of Suicide (SOS) data (Fall)
- Data tracking system for mental health supports—connected to the district’s Student Management System (Ongoing)
- Behavior Intervention Support Team data (Ongoing)

The 5Essentials data allows our district leadership to evaluate trends across Turner USD 202 related to needs for strengthening community resources. The data illustrates to what extent students feel safe, valued, and supported by trusted adults, along with to what extent families feel connected to the school community. Building leadership and staff use this data to focus on school environmental strengths and needs, when developing individual school improvement plans.

The SRSS-I/E data allows building leadership and staff to assess how well school systems and practices are meeting all students’ social and behavioral needs. A strength of SRSS is that it provides individual student scores, which helps educators to identify students who may need additional support related to “at risk” externalizing or internalizing behaviors. SRSS also provides data regarding internalizing results, allowing support teams to focus on indicators/behaviors that may be more easily overlooked (i.e. shy, sad, depressed, anxious). This is based off the individual’s scaled score, rather than item-level data. As part of this early intervention process, building leadership also use the information to identify classroom teachers that may benefit from added supports in addressing student social emotional needs. Finally, the SRSS allows building mental health team members to identify students who may be considered “at risk” to provide tiered levels of social emotional supports and help increase their school engagement. The students and their families are not directly involved in SRSS data collection.

The SOS is a universal, school-based prevention program that allows school mental health team members to identify students who may be considered “at risk” for suicide. In addition, SOS provides access to early intervention for students and families. Evaluation of SOS data (at the individual level, and collectively, for the student body) also provides a foundation for school staff and parents to develop partnerships with community-based resources. Previous data indicate the number of students experiencing suicidal thoughts have dropped. As the district prepares for the 2021-2022 school year, district staff predict that, due to the social emotional effects of COVID, there may be an increase in the need for necessary supports once students return to full-time, in-person learning.

Currently, all buildings have both a full-time counselor and full-time social worker (with the exception of our smallest elementary school who shares support staff with the alternative education building) to support student mental health needs. In addition, a district behavior specialist is available to support staff in assessing the functions of individual student behavior, along with the implementation of behavior intervention plans, when applicable. The district leadership team has implemented a data tracking system for mental health supports that is connected to the district’s student management system, allowing district leadership to evaluate trends in the needs of students and inform allocation of resources.

BIST is fully implemented at each elementary building. Staff track student BIST movements within the student management system to identify children who may be at risk for demonstrating disruptive behaviors impacting the learning of self or others. The data collected is used to collaborate with BIST representatives who help school staff tailor supports to meet individual student needs and assist with classroom management needs.

5Essentials data is used by the building staff to develop building school improvement plans and inform building Care Teams. The building Care Teams are lead by staff who have been formally trained in Trauma Sensitive Schools practices. Through the implementation of Trauma Informed Care principles, building teams are able to provide support to students, families, and colleagues. SRSS-I/E data is another tool used to determine possible students who would benefit from multi-tiered systems of support. The mental health team members have also created social emotional support groups to address students considered “at risk” for both internalized and externalized behaviors. In addition, a Trauma Response Plan and a Mental Health Team Notebook has been developed and implemented. The notebook includes the district’s Suicide Prevention Policy, Student Risk Assessment forms, and protocols for tackling crises. Access to the data tracking system for mental health supports, allows district leadership the opportunity to evaluate current mental health supports and allocate resources appropriately. Tracking BIST movements at elementary levels provides BIST teams with data to aid in developing BIST and student success plans.

Counselors and social workers have worked to create a PreK-12 curriculum based on SECD standards. At the elementary level, the SECD standards are addressed through the implementation of the Second Steps curriculum. Counselors use the Second Steps resources across all buildings, PreK-6. Currently, counselors are working collaboratively to revise district SEL curriculum based on the SECD standards. Furthermore, district staff are in the process of discussing a plan for updating curriculum SEL resources PreK-6. For the middle school level, social skills lessons related to SECD standards are developed by the school counselors and taught through students’ Bear Time. Lastly, in reference to the high school, the Social Skills Ci3T committee has developed lessons based on the SECD standards. Students participate in an extended 3rd hour class every 3-4 weeks for social skills lessons, during a typical school year. These lessons focus on items such as character building, leadership, and social interactions.

To collaborate across all buildings, the district mental health team meets on a monthly basis to discuss district trends related to mental health needs, as well as plan, develop, and update district protocols. District data from the SRSS-I/E and SOS are reviewed on a quarterly basis by the Strategic Plan’s Positive Learning Environment Committee. The administrative leadership team also reviews the data from the mental health support tracking system to determine allocation of resources. Building-level leadership teams review SRSS-I/E data to implement tiered systems of social emotional support and to refine the building’s school improvement plans. BIST movement data is used to support the needs of individual students, so that teams can address building-level needs related to behavioral supports.

Kindergarten Readiness

Turner School District has a close working relationship with multiple early childhood care and education programs in our community and county. Turner has a Parents As Teachers program within the district that collaborates with district staff to ensure a smooth transition between the home and school, as well provides connections to other outside family resources. Turner also works closely with the Wyandotte County Infant Toddlers program, regarding Part C to B transitions. This year we added the position of Early Literacy Coordinator for the purposes of increasing the connections between home and school, along with building relationships with local child care and in home daycare facilities to provide educational literacy based activities for children work on prior to entering school. The Early Literacy Coordinator also leads weekly community connections based in literacy activities for families to participate in. Parents As Teachers also attends these events and helps promote them among Turner families.

Our preschool classrooms at Turner are fully inclusive. They contain both 3- and 4-year old's who receive special education services, as well as those considered general education students only. Also, in the classroom are children who are considered at-risk, per the state grant requirements, along with children not considered at-risk who attend as peer models. Research shows, and we believe, that a fully inclusive preschool program is beneficial for all students at varying ability levels. We also offer monthly child find screenings for children whose parents have concerns for possible delays. For those with significant concerns, referrals for special education evaluations take place.

Our Early Literacy Coordinator has lead the effort to connect home and school for those children not yet in school, through her work with the weekly literacy community connection activities. As part of this, she also has created resource kits for the home that provide literacy activities for parents to work on with their children. To assist with the transition from preschool to kindergarten, we also hold an annual kindergarten round up event, in which children and families are invited to visit the schools and meet the teachers. Prior to the school year starting incoming Kindergarten students that did not attend the District PK program schedule an appointment to meet their teacher and get a personal introduction to the classroom.

We have multiple data points that we review as an early childhood team, which we have been using for multiple years (ESGI, iStation, and Heggerty, along with progress reports and grade card data). The data trends indicate that children, for the most part, enter our early childhood classrooms with a good grasp of colors and shapes. The areas of need still lie in letter and number acquisition. While we do have several children, who enter preschool with at least some knowledge and understanding of letters and numbers, the majority of children have very little to no background knowledge in either of these concepts. Throughout each school year, we do consistently see great growth in our students. However, we would like to see more growth in these percentages and believe that a key to increasing them is to continue helping families work on these activities with their children prior to preschool, so that when they do begin school they have at least some background knowledge to work from. Through the work of the Early Literacy Coordinator and the home literacy activities, we hope to see the numbers steadily increase. Data taken during preschool is viewable by the kindergarten teams as well, to help them plan

effectively and aid with incoming kindergarten students being set up for success. Social-Emotional learning is another area we want to see continued growth in for our students. We currently use the program Second Steps and are in the process of exploring new Early Childhood Curriculum that focuses on executive functioning and includes a social emotional learning component. We also plan to implement the new Student Risk Screening Scale for Early Childhood (SRSS-EC) beginning in the 2021-2022 school year. K-12 in Turner has used the SRSS-IC for the last few years, and we feel that implementing the SRSS-EC will provide additional data that preschool can use that will also coincide with what K-12 is using to make for a smooth transition between preschool and kindergarten.

Individual Plans of Study

Areas of Need:

- **Increase evaluation of each student's Academic Planner from annually to bi-annually.**
- **Review the results from the Annual IPS Survey.**
- **Expand the process sequence to include PreK-5 IPS processes in our district outline**

Turner Sixth Grade Academy begins the work of the Individual Plans of Study by introducing students to the [Xello: College and Career Planning Software](#) by having students explore their individual learning styles and complete lessons on school subjects and how they connect to the work environment and good decisions making.

When not in a school year that has been limited by health department restrictions, the Turner Sixth Grade Academy also sponsors a Career Fair. To prepare for the Career Fair, students complete lessons in employability, ethics, accountability, and positive attitude.

Turner Middle School prepares students for post-secondary success, by helping students explore opportunities. Students have various levels of career exploration through BEAR time and other courses.

Seventh Graders use [Xello: College and Career Planning Software](#) to investigate learning styles, discover pathways, and develop an understanding of biases and career choices. This year they have explored digital citizenship during their STEM Exploration time.

Eighth Graders use [Xello: College and Career Planning Software](#) to develop career skills, explore career matches, and research the skills needed for a successful transition to high school. Students also complete employability lessons, explore graduation requirements and complete high school enrollment. During the enrollment process, eighth graders are introduced to the Academic Planner in Infinite Campus and begin developing their plans.

Both grade levels have been able to accomplish work in post-secondary planning this year through a course called counseling corner, which has been a part of the hybrid elective rotation. The middle school plans to restart their Career Lunches when the conditions allow for lunch time visitors.

As students enter **Turner High School**, most freshman students are enrolled in Future 101. This one-semester required elective course allows students to explore post-secondary options and careers under the guidance of a teacher and support staff. Students in the class complete the following:

- Career Exploration:
 - Xello: College and Career Planning Software
 - Personality Styles
 - Career Matchmaker Mission Complete
 - Grade level lessons aligned with career exploration.
 - Complete a Career Exploration Project
 - Text and Resource: Academic Innovations' *Career Choices* Curriculum
- Post-Secondary Lessons:
 - EverFi Financial Literacy Curriculum
 - Career and Technical Education Pathway Overview Presentation
 - Students sign up for Raise.Me to start earning money for post-secondary education.
 - KC Scholars Presentation and Assembly
- Review the Academic Planner – This four-year course plan is a roadmap in the Infinite Campus towards graduation. Students start this process in eighth grade and complete with the Freshman Academy Counselor during their freshman year.
- Prepare and complete the PreACT 8/9 exam.

Students not enrolled in Future 101 are enrolled in AVID (Advancement via Individual Determination), a four-year elective course that prepares students for college and career. AVID is in year two of implementation at THS, and students in grades 9-11 take this elective course. In addition, staff is trained throughout the year in AVID methodologies that are geared towards closing the opportunity gap by preparing all students for college readiness and success in a global society.

As students move onto their sophomore year, they continue working with the Xello: College and Career Planning Software and begin to develop a resume, complete a job application, and participate in mock interviews. Sophomores also work with their counselors on the following:

- Review graduation progress and update Academic Planner in Infinite Campus.
- Explore opportunities available through the Kansas City Kansas College Technical Center, Career and Technical Education Pathways, and Dual Enrollment.
- Investigate post-secondary options.
- Attend the Post-Secondary Day Visit at Turner High School.

During their junior year and senior year, counselors continue to use the Xello: College and Career Planning Software, but they also help students expand and personalize their search for post-secondary opportunities that fit their unique needs. During the junior year, students must have one post-secondary visit or meeting as a requirement for attending prom. A post-secondary visit can include meeting with a college representative or visiting a campus, technical center, or recruiting office. An exception can be made for a student who shadows a journeyman or is working with the transition facilitator.

During the junior and senior year, students update the Academic Planner in Infinite Campus and attend the Post-Secondary Day at Turner High School. Juniors complete either the ACT or ACT Work Keys exam, and during the senior year, all students begin the FAFSA process and meet with an AmeriCorps College Advisor that works at Turner High School.

At the high school, students have experienced most of the IPS work this year through video presentation that are released through their cohort grade level Schoology courses, and some events went virtual versus being in-person.

High School Graduation

The District's graduation data is a focus of improvement in our plan. We have a specific action step in the strategic plan to improve alternative and student support programs to decrease the number of non-graduates. Student failure rates have been an ongoing discussion in our high school TLTs. Facilitated by the instructional coaches, teachers are examining the reasons for student failure and adapting their practice. The high school is also expanding the credit recovery options and hiring a certified teacher to work with the para in the credit recovery class.

Postsecondary Success

One of the primary initiatives in this area is to engage students on their career path prior to leaving the high school.

College/Certificate Credit

Kansas Academy of Mathematics & Science at Fort Hays University

- Students attend for 11th & 12th grade years; average 14-18 hours per semester
- 2018-2019 – 2 juniors
- 2019-2020 – 2 seniors + 4 juniors
- 2020-2021 – 3 seniors + 1 junior

Avila University

- Teaching courses taught by Mr. Ward; Each semester is 3 college credits
- 2018-2019 – 10 seniors
- 2019-2020 – 8 seniors
- 2020-2021 - 7 in fall; 4 in spring

K-State

- Offer College Accounting with the option to take the test (for a fee) for college credit at the end of the year.
- 2018-2019 – 7 enrolled in the course, 0 took the test for credit
- 2019-2020 – 10 enrolled in the course, 0 took the test for credit
- 2020-2021 – switched to KCKCC for free tuition through SB 155 (however, teacher out on maternity leave)

University of Missouri

- General Chemistry I (4 hours) and Lab (1 hour) taught by Mr. Hagan to Advanced Chemistry
- 2020-2021 – 20 enrolled in course, 9 took for college credit

KCKCC Technical Education Center (TEC)

- 18 different programs offered to juniors & seniors with tuition and transportation provided

- Some programs do have fees; Credits earned range between 7-60 over 2 years
- 2018-2019 – 14 students + 4 students during the summer for their CNA in 5 programs
- 2019-2020 – 25 students in 9 programs (1st year for 2 students in the Medical Assistant Program)
- 2020-2021 – 29 students in 10 programs (1 student completed his 2nd year in Welding)

KCKCC Instructors at THS

- 2018-2019 – 43 students (Auto & Criminal Justice)
- 2019-2020 – 35 students (Auto & Criminal Justice)
- 2020-2021 – 10 students in fall; 9 students in spring

THS Instructors that can offer college credit

- 8 THS instructors are approved at KCKCC
- 2018-2019 – 16 courses offered; 38 students enrolled in fall; 49 students enrolled in spring
- 2019-2020 – 19 courses offered; 89 students enrolled in fall; 60 students enrolled in spring
- 2020-2021 – 18 courses offered; 11 students enrolled in fall; 27 students enrolled in spring

TOTAL 2020-2021 DATA

- 83 students earned college/certificate credit (1 freshman, 11 sophomores, 16 juniors, 55 seniors)
- 854 college/certificate credit earned

# of Hours	Class of 2021	Class of 2022	Class of 2023	TOTAL
1-5 Hours	13	6	7	26
6-10 Hours	20	5	2	27
11-15 Hours	7	1	1	9
16-20 Hours	9	1	1	11
21-25 Hours	1	2		3
26-30 Hours	2	1		3
31-35 Hours	3			3
TOTAL	55	16	11	82

6. Stakeholder Involvement and Engagement

Needs Assessment is partially based on a survey of students, teachers, and parents. Vision review and goal selection was completed by the strategic planning group made up of board members, staff, parents, and community members. Progress on our action steps in provided quarterly through a video posted on our website.

7. KESA Fidelity of Implementation

The System Yearly Update report was submitted to OVT team at least two weeks in advance via a OneNote binder and uploaded to portal following the visit.

The System Yearly Update will be shared with the local board of education/governing body? May 18th along with the OVT Chair report.

The OVT visit on April 22, 2021 was held virtually this year.

Each building is required to have an improvement plan aligned to the district plan. Each principal meets with the superintendent monthly to discuss progress. Our elementary schools have transitioned to the KansaStar platform for managing their plans and the secondary schools will in the upcoming years.

B. Explain Your Next Steps

We will again use our process to examine our data and adjust our action steps. Each principal will also prepare activities to analyze their building data with their staffs and adapt their building level plans as needed.

C. Assurances

16.1 - Does the superintendent/leader of this system assure that this report accurately represents the system's KESA activities and decisions? *

Initial Report Results

Yes

16.2 - Does the superintendent/leader of this system assure that the president/leader of the local board of education/governing body is fully aware of the existence of this report? *

Initial Report Results

Yes

16.3 - Does the superintendent/leader of this system assure that this report has been accepted as a receive or information item at an open board of education meeting? *

Initial Report Results

Yes