

## **Student Achievement and Learning Report**

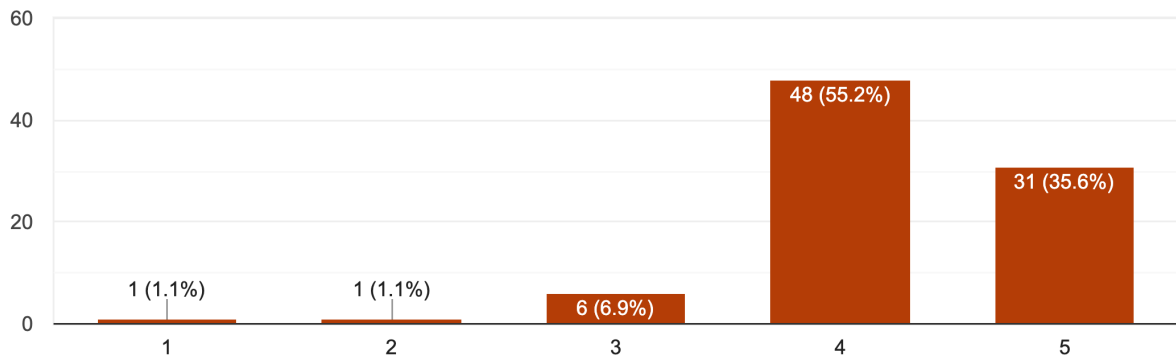
### **February 22nd E-Learning Day**

Our most recent E-Learning day was an overall success. Staff participated in vertical curriculum alignment both within and across buildings and grade levels. This opportunity to learn from colleagues and identify essential learning outcomes at each and every level is an important step in battling the learning loss that has taken place over the past few years. By identifying where students have been, where they are, and where they need to go from an academic standpoint is critical to eliminate gaps and minimize overlaps between grade levels.

Our staff also received training on how to respond to various special education situations that arise day to day, as well as different co-teaching strategies to implement between general education and special education teachers. This is not only important for keeping our schools compliant and maximizing our human resources, but it's paramount that all of our students are receiving the support they need to experience success.

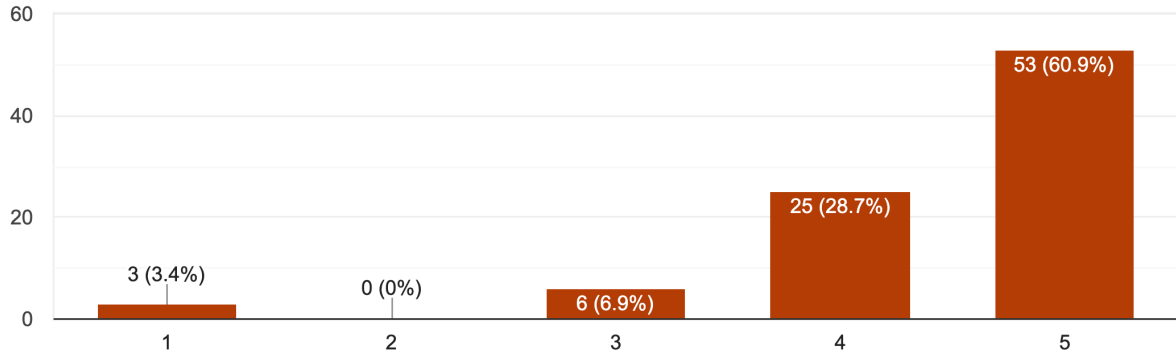
On a scale of 1 to 5 (1 representing ineffective, and 5 representing highly effective), how would you rate your overall experience during the E-Learning Day?

87 responses



On a scale of 1 to 5 (1 representing ineffective, and 5 representing highly effective), how would you rate your experience during the Vertical Alignment Collaboration?

87 responses



#### Individual Feedback:

- This was definitely the most effective departmental meeting that I have attended since I started teaching. It gives me a lot of direction when planning out my curriculum for next year.
- I really enjoy this type of content/cross grade-level collaboration, and I find it very valuable. I want to make sure what I do in my class aligns with other grades, and this helps a lot. I certainly think it needs to be done more often, at least once a year.
- We need more time to talk as departments before we can really get down to the nitty-gritty of a strong vertical alignment. The time with MS was a good start, but we need to now return to our building and work more at this level before we meet again with the MS.
- I would do it at the beginning of each school year or end of each school year to track progress.
- There was some really good conversations regarding the vertical alignment but more time was needed to discuss in great detail.
- The conversations were targeted and effective. Understanding the Science of Reading and how to transition curriculum in first and second was a huge discussion that is in need of 'To Be Continued...'
- make collaborative opportunities more frequent, like once each semester for several school years
- I am so thankful that we are working through our standards. It makes our individual work feel so much more connected and purposeful.
- I like the format we are going with this year where we are getting all of our PD opportunities done in one chunk of time in the morning and then allowing us the afternoon to work and check in with students.

## **Math Resource Adoption Committees**

TCSC is undertaking a math resource adoption at all three buildings. A committee from each school was formed to develop a rubric based on the academic needs of students, teachers, and families. This rubric was used to evaluate a variety of math resources at the math caravans hosted by the Education Service Centers across the state. We are currently in the evaluation process with the expectation to bring a recommendation to the school board at one of the next two board meetings. Below is a snapshot of where each building is currently at in the process.

### **TES**

- The committee reviewed six different vendors from the math textbook caravans in January.
- Of the six vendors evaluated, two were selected to bring in for a more detailed presentation for our elementary staff: Savvas (formerly known as Pearson) and Curriculum Associates.
- Savvas (Pearson) is our current textbook provider for math in grades 3-5.
- Curriculum Associates also garnered great interest from our team and is also being considered for our middle school math resource.

### **TMS**

- The committee reviewed eight different vendors from the math textbook caravans in January.
- Of the eight vendors, three were selected to bring in for a more detailed presentation for our middle school team: Curriculum Associates, Amplify, HMH.
- The current math textbook provider (McGraw-Hill) is not being considered for renewal.
- Amplify is currently our textbook provider for the middle school ELA department.
- Curriculum Associates would come with access to the i-Ready diagnostic assessment that could serve as a potential replacement for NWEA in addition to being interwoven into the primary curricular math resource.

### **THS**

- The committee reviewed nine different vendors from the math textbook caravans in January.
- Of the nine vendors, only two were selected to bring in for a more detailed presentation for our high school team: Savvas and McGraw-Hill.
- Savvas is the current textbook provider for our high school math department, except for ACP Calculus which is dictated by IU Kokomo.
- McGraw-Hill is the current math resource in the middle school and the high school teachers have experience with that vendor.
- The math department is also interested in continuing to utilize MathXL in conjunction with Savvas.

Each committee will complete their evaluations and submit a recommendation to the school board at the April Board meeting.

### **District Leadership Team**

Our District Leadership Team (made up of school leaders at each building and central office) continue to meet regularly to develop a district-wide system to support students academically. As part of our book study on Equity-Based MTSS, we are reviewing our schools' current practices, academic and behavioral data we have access to and collect regularly, and how effectively and efficiently we are using the resources at our disposal. The ultimate goal of this team is to create a multi-tiered system that serves as a safety-net for all students, especially our most vulnerable populations.

### **Digital Learning Grant**

The 2022 Digital Learning Grant supports school corporations as they take the next steps in their digital learning initiatives. The Digital Learning Team encourages any corporation that would like to lead and support work focused on improving blended and online learning through Universal Design for Learning and assistive technologies to apply for this grant.

This is a competitive grant that can provide up to \$50,000 that would pay for providing our staff support in both Universal Design for Learning implementation as well as offer staff professional learning opportunities to enhance our students' virtual and blended learning experiences. The grant deadline is March 16th and grants will be awarded by April 13th.

### **Review 360 Report**

At the start of the spring semester, students across TCSC completed the Review 360 universal screener. This is a web-based behavior improvement system that provides educators with data driven recommendations and resources necessary to help improve student behavior and academic success. Based on student responses, it identifies students as "Normal", "Elevated", and "Extremely Elevated" for behavioral and emotional risks. Attached are the reports broken down by each school. This data is used to identify our at-risk students and either refer them to our community partners or work with students internally.

### **1003 Waiver**

House Enrolled Act 1003 provides schools with the flexibility to "bank" instructional time throughout the year to meet the necessary seat time for students. The State Board of Education is authorized to approve a school's waiver application only if (1) the waiver request is related to a specific goal or outcome of the school; and (2) the Board determines that approving the application is likely to:

1. Improve student performance and outcomes;
2. Offer the applicant flexibility in the administration of education programs or improve the efficiency of school operations;
3. Promote innovative educational approaches to student learning;
4. Advance the mission or purpose of the school or group of schools. [IC 20-310-4.1-5. Approval By State Board]

Then, Working within the application process established by the Board, the applicant must submit an application that includes the following five things:

1. A list of the one (1) or more provisions in Title 20 or Board rule (511 IAC) that the school or group of schools is requesting the Board waive.
2. The specific goal(s) or outcome(s) the school or group of schools intends to achieve by waiving the provisions identified in the application.
3. An explanation of how the specific goal(s) or outcome(s) the school or group of schools intends to achieve are likely to be achieved by waiving compliance with the provisions identified in the application.
4. The performance benchmarks and data that will be used to determine whether the specific goal(s) or outcome(s) identified by the school or group of schools have been achieved.
5. A resolution adopted by the governing body of the school or group of schools authorizing the submission of the application.

By completing this application, we will be able to create time within the school year to provide professional development to staff without requiring staff to also maintain virtual lessons with students. The waiver can potentially convert up to 3 full teacher work days into in-service professional development days.