

Schools Eligible for Intensive, Comprehensive, Targeted, and Additional Targeted Support

Kansas

ESEA

School Improvement Section 1003(a) Funds

Grant Application Packet

Applications will be accepted December 15, 2023, to January 30, 2024, and will be reviewed in the order they are received.

Email completed application to:

essaquestions@ksde.org

Kansas State Department of Education
Early Childhood, Special Education and Title Services

An Equal Employment/Educational Opportunity Agency

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 SW Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201

Revised 11.22.2023

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

Part I:

District Information

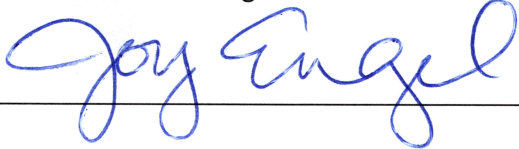
Please complete the information below. Check and sign the assurances.

A. Contact Information

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


B. Assurances

Yes	The Statement of Assurances included in each district's Local Consolidated Plan Application Update which is signed by an authorized representative of the district and submitted for this school year is in effect for the duration of the ESEA 1003(a) School Improvement Grant.
Yes	The applicant will comply with the ESEA, district and school level practices and supports as outlined by the Kansas Learning Network. (See attached Conditions.)
Yes	The applicant will cooperate with Kansas Integrated Accountability Systems (KIAS) monitoring and KSDE.

Printed Name of Authorized District Representative: Joy Engel	Title: Assistant Superintendent of Student Services
Authorized District Signature: 	Date: 1/23/24

Part II:
Building Information

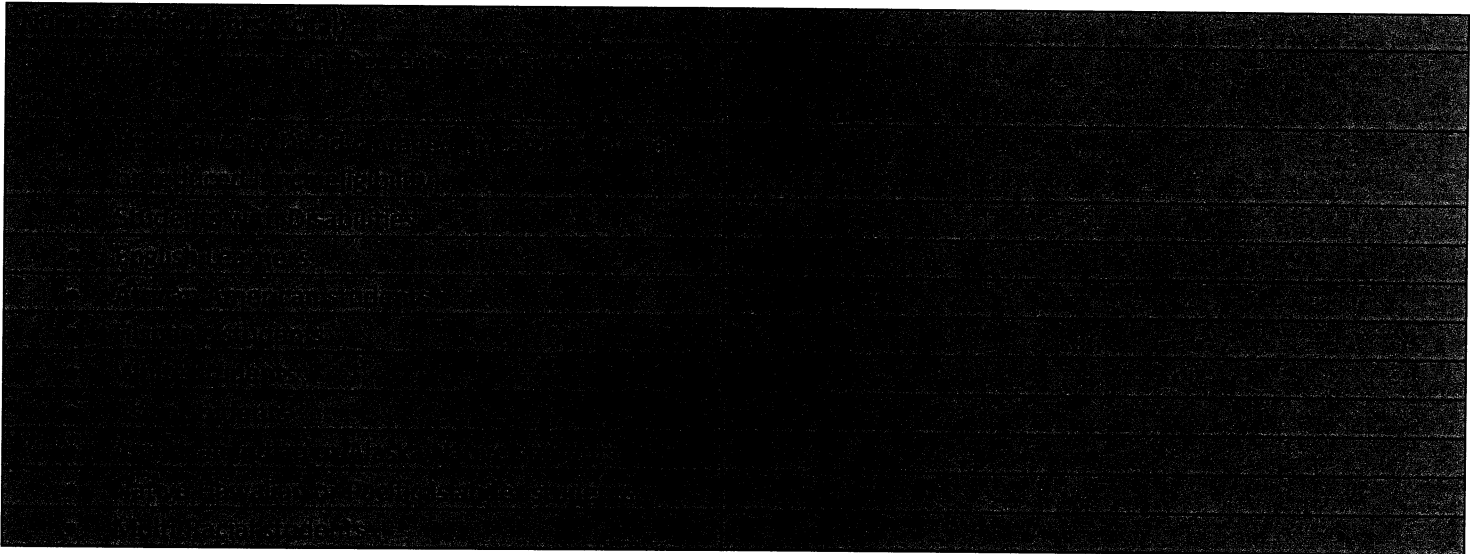
Please complete a building information, resource allocation, allowable Uses, and budget page for each school.

School Name: Turner Middle School	Building Principal: Dr. Bill Weber
School/Building Number: 0167	Signature: 

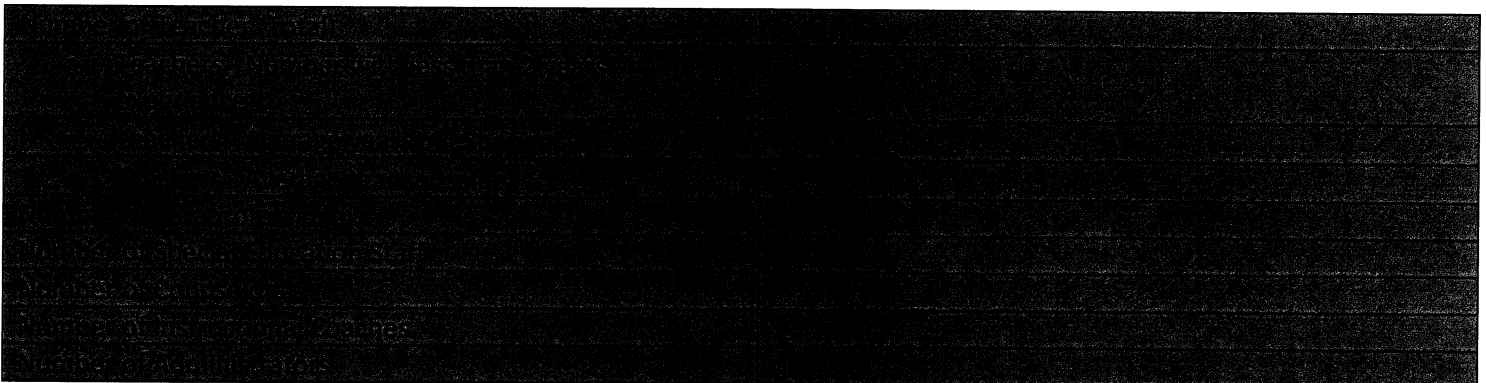
Section 1: Resource Allocation Review: **REQUIRED** of all ISI Buildings, optional for CSI, TSI, and ATS. Existing resources that may help with this information include but are not limited to: S066, LPR, KIDS, AMOSS, Building Report Card



Please complete the following resources for each category. Utilize the most recently available data.
Student Information



Staff Information



Building Funding Information



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Total STATE Funds	
Total FEDERAL Funds	
Total OTHER Funds	

Physical (Facility) Resources

Date of Construction	
Date(s) of Remodel	

Instructional Resources

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

Utilizing adopted curriculum materials, teaching staff collaborate to ensure the curriculum maps for each course are aligned with state standards. This occurs during time designated during summers, professional development days, substitute coverage days, Turner Learning Teams (Our designation for PLCs), and other moments. Staff regularly revisit these maps, in conjunction with a review of data points, to adjust when necessary. Data points utilized include exit tickets, common course assessments, NWEA MAP assessments (administered in the fall, winter, and spring), and KITE assessments (including interim assessments). Related to curriculum materials, Turner USD 202 has recently adopted new materials in both mathematics and language arts. Eureka Math Squared was adopted for mathematics in the 2022-2023 school year, and Springboard was adopted for language arts in the 2023-2024 school year. Both curriculum materials represent a significant shift in approach to the standards, but they also ensure more equitable access to a rigorous curriculum for all students.

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

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

Bullseye Curriculum Overview – An explanation of our curriculum documents can be found at the link below.

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

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

- Math 2022 - [Math Resource Evaluation 2022.docx](#)
- Secondary ELA 2023 - [Secondary ELA Resource Evaluation 2023.docx](#)

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

District and building financial resources are distributed to best support student proficiency in reading and math. As previously mentioned, a significant amount of spending has been designated to the newly adopted curriculum. In addition, spending is also designated to support our staff in their own learning to best support the learning needs of our students. Although we continue to make strides in proficiency in both reading and math, gaps in both areas of student achievement continue to lag beyond state averages. Additional support for students and staff is still necessary to help close the achievement gap.

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After reviewing and reflecting on your allocation processes, what can or should district leaders and principals do in terms of resource allocation to improve student performance?

District leaders and principals should continue evaluating what we do to ensure resources are best used to improve student performance. This requires a continuous review of data. Recognizing that resources are limited, everyone involved must reevaluate what works and what doesn't to make sure we are being good stewards of the available allocations.

Section 2: Allowable Uses (Check Applicable Options) REQUIRED of all Buildings.

Implementing interventions that support the closing of the achievement gap. It is a matter of equity to seek out and leverage strategies that have been shown to reliably improve students' outcomes-- particularly for historically underserved students – where the Evidence-Based Intervention (EBI) was designed for, and its impact has been studied with the student populations to be served with the EBI.

Please select the applicable activities for the purpose of this grant. If you have questions concerning the expenditure, please contact our office.

- Hiring of additional staff to support implementation at the school level such as an instructional coach.
- Incorporating additional time for instruction such as before school, after school, summer school or by extending the school year and/or reimbursement for professional learning outside of contract time.
- Incentive pay for recruitment and retention of high quality teachers and leaders in identified Intensive Support and Improvement (ISI), Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATS) schools.
- Instructional leadership development.
- Incorporating the process of data analysis to improve student achievement with an emphasis on data literacy and disaggregation.
- Implementing interventions that address the academic achievement problems identified for the school through ongoing root cause analyses.
- Adopting policies and practices that will ensure all groups of students will improve academically.
- Implementing effective family, caregivers, and community engagement.
- Supporting the purchase of supplemental curriculum to address student achievement that meets the Evidence-Based tier guidance.
- Supporting professional development on specific interventions to address student achievement (implementation and de-implementation).

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- Structured literacy training and implementation.

All expenditures must comply with Section 8101(21)(A) of the Elementary and Secondary Education Act:

The term “evidence-based”, when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that:

(i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—

(I) strong evidence from at least 1 well-designed and well-implemented experimental study;

(II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or

(III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias.

Total Amount Requesting: \$88,586 for fiscal year 2025 (academic year 24.25)

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

TMS Reading Support related to Root Cause Analysis, Springboard curriculum implementation, and Reading Interventions

- This grant would allow us to hire an additional instructional coach to focus solely on reading. We currently have one instructional coach in our building that supports all curriculum areas. This includes both math and reading implementations, which has proven to be very challenging.
- With the additional instructional coach, more detailed data analysis will be able to be carried out with an emphasis on literacy and the improvement of instructional practices in reading to best meet student needs. This will result in a deeper dive into the data and a timelier reaction to changes needed in instruction.
- The reading instructional coach will support, monitor, and guide interventions implemented to tackle our root cause analysis and reading achievement gap. Interventions currently in use include common reading strategies taught by all staff members and weekly cold reads taken by students on a weekly basis during a designated morning time. We hope this additional coaching position can continue to build on teachers reading toolboxes and begin to assist in identifying what strategies we might better teach to students to expand their toolboxes.

Note 1: The root cause analysis for Turner Middle School was first completed in the fall of 2022-2023. It focused on achievement gaps in reading with a specific focus on reading stamina.

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Note 2: Turner Middle School has been working directly with KLN since the spring of 2019. We meet regularly for support and guidance. We have also participated in Adaptive Schools training through KLN.

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

- An extra instructional coach will allow us to better support not only our ELA/Reading staff, but all staff. The reading instructional coach can support, co-teach, and model best practices to support our root cause analysis and implementation of our Springboard curriculum. This daily support will allow our ELA staff to be prepared and confident in the implementation of daily lessons. This will also allow our current instructional coach position to focus on other curricular areas, including the continued implementation of our math curriculum.
- Data analysis takes time. The additional instruction coach will not only be able to dive deeper into the various data points but will, more importantly, be able to process those data points with staff and students. For teaching staff, more timely discussions can take place related to common assessments so that adjustments in lessons can be made to meet student needs as they are identified. This will help to make learning decisions in a more relevant and timely fashion. For students, it is our hope that this timely data analysis can lead to immediate coaching opportunities to discover why a student may be struggling. Through these coaching discussions, we believe feedback can better lead us to timelier and more authentic implementation of Tier 2 and Tier 3 interventions.
- We recognize that our students have achievement gaps. To close these gaps as quickly as possible, it requires additional intervention time beyond the scheduled reading time. We need to ensure that interventions put in place are the correct interventions and monitor their success. This will be supported by the additional instructional coach.

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

- For an additional instructional coach in reading:
 - https://scholarworks.wmich.edu/cgi/viewcontent.cgi?article=3648&context=reading_horizons
 - https://assets-global.website-files.com/61e9ed8efb92178d73cbfbf5/640930f484b6bf3e2070b101_Frazier-Dissertation-Final-4-17-18.pdf
- For further data analysis with emphasis on literacy:
 - <https://sedl.org/pubs/sedl-letter/v22n02/using-data.html>
 - <https://degree.astate.edu/online-programs/education/master-of-science/reading-literacy/use-research-and-data-to-improve-reading/>
- For the support, monitoring, and guiding of reading interventions:

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- <https://www.readingrockets.org/topics/intervention-and-prevention/articles/best-practices-planning-interventions-students-reading>
- <https://msjordanreads.com/improve-reading-fluency-and-monitor-progress-with-cold-and-hot-reads/>

USD Name and Number: Turner USD 202	School Name and Building Number: Turner Middle School, 0167
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Section 3: Budget Information

School Improvement Budget 1003(a)

	1000 Instruction	2100 Support Services- Students	2200 Support Services- Staff	2400 Support Services- School Administration	2700 Vehicle Operation Services	3300 Community Services Operations	3400 Student Activities
100 Personnel Services-Salary	\$73,669						
200 Employee Benefits	\$14,917						
300 Purchased Professional & Technical Services							
400 Purchased Property Services							
500 Other Purchased Services							
600 Supplies and Materials							
700 Property							
800 Other							

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Indirect Cost							
Total	\$88,586						

Conditions

The applicant will coordinate and collaborate with the Kansas State Department of Education and the Kansas Learning Network Director and Implementation Coaches.

This includes:

- Maintain plan in KansaStar online platform with actionable tasks.
 - Maintaining a leadership team, including the principal, focused on development and implementation of the school improvement plan to address root causes.
 - Continuously assess, create, and monitor data for continuous improvement.
- Engage in support for creating, clarifying, and/or refining clear communication structures.
- Continuously report and reflect on progress.
- Conduct onsite learning walks to monitor implementation progress.