

System Yearly Update Report: Year Three

Organization: D0202
 Rating in spring: 2025

Needs Assessment Process and Goals (Required)

This section is required and must be completed in its entirety during the 2022-2023 school year. If you do not see goals already stated at the top of each goal drop-down, then you must go back to the year 1 report and complete the Needs Assessment and Goals section in its entirety. If you need support in completing this piece, please contact accreditation@ksde.org.

Goal	Goal Questions	
1	Active	
	Question	Answer
	Identify and describe the data findings from your need's assessment process, including gap analysis, that led to this goal.	
	Once the goal has been achieved, how will your system look different?	
	What are the strategies/interventions that you intend to implement to meet your goal outcomes? (Be prepared to share your action plan with the OVT team before/during the visit.)	
	What professional development is needed to prepare for the strategies/interventions of this goal, and how will they be implemented.	
	How will you know that your strategies/interventions are being implemented with fidelity?	
	Identify short-term or long-term measurements used to show progress toward the goal.	

How will this work impact the measures of the State Board Goals and Definition of a High School Graduate.	
State your measurable goal.	<p>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.</p> <p>S1: Ensure teacher clarity of the PK - 12 Bullseye Curriculum to enhance student learning. S2: Teachers will use relevant instructional practices that promote rigorous collaborative learning for all students in the classroom. S3: Empower all students to reach their full potential by setting goals, providing specific feedback, intervention, and enrichment to further their growth and development.</p>

In analyzing your data to evaluate this goal, what actionable conclusions can you draw to date?

In the identified target of increasing the Percent of Students Meeting Growth Projection - In both reading and math, the winter data suggest we are on target with last year's annual percentage of students meeting their growth projection but showing no increase. However if you compare to the same time period (1st semester), we are seeing an increase as Fall 2021 to Winter 2022 the number of students met their growth target in math was 41.9% so our 1st semester data this year is 12% higher. For reading, our mid-year percent of students meeting growth was 42.1% and this year we have 48% meeting projected growth.

In the identified target of increasing the Percent of Hi/High Average - Elementary is meeting the target, secondary is not. With the math success are we seeing more movement at the lower levels.

Walkthrough data - This is a baseline with new template will need to set our baseline in June and develop our targets.

Strategy 1: Teacher Curriculum Clarity

Math - The curriculum changes and teacher work around planning and preparation with Eureka Math is making an impact in mathematics. All but two grades saw an increase in students meeting growth projections of 12% or greater, with 6th grade seeing an increase of 29%. In 5th grade, a grade showing no increase district wide, we did have two buildings

see an increase, one an increase greater than 12%. Some of the greatest impact can be seen in our special education and ESL populations. In special education, we had three grade levels increase the number of students meeting their growth projection by 24% or more. The focus on the mathematic practices and teacher understanding of the importance of students conceptual understanding has positively impacted student achievement in mathematics.

ELA - We are seeing an increase in growth at the lower grade levels but not at the middle and high school levels. We will be adopting a new resource at the secondary level with full implementation in the fall. We are also adopting a phonics supplement to meet the requirements of KSDE. As a district, we don't score lower in Foundational Skills than other reading instructional areas.

Performance Matters – We are moving away from our common assessment platform (AMP) as Schoology transitions to Performance Matters. Because of this transition this year, new assessments were not placed in AMP this year. For example, with the new Eureka Math adoption, we did not update AMP assessments and other tools were used for assessment in the math curriculum.

Strategy 2: Responsive, Rigor & Collaboration

Walkthrough Data - Strategic or Extended Thinking S1 -18.7% through Q3 - 20.2%;

Walkthrough Data - Collaboration (Pair, Small Group) S1-29.8% through Q3 - 30.5%

Inquiry and Collaboration – The walkthrough template was revised to align with the strategic plan initiatives. This year we will set the base line using our walkthrough data listed above. Performance on the student 5Essential survey increased in math (weak to neutral) and ELA instruction (neutral to strong) however decreased in the area of Quality Student Discussion. Academic press improved only slightly from 2021 to 2022. We have administered the 5Essentials survey and will receive results the last week of April. The professional learning needs assessment indicated that our staff needed additional training in inquiry and collaboration so we will offer additional cohorts in the coming school year.

Responsive Teaching & Differentiation -

Formative Assessment (Based on 747 walkthroughs) Q1-Q3

1. Exit Ticket 3.70%; 2.Hand Signal 4.70%; 3.One-on-One (Conferring) 11.80%; 4.Technology Tool (Kahoot, Quizlet, AMP, etc) 11.60%; 5.Written Response 19.90%; 6.Small Group Discussion with Teacher 11.80%; 7.Other 22.50%; 8.Not Observed 26.20%

Responsive Instruction - The walkthrough template was revised to align with the strategic plan initiatives. This year we will set the base line using our walkthrough data listed above. The data states that the highest categories are "Other" and "Not Observed" - The team discussed that we will need to code the data to see if the "Other" should be another category, and we may need to better collaborate as an administrative team. At the elementary level, we have had a 3rd grade team perform exemplary in student performance for two consecutive years; this team will be leading professional learning on how they are using formative assessment at the elementary level. (This data is present under the Positive Learning Tab: PLWE Data – Collective Efficacy)

Responsive Classroom -

Responsive Classroom (Based on 747 walkthroughs)

1. Activating students' prior knowledge. 50.60%; 2. Making learning contextual. 38.40%
3. Diverse and inclusive representation in materials. 15.10%;
4. Evidence of strong student/teacher relationships. 65.10%

Responsive Classroom - The walkthrough template was revised to align with the strategic plan initiatives. This year we will set the base line using our walkthrough data listed above. The professional learning needs assessment indicated that our staff needed wanted additional training in responsive classroom strategies so we will continue to offer additional cohorts in the coming school year. At the secondary level, we will be sponsoring an AVID community of practice - Creating Engaging and Rigorous Classrooms this May.

Strategy 3: Personalized Learning

Goal Setting – At the elementary, teachers are working individually with students to set

goals on NWEA MAP so that each learner knows their goals in math and reading. On more isolated cases, teachers are also doing additional goal setting in KITE, DreamBox, and ISIP. At Oak Grove Elementary, we have an exemplary second grade team that will provide professional learning through a cohort in the coming school year on goal setting. At the middle school and high school, ELA and math teachers also set goals related to NWEA MAP. In addition, middle school learners set goals related to academics through their Bear Time. The high school will adopt a goal setting process during their seminar time next school year as they implement a new bell schedule.

Feedback – In academic personalism on the 5Essentials survey, students report that we have improved, but still perform in the neutral category. This has increased by 11 points from 2020 to 2022, which is a move from low neutral to high neutral. These questions relate specifically to feedback from a student perspective. On the question regarding specific feedback, 49% agree that they receive specific feedback, and 38% strongly agree that they receive specific feedback. In addition, at the elementary level, districtwide grading procedures were implemented, and the secondary level is planning to implement common grading procedures. This move was to ensure consistent feedback is communicated.

Alternative and Support Programs – The high school participated in a Root Cause Analysis and determined that changes were needed to support student graduation rate. The high school will be shifting to a block schedule in the 2023-2024 school year and will be implementing a robust intervention seminar structure that will include academic and social emotional programming. The middle school expanded their cohort program to add another class at the seventh grade level. We have also increased the enrollment at the alternative high school program through revising the process through the Early Intervention Teams at the high school. In addition, the afterschool interventions were revised using the Early Intervention Team and data from the newly implemented Early Warning System in the student management system.

KG readiness – Our preschool common assessments are implemented through a program called ESGI (see ESGI data page). One teacher has learners that are proficient in all categories, this teacher is the full-day program instructor. All learners are making progress. From a district perspective, we may want to increase full-day pro

What adjustments, if any, are needed? (Are you on track?)

Strategy 1: Teacher Curriculum Clarity

In the coming year, we will implement a new ELA secondary curriculum 6-12 and a phonics curriculum KG-2nd. We will need to monitor this implementation for fidelity and support the ELA secondary curriculum with a professional development cohort, and new elementary teachers will be trained in the phonics curriculum through a professional development cohort. We will also monitor year two of the K-12 math adoption. The curriculums adopted in this cycle continue to be supported through professional development cohorts that teachers may opt into for support.

Strategy 2: Responsive, Rigor & Collaboration

The staff did note on the PDC needs assessment that they wanted more professional learning around quality student collaboration and inquiry strategies. We will need to examine the results from the 5Essentials in Ambitious Instruction Data to make sure we are on track. We will need to examine data in the walkthrough to establish some targets. We will introduce more professional learning cohorts on these topics in the upcoming year.

Strategy 3: Personalized Learning

As noted above, we will be introducing some professional learning opportunities for teachers in this area. We will continue to monitor data on students receiving intervention to determine if interventions are effective. For example, data over time has suggested that the credit recovery lab was not producing credit acquisition so it is being eliminated and credit recovery sections will be placed with certified teachers where data suggests it is more effective.

If Inactive, what is your purpose for inactivating this goal?

2 Active

Question	Answer
Identify and describe the data findings from your need's assessment process, including gap analysis, that led to this goal.	
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What are the strategies/interventions that you intend to implement to meet your goal outcomes? (Be prepared to share your action plan with the OVT team before/during the visit.)	
What professional development is needed to prepare for the strategies/interventions of this goal, and how will they be implemented.	

How will you know that your strategies/interventions are being implemented with fidelity?	
Identify short-term or long-term measurements used to show progress toward the goal.	
How will this work impact the measures of the State Board Goals and Definition of a High School Graduate.	
State your measurable goal.	<p>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> <p>S1: Build high expectations through a shared belief in the ability of students, staff, and the community to positively influence school outcomes.</p> <p>S2: Be a school district that is supportive of all students, teachers, and community members.</p> <p>S3: Be a school district that recognizes and supports students' social and emotional wellness.</p>

In analyzing your data to evaluate this goal, what actionable conclusions can you draw to date?

Strategy 1: Collective Efficacy

The district surveyed the staff using a collective efficacy scale presented by Dr. Jenni Donohoo, a leading author on Collective Efficacy. There are nine questions within the collective efficacy survey that address Strategy 1. Even with the increase of participation from fall to spring the data showed there was no drastic increase from fall to spring. According to collective efficacy data, 90% of the staff are confident in their ability to teach and believe that every student can learn. However, despite this high level of optimism, a significant portion of teachers feel challenged in reaching the most challenging students. In addition, only around 50% of staff across the district believe that students come to school prepared to learn. This perception may be attributed to the fact that a considerable percentage of the staff also report that drug and alcohol abuse in the community has a negative impact on the learning environment and that students are not motivated to learn.

On the 5Essentials survey in the area of Collective Responsibility, School Commitment, and Teacher to Teacher trust, we have declined from 2021 to 2022. These areas key to collective efficacy have declined since the start of this cycle. This data aligns with the collective efficacy survey where we see higher performance in certain buildings specifically Junction and JSOC are rated strong in Collective Responsibility. Turner Elementary and Junction are neutral in School Commitment. Junction and Turner Elementary are the highest rated buildings in teacher to teacher trust.

Strategy 2: Diversity, Equity, Inclusion

This school year, there has been a concerted effort to prioritize diversity, equity, and inclusion (DEI) initiatives within our district. Six out of eight buildings, including PAT, have undergone DEI training as part of our partnership with BLOC. Additionally, the district DEI committee convenes twice quarterly, and various DEI-focused cohorts offer professional development opportunities to staff during district PD days. We've also implemented programs aimed at promoting diversity and celebrating different cultures throughout the school year, further emphasizing our commitment to creating an inclusive environment for all.

Our district has placed greater emphasis on providing staff members with DEI learning opportunities. The schools have integrated DEI goals into their School Improvement Plans (SIP) and have diversified the composition of site councils. Additionally, students are now being exposed to a wider variety of cultures.

Strategy 3: Social Emotional Wellness

The Trusted Adult Survey, Trauma Sensitive Schools Building Needs Assessment, SOS and Kansas Communities that Care surveys have been administered to staff and students. Participation data on SOS survey is low due to new requirements for parents to opt their child in. Of the students that took the survey, 40 students were flagged for suicide risk. The majority of students who took the survey and were screened attended TSGA. 81% of students across the district report having a trusted adult. Percentage of students with a trusted adult is higher at the elementary level than secondary level. The Kansas Communities that Care Survey shows that 25.1% of students do not feel safe at school. Various sources of data suggest that a significant proportion of students are vulnerable to social and emotional issues. The recent emphasis on creating trauma-sensitive schools in groups has provided educators with improved tools to address the needs of these students. The middle school also added an additional seventh grade cohort class this school year.

What adjustments, if any, are needed? (Are you on track?)

Strategy 1: Collective Efficacy

On the PDC needs assessment the certified staff requested more learning in this area so in the upcoming year, we will have two PD cohorts focused on this topic. One will center around the Adaptive Schools work and the other a high performing 3rd grade team will share their practices as a model for other teams. We also intend to train more leaders in the Adaptive Schools model. It will be important to review the results of both the Collective Efficacy scale and 5 Essentials survey with staff and have structured discussions about our beliefs about our students and our peers.

Strategy 2: Diversity, Equity, Inclusion

This year, the presence of a DEI consultant has contributed to a heightened level of emphasis. Moving forward, as we continue to provide assistance and instruction, our objective is to augment student engagement by expanding the opportunities available for planning and decision-making. We will be repeating and adding professional learning cohorts related to this strategy in the upcoming year. We are also collecting classroom data related to responsiveness in the classroom on the new walkthrough template. This will allow us to focus our efforts on areas of need.

Strategy 3: Social Emotional Wellness

Increase participation percentages to accurately all students. Concerns across the district and community suggest the need for more community resources to support students and families. In the upcoming year, the high school will introduce more seminar time with a nine week period focused on social emotional learning.

If Inactive, what is your purpose for inactivating this goal?

3 Active

Question	Answer
Identify and describe the data findings from your need's assessment process, including gap analysis, that led to this goal.	
Once the goal has been achieved, how will your system look different?	
What are the strategies/interventions that you intend to implement to meet your goal outcomes? (Be prepared to share your action plan with the OVT team before/during the visit.)	
What professional development is needed to prepare for the strategies/interventions of this goal, and how will they be implemented.	

How will you know that your strategies/interventions are being implemented with fidelity?	
Identify short-term or long-term measurements used to show progress toward the goal.	
How will this work impact the measures of the State Board Goals and Definition of a High School Graduate.	
State your measurable goal.	<p>Employee Support: In TUSD 202, we will recruit, hire, and retain a highly qualified, diverse workforce.</p> <p>S1: Intentionally recruit, hire, and retain a diverse workforce.</p> <p>S2: Cultivate a positive professional learning culture for all employees through support, recognition, and an organized and purposeful mentoring program.</p> <p>S3: Develop and support staff knowledge and experience through embedded professional development.</p>

In analyzing your data to evaluate this goal, what actionable conclusions can you draw to date?

Strategy 1: Diverse Workforce

The baseline data from 2021–22 was 4.0% for African-American certified employees with a target goal of 4.5% for 2022-23. In 2022-23, we saw a decrease in African-American among certified employees. The baseline data from 2021–22 was 5.4% for Hispanic certified employees with a target goal of 6.0% for 2022-23. In 2022-23, we also saw a decrease in the percent of Hispanic employees.

The baseline data from 2021 – 2022 was 10.4% for African-American classified employees with a target goal of 11% for 2022-2023. Currently African Americans represent 10.7% of the total classified staff in the 22-23. The baseline data from 2021 – 2022 was 17.9% for Hispanic classified employees with a target goal of 18.5% for 2022-2023. Currently our Hispanic classified employees are 18.8% of total classified staff for 22-23.

In 2021-22, 1.7% of certified staff identified as two or more races and .4% of classified staff did as well. In 2022-23, 2.6% of certified and 1.8% of classified staff identified as two or more races.

Employees self-identify their race when completing onboarding paperwork. Those identifying as two or more races may at least partially identify as black or Hispanic.

Strategy 2: Employee Recognition & Mentoring

Evidence of continuous recognition takes place through the Microsoft Form used to collect PRIDE nominations. Mentorship participation includes 20 new to the profession certified hires and 23 second year (still on initial license) certified hires, and 20 professionally licensed certified hires. This year 50 classified staff members attended onboarding meetings from May 2022 to March 2023 with a buddy.

The district staff recognition program, PRIDE (Positive, Responsible, Inclusive, Dedication, Efficient), has continued. Any TUSD stakeholder can nominate any certified or any classified staff members for recognition. Monthly winners for both categories are celebrated at their local buildings and then recognized at the board of education meeting and on social media. Participation is high and suggests that this strategy should be continued.

Certified mentoring and observing is continuing throughout the year. Initially licensed teachers in their first year are mentored by veteran classroom/grade-level or content peers. Initially licensed teachers in their second year are mentored by an instructional coach or specialist. All teachers in year one and year two with the district (initial and professionally licensed) have a peer buddy assigned. Classified mentoring and onboarding is now in its second year. New classified employees were assigned buddies and attend an onboarding meeting to become familiar with key practices in the district. Informal employee feedback and participation numbers of new hires as well as feedback from experienced buddy staff members suggest that this practice should continue.

Strategy 3: Embedded PD - Individual Growth Action Plans

With a large turnover of building professional learning representatives and individualized training for writing and reviewing IGAPs was increased at the beginning of this school year. Each PDC building representative was provided professional leaning time at the beginning of the school year to determine who had a current IGAP and who needed to write a new one.

The adjustment to individual training for PDC representatives increased the submission of better written goals by certified staff and fidelity to reviewing them. Also, there has been a decreased number of action plans that needed revisions. These goals are written with a structure that aligns with the Strategic Plan.

The district is currently in year two of our two-year professional learning cohort. After one year of knowledge at the professional level, staff are focused on the application of what was learned in year one. In addition, a survey was created and sent to district administrators to determine how feedback is provided.

Through a needs assessment and staff feedback, it was determined by the Professional Development Council to continue another two-year professional learning cycle. A cohort showcase was presented to all certified staff. Each staff member selected three cohorts, out of 17, to review for potential professional learning throughout the 2023-2024 and 2024 - 2025 school years. A survey will be sent to certified staff to make a selection of their top three choices and cohorts will be built from that data.

What adjustments, if any, are needed? (Are you on track?)

Strategy 1: Diverse Workforce

We will go back to the previous data this summer and clearly identify those that marked more than one race to ensure the data is more accurate in the future. The team will add new locations for advertising with diverse users: Diversity.com. iHispano, HLPAA (Hispanic/Latino Professionals Association, JOPWELL, jobs. diversity. social Social media posting locations) Another solution the team is exploring is starting an internal employee referral program.

Strategy 2: Employee Recognition & Mentoring

Evidence of continuous recognition takes place through the Microsoft Form used to collect PRIDE nominations. Each certified and classified employee is hired with a building buddy and depending on licensure, a district mentor. We will continue to include nomination opportunities for our staff as well as students, parents, and communities. Building principals and district publications, along with social media outlets will include nomination directions. We are on track to recognize employee performance and mentor new staff.

Strategy 3: Embedded PD - - Individual Growth Action Plans

The procedures of introducing, writing, implementing and monitoring Individual Growth Action Plans are effective and no adjustments need to be made to the process. In the upcoming year we will shift our action steps so focus on TLTs at the secondary level as with the change in schedule, course TLTs will be meeting more consistently.

If Inactive, what is your purpose for inactivating this goal?

4 Active

Question	Answer
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How will you know that your strategies/interventions are being implemented with fidelity?	
Identify short-term or long-term measurements used to show progress toward the goal.	
How will this work impact the measures of the State Board Goals and Definition of a High School Graduate.	
State your measurable goal.	<p>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.</p> <p>S1: Maximize the resources and partnerships available to our families and students through the community and district. S2: Increase the diversity of community and stakeholder participation and engagement within the district. S3: Provide multiple avenues and types of communication to the Turner Community that encourages increased engagement and pride in our schools.</p>

In analyzing your data to evaluate this goal, what actionable conclusions can you draw to date?

Strategy 1: Resources & Partnerships

The district hosted a back to school event in late July and invited various community partners to share resources and information as families prepared for the 22 – 23 school year. We had approximately 900 individuals attend the event as well as participation from 9 community partners in addition to all of our district departments (Food Services, Transportation, Technology, etc.). The anecdotal feedback from this event showed that families appreciated being able to receive all the information and resources at once. Our goal was to grow our community partnerships by 10%. At the beginning of the school year, we had 66 identified community partnerships, and we now have 88, which is a 21% growth. We also hosted our first career fair at Turner High School with 40 local businesses participating.

The Parents as Teachers playroom was revamped this year to create a more welcoming environment with early literacy resources and activities. Because of this, Parents as Teachers has been able to host one-on-one playtime as well as playgroups in the space. Our early childhood staff has added a "Literacy in Spaces and Places" initiative this year and for their first community literacy space added books and literacy activities at our local coffee shop, Windmill KC. Toddler Tuesdays had gained traction this year and averages 14 families in attendance per week. There were 28 families in attendance at the pre-k literacy event. Turner Early Childhood social media pages were created to increase efforts to reach all families in USD 202 with children 0 – 4 years old.

Strategy 2: Diverse Participation and Community Engagement

Current Site Council representation is not aligned with our school demographic data. We did exceed our meeting frequency goal – Site Councils met with 89% frequency and the goal was 80%. All buildings have added welcome and directional signs in English, Spanish, and Swahili where needed. This year, the district provided funding for and we partnered with Wichita War Dancer, a Mariachi Band, a Folklorico Dance Group, and the James Ward Jazz Band for cultural awareness months. Additionally, buildings increased the frequency of cultural awareness displays and activities throughout the school year. We averaged 70% for our Parent Teacher Conference attendance, which fell short of our goal of 77%. Through facilitation by public relations staff, student groups completed 12 community service projects in Turner this year, including community garden construction, senior citizen yard clean-up, local food pantry drives, playground improvements, park clean-up and improvements, among others.

Strategy 3: Increased Types of Communication

Many buildings have begun to offer a virtual option for Parent Teacher Conferences as well as other meetings such as IEPs. For our family communications goal, we wanted to increase the family newsletter readership average by 10% and we exceeded the goal with a 15% average. The minimum number of newsletters sent by principals was increased this year to two per month. We met our goal for increasing social media followers across all building and district social media accounts – the goal was 5% growth and we are currently at 13% growth from May 2022. We established partnership between Director of Public Relations and THS Journalism class to have student journalists contribute stories for our district magazine, Turner Today. Within their first month of transferring to USD 202, Luke Lee contacts each new transfer family to welcome them and answer questions they have. Following the phone call, he sends an email that contains a welcome video and information pertinent to new families. The feedback from our transfer families has been overwhelmingly positive.

What adjustments, if any, are needed? (Are you on track?)

Strategy 1: Resources & Partnerships

We plan to expand our back to school event to include more of our community partners, specifically those listed on our Turner Community Resource Guide. We plan to expand our career fair to include more businesses next year. Additionally, we will create opportunities outside of the career fair for these businesses to engage with students by coordinating student tours, internships, classroom presentations, etc. Additional outreach and engagement with local childcare facilities is needed as well as increased enrollment numbers in our pre-k program.

Strategy 2: Diverse Participation

Principals need to be more intentional about inviting Site Council members that are representative of our community demographics. We are on track with our Site Council participation data and for next year, need to be more proactive in surveying members on best days and times to meet. We need to continue to be consistent with meeting reminders and follow-ups. Increase Parent Teacher Conference data – school buildings need to include this in their building improvement plans and work with staff on strategies to increase attendance, either in-person or virtually. Continue finding opportunities for community service in Turner by doing outreach with local community groups and organizations (such as Turner Community Connection neighborhood groups).

Strategy 3: Increased Types of Communication

For next year, principals need to consistently meet the two newsletters per month minimum as not all met this requirement. We also recommend being consistent with when the newsletters are sent out and posting it to all communication avenues – social media, website, email, link in text message, share with staff for their classroom newsletters. The Director of Public Relations needs to work with school secretaries on social media strategies for their building Facebook pages.

If Inactive, what is your purpose for inactivating this goal?

Progress Made Toward Previously Submitted Goals.

How do you know that building improvement goals and actions are impacting the system goals, and that no buildings are falling behind?

It is an expectation that all building goals align with the district goals reflected in the strategic plan. These building goals are peer-reviewed twice a year at district-wide meetings of administrators using a Modified Consultancy Protocol or a Constructivist Tuning Protocol as a means of holding themselves accountable for these plans. All building plans are recorded in the KansasStar system and are evaluated by school improvement teams.

District-wide professional learning cohorts are aligned to strategic plan goals. Over the past two-year cohort cycle, there were six cohorts aligned with Positive Learning Environment, two for Employee Support, nine for Student Achievement, and one for Community Connections. Additionally, end of year needs assessments are distributed to determine continuous, aligned improvement for both the district and building professional learning.

We disaggregate most data by building and examine performance differences. The leadership team meets regularly and collaborates and shares practices between buildings. Each elementary grade has a representative on content mapping teams that meet regularly to discuss curriculum and instruction. This cross district collaboration helps insure consistency across buildings. We have identified that our secondary buildings are struggling. They have also been identified by KSDE and are receiving technical assistance from the Kansas Learning Network in our three secondary buildings.

For our community connection initiatives, the Director of PR verifies that monthly parent newsletters are being sent and reviews content of newsletters to be able to provide feedback to principals, if necessary. Our Parent Community Liaison collaborates with school staff to identify opportunities to connect classrooms with local businesses and organizations. Parent Community Liaison also collaborates with building principals on their Site Councils and provides assistance and feedback with meeting agendas and council membership. Many building improvement plans include goals around community connection and celebrating the diversity of our community. Additionally, the Parent Community Liaison collaborates with DEI representatives from each building on opportunities to highlight cultural heritage months and create a more welcoming, inclusive environment in their buildings. Building administrators and staff review parent engagement data from 5Essentials annually.

Describe any new or changing data that might indicate a need for changes to the system goals.

Student Achievement - We have adopted a new math resource and abandon our previous common assessments and are using those provided by the new resource for analysis and comparison in our learning teams. This year we implemented the early warning system within our student management system. The early warning system produces a grad score predicting your risk of not graduating. As we progress through the cycle, we will learn to use it more efficiently to provide intervention resources to students.

Positive Environment - Due to the Kansas regulations on student surveys we have less participation in some in the area of social emotional wellness The reduction in participation does not provide us with adequate data to make decisions that impact students. We will have to re-examine some of the measures we are using in this area. Based on the collective efficacy data we may need to explore options to boost professional trust among teachers.

Employee Support - Ongoing surveying and feedback-seeking will continue to serve as evidence to inform a data-driven and reflective response in our approach to system goal-setting. The knowledge that the LatinX teacher population accounts for only .5% of teachers and the African American teacher population accounts for only 2.8% of teachers on the Kansas side of the KC Metro area (per the Urban Education Research Center and LatinX Education Collaborative) indicates that new graduates may be a strategic population for recruitment to improve diversity in future. Ongoing data on mismatches between the population of students of color and teachers of color in the KC Metro area may also prove significant in future. At present, the 3-year retention rate for educators in Wyandotte County is 60%- continued attention to changes in this data could also be significant to future system goal-setting.

Connection - Parent Teacher Conference data decreased this year and needs to be a focus for building teams moving forward. We continue to identify families that speak languages other than English in our school community and need to ensure they are getting the information they needed. According to an adhoc pulled from Infinite Campus, languages spoken in addition to Spanish and English are Burmese (approx. 9 families), Hmong (approx. 14 families), Swahili (approx. 2 families), Portuguese (approx. 2 families), Lao (approx. 2 families), and at least one family speak each of the following: Arabic, Chinese, Filipino, Mandarin, and Vietnamese.

Professional Development and Training

How do you know that the professional development around the system goals has been effective for staff?

We primarily determine the effectiveness of professional development through staff surveys administered following all PD days. In addition, the 5Essentials survey gives us data on teacher collaboration and quality professional development. The professional learning related to curriculum and instruction will ultimately be measured by student performance results. All district level professional learning is aligned to the Strategic Plan Goals (See Schedule Sample).

If you have new staff, how have they been trained and brought into the improvement plan?

At the district level, all new teachers participate in monthly professional learning around district initiatives and procedures. New Teacher Induction monthly professional learning is comprehensive based upon needs reflected from previous years survey responses and strategic plan action steps. Instructional coaches and guest administrators present on pre-set topics. New Teacher Induction is historically our highest performing area on the 5Essentials survey. The district sponsors boot camps in particular areas and requires attendance at certain professional learning sessions. We have a well-established mentorship program. Before the start of the school year, all designated mentors and buddies to new staff are provided professional learning. New teachers also meet weekly with instructional coaches, and receive quarterly observations and feedback from instructional coaches. At the building level, this is primarily accomplished in Turner Learning Teams. When new teachers work with their grade level or content peers on curriculum, instruction and student performance.

How are you ensuring fidelity and sustainability of the plan with all staff?

Aligned building school improvement plans. All district professional learning is aligned to the strategic plan. All Turner Learning Teams agendas center around district initiatives. We collect and examine data at every building to monitor fidelity to the plan. Quarterly the committees in each area report progress to the Board via video (<https://www.turnerusd202.org/board-of-education/strategic-plan>). Those committees are representative stakeholder group. District initiatives are shared through quarterly staff newsletters.

State Board Outcomes (Optional)

While this work is ongoing, answering this topic is optional for the 2022-2023 school year. If you are interested in evaluating your current state as it relates to the State Board Outcomes, it is recommended that your system utilize the STAR Recognition rubrics as a means for determining your responses to the prompts below (all STAR Recognition area information can be found here: <https://www.ksde.org/Agency/Fiscal-and-Administrative-Services/Communications-and-Recognition-Programs/Vision-Kansans-Can/Kansans-Can-Star-Recognition>).

SOCIAL EMOTIONAL FACTORS

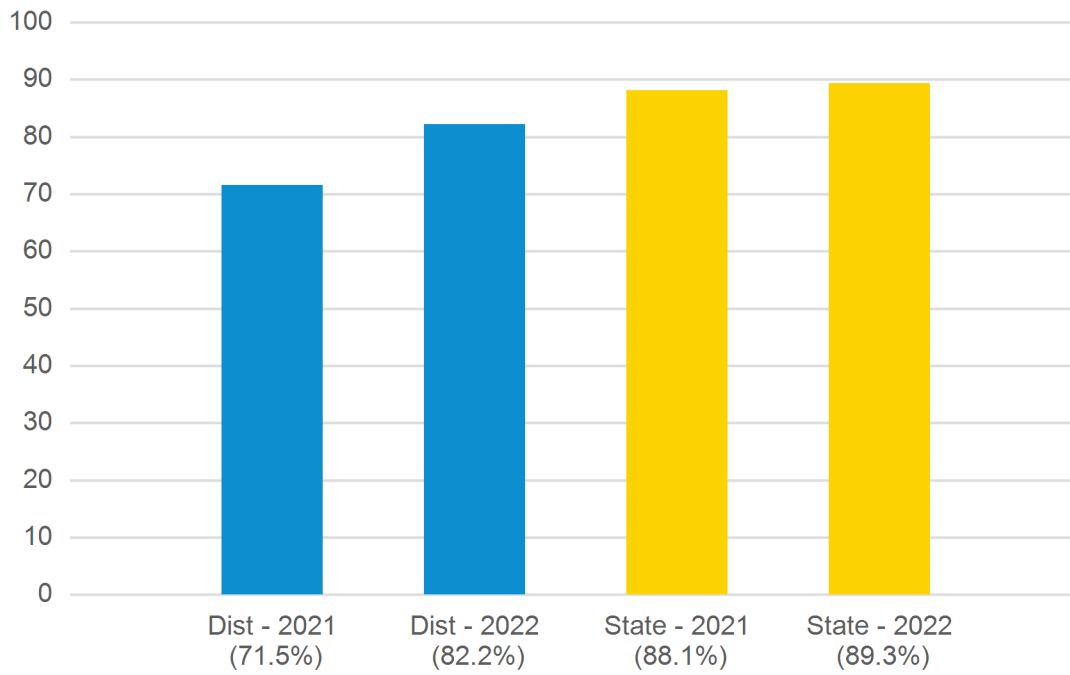
KINDERGARTEN READINESS

INDIVIDUAL PLAN OF STUDY

HIGH-SCHOOL GRADUATION

Graduation Rate Data:

4 Year Adjusted Cohort (Data Analysis)

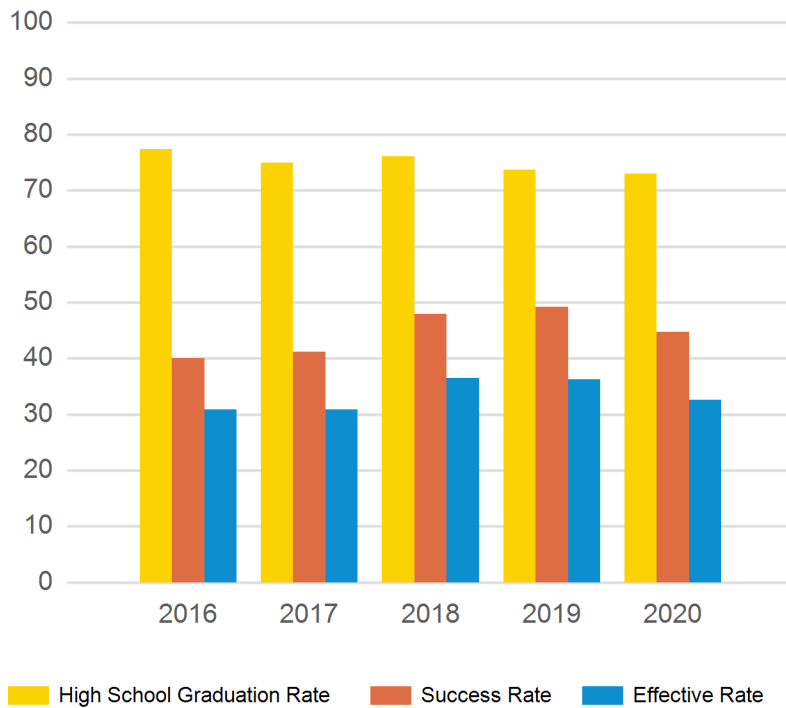


	D0202-2021	D0202-2022
White	62.2	82.2
Hispanic	78.3	84.8
African-American	80	71
Asian	0	0
Multi-Racial	56.3	72.7
Native Hawaiian Pacific Islander	0	0
Native American	0	0
Free and Reduced Lunch	69.3	81
Students with Disabilities	71.4	78.9
ELL	82.1	86.3
Migrant	0	0

POSTSECONDARY SUCCESS

Postsecondary Effectiveness Rates

Postsecondary Progress (Data Analysis)



*Reflects District Level Aggregate Data

*Five year averages are calculated based on available data

Postsecondary Progress

Program Year	Grad Rate	Success Rate	Effective Rate
2016	77.3%	40.0%	30.9%
2017	75.0%	41.2%	30.9%
2018	76.1%	47.9%	36.5%
2019	73.7%	49.2%	36.3%
2020	73.0%	44.7%	32.6%

Kansans Can Lead the World!

Graduation: 95%
Effective Rate: 70-75%

Five Year Graduation Average:
75%

Five Year Success Average:
45%

Five Year Effectiveness Average:
34%

95% Confidence Interval for
the Predicted Effectiveness
Rate

32.6 - 37.4

Assurances (Required)

This section is required and must be completed in its entirety during the 2022-2023 school year. If you need support in completing this piece, please contact accreditation@ksde.org.

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

Yes

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?

Yes

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?

Yes