

School Name Tipton Middle School

School Number 8167

Street Address 817 S Main St

City **Tipton**

Zip Code **46072**

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: 2020-2023

----- CONTACT INFORMATION -----

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Read all the way through this document before beginning your work.

--- BASIC REQUIREMENTS ---

Principals are required to coordinate the development of an initial three (3) year strategic and continuous school improvement and achievement plan and to annually review these plans. Whether developing a new plan or updating an existing plan, schools must assess their progress and make necessary changes to ensure continuous improvement.

When completed, this document satisfies requirements in Indiana's Every Student Succeeds Act (ESSA) Plan, federal and state laws, and requirements for Title I Schoolwide Programs. This template contains components that may or may not apply to all schools at all times. **Indication as to who is required to complete a section is noted at the beginning of each Core Element area.**

Common abbreviations used in the plan are:

ESSA	Every Student Succeeds Act – replaced No Child Left Behind in the reauthorization of federal education law
TSI	Targeted Support and Improvement – federal government school designation under ESSA
ATSI	Additional Targeted Support and Improvement – federal government school designation under ESSA
CSI	Comprehensive Support and Improvement – federal government designation under ESSA

Who is required to submit a school improvement plan (SIP)? **All public and private schools**

Who is required to submit a comprehensive needs assessment (CNA)? **Schools that receive Title I funds AND schools classified as TSI, ATSI, and/or CSI**

Who is required to use the Indiana Department of Education's SIP template? **Schools classified as TSI, ATSI and/or CSI**

Who is required to use the Indiana Department of Education's CNA template? **Schools classified as CSI**

If you are unsure of your school's identification as TSI, ATSI, and/or CSI, you can find out [HERE](#).

This is an initial three (3) year plan.	This is a review/update of a plan currently in use. <input checked="" type="checkbox"/>
This school is identified as the following by the federal government: Neither	
(TSI only) Underperforming student groups identified by the federal government: Choose <input type="checkbox"/> Choose <input type="checkbox"/> Choose <input type="checkbox"/> Choose <input type="checkbox"/>	
This school receives Title IA funding. No <input type="checkbox"/> Is the school's Title I program Schoolwide or Targeted Assistance ? * <input type="checkbox"/> N/A	
<i>*If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.</i>	

--- PLANNING COMMITTEE [Required for all] ---

Schools that are required to conduct a comprehensive needs assessments (CNA) and/or school improvement plan (SIP) must assess the school's needs using a committee comprised of stakeholders, including, but not limited to teachers, administrators, parents, and community and business leaders. Some schools may opt to have separate committees for conducting the needs assessment and developing the school improvement plan, while others may not. Simply indicate if a member serves on either or both in the "Committee(s)" column. Many schools may have sub-committees to focus on prioritized areas such as language arts, math, attendance, etc. Indicate this in the "CNA/SIP Sub-committee(s)" column below. To be sure the needs of each underperforming student group are addressed, **schools classified as TSI or ATSI must have a sub-committee for each underperforming group.**

List members of the committee below. If a member serves on more than one subcommittee, list all those on which the member serves.

Member Name	Title	Committee(s)	CNA/SIP Sub-committee(s)
Sample: Alma Smith	<i>Teacher</i>	<i>Both</i>	<i>ELA, Black, Spec. Ed.</i>
Melissa Kikta	Principal	Both	SIP
John Ayars	Assistant Principal	Both	SIP
Briana McDonough	Instructional Coach	Both	SIP
Jason Bales	Teacher	Both	SIP
Abby Speck	Teacher	Both	SIP
Glen Castor	Teacher	Both	SIP
Trent Welbaum	Teacher	Both	SIP
Samantha Crouch	Teacher	Both	SIP
Lynn Calloway	Counselor	Both	SIP

--- ALIGNMENT [optional] ---

A systems-based approach to continuous school improvement involves alignment across the district. While still being attentive to their unique needs, schools should align curricular, instructional, and assessment programs with the district's vision, mission, and goals.

Assess the school's alignment with the district using this page. If necessary, work with district personnel to make necessary changes before moving forward with the needs assessment. If there is not enough room to type or cut-and-paste the information below, attach appropriate documents.

District Vision

Growing empowered, future-ready students prepared for a lifetime of opportunity and success.

School Vision

Growing empowered, future-ready students prepared for a lifetime of opportunity and success.

District Mission

Working together for student success.

School Mission

Working together for student success.

District Goals

Goal 1: Student Achievement

Goal 2: Facilities

Goal: Branding/Public Relations

Does the school's vision support the district's vision? Yes

Does the school's mission support the district's mission? Yes

Do the school's mission and vision support district goals? Yes

If the school's mission, vision, and/or goals are not aligned with those of the district, what steps will the school take to do so?

SECTION A: Review Essential Information

All schools are required to provide basic information about the following **core elements**: curriculum; assessment; safe and disciplined learning environment; technology; cultural competency; parental involvement; secondary offerings; and, career awareness and development. Information requested in the following sections is intended to promote discussion about how the core element might be aiding or inhibiting continuous school improvement efforts. Responses are NOT to monitor compliance. After discussion, place an 'x' in the last column if the items should be considered by the school's planning team when reviewing data and/or developing school goals. Do this for all tables where the 'x' column exists.

Core Element 1: Curriculum [Required for all]

List primary curriculum resources (i.e. adopted materials) and supplementary materials such as online subscriptions or other such materials used by the majority of teachers. Subject/Courses should include: English/language arts, math, social studies, science, visual arts, music, health, and physical education. Assess the degree to which these resources are aligned with the Indiana Academic Standards. Consider the need to keep, replace, or discontinue use of materials that are not essential for instruction. If room does not allow for all resources to be listed below, continue the list on a separate page and attach it to this document. Secondary schools may attach or link course descriptions.

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier	Rationale for Resource Use	Continue Use?	X
Sample: <i>Reading</i>	1-6	<i>ABC Reading is Fun</i>	Yes	1,2	<i>Textbook and readers are core components of reading program.</i>	Yes	<input type="checkbox"/>
Math	6-8	Houghton Mifflin Harcourt	Yes	1-2	The textbook is the core component of math content.	yes	X
Math	6-8	ALEKS	Yes	1-3	This is a digital responsive intervention program.	yes	X
Math	6-8	IXL	Yes	1-3	This is a digital responsive intervention program.	yes	X
Math	8	Algebra 1 Indiana	Yes	1	The textbook is the core component of Honors Algebra content.	yes	X
Language Arts	6-8	Amplify	Yes	1-3	This digital and print curriculum is a core component of English Language Arts content.	yes	<input type="checkbox"/>
Language Arts	6-8	IXL	Yes	2, 3	This is a digital responsive intervention program.	yes	<input type="checkbox"/>
Social Studies	6-8	National Geographic	Yes	1, 2	The textbook is the core component of social studies content.	yes	<input type="checkbox"/>
Science	6-8	Lab Aids	Yes	1-3	Hands on Labs are core components of science content.	yes	<input type="checkbox"/>
Art	6-8	Digital Resources	Yes	1,2	This is a collection of YouTube and digital resources.	yes	<input type="checkbox"/>
Health	6-8	Glencoe Teen Health	Yes	1,2	The textbook is the core component of health content.	yes	<input type="checkbox"/>
PE	6-8	Digital Resources	Yes	1-3	This is a collection of YouTube and digital resources.	yes	<input type="checkbox"/>
Music	6-8	Digital Resources	Yes	1-3	This is a collection of YouTube and digital resources.	yes	<input type="checkbox"/>

Core Element 1: Curriculum [Required for all]

continued

Best Practice/Requirements Self-Check	Yes/No	X
The school uses district-established curriculum that is aligned to the Indiana Academic Standards.	Yes	<input type="checkbox"/>
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	Yes	<input type="checkbox"/>
Teachers and staff are engaged in cross grade-level articulation of standards.	Yes	<input type="checkbox"/>
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	No	<input type="checkbox"/>

The public may view the school's curriculum in the following location(s):

Tipton Middle School
817 S Main St
Tipton IN 46072

Core Element 2: Instructional Program [Required for all]

Schools are required to address the learning needs of all students and develop strategies, programs, and services to address such needs. Sound instructional practices are essential for students to reach the highest levels of academic achievement.

Best Practice/Requirements Self-Check	Yes/No	X
The school has a process for identifying the exceptional learning needs of students who are highly proficient and at risk of failure.	Yes	<input type="checkbox"/>
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Yes	<input type="checkbox"/>
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes	<input type="checkbox"/>
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes	<input type="checkbox"/>
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes	<input type="checkbox"/>
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes	<input type="checkbox"/>
Instructional strategies provide students with multiple options for illustrating their knowledge.	Yes	<input type="checkbox"/>
Instructional strategies foster active participation by students during the instructional process.	Yes	<input type="checkbox"/>
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes	<input type="checkbox"/>
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes	<input type="checkbox"/>
Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes	<input type="checkbox"/>
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	No	<input type="checkbox"/>
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc).	Yes	<input type="checkbox"/>
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes	<input type="checkbox"/>

For Title I schools with Schoolwide Programs only:

Describe activities and programs implemented at the school to ensure that students who have difficulty mastering proficient and advanced levels of academic achievement are provided with effective and timely additional assistance.

Core Element 3: Assessment [Required for all]

List the assessments used **in addition to** the following statewide assessments: ILEARN, IREAD, I AM, ISPROUT, and PSAT. Include type of assessment (benchmark, common formative, or summative), the frequency with which these are administered, and a brief rationale for their use. To find out more about formative, interim, and summative assessments, click [HERE](#). Consider the need to keep, replace, or discontinue use of each assessment based on the value and use of the data it provides.

Assessment Name	Grade(s)	Frequency	Type and Rationale for Use	Continue Use	X
Performance Series	6-8	Benchmark	This is a formative assessment that is administered three times a year. PS is a responsive assessment that provides single point data for instructional use.	No	<input type="checkbox"/>
NWEA	6-8	Benchmark	This is a formative assessment that is administered three times a year. NWEA is a responsive assessment that provides RIT and MAP data for instructional use.	Yes	<input type="checkbox"/>
COGAT	8	Summative	This is a summative assessment administered once a year to provide data for high ability selection.	Yes	<input type="checkbox"/>
ALEKS Knowledge Check	6-8	Common Formative	This is a digital formative assessment given multiple times throughout the year based on student progress. Teachers use this data to adjust math interventions.	Yes	<input type="checkbox"/>
IXL Diagnostics	6-8	Common Formative	This is a digital formative assessment given multiple times throughout the year based on student progress. Teachers use this data to adjust language arts interventions.	Yes	<input type="checkbox"/>

Best Practice/Requirements Self-Check	Yes/No	X
A system is in place to use assessment data to make decisions about programs, practices, and instruction.	Yes	<input type="checkbox"/>
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes	<input type="checkbox"/>
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	Yes	<input type="checkbox"/>

For Title I schools with Schoolwide Programs only:

Describe opportunities and expectations for teachers to be included in decision-making related to the use of academic assessment results, where the intent is improved student achievement.

Core Element 4: Coordination of Technology Initiatives [Required for all]

Briefly describe how technology is used by students to increase learning.

Students of Tipton Middle School in grades 7-8 are issued a Macbook laptop that is used to support their academics in school and at home. Students in grade 6 are issued an iPad. Teachers use various web-based programs to enhance their instruction and engage students in the course content. Teachers utilize Google Classroom to share in class and home-based lessons.

Best Practice/Requirements Self-Check	Yes/No	X
The school has a process for integrating technology into the instructional program to promote learning.	Yes	<input type="checkbox"/>
A plan is in place to provide in-service training in the use of technology.	Yes	<input type="checkbox"/>
Protocols and criteria are used to review and select technology hardware, software, and instructional programs.	Yes	<input type="checkbox"/>
There are established procedures for maintaining technology equipment.	Yes	<input type="checkbox"/>
Sufficient infrastructure exists to support instructional, assessment, and operational needs.	Yes	<input type="checkbox"/>

Core Element 5: Career Awareness and Development [Required for all]

Answer the questions for the grade levels in your school.

Grades K-5 only

What career awareness activities are provided for students?			
<input type="checkbox"/>	Not currently implementing career awareness activities	<input type="checkbox"/>	Career Day/Fair or Community Day
<input type="checkbox"/>	Career Simulation (JA/Biztown, etc.)	<input type="checkbox"/>	Career-focused clubs (Robotics, agricultural garden, STEM, etc.)
<input type="checkbox"/>	Career-focused classroom lessons	<input type="checkbox"/>	Guest speakers
<input type="checkbox"/>	Other		

If "Not currently implementing career exploration activities" was checked above, explain why.

Grades 6-8 only

What career awareness activities are provided for students?			
<input type="checkbox"/>	Not currently implementing career information activities.	X	Career-related courses
<input type="checkbox"/>	Career-focused classroom lessons	<input type="checkbox"/>	Job-site tours
X	Guest speakers	X	Career Day/Fair or Community Day
X	Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	<input type="checkbox"/>	Online career navigation program
<input type="checkbox"/>	Other		

If "Not currently implementing career exploration activities" was checked above, explain why.

Grades 9-12 only (add others in blanks as necessary)

What career awareness activities are provided for students?			
<input type="checkbox"/>	Not currently implementing career information activities.	<input type="checkbox"/>	Career-related courses
<input type="checkbox"/>	Job-site tours	<input type="checkbox"/>	Career Day/Fair or Community Day
<input type="checkbox"/>	Guest speakers	<input type="checkbox"/>	
<input type="checkbox"/>	Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	<input type="checkbox"/>	
<input type="checkbox"/>	Industry-related Project-Based Learning	<input type="checkbox"/>	
<input type="checkbox"/>	Online career navigation program	<input type="checkbox"/>	
<input type="checkbox"/>	Job shadowing	<input type="checkbox"/>	

If "Not currently implementing career exploration activities" was checked above, explain why.

Core Element 6: Safe and Disciplined Environment [Required for all]

All schools are required to develop a school safety plan. That plan is not part of this document. Since student safety and social-emotional well-being are crucial factors in learning, the questions below are intended to promote conversation about how the school's environment adds to or takes away from student learning.

Best Practice/Requirements Self-Check	Yes/No	X
Practices are in place to develop and maintain a positive school climate between staff, students, and families.	Yes	<input type="checkbox"/>
A multi-tiered system of supports (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	Yes	<input type="checkbox"/>
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes	<input type="checkbox"/>
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes	<input type="checkbox"/>
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes	<input type="checkbox"/>
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes	<input type="checkbox"/>
All staff express belief that all children can learn and consistently encourage students to succeed.	Yes	<input type="checkbox"/>
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes	<input type="checkbox"/>

Core Element 7: Cultural Competency [Required for all]

List the racial, ethnic, language-minority, and socio-economic groups in your school's population. Provide strategies and indicate whether or not professional development is needed to successfully implement these strategies. Any such professional development should be detailed in the professional development plan portion of this document. Cultural competency considerations are embedded throughout this document

Identify the racial, ethnic, language-minority, and socio-economic groups in your school using the check boxes below.

X	American Indiana/Alaskan Native	X	English Language Learner	X	Multiracial
X	Asian	X	Free/Reduced Lunch	X	Native Hawaiian or Other Pacific Islander
X	Black	X	Hispanic Ethnicity	X	White

Describe how racial, ethnic, language-minority, and socio-economic groups are identified.

Ethnicity is self-reported by parents or guardians during the enrollment process. Parents also apply for Free/Reduced Lunch status.

Describe strategies for increasing educational opportunities and performance for students in groups identified for the school.

Tipton Middle School is dedicating time during our scheduled eLearning professional development days to provide teachers with training sessions focused on supporting English Language Learners. These students are also provided with time everyday to meet with trained staff to assist with homework or daily lessons.

Students are given lessons during the scheduled homeroom period that focus on social and emotional growth.

What professional development might be necessary for staff to work effectively in cross-cultural situations?

Students identified in our English Language Learners present a lower than acceptable academic achievement. Plans were made to offer professional development aligned with supporting these students during the spring of 2020. These sessions were pushed back to the fall of 2020 due to COVID-19 and Indiana's shelter in place orders.

What curriculum materials are used to ensure all students' cultural differences are recognized and appreciated?

The Tipton Middle School is currently working on acquiring materials to update the school library and content materials to reflect a more diverse cultural experience. This is also reflected in the choices of instructors in the daily lessons of the school.

Core Element 8: Review Attendance [Required for all]

Reduction of absenteeism is a top priority for Indiana schools. Students are considered chronically absent when they are not in attendance for ten percent of the school year. This equates to approximately 18 days of school.

What may be contributing to the attendance trend?

Data and observations show that contributing factors to increased attendance issues are high poverty rates, low support for education in the home environment, and the emotional and mental health of the student.

What procedures and practices are being implemented to address chronic absenteeism?

Tipton Middle School has a robust and inclusive Positive Behavior Intervention Program (PBIS). This allows the staff to track the behavior and attendance of students throughout the school. When a student reaches a high level of absenteeism, phone calls and letters are used to encourage parents to partner with the school in increasing the student's attendance rate. Tipton Middle School has a strong relationship of collaboration with local law enforcement and Tipton Department of Child services who collaboratively work to assist students in their attendance needs.

If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?

Tipton Middle School monitors attendance through daily tracking.

Number of students absent 10% or more of the school year.

Last year: 21

Two years ago: 21

Three years ago: 27

Best Practice/Requirements Self-Check	Yes/No	X
The school has and follows a chronic absence reduction plan.	Yes	<input type="checkbox"/>
A multi-tiered system of supports (MTSS) is in place to identify and help the academic, behavioral, and/or social emotional needs of chronically absent students.	Yes	<input type="checkbox"/>

Core Element 9: Parent and Family Engagement [Required for all]

How does the school maximize family engagement to improve academic achievement?

Tipton Middle School encourages family engagement through communication with newsletters, print and digital articles, and social media posts. Families are invited and encouraged to volunteer during the school day and in the evenings.

In what ways are parents/families able to express ideas, concerns, and/or suggestions?

Tipton Middle School has an open system of communication through emails and phone conversations. They also utilize a district-wide system of reporting available through a digital app or online link on the school's website.

In what ways does the school involve parents/families to maintain or increase high levels of student attendance?

Students are rewarded for attendance through the PBIS system in place at Tipton Middle School. The staff have worked diligently to create an environment that is welcoming of all students and dedicated to their success. Through our absenteeism policy and procedures, we are addressing the students with high rates of absence through one-on-one communication and support.

How do teachers and staff bridge cultural differences through effective communication?

Offering virtual and in-person communication
TMS ROCKS
Newsletters, shared emails, and social media
Active social media presence
School website
Power School and Google Classroom notifications

Core Element 9: Parent and Family Engagement [Title I Schoolwide only]

The following is specific to Title I Schoolwide Programs.

Describe strategies used to increase parental involvement.

How does the school provide individual academic assessment results to parents/guardians?

How does the school involve parents in the planning, review, and improvement of the schoolwide plan?

Core Element 10: Provision for Secondary Schools [Secondary schools only]

How do course offerings allow all students to become eligible to receive an academic honors diploma?

How are all students encouraged to earn an Academic Honors Diploma or complete the Core 40 curriculum?

How are advanced placement, dual credit, international baccalaureate, and CTE opportunities promoted?

Graduation rate last year:

Percent of students on track to graduate in each cohort:

Core Element 11: Provision for Title I Schools Operating a Schoolwide Program

This section applies only to schools that receive Title I funding and operate a Schoolwide Program

Describe how your school coordinates and integrates Federal, State, and local funds and resources, such as in-kind services and program components.

Provide a list of programs that will be consolidated under the schoolwide plan (if applicable).

Describe the school's plan for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program.

Describe strategies used to attract high-quality teachers to your school and/or district. Examples could include: Mentoring and induction programs; recruitment incentives; high-quality professional development; partnerships with teacher preparation programs; and, career pathways for teachers leaders.

Provide a list of all instructional staff. Include licensure/certification and current class/subject areas being taught. To provide this information, you may include a link, attach the information to this document, or list the information in the table below

[illegible]

SECTION B: Needs Assessment

Every school is required to address the learning needs of all students, including programs and services for exceptional learners (special education and high ability). Below is a list of possible sources of data to help evaluate your school's current performance in the steps below. Schools are not required to use each of these, but data must be used in determining where improvement is needed immediately. This information is necessary when performing the Gap Analysis and Root Cause Analysis. Check the box next to each source of data used in the following steps and attach or link the data reviewed for this plan.

General Academic and Schoolwide			WIDA		Special Education		High Ability	
<input checked="" type="checkbox"/>	Statewide Assessments	<input checked="" type="checkbox"/>	Individual Learning Plans (ILPs)	<input checked="" type="checkbox"/>	IAM Assessment	<input checked="" type="checkbox"/>	Aptitude Assessment (e.g. CogAT)	
<input type="checkbox"/>	Districtwide Assessments	<input checked="" type="checkbox"/>	Performance Gap Data	<input checked="" type="checkbox"/>	Individual Education Plans (IEPs)	<input checked="" type="checkbox"/>	Current High Ability Grant	
<input type="checkbox"/>	Assessment by Student Group	<input checked="" type="checkbox"/>	ESL Staff Training	<input checked="" type="checkbox"/>	Performance Gap Data	<input type="checkbox"/>	Performance Gap Data	
<input checked="" type="checkbox"/>	Common Formative Assessments	<input type="checkbox"/>	Service Delivery Model	<input checked="" type="checkbox"/>	Special Education Training for Staff	<input checked="" type="checkbox"/>	High Ability Training for Staff	
<input type="checkbox"/>	PSAT/SAT/ACT Assessments	<input type="checkbox"/>	Federal (ESSA) Grade for Group	<input checked="" type="checkbox"/>	Approved Testing Accommodations	<input type="checkbox"/>	Service Delivery Model	
<input type="checkbox"/>	Dyslexia Screening Data	<input type="checkbox"/>	Current Title III Grant	<input type="checkbox"/>	Federal (ESSA) Grade for Group	<input type="checkbox"/>		
<input type="checkbox"/>	Common Formative Assessments	<input checked="" type="checkbox"/>	Parental Involvement	<input checked="" type="checkbox"/>	IEP Compliance Report	<input type="checkbox"/>		
<input checked="" type="checkbox"/>	Attendance Reports – general and by student groups	<input checked="" type="checkbox"/>	WIDA	<input checked="" type="checkbox"/>	Special Education Staff Assignments	<input type="checkbox"/>		
<input checked="" type="checkbox"/>	Survey of Students, Staff, Parents, and/or Community	Be sure there is no personally identifiable information for students in any/all linked/uploaded data.		<input type="checkbox"/>				
<input checked="" type="checkbox"/>	Staff Attendance			<input type="checkbox"/>				

Step 1: Review Potential Issues from the Core Elements

In this section, the committee should begin reviewing the information from the core elements in Section A. Look back at the information in Section A. If there were items checked (X) for further discussion, note them below and discuss them considering the following two questions:

Do these issues significantly impact our current school goals as strengths or problems?

Do these issues present significant strengths or problems not already addressed by goals in our current school improvement plan?

If there is an issue that fits one of the above, note the issue and consider it when determining whether to conduct a Gap Analysis.

Core 1: Curriculum

The mathematics courses will be completing a resource review and adoption during the 2021-2022 school year.

Core 3: Assessment

The adoption of NWEA MAP Growth as the benchmark exam for Tipton Middle School was completed during the 2020-2021 school year. Teachers began training on interpreting the data the test provided. Continued professional development will be given during the 2021-2022 school year to continue to utilize this benchmark exam more fully.

Step 2: Evaluate Progress on Current School Goals

If there is evidence that current school goals are priorities where improvement is needed immediately, schools should continue working toward meeting these goals. The section below is a brief review of current goals. This is intended to help you decide if these goals should continue to be the focus of improvement efforts. To analyze the progress of current goals and look for any gaps in performance, the committee should use a variety of data. **Schools with identified underperforming student groups must analyze data about these groups, including but not limited to: assessment, attendance, and behavior.** All schools are required to consider the needs of exceptional learners (special education and high ability) using data to assess their progress.

Review current goals using data referenced above. Current goals may need to be modified based on your findings. This is done in the Goals section.

Goal 1

Measurable outcome met? No

By Spring of 2023, 70% of students in grades 6-8 will demonstrate mathematical proficiency as measured by the ILEARN assessment.

If the goal was met, how will the school further improve or sustain this level of performance?

If the goal was not met, explain why.

Students struggled with the constant fluctuation of the school environment while the school navigated the COVID-19 pandemic. Students and teachers struggled with the lack of consistency in the school. Extra attention will be given to overcome this burden in the 2021-2022 school year.

If the goal was not met, should the school continue to work toward this goal? **YES**

Goal 2

Measurable outcome met? No

By Spring of 2023, 70% of students in grades 6-8 will demonstrate proficiency in language arts as measured by the ILEARN assessment.

If the goal was met, how will the school further improve or sustain this level of performance?

If the goal was not met, explain why.

Students struggled with the constant fluctuation of the school environment while the school navigated the COVID-19 pandemic. Students and teachers struggled with the lack of consistency in the school. Extra attention will be given to overcome this burden in the 2021-2022 school year.

If the goal was not met, should the school continue to work toward this goal? **Yes**

Goal 3

Measurable outcome met? Yes

By Spring of 2023, the ratio of classroom student write-ups to office student referrals will be 3:1 in order to increase the communication between school and home and decrease the amount of missed instructional time due to office discipline.

If the goal was met, how will the school further improve or sustain this level of performance?

As a school, Tipton Middle School will continue to modify classroom environments to enhance student engagement in the curriculum.

If the goal was not met, explain why.

If the goal was not met, should the school continue to work toward this goal?

SECTION C: Analysis

Step 1: Conduct a Gap Analysis

A Gap Analysis is a procedure for determining needs by highlighting differences between a school's desired performance and its actual performance. Data about the school's current performance should drive discussions about these differences.

In Sections A and B, the committee analyzed the school's performance in a number of areas. This included core elements of the school and current school goals. For the first column the committee should consider two questions:

- 1) Are our current goals still areas where improvement is needed immediately?
- 2) What concerns did we find when studying the core elements that might be serious enough to need improvement immediately?

Now the committee will conduct a Gap Analysis to identify the most significant barriers to the school's success.

Here's an **example** of how a committee member might explain the gap analysis process:

During our discussion about the core elements we felt student misbehavior has gotten worse. If that's the case, it is counter to what we believe. We are committed to providing all students with a safe and disciplined learning environment. We want to find out if discipline is a real problem based on data. We'll state our commitment about a safe environment in the 1st column. It is not a current goal, so we we'll put "No" in the 2nd column. We'll collect discipline data and summarize our findings in the 3rd column. We'll compare what we're committed to regarding student safety with what the data shows. We'll state our finding in the 4th column. If there is a significant difference between what we are committed to and what is actually happening, we'll consider this a gap and put a check in the 5th column. Lastly, we'll compare this with other gaps we found on this chart. We'll prioritize these in the final column.

1	2	3	4	5	6
Desired Performance Indicators Based on Prioritized Goals/Characteristics	Current Goal	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
A safe and disciplined school environment provides an educational atmosphere conducive to learning and personal well-being.	No	In-school suspensions increased 15% over the last 2 years. Suspensions & expulsions increased 8% & 4% respectively. Survey: 45% of students do not feel safe at school.	We are committed to a learning environment that ensures safety and well-being for all. Data indicates that students do not feel safe and that misbehavior resulting in suspensions and expulsions has increased.	X	1

There is no requirement for the number of performance indicators you investigate. **Schools with identified underperforming student groups must include a desired performance indicator relevant to each of these groups.**

GAP ANALYSIS

Desired Performance Indicators Based on Prioritized Goals/Characteristics	Part of Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
Students need a strong foundation of understanding in the fundamentals of mathematics.	Yes	Students showed pass rates of below state average on the Spring 2021 ILEARN for mathematics. 6th grade had a 28% pass rate (5% below), 7th grade had a 29% pass rate (1% below), and 8th grade had a 19% pass rate (9% below).	We recognize the importance of a strong foundation of mathematics. Through our data analysis, we have found that our students are lacking in their achievement in key fundamentals of the mathematical content.	X	1
Students need a strong foundation of understanding in the fundamentals of language arts.	Yes	Students showed pass rates of below state average on the Spring 2019 ILEARN for language arts in 2 of the 3 grades. 6th grade had a 32% pass rate (8% below) and 7th grade had a 36% pass rate (5% below). The 8th grade had a 50% pass rate, which was 6% above state average.	We recognize the importance of a strong foundation of mathematics. Through our data analysis, we have found that our students are lacking in their achievement in key fundamentals of the language arts content.	X	2
Students with limited English proficiency are supported in their learning.	No	Four of the five students identified as English language learners saw a decrease in their English language proficiency.	We are committed to supporting every student in their pursuit of learning. Data shows that our students receiving support for limited language proficiency are not performing at the level they need to continue increasing their understanding of the English language and achieve academic success.	X	3

A school environment should be a safe space to foster learning.	No	Discipline for male students made up 80 percent of all classroom referrals, and 70 percent of all office referrals. Of 557 classroom referrals, 10 included a parent phone call from the classroom teacher.	A strong line of communication is necessary to ensure that students are held accountable at school and at home. To combat the number of behavior incidents, which interrupt the educational environment, we must increase the amount of parent contact to ensure they are partners in their student's education. We also need to ensure that all students are held to the same standard of behavior regardless of gender.		4
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List the top 3 or 4 on the next page in the column, *Identified Priorities from Previous Chart*.

Step 2: Conduct Root Cause Analyses

Based on review of data from the Gap Analysis, list at least 3 priorities where improvement is needed immediately in the chart below. Schools classified at TSI/ATSI should consider priorities pertaining to the underperforming groups for which they have been identified.

Determine the root cause(s), or underlying cause(s), for the gaps in the prioritized areas.

A Root Cause Analysis is a process for determining underlying causes for problems. The recommended tool for this is 5-Whys. An illustration of this process is found [HERE](#). Although conducting a root cause analysis is required, schools may use any recognized method/tool of their choice. CSI and TSI/ATSI schools must attach documentation of their root cause analysis (e.g. Word/Google document, pdf, photo of wall chart, etc.).

Identified Priorities from Previous Chart	List Root Cause(s)
Low performance in mathematics	Lack of connection to the real world/application/ cross-curricular Gap in foundations Lack of adult support in the home Focus on compliance aspects of school instead of learning
Low performance in language arts	Lack of connection to the real world/application/ cross-curricular Gap in foundations Lack of adult support in the home Focus on compliance aspects of school instead of learning Student communication skills/student-culture
Limit the amount of instructional time lost due to minor discipline disruptions and strengthen the school/home connection.	Social media influence Gaps in student behavior expectations and teacher expectations

Write your Goal(s) from these.

Develop strategies from these.

SECTION D: School Improvement Plan and Professional Development Plan

The school improvement and professional development plans are developed once immediate needs are identified. The plans are developed from these needs and are the filter through which most decisions are made. The school improvement plan and professional development plan drive all aspects of continuous improvement efforts for the school.

1. Develop school improvement plan goals from the identified priorities. Based on your review of data, goals may be:
 - a. A continuation of existing goals and/or
 - b. New goals, based on areas where improvement is needed immediately.
2. Develop a professional development plan, basing professional development goals on:
 - a. Strategies in the school improvement plan;
 - b. Other areas, apart from the improvement plan, where professional development is a priority.
3. Identify and note possible funding sources from local, state, and federal resources that may support the plan(s).

Possible Funding Sources		
Title IA Title II Title III Title IV School Improvement (SIG)	McKinney-Vento High Ability Early Literacy Twenty-first Century After School Program Rural and Low Income Schools	General funds Head Start

School Improvement Plan

Using the Goal Template

Goals

Are a result of identified priorities (where improvement is needed immediately)

Are based on a 3-year plan, starting with the current year (Goal 1) and followed by succeeding years (“Yr 2” and “Yr 3”).

Evidence-Based Strategy

A strategy is a specific plan of action to accomplish a goal. Strategies must be supported by evidence considered to be strong or moderate. Find out about evidence-based interventions [HERE](#). In the school improvement plan, check if professional development is needed to successfully implement the strategy. These activities may be replicated and expanded on in the professional development plan.

Strategy Action Steps

Action steps are specific actions necessary to implement a strategy. In the template, schools may have more or less than four (4) action steps. Space is provided for four. Add additional steps if needed.

GOAL 1	By Spring of 2023, 70% of students in grades 6-8 will demonstrate mathematical proficiency as measured by the ILEARN assessment.			
Data Checkpoints (dates)	August 17, 2021	December 9, 2021	May 5, 2022	
Evidence at Checkpoints	Mathematic scores on the Fall NWEA benchmark exam	Mathematic scores on the Winter NWEA benchmark exam	Mathematic scores on the Spring NWEA benchmark exam	
Evidence- Based Strategy 1	Implementation of MAP Accelerator through NWEA.			PD needed X
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Conduct on-going, job-embedded training for teachers and instructional support staff.	Aug 2020- May 2023	Steering Committee, PD Committee	100% of mathematics and special education teachers will utilize the data from the NWEA MAP Accelerator to influence classroom interventions.
Yr 1 Measurable Objective	By Spring of 2021, 50% of students in grades 6-8 will demonstrate mathematical proficiency as measured by the ILEARN Assessment.			
Yr 2 Measurable Objective	By Spring of 2022, 60% of students in grades 6-8 will demonstrate mathematical proficiency as measured by the ILEARN Assessment.			
Yr 3 Measurable Objective	By Spring of 2023, 70% of students in grades 6-8 will demonstrate mathematical proficiency as measured by the ILEARN Assessment.			

GOAL 2	By Spring of 2023, 70% of students in grades 6-8 will demonstrate proficiency in language arts as measured by the ILEARN assessment.			
Data Checkpoints (dates)	August 19, 2021	December 7, 2021	May 12, 2022	
Evidence at Checkpoints	Language Arts scores on the Fall NWEA benchmark exam	Language Arts scores on the Winter NWEA benchmark exam	Language Arts scores on the Spring NWEA benchmark exam	
Evidence- Based Strategy 1	Implemented a focus on analysis of vocabulary rich texts.			PD needed X
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Conduct on-going, job-embedded training for teachers and instructional support staff.	Aug 2020-May 2023	Steering Committee, PD Committee	85% of teachers implement a focus on analysis of vocabulary rich texts in lessons as determined by information from observations by coaches and the administrator.
Yr 1 Measurable Objective	By Spring of 2021, 50% of students in grades 6-8 will demonstrate proficiency in language arts as measured by the ILEARN Assessment.			
Yr 2 Measurable Objective	By Spring of 2022, 60% of students in grades 6-8 will demonstrate proficiency in language arts as measured by the ILEARN Assessment.			
Yr 3 Measurable Objective	By Spring of 2023, 70% of students in grades 6-8 will demonstrate proficiency in language arts as measured by the ILEARN Assessment.			

GOAL 3	By Spring of 2023, the ratio of classroom student write-ups to office student referrals will be 3:1 in order to increase the communication between school and home and decrease the amount of missed instructional time due to office discipline.			
Data Checkpoints (dates)	October 13, 2020	December 18, 2020	March 9, 2021	
Evidence at Checkpoints	Referral/Communication report through student data management system, Power School	Referral/Communication report through student data management system, Power School	Referral/Communication report through student data management system, Power School	
Evidence- Based Strategy 1	Provide professional development to ensure consistency of documentation in the learning management system.			PD needed <input type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Conduct on-going, job-embedded training for teachers and instructional support staff.	Aug 2020-May 2023	Steering Committee, PD Committee	When reviewing reports of discipline referrals and communication with parents and guardians, there will be a 3:1 ratio of classroom write-ups to office referrals for minor classroom disruptions.
Yr 1 Measurable Objective	By Spring of 2021, the ratio of classroom student write-ups to office student referrals will be 3:1 in order to increase the communication between school and home and decrease the amount of missed instructional time due to office discipline.			
Yr 2 Measurable Objective	By Spring of 2022, the ratio of classroom student write-ups to office student referrals will be 3:1 in order to increase the communication between school and home and decrease the amount of missed instructional time due to office discipline.			
Yr 3 Measurable Objective	By Spring of 2023, the ratio of classroom student write-ups to office student referrals will be 3:1 in order to increase the communication between school and home and decrease the amount of missed instructional time due to office discipline.			

Professional Development Plan

Professional development and training are not the same. Training involves a short-term goal that has an immediate impact of some aspect of a job, such as learning to use an on-line gradebook or attendance program. Professional development is career focused, and impacts a worker's effectiveness in performance. Development occurs over time and requires job-embedded coaching and collaboration.

Write professional development goals below. These should connect with and support the school improvement plan.

Professional Development Goal 1	State Standards will be unpacked and prioritized for all courses taught at Tipton Middle School.	Linked SIP Goals X
Possible Funding Source(s)	Title 2 Fund	
Evidence of Impact	Completed documentation of the unpacked and prioritized standards will be housed in a shared Google Drive folder.	
Plan for coaching and support during the learning process: <ol style="list-style-type: none"> 1) Provide training on the skills needed to unpack and prioritize state standards. 2) Give ample time for staff to work with the assistance of building administration, coaches, and district administration. 		
How will effectiveness be sustained over time? <ol style="list-style-type: none"> 1) Continual coaching and support 2) Standards will be reviewed at the beginning of each year. 3) Standards will be reviewed throughout each year. 4) Professional development opportunities 5) Discussion of goal progress in team meetings 		

Professional Development Goal 2	Teachers will develop a standards-aligned curriculum to include a scope and sequence guide.	Linked SIP Goals X
Possible Funding Source(s)	Title 2 fund	
Evidence of Impact	Completed scope and sequence documentation will be published to the school website. Full curriculum maps will be shared in a Google Drive folder.	
Plan for coaching and support during the learning process: 1) Provide training on the skills needed to create standards-aligned curriculum. 2) Give ample time for staff to work with the assistance of building administration, coaches, and district administration.		
How will effectiveness be sustained over time? 1) Continual coaching and support 2) Standards will be reviewed at the beginning of each year. 3) Standards will be reviewed throughout each year. 4) Professional development opportunities 5) Discussion of goal progress in team meetings		

Professional Development Goal 3	Teachers utilize Professional Learning Communities to formulate learning process goals to increase teacher capacity to impact student achievement.	Linked SIP Goals X
Possible Funding Source(s)	N/A	
Evidence of Impact	Teachers will achieve the short term goals set in PLCs as measured by student data. Students will achieve short and long term goals as set by teachers and measured by student data.	
Plan for coaching and support during the learning process: 1) PLC time and structure has been outlined and provided 2) Administrative and coaching support is present during PLC meetings		
How will effectiveness be sustained over time? 1) Continual coaching support will be provided. 2) Discuss goal progress in team meetings.		