

Assistant Superintendent Monthly Report
TCSC Board of Education
September 2026

Compliance/IDOE Updates

Grants

Title I – Improving Academic Achievement: I submitted the Title I grant at the end of July and it is awaiting approval. This year's grant appropriation was approximately \$207,000. Down from last year's grant by about \$20,000. TCSC Title I funds are used for our Reading Intervention Teacher and Teaching Assistant, Homeless Students (McKinney Vento), and our preschool teachers and teaching assistants. Title I Federal funding is designed to help schools support students who are at risk of not meeting state academic standards. Funds may be used for supplemental instruction, intervention programs, instructional staff, professional development, family engagement, and other evidence-based strategies to improve student achievement.

Title III – English Language Acquisition: I submitted our Title III grant this week. Our Title III funding is approximately \$8000. Since the funding is so small we participate in a consortium of other smaller schools that provides training and support for non-English speaking students. By pooling the funds from many small districts we are about to provide excellent training opportunities for staff which directly benefit our students. Title III federal funding supports English Learners (ELs) in developing English language proficiency while meeting state academic standards. Funds may support language instruction, instructional resources, professional development for educators, family engagement, and other services designed to improve outcomes for English Learners.

Title IV – Student Support and Academic Enrichment: I submitted our Title IV grant for approval late last week. Our Title IV funding is approximately \$14,000 with funding used primarily for student supports. We use these funds to purchase Second Steps curriculum for grades K-8. Behavior support and consultation from 4C Mental Health. Along with professional development funds for our school counselors and SPED staff. We TCSC used this funding Federal funding intended to provide students with a well-rounded education, improve safe and healthy school environments, and support the effective use of technology. Funds may support areas such as student well-being and mental health, academic enrichment, out-of-school learning opportunities, school safety, professional development, and educational technology.

Indiana High Ability Grant: I submitted the High Ability grant last week. The high ability grant appropriation is approximately \$30,000, which is a slight increase from the previous year. These funds are primarily used for teacher professional development, stipends for dual credit teachers, purchase of high ability screening materials such as iREADY and CogAt, and to purchase supplemental classroom resources for high ability students. The high ability grant is state funding that supports the identification and education of students who demonstrate high ability or the potential for high performance. Funds may be used for high ability identification, differentiated curriculum and instruction, advanced coursework,

professional development, program development, and other opportunities designed to appropriately challenge and support high ability students

Student Achievement

The Indiana State Board of Education approved new ILEARN proficiency cut scores during its August 2026 meeting. Establishing new cut scores was necessary because of changes to Indiana's academic standards and the implementation of the redesigned ILEARN assessment. While preliminary statewide information has been released, school- and district-level results are not yet final. We anticipate receiving finalized results later this month and will carefully review and share Tipton Community School Corporation's performance once the data become available. Because 2026 represents the first year of the redesigned assessment, these results will establish a new baseline and should not be directly compared with prior-year scores.

The 2026 ILEARN results will also be used as part of Indiana's new A–F school accountability system, which was unanimously approved by the State Board of Education in March 2026. The model assigns each school a letter grade based on the average points generated by its students and considers performance at four stages: kindergarten through grade 3, grades 4–8, grades 9–10, and grades 11–12.

The primary components include:

- Academic mastery, including IREAD, ILEARN, SAT or I AM performance, with greater emphasis placed on proficiency while still recognizing academic growth.
- Regular school attendance and other indicators of student engagement and work ethic.
- Completion of advanced coursework and progress toward graduation.
- Graduation rate, which accounts for 10% of the grade 12 rating.
- College, career and military readiness, including diploma readiness seals, work-based learning experiences, advanced coursework and credentials of value.
- Additional demonstrations of knowledge and skills, including civic literacy, communication, collaboration, and financial and digital literacy.

The first accountability grades under this system will be considered “Year Zero” and will establish a baseline for future improvement. The initial grading scale assigns an A to schools earning 85–100 points, a B for 75–84.9, a C for 65–74.9, a D for 55–64.9 and an F for scores below 55.

Curriculum/Instruction News

2026–2027 RTI Implementation Update

Each TCSC school has developed an initial Response to Intervention plan for the 2026–2027 school year, with full implementation targeted for 2027–2028. All building administrative teams met with me in early August to review and discuss their plans. Although each plan reflects the developmental needs of the building, all three emphasize early identification, collaborative problem-solving, targeted interventions, and regular monitoring of student progress.

- Tipton Elementary School has the most established intervention structure. Daily schedules include 30 minutes each for reading and mathematics intervention without students missing core instruction. Universal screening, classroom assessments, and teacher referrals guide student placement, while established Tier 3 teams provide intensive academic and behavioral support. I recommended additional training on implementing tiered reading interventions using the school's adopted instructional series.
- Tipton Middle School is formalizing its existing academic, attendance, and behavioral supports. Priorities include strengthening shared-skill assessments, using PLCs to analyze student performance, and providing targeted support in reading comprehension, writing, citing evidence, and essential mathematics skills. Our discussion focused on strengthening progress monitoring and improving the use of pre- and post-assessment data so the entire instructional team can review student growth and determine the effectiveness of interventions.
- Tipton High School will initially focus on student engagement, attendance, assignment completion, and course performance. Advisory teachers will review grades, missing assignments, and attendance weekly. Students needing additional support will receive interventions such as study tables, tutoring, attendance conferences, and organization or time-management assistance. We also discussed the upcoming Solution Tree MTSS Coaching Academy in Kentucky, which the high school guiding coalition will attend in November and January.

Each building has established a guiding coalition and will document meetings, intervention rosters, data reviews, and student progress. Plans will be reviewed at the end of the first semester and refined during spring 2027 as TCSC continues working toward full implementation in 2027–2028.

Teacher/Staff PD

2026 Summer Academy Professional Development Report

Tipton Community School Corporation held its 2026 Summer Academy on July 29–30, providing staff with a variety of professional development, required training, curriculum planning, and collaborative learning opportunities.

Participation: Summer Academy generated 554 recorded professional development and training activities, representing approximately 80 individual staff members. Activities included instructional professional development, school safety training, curriculum alignment, MTSS planning, CPR/CPI training, school finance, inclusive practices, and required Safe Schools training.

Among the highest-participation activities were:

- Safe Schools Video Trainings – 289 completions
- Curriculum Alignment Collaboration – 57 participants
- Standard Response Protocol (SRP) Training – 47 participants
- School Finance 101 – 25 participants
- Comprehension Strategies for ALL – 24 participants
- Phonics for ALL – 22 participants
- Inclusive Practices Part 1 – 19 participants

Staff also documented at least 97 hours of collaborative curriculum, MTSS, and assessment work during Summer Academy.

Staff Feedback: Staff completed 198 evaluations of Summer Academy sessions. Overall feedback was extremely positive:

- Average session effectiveness: 4.78 out of 5
- Average session relevance: 4.78 out of 5
- 96% of effectiveness ratings were a 4 or 5
- 95.5% of relevance ratings were a 4 or 5
- 87.4% of all effectiveness ratings were the highest possible rating of 5

Several sessions received particularly strong evaluations. Writing Strategies for ALL and CPR Training each received perfect 5.0 ratings for both effectiveness and relevance. Phonics for ALL received a perfect 5.0 effectiveness rating from all 22 respondents. Comprehension Strategies for ALL received a 4.96 effectiveness rating, while SIOP Training received a 4.92.

School Safety: The Standard Response Protocol (SRP) training was one of the most successful large-group sessions. Among 47 respondents, the training received an average effectiveness rating of 4.89 and relevance rating of 4.94. Every participant rated both effectiveness and relevance either a 4 or 5.

Staff comments indicated that the training was clear, concise, and useful and provided opportunities for questions and clarification. Feedback also suggested that an SRP refresher later in the school year could be beneficial.

Instructional Professional Development: Literacy-focused professional development was especially well received. Sessions addressing phonics, comprehension, writing strategies, and Open Court provided staff with practical strategies and resources that could be applied directly in classrooms.

Feedback regarding Open Court: was particularly encouraging, with several participants indicating they would have benefited from additional time with the presenter. This feedback will help guide decisions regarding the length and structure of future Summer Academy sessions.

Inclusive Practices training also provided valuable feedback for future planning. Participants indicated an interest in additional practical examples, collaborative problem-solving, grading guidance, and greater participation from general education teachers.

Areas for Improvement: While the overall results were very strong, participant feedback identified opportunities to improve future Summer Academy programming. These include ensuring adequate time for high-interest instructional sessions, increasing opportunities for interaction and collaboration, providing additional practical classroom examples, and ensuring presenter coverage for all scheduled sessions.

Summary: The 2026 Summer Academy provided TCSC staff with meaningful opportunities to strengthen instructional practices, enhance school safety, complete required training, align curriculum, and collaborate with colleagues.

With an overall 4.78 out of 5 rating for both effectiveness and relevance, the participant feedback demonstrates that Summer Academy continues to be a valuable component of TCSC's professional development program. The combination of formal training and dedicated collaborative work provided staff with opportunities to prepare for the 2026–2027 school year while supporting the corporation's instructional, safety, and student-support priorities.

Feedback collected through the Summer Academy survey will be used to refine session topics, presenters, scheduling, and delivery as planning begins for the 2027 Summer Academy.