

School Name: Tipton High School

School Number: 8177

Street Address: 619 S Main Street

City: Tipton, IN

Zip Code: 46072

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: 2020-2023, 2021-2024, 2022-2025,
2023-2026 (Highlight implementation years)

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

Principal: Richard Stillson
Telephone: (765)675-7431

Email: rstillson@tcsc.k12.in.us

Superintendent: Dr. Ryan Glaze
Telephone: (765) 675-2147

Email: rglaze@tcsc.k12.in.us

Contact for Grants: Shayne Clark
Telephone: (765) 675-2147

Email: sclark@tcsc.k12.in.us

Read 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 school designation under ESSA

Who is required to submit a school improvement plan (SIP)? **All public schools and state-accredited nonpublic 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**

Charter schools, classified as CSI and that receive Title I funds, must complete a CNA/SIP using this template.

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

This is an initial three (3) year plan. Yes No	This is a review/update of a plan currently in use. Yes No
This school is identified as the following by the federal government: (Highlight all that apply) TSI, ATSI, CSI	
(TSI/ATSI only) Underperforming student groups identified by the federal government: (highlight all that apply) SpEd, ELL, F/R, Hisp, Wht, Blk, Multiracial, Asian, AI/AN, NHPI	

This school receives Title IA funding. **Yes** **No**

Is the school's Title I program **Schoolwide** or **Targeted Assistance**? **SW** **TA**

**If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.*

--- 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 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 subcommittees to focus on prioritized areas such as language arts, math, attendance, etc. Indicate this in the "CNA/SIP Subcommittee(s)" column below. To be sure the needs of each underperforming student group are addressed, **schools classified as TSI or ATSI must have a subcommittee for each underperforming group.**

List members of the committee below and **highlight** the committee(s) on which they serve. If a member serves on more than one subcommittee, list all those on which the member serves.

Member Name	Title	Committee(s)	CNA/SIP Subcommittee(s)
<i>Sample: Alma Smith</i>	<i>Teacher</i>	<i>CNA, SIP, BOTH</i>	<i>ELA, Black, Spec. Ed.</i>
Justin Palmer	Teacher	CNA, SIP, Both	Cultural Competency
Stacey Hartley	Teacher	CNA, SIP, Both	Curriculum
Steven Thompson	Aquatics Director/Instructor	CNA, SIP, Both	Cultural Competency, Safety
Jill Howell	Instructional Coach	CNA, SIP, Both	Curriculum, Assessment
Phil Morgan	Teacher	CNA, SIP, Both	Safety
Craig Leach	Assistant Principal	CNA, SIP, Both	Assessment, Safety, Attendance
Richard Stillson	Principal	CNA, SIP, Both	Cultural Competency, Curriculum
Jason Olney	Teacher	CNA, SIP, Both	Safety, Assessment
Scott Jaworski	Director of Student Achievement	CNA, SIP, Both	Curriculum, Assessment
D'Lee Bammer	District Librarian	CNA, SIP, Both	Cultural Competency
Sheila Harrigan	High School French and Spanish	CNA, SIP, Both	Cultural Competency
Fred Henderson	High School Spanish	CNA, SIP, Both	Cultural Competency
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
Link additional committee information here (if necessary):			

--- 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: Student Achievement, Facilities, and Branding

Does the school's vision support the district's vision? (*highlight response*) **Yes** No

Does the school's mission support the district's mission? (*highlight response*) **Yes** No

Do the school's mission and vision support district goals? (*highlight response*) **Yes** No

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?

Link additional information here (if necessary):

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. (For 'X' column, right click and ✓)

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier (highlight all that apply)	Rationale for Resource Use	Continue Use?	X
Sample: Reading	1-6	ABC Reading is Fun	Yes	Tier 1, 2, 3	Textbook and readers are core components of reading program.	Yes No	<input type="checkbox"/>
English 9 /Language Arts (Fernung)	9 - 12	novels from corporation list	Yes No	Tier 1, 2, 3		Yes No	<input type="checkbox"/>
Algebra 1	9-12	Pearson Indiana Algebra 1 and workbook MathXL Savvas Realize.com Formative.com Desmos.com Kahoot!	Yes No	Tier 1, 2, 3	Aligns with IAS	Yes No	<input type="checkbox"/>
Geometry	9-12	Indiana Geometry Pearson and practice workbook Savvas Realize.com MathXL Goformative.com	Yes No	Tier 1, 2, 3	aligns with IAS, was previously adopted	Yes No	<input type="checkbox"/>

Biology 1	9-12	Miller & Levine Biology 1 (Pearson) Teacher made and online resources	Yes No	Tier 1, 2, 3	previously adopted/continued use Aligns to Standards and provides hands-on work	Yes No	<input type="checkbox"/>
Geography/History of the World	9-10	McGraw Hill	Yes	Tier 1	Textbook adopted. Continued use.	Yes	<input type="checkbox"/>
Indiana History	9-12	"Hoosiers and the American Story", Indiana Historical Society	Yes	Tier 1, 2, 3	previously adopted/continued use new edition	Yes	<input type="checkbox"/>
Spanish 1 (Henderson)	9-12	EMC book available for infrequent use teacher-created material	Yes No	Tier 1	Teacher created materials provide a more straight forward approach to the course, plus Indiana Standards Alignment.	Yes No	<input type="checkbox"/>
French 1	9-12	Teacher created material, <i>Discovering French Nouveau 1 and D'Accord 1A Vista Higher Learning</i>	Yes	Tier 1	<i>Discovering French Nouveau</i> is an easier textbook.	Yes No	<input type="checkbox"/>
Horticulture	9-12	Introduction to Horticulture, Prentice Hall 2009	Yes No	Tier 1, 2, 3	continued use	Yes No	<input type="checkbox"/>
Nutrition and Wellness	9-12	Foods for Today & Teacher made materials	Yes No	Tier 1, 2, 3	previously adopted/continued use	Yes No	<input type="checkbox"/>
Place link here (if necessary) ->		https://docs.google.com/document/d/1G6Yc9aSSjsu-25IH5yv5vjm-1y2sCv3CbeefP_9Qck8/edit?usp=sharing					

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 No	<input type="checkbox"/>
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	Yes No	<input type="checkbox"/>
Teachers and staff are engaged in cross grade-level articulation of standards.	Yes No	<input type="checkbox"/>
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	Yes No	<input type="checkbox"/>

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

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. **Assess your practices using the chart below.**

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	No	<input type="checkbox"/>
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Yes	No	<input type="checkbox"/>
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes	No	<input type="checkbox"/>
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes	No	<input type="checkbox"/>
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes	No	<input type="checkbox"/> x

Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes	No	<input type="checkbox"/>
Instructional strategies provide students with multiple options for demonstrating their knowledge.	Yes	No	<input type="checkbox"/>
Instructional strategies foster active participation by students during the instructional process.	Yes	No	<input type="checkbox"/> x
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes	No	<input type="checkbox"/> x
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes	No	<input type="checkbox"/>
Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes	No	<input type="checkbox"/>
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes	No	<input type="checkbox"/> x
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc).	Yes	No	<input type="checkbox"/>
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes	No	<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) and a brief rationale for their use. 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)	Use	Type and Rationale for Use	Continue Use	X
NWEA		Benchmark, Com. Form., Summative, Other		Yes No	<input type="checkbox"/>
Summative Assessments		Benchmark, Com. Form., Summative, Other		Yes No	<input type="checkbox"/>
Formative Assessments		Benchmark, Com. Form., Summative, Other		Yes No	<input type="checkbox"/>

Unit Test		Benchmark, Com. Form., Summative, Other		Yes	No	<input type="checkbox"/>
Unit Projects/Artifacts		Benchmark, Com. Form., Summative, Other		Yes	No	<input type="checkbox"/>
Daily Observations		Benchmark, Com. Form., Summative, Other		Yes	No	<input type="checkbox"/>
MyMathLab/MathXL		Benchmark, Com. Form., Summative, Other		Yes	No	<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	No	<input type="checkbox"/>
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes	No	<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	No	<input type="checkbox"/>

Continued from Core Element 3: Assessment

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.

Best Practice/Requirements Self-Check	Yes/No	X
The school has a process for integrating technology into the instructional program to promote learning.	Yes No	<input type="checkbox"/>
A plan is in place to provide in-service training in the use of technology.	Yes No	<input type="checkbox"/>
Protocols and criteria are used to review and select technology hardware, software, and instructional programs.	Yes No	<input type="checkbox"/>
There are established procedures for maintaining technology equipment.	Yes No	<input type="checkbox"/>
Sufficient infrastructure exists to support instructional, assessment, and operational needs.	Yes No	<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? (Highlight all that apply)	
Not currently implementing career awareness activities	Career Day/Fair or Community Day
Career Simulation (JA/Biztown, etc.)	Career-focused clubs (Robotics, agricultural garden, STEM, etc.)
Career-focused classroom lessons	Guest speakers
Other	

If “Not currently implementing career exploration activities” was indicated above, explain why.

Grades 6-8 only

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career information activities.	Career-related courses
Career-focused classroom lessons	Job-site tours
Guest speakers	Career Day/Fair or Community Day
Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	Online career navigation program
Other	

If “Not currently implementing career exploration activities” was indicated above, explain why.

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

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career information activities.	Career-related courses
Job-site tours	John Hinds
Guest speakers	Career Day/Fair or Community Day
Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	Online career navigation program
Industry-related Project-Based Learning	Other (list)
Online career navigation program	Other (list)
Job shadowing	Other (list)

If "Not currently implementing career exploration activities" was indicated 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 No	<input type="checkbox"/>
A Multi-tiered System of Support (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	Yes No	<input type="checkbox"/>
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes No	<input type="checkbox"/>
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes No	<input type="checkbox"/>
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes No	<input type="checkbox"/> x
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes No	<input type="checkbox"/>
All staff express belief that all children can learn and consistently encourage students to succeed.	Yes No	<input type="checkbox"/>
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes No	<input type="checkbox"/>

Briefly answer the following:

What practices are in place to maintain a safe environment?

- Presence of School Resource Officer
- Monthly School Safety Drills
- PRIDE (PBIS)
- Hall Passes to monitor attendance
- Key Fobs/Access Control- Use of Raptor
- School Safety Committee
- Assigned Adult Supervision
- Fire Alarm System/AED
- Lockable Doors for limited classroom access
- Schoolwide Camera Systems
- Phones in classrooms/School-wide PA

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 by highlighting groups below.

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

Based on the data from INVIEW, here is the breakdown on our school diversity:

White: 440 (91.5%), Hispanic: 21 (4.4%), Multiracial: 12 (2.5%), Asian: 4 (0.8%), Black/African American: 2 (0.4%), Native American: 1 (0.2%), Hawaiian Or Pacific Islander: 1 (0.2%)

Economically Disadvantaged: 173 (36%), English Learners: 6 (1.2%), Students with Disabilities: 54 (11.2%) *Note: these statistics are based on data submitted October 2020.*

Projecting the next 3 years, Tipton Middle School's statistics (as 2020-21) were as follows:

White: 326 (89.3%), Hispanic: 13 (3.6%), Multiracial: 17 (4.7%), Asian: 5 (1.4%), Black/African American: 1 (0.3%), Native American: 1 (0.3%), Hawaiian Or Pacific Islander: 2 (0.5%)

Economically Disadvantaged: 154 (42.2%), English Learners: 8 (2.2%), Students with Disabilities: 59 (16.2%).

This data demonstrates a growing diversity among the future student populations. Note: Free/Reduced lunch individuals are self-identified during the enrollment process as well

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

The annual enrollment process, through the *PowerSchool* student management platform, provides self-identifiable options related to racial, ethnic, language-minority, and socio-economic factors.

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

Historically lacking the racial and ethnic diversity necessary to cultivate related educational and organizational opportunities, the school does offer the following as it relates to cultural identity: Gay Straight Alliance (GSA), English Language Learner Coordinator, Fellowship of Christian Athletes/Students, Foreign Language Clubs, Special Educations Services

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

Based on the narrative above staff should be well versed in all of the following educational and organizational opportunities that the school offers: Gay Straight Alliance (GSA), English Language Learner Coordinator, Fellowship of Christian Athletes/Students, Foreign Language Clubs, Special Educations Services. While all staff are familiar with each of these organizations all could know a little more.

We feel that all staff should be aware of each group, but that we are not all expected to be experts. However, we feel we should be aware of their existence, know who the supervisor is, be aware of their activities as well as being accepting of all diverse groups. We feel that each club leader could write a short overview of their club and activities. Submit it to the school improvement committee headed by Craig Leach to later be inserted into the student handbook for student and faculty reference.

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.

Number of students above 10% or more of the school year. **Last year:** ____ **Two Years Ago:** ____ **Three Years Ago:** ____

What may be contributing to the attendance trend?

Based on discussion with the school registrar, the most common reasons provided for absenteeism are as follows:

- COVID epidemic based on parent fear and guidelines to quarantine if symptoms

- Parents call-in with illnesses frequently; including anxiety (much higher through COVID).

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

The student handbook outlines the Attendance Policy, which states that parents will be sent a letter at six absences. On the 8th absence and attendance review will be conducted with the parent and student. The 9th absence will result in a suspension or behavior modification intervention plan. This attendance policy was created prior to COVID, which requires a case-by-case review.

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

Attendance reports are run on a weekly basis to show student absences. In years past, the ISS monitor was in charge of running reports, and notifying building administration, and parents, of excessive absences.

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

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

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

- Converting to PowerSchool from Harmony to improve communications
- Communication with families when there are academic or behavioral problems.
- Banquet Celebrations (academic awards)

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

- School Board Meetings
- Facebook
- Website, Phone Calls, Emails
- Video Conference

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

- Contact home when attendance reaches a certain level
- Well-visits (if necessary)
- PowerSchool
- TAA/TVA

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

- Provide translations for communication sent home
- Technological Resources
- Study Tables
- Syllabus through Google Classroom

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?

All students who meet minimum requirements by the end of their sophomore year will have access to an honors diploma. Tipton High School offers 3 years (or 2 and 2) of foreign language, 4 years of science, 4 years of math, 2 AP courses.

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

High school graduation pathways allow for all students to achieve either diploma. Students meet with the high school counselors to determine what pathway works best for each individual student. Our teachers monitor student GPA in advisory periods to ensure students are on path to graduate.

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

The high school counselors speak with the students every year to students in grades 8-12. AP/Dual Credit/CTE teachers promote opportunities for their classes in the future.

Graduation rate last year: 89%

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 teacher leaders.

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. Mark "X" next to each source of data used in the following steps and attach or link the data reviewed for this plan.**

General Academic			Specific Student Groups			General School Data	
x	Statewide Assessments	x	Statewide Assessment Data	x	ELL Assessment(s)	x	Student Attendance
x	Federal (ESSA) Data	x	Federal (ESSA) Data	x	Individual Education Plans (IEPs)	x	Discipline/Behavior
x	Districtwide Assessments		IAM Assessment	x	Individual Learning Plans (ILPs)	x	Parent/Student Surveys
	Dyslexia Assessment(s)		Aptitude Assessment(s)	x	Staff Training	x	Staff Attendance
	Common Formative Assessments		Special Education Compliance Rpt				
x	PSAT/SAT/ACT						
List Other Data Sources Below							
Link Data Here ---->		College Readiness Scorecard ; Great School Report ;					
Link Data Here --->		NWEA Projected Proficiency ;					

Be sure no personally identifiable student information is included in any/all linked or uploaded data.

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.

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? **Yes** **No**

At least 40% of the 10th grade students at Tipton High School will meet the Math Standard of the State Mandated Assessments.

Students will be assessed daily through the use of the IXL program. Students will be monitored by their resource period teacher and given a completion grade if the student has reached a 70% success rate for a particular unit. Students' units have been assigned through careful examination of their previous ISTEP+ data and focus standards in Math.

In regards to our attendance, we have been consistently around the 95% level, which is just below the state average over the last few years. The other thing that came to light through studying the survey results was that students and parents don't always feel respected and safe at school.

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

If the goal was not met, should the school continue to work toward this goal? **Yes No**

If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why (see Section C).

Goal 2

Measurable outcome met? **Yes No**

The attendance rate at Tipton High School will meet or exceed the State of Indiana's yearly average attendance rates. Student attendance rates will be tracked and monitored through communication between the staff and the office. Teachers are expected to take attendance through the Harmony platform on a daily basis. Those absences are tracked by the attendance secretary and shared with the assistant principal. When students exceed their absence limit a behavior modification plan will be developed and put into place.

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

If the goal was not met, should the school continue to work toward this goal? **Yes No**

If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why (see Section C).

Goal 3

Measurable outcome met? **Yes No**

Graduation Rate will consistently be above 90%. Student grades are checked by the office every 3 weeks. Those with failing grades are met with individually. Counselors meet with students to update them on their graduation status minimally on a yearly basis.

Our main method of stakeholder involvement has been through surveys. We annually survey our senior class at graduation to get input on curriculum improvements. We also survey parents and community members, as well as, students and staff through our AdvancED accreditation process. The Tipton County Foundation has also held a survey of our graduates for the past five years which has given us additional data. In addition we feel we have focused on improving stakeholder communication through the methods mentioned in the introduction above.

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

If the goal was not met, should the school continue to work toward this goal? **Yes** **No**

If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why (see Section C).

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'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 (6th) column (rank your priorities).

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 suspensions and expulsions have 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 TEMPLATE

Desired Performance 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 will have access to high quality instruction that meets the needs of all learners and maximizes instructional time.	Yes No	<p>Test Data (Biology scores, SAT scores)</p> <p>Core Element 2: 'No' Response: Teachers and staff promote authentic learning and student engagement across all content areas.</p> <p>Core Element 2: 'No' Response: Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.</p> <p>Core Element 2 : 'No' Response: A Multi-tiered System of Support (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention</p>	<p>According to our self-assessment, students are not being consistently engaged in authentic learning opportunities or cognitively complex tasks (including varying depth of knowledge) during instruction. Students are also not being provided with a multi-tiered system of support for academic, behavior, and social-emotional interventions.</p> <p>This falls short of our desired performance of providing access to high quality instruction that meets the needs of all learners and maximizing instructional time.</p>		1
Authentic classroom assessments align and reflect student performance on state, district, and national accountability metrics. Creating a systematic approach for using assessment data to make decisions about programs, practices and instruction.	Yes No	<p>Graduation Rate vs. Test Data</p> <p>Core Element 3 Data</p>	<p>According to our self-assessment, there is little evidence of a systematic approach for using assessment data to make educational decisions about programs, practices and instructions. There is also little evidence that the content these assessments are measuring is aligned to Indiana Academic Standards.</p> <p>This falls short of our expectations of authentic classroom assessments that reflect student</p>		3

			performance on accountability metrics. We also need to develop a systematic approach for using assessment data to make educational decisions.		
Engage families in the learning process through engaging events and opportunities (PTO, back to school night, graduation, etc.)	Yes No	Core Element 9 Data	<p>According to our self-assessment, we have very few opportunities for families to engage in events or opportunities involving the learning process.</p> <p>This falls short of our desired performance of engaging families in the learning process through various events or opportunities.</p>		2
Be above the state average Graduation Rate	Yes No		<p>According to our school data, our most recent graduation class earned a graduation rate of XX%.</p> <p>This meets our desired performance of matching or surpassing the state average graduation rate.</p>		4
	Yes No				

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)
Students will have access to high quality instruction that meets the needs of all learners and maximizes instructional time, as planned by teachers using the Universal Design for Learning Framework.	<i>lack of quality resources- District Students in fight or flight- SEL Familiarity with real-world applications - Extension/PD Opportunities Not a family priority- Family Engagement Standards are not prioritized- PD Students lack choice in their learning - UDL/Differentiation</i>
Engage families in the learning process through engaging events and opportunities (PTO, back to school night, graduation, etc.)	<i>Lack of Time and Money Lack of Knowledge/Ideas for Engagement - Family Survey Fear of Return on Investment - Data Collection/Family Survey</i>
Authentic classroom assessments align and reflect student performance on state, district, and national accountability metrics. Creating a systematic approach for using assessment data to make decisions about programs, practices and instruction.	<i>Fear of standardized assessments - training on creating quality assessments No Common Assessments - Develop new practice w/ PD</i>



Write your Goal(s) from these.

- 1. In order to provide high quality instruction, every course at Tipton High School will have a guaranteed and viable curriculum created by prioritizing standards and a content scope and sequence.*
- 2. We will collect and analyze data from family and community members to increase family engagement to create a stronger bond between school and home.*
- 3. In order to accurately measure student achievement, we will create authentic assessments aligned to Indiana Academic Standards and consistent across content and subject areas.*



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 Program	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 2022, 70% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.t			
Data Checkpoints (dates)	November 1	February 15	May 25	
Evidence at Checkpoints	Math scores on interim test	Math scores on interim test	Math scores on interim test	
Evidence-Based Strategy 1	Implemented blended instructional models in mathematics classes in grades 5-8. Bottge, Brian A., et al. “Effects of Blended Instructional Models on Math Performance.” <i>Exceptional Children</i> , vol. 8, no. 4, June 2014, pp. 423-437., doi: 10.1177/0014402914527240.			PD Needed: Yes No (Highlight)
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.	August 2021- May 2020	Leadership Team, Math Department Chairs	85% of teachers implemented blended instructional model lessons as determined by information from observations by coaches and the administrator.
Yr. 2 Measurable Objective	By Spring 2023, 74% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			
Yr. 3 Measurable Objective	By Spring 2024, 79% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			

OPTION: As an option to the Goal Template format below, you may use the [CNA/SIP Planning Calendar](#).

AFTER BEGINNING WORK ON THE CALENDAR, save and paste LINK TO YOUR CNA/SIP PLANNING CALENDAR HERE TO ACCESS IT FROM HERE IN THE FUTURE>

IF YOU WISH TO CONTINUE USING THE FORMAT IN THIS TEMPLATE, CONTINUE ON THE NEXT PAGE.

CURRENT YEAR GOAL 1	By the end of the 2021-2022 school year, each content area will establish a guaranteed and viable curriculum through a standards aligned scope and sequence.			
Data Checkpoints (dates)	November 3rd 2021	February 22th, 2022	April 22th, 2022	July 29th, 2022
Evidence at Checkpoints	Agree on a Template for a Scope and Sequence	Unpacked and Prioritized Standards	Progress on Scope and Sequence	Completed Scope and Sequence
Evidence- Based Strategy 1 (must cite study)	Provide professional development for staff to learn skills required to unpack and prioritize standards in order to create a standards based scope and sequence. - Schmoker (2011)			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Share template options and come to consensus on one of those options.	9.7.2021/11.3.2021	District Leadership, School Leadership, Teachers	Template agreed upon and shared with all teachers.
Action Step 2	Teach the staff how to unpack and prioritize their standards.	11.3.2021/2.22.2022	District Leadership, School Leadership, Teachers	List of learning outcomes for each standard, and each standard with a prioritization indicator (high, medium, low).
Action Step 3	Teach staff how to develop a scope and sequence from a list of prioritized standards.	2.22.2022/4.15.2022	District Leadership, School Leadership, Teachers	Teachers will begin completing the scope and sequence template established in November
Action Step 4	Teachers will submit their finalized scope and sequence for their content area(s).	4.15.2022/7.29.2022	District Leadership, School Leadership, Teachers	Scope and sequence for the school curriculum will be shared on the district website.
This Goal for Year 2	By the end of the 2022-2023 school year, all staff will plan lessons using the Universal Design for Learning framework.			
This Goal for Year 3	By the end of the 2023-2024 school year, all staff will appropriately use their instructional time to implement lessons with all elements of effective lessons.			

CURRENT YEAR GOAL 2	By the end of the 2021-2022 school year, we will collect and analyze community input to establish more engagement opportunities for all stakeholders.			
Data Checkpoints (dates)	November 1, 2021	December 1, 2020	February 1, 2021	April 1, 2021
Evidence at Checkpoints	Establish an engagement committee; set monthly meetings.	Creation of public survey to gather data on current levels of performance.	Areas of need/focus are identified and used for future planning.	Plan developed and shared with school staff for the 2022-2023 school year.
Evidence- Based Strategy 1 (must cite study)	Increasing family engagement has shown evidence of increasing student achievement, as well as improving student mental health. (Jensen&Minke, 2017)			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Establish an engagement committee	November 1, 2021	Building Administration	Monthly meetings scheduled.
Action Step 2	Identify areas of interest and develop a way to gather community input (i.e. Google Form)	December 1, 2021- February 1, 2022	Engagement Committee	Parents/Community members engaged with our outreach; data collection is underway.
Action Step 3	Use data to identify areas of need in regards to community/family engagement.	February 1, 2021-April 1, 2022	Engagement Committee	Focus areas are created to guide decision-making to improve engagement.
Action Step 4	Develop action steps for the start of 2022-2023 school year	April 1, 2022- May 1, 2022	Engagement Committee	Plan developed to increase community/family Engagement
This Goal for Year 2	Monitor the strategies that are used to increase community/family engagement. Conduct yearly surveys to monitor community perception of engagement.			
This Goal for Year 3	Monitor the strategies that are used to increase community/family engagement. Conduct yearly surveys to monitor community perception of engagement.			

GOAL 3	We will create authentic assessments aligned to Indiana Academic Standards and consistent across content and subject areas to accurately measure student achievement.			
Data Checkpoints (dates)	PD session 1	PD session 2	PD session 3	PD session 4
Evidence at Checkpoints	List of/ link to currently used assessments in shared drives	establish criteria for assessments (using prioritized standards)	evaluate current assessments	produce aligned assessments
Evidence- Based Strategy 1 (must cite study)				PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Compile a repository of content/subject assessments	1st nine weeks	District Leadership, School Leadership, Teachers	We have access to a comprehensive list of assessments for each content area.
Action Step 2	establish criteria for assessments (using prioritized standards)	2nd nine weeks	District Leadership, School Leadership, Teachers	Coming to consensus on a rubric for developing authentic, high quality assessments.
Action Step 3	Evaluate Current Assessments	3rd nine weeks	District Leadership, School Leadership, Teachers	Teachers will have a list of assessments that they can keep and which need to be adapted.
Action Step 4	create test questions based on prioritized standards	4th nine weeks	District Leadership, School Leadership, Teachers	Teachers will have at least one assessment that models the expectations of an authentic, high quality assessments.
This Goal for Year 2	Establish authentic, high quality assessments for all units of study in all content areas.			

This Goal for Year 3	Review, revise, and maintain our authentic, high quality assessments for all units of study in all content areas.
-----------------------------	---

Professional Development Plan

Professional development and training are not the same. Training involves a short-term goal that has an immediate impact on 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	Over the course of the 2021-2022 school year, the Tipton High School staff will develop skills necessary to thoroughly unpack academic standards, appropriately prioritize those standards to maximize instructional time and impact, and create a standards aligned scope and sequence identifying each content's guaranteed, viable curriculum.	Linked SIP Goals Yes No
Possible Funding Source(s)	Title IV	
Evidence of Impact	We will see an increase in student achievement on nationally normed tests (such as NWEA and SAT).	
Plan for coaching and support during the learning process: Staff will be provided professional development activities over the course of the school year through the district's E-Learning days, as well as individual support from the instructional coach as necessary. Building administrators will monitor teacher progress and collect the final products before the start of the next school year.		
How will effectiveness be sustained over time? Instructional coaches and professional learning communities will support teachers as they regularly reflect on their curriculum and priorities year to year.		

