

TIPTON COMMUNITY SCHOOL DISTRICT



2014-2015 Tipton Community School Staff members

OUR YEAR IN REVIEW

Our Aim
Generate enthusiasm while
increasing learning

Our Mission
Improving the quality of learning
today for the lifelong learners of
tomorrow

The Tipton Community School District is required to submit an Annual Progress Report (APR) to its local community, its respective AEA, and the Department of Education, each year. The report contains, at a minimum, for the 2014-2015 school year all reporting requirements.

The Annual Progress Report can be seen on the Tipton Community School District website at www.tipton.k12.ia.us

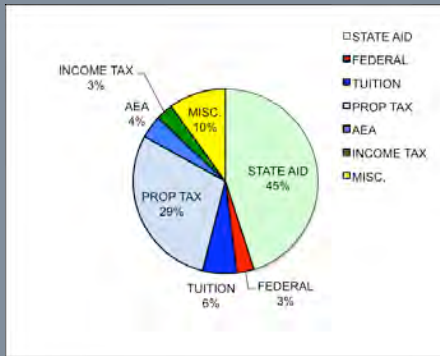


BOARD OF EDUCATION

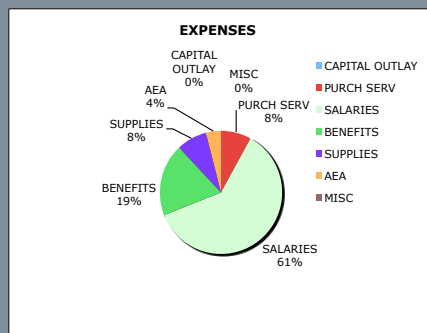
Tipton school board members are committed to the education of all students.

President: Duane Webb, Vice President: Diane Wallick
Members: Nolan Ford, Brad Goetz, Ray Vietense

HOW ARE WE FUNDED?



HOW DO WE SPEND THE FUNDS?

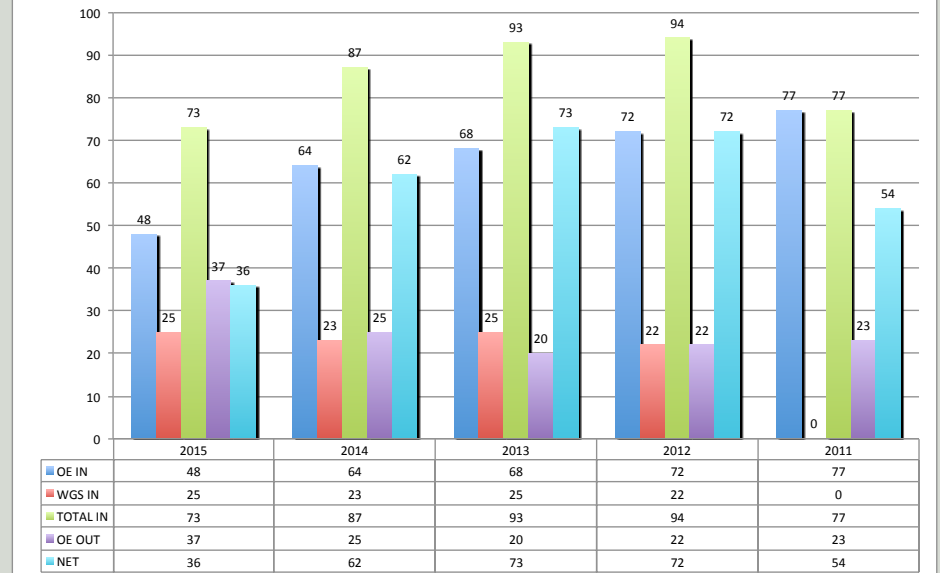


Grievance process and procedures

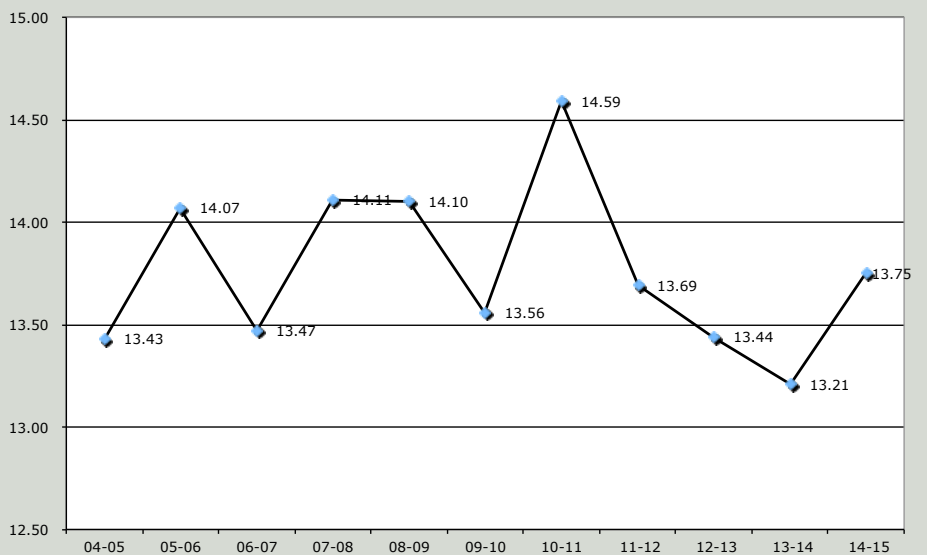
Coordinator; Dr. Marlene Johnson, Superintendent

DISTRICT NEWS

Open Enrollment/ Whole Grade Sharing History



Tax Rate History



A FEW STATISTICS

- TCSD is the 119th largest school district in Iowa out of 338.
- Of the 932 students that were enrolled during the 2014-2015 school year, 48 Students were open-enrolled into the Tipton School District while 35 students were enrolled out of Tipton.
- On average, 96% of our students are in attendance each day compared to the state average of 95%.
- 11% of students are identified special education
- Less than 1% of students are non-white.
- 27% of students on Free or Reduced lunch.

Tipton Superintendent Richard Grimoskas Retires.

After 37 years in education Mr. Richard Grimoskas retired. He started as a 6th grade teacher in the Dewitt School District and taught there for seven years, and then moved to Ridgeway, Wisconsin, for two years as a principal/ teacher. Mr. Grimoskas came back to Iowa when he was offered the Tipton Elementary School Principal position in 1987. He has served the Tipton Community School District for 28 years. He was the Tipton Elementary Principal for 19 years and became the Superintendent in 2006 when he replaced Jeff Corkery.

Mr. Grimoskas was dedicated to making sure our students were prepared for their future in an environment that was positive and

caring while emphasizing the skills they needed to be successful.

Grimoskas said “As with any public position, there have been ups and downs, but the one constant over all these years has been the great students and staff I have gotten to work with on a daily basis. I will always take with me something I share with others all of the time! Once a Tiger, always a Tiger!”

Thank you for your service!



We will miss you Mr. Grimoskas

Dr. Marlene Johnson Succeeds Grimoskas as Superintendent

Dr. Marlene Johnson has been the Superintendent at the Columbus Community School District in Columbus Junction, Iowa since 2012. Prior to that she was a Principal in Manson-Northwest website Community School District in Manson, Iowa.

She earned an Ed.D. degree from the University of South Dakota, has and Ed.S. from Minnesota University an a Master’s Degree from Morningside College. She earned her B.S. from Buena Vista University in 1986.



Welcome Dr. Marlene Johnson

STUDENT LEARNING

What will your child learn at Tipton?

District Improvement Goals For All Students in 2014-2015

Goal 1: All Students will prepare for success beyond High School

- Staff will implement the K-12 Common Core Curriculum by:
 - Aligning Core Curriculum.
 - Apply the Characteristics of Effective Instruction.
 - Developing and Facilitating quality professional development.
 - Implement 21st Century skills through educational opportunities.
 - Increase number of students that are proficient in Reading, Math and Science to meet state expectations.

Goal 2: All students will utilize technology to prepare for success beyond high school.

- Provide additional technology training to the staff.
- Integrate instructional technology into the classrooms and curriculum.
- Implement Tipton Schools vision of 1-to-1 technology education.

Goal 3: All students and staff will feel safe at and connected to school.

- Communicate clear building and district expectations for students throughout the district.
- Improve interpersonal relationships by fostering respect for all.
- Provide support for students facing challenges.
- Continue with anti-bullying programs K-12.

Student Learning Goals

Student learning goals are only part of what all schools must include in a child's educational experience. At Tipton we have grade level academic standards (common core) but also student learning goals for each student to master.

Here at Tipton, our students will be able to apply reading, writing and speaking skills to communicate effectively.

In the world of Math they will understand and apply mathematical ideas to real world situations.

In Science, they will understand our earth, ecological impact, the physical world and the cycles of life.

The Social Studies curriculum will help them to understand the development of civic responsibility and the influence of history, geography, government, and economics on individuals and society.

Through our Fine Arts programs they will understand, perform and value music, produce and value visual art.

Physical fitness and health will help them to demonstrate appropriate physical movement and form, demonstrate skills and knowledge needed for making life-long health decisions. Other courses and classes will help students to learn technical knowledge and skills needed to



be productive within the context of real life, be knowledgeable about career choices across a variety of areas, apply critical thinking skills when making decisions and solving problems, and use technology and other sources of information for a variety of purposes.

Tipton also develops your child's attitudes and skills that support self-directed lifelong learning, personal pursuits, productivity and conflict resolution, attitudes and behaviors that support global understanding, collaboration, diversity, and interdependence.

Tipton Community schools works to educate the whole child.

HOMELESS CHILD

It is the policy of the Tipton Board of Education to make certain that no child is deprived of a quality education due to being homeless. Special provisions will be made in record requirements for homeless children in the areas of health and academics. Concerned persons contact the school (563-886-6121) or Cedar County Attorney (563-886-2107).

Equal Educational Opportunity

The Tipton School District will not discriminate in its educational activities on the basis of race, color, national origin, creed, religion, sex, disability, sexual orientation, gender identity or marital status.

Annual Improvement Goals

Success is based on the Iowa Assessments proficiency rates and growth of at least 1% for each class from year to year, not comparing each grade to the prior grade.

2014-2015 Reading Goal

Increase reading achievement for the low SES students in grades 3, 4 and 5.

We did meet our 2014-2015 reading goal. Our Low SES 3rd grade students tested in 2013/14 at 53% proficient and in 2014/15 the same class in 4th grade had 68% proficient. The Low SES 4th grade students tested in 2013/14 at 71% proficient and in 2014/15 the same class in 5th grade had 96% of the low SES students proficient. The Low SES 5th grade students tested in 2013/14 at 54% proficient and in 2014/15 the same class in 6th grade had 75% of the Low SES students proficient.

2014-2015 Math Goal

Increase math proficiency for the Low SES students in grades 3, 4 and 5.

We did not meet our 2014-2015 math goal. Our Low SES 3rd grade students tested in 2013/14 at 58% proficient and in

2014/15 the same class in 4th grade had 77% proficient of the Low SES students proficient in math. The Low SES 4th grade students tested in 2013/14 at 81% proficient and in 2014/15 the same class in 5th grade had 58% of the low SES students proficient. The Low SES 5th grade students tested in 2013/14 at 58% proficient and in 2014/15 the same class in 6th grade had 50% proficient.

We missed meeting our annual improvement goal in 2 areas. We saw a decrease in the number of Low SES proficient students from 4th to 5th and also 5th to 6th grade.

2014-2015 Science Goal

Increase science proficiency for all students in grades 4,5 & 6.

We did not meet our 2014/15 Science goal. Our 4th grade students tested in 2013/14 at 97% proficient and in 2014/15 the same class in 5th grade decreased to 88% proficient. The 5th grade students tested in 2013/14 at 86% proficient and in 2014/15 the same class in 6th grade



decreased to 85% overall proficiency. The 6th grade students tested in 2013/14 were at 83% proficient and in the 2014/15 the same class in 7th grade grew to 94% proficient. We had a decrease in number of students proficient going from grades 4th to 5th and from 5th to 6th.

(SES: Socio-economic status)

2014-2015 ACT DATA

- 52 students, 9-12 grade achieved a score that indicates probable post-secondary success
- 72 students, 9-12 grade took the ACT
- 72% of 9-12 grade students achieved a score that indicates probable post-secondary success

2014-2015 Post Secondary

- 41 seniors intend to pursue post-secondary education/training
- 56 Students graduated in 2014-2015
- 76% of seniors intend to pursue post-secondary education/training upon graduating

2013-2014 Dropout Data

- 8 students, 7-12 grade dropped out in 2013-2014
- 422 students in grade 7-12 in 2013-2014
- 1% of 7-12 grade students in the district who are dropouts in 2013-2014

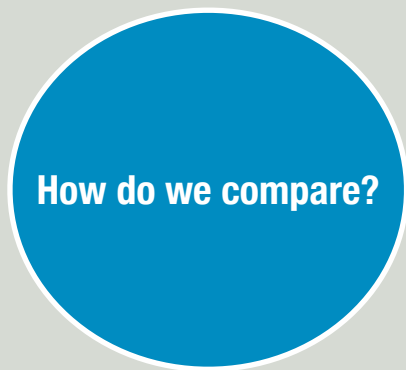
Dropout data is reported for the 2013-2014 school year. State reporting of dropout data has a 1 year lag.

Our District

Schools are required to include percent of students proficient compared to state and national scores, achievement levels (low, intermediate and high) in reading, math and science along with achievement levels based on gender, disability, and economically disadvantaged. State data is biennium data.

Reading – Tipton Student Achievement compared to State

	Grade 4		Grade 8		Grade 11	
	Tipton	State	Tipton	State	Tipton	State
2011-12	85%	88%	73%	88%	78%	88%
2012-13	71%	88%	54%	88%	85%	88%
2013-14	87%	75%	85%	65%	77%	82%
2014-15	84%	75%	77%	70%	77%	81%



Math – Tipton Student Achievement compared to State

	Grade 4		Grade 8		Grade 11	
	Tipton	State	Tipton	State	Tipton	State
2011-12	85%	88%	85%	88%	82%	88%
2012-13	76%	88%	82%	88%	81%	88%
2013-14	84%	78%	89%	72%	80%	81%
2014-15	90%	79%	84%	75%	84%	83%

Science – Tipton Student Achievement compared to State

	Grade 8		Grade 11	
	Tipton	State	Tipton	State
2011-12	83%	88%	77%	88%
2012-13	80%	88%	87%	88%
2013-14	91%	75%	79%	85%
2014-15	89%	80%	81%	82%

Technology in Our Schools

The Tipton School District has a total 1,382 technology devices. This includes servers, staff & student devices.

Student devices per building:

Elementary = 437 devices

Middle School = 396 devices

High School = 487

TIPTON MOVES TOWARDS 1-TO-1 ON STUDENT TECHNOLOGY

The 2014-2015 school began with the introduction of Chrome books into the High school core academic subject areas of Math, Social Studies, Science and English. Over the years Tipton has researched the effectiveness of moving towards becoming a 1-to-1 school and decided to move towards a modified 1-to-1 system, which provides students the access to a mobile device during school hours. This process will take several years to implement as funding; replacement cycle and student population will impact the purchase of devices. It is the hope of the district to have all students having access to mobile devices throughout the school day by 2018. At the high school students were able to be more interactive with instructional materials, which allowed the teachers a wide variety of instructional strategies to be used in the classroom. Google Classroom, which is a site on which teachers post lesson plans, assignments, and learning activities proved to be valuable. Students and parents were able to connect to the site and complete school work outside the classroom and also have access to materials needed to be successful.

IOWA ASSESSMENT TREND LINES

Achievement levels for Reading (low, intermediate and high)

READING

	Grade 3			Grade 4			Grade 5		
	Low	Int.	High	Low	Int.	High	Low	Int.	High
2011-12	24%	54%	22%	15%	65%	20%	24%	62%	14%
2012-13	19%	68%	13%	29%	47%	24%	19%	61%	20%
2013-14	22%	52%	26%	13%	57%	30%	27%	44%	29%
2014-15	19%	68%	13%	16%	54%	30%	8%	68%	24%

	Grade 6			Grade 7			Grade 8		
	Low	Int.	High	Low	Int.	High	Low	Int.	High
2011-12	8%	65%	27%	38%	55%	7%	27%	63%	10%
2012-13	19%	60%	21%	31%	56%	13%	46%	50%	4%
2013-14	14%	24%	62%	19%	66%	15%	15%	60%	25%
2014-15	12%	49%	39%	14%	62%	24%	22%	55%	23%

	Grade 9			Grade 10			Grade 11		
	Low	Int.	High	Low	Int.	High	Low	Int.	High
2011-12	32%	52%	16%	NA	NA	NA	22%	72%	7%
2012-13	18%	66%	16%	20%	64%	15%	15%	79%	6%
2013-14	17%	64%	19%	12%	61%	27%	23%	67%	10%
2014-15	11%	55%	34%	25%	51%	24%	23%	61%	16%

MATH

	Grade 3			Grade 4			Grade 5		
	Low	Int.	High	Low	Int.	High	Low	Int.	High
2011-12	18%	49%	33%	16%	54%	31%	21%	59%	20%
2012-13	18%	67%	15%	24%	50%	26%	21%	53%	26%
2013-14	24%	45%	31%	16%	58%	26%	21%	44%	35%
2014-15	16%	55%	29%	10%	57%	33%	37%	47%	16%

	Grade 6			Grade 7			Grade 8		
	Low	Int.	High	Low	Int.	High	Low	Int.	High
2011-12	16%	64%	20%	13%	69%	18%	15%	57%	28%
2012-13	26%	62%	12%	16%	67%	17%	18%	66%	16%
2013-14	14%	58%	28%	9%	68%	23%	11%	66%	23%
2014-15	27%	43%	30%	10%	53%	37%	16%	63%	21%

	Grade 9			Grade 10			Grade 11		
	Low	Int.	High	Low	Int.	High	Low	Int.	High
2011-12	25%	65%	10%	NA	NA	NA	29%	58%	13%
2012-13	15%	51%	34%	15%	71%	14%	19%	71%	10%
2013-14	23%	69%	8%	12%	65%	23%	20%	66%	14%
2014-15	17%	63%	20%	17%	64%	19%	15%	55%	30%

SCIENCE

	Grade 3			Grade 4			Grade 5		
	Low	Int.	High	Low	Int.	High	Low	Int.	High
2011-12	17%	69%	14%	14%	61%	25%	33%	53%	14%
2012-13	18%	72%	10%	20%	58%	22%	21%	65%	14%
2013-14	10%	78%	12%	3%	81%	16%	14%	60%	26%
2014-15	12%	79%	9%	9%	71%	20%	12%	69%	19%

	Grade 6			Grade 7			Grade 8		
	Low	Int.	High	Low	Int.	High	Low	Int.	High
2011-12	16%	70%	14%	31%	61%	8%	16%	69%	15%
2012-13	21%	68%	11%	17%	72%	11%	20%	69%	11%
2013-14	17%	65%	18%	17%	71%	12%	9%	77%	14%
2014-15	15%	63%	22%	7%	70%	23%	12%	80%	8%

	Grade 9			Grade 10			Grade 11		
	Low	Int.	High	Low	Int.	High	Low	Int.	High
2011-12	24%	65%	11%	NA	NA	NA	23%	65%	12%
2012-13	15%	60%	25%	17%	59%	24%	13%	72%	15%
2013-14	22%	69%	9%	21%	58%	21%	21%	59%	20%
2014-15	15%	66%	19%	24%	64%	12%	19%	56%	25%



Standard Error of Measurement for Iowa Assessments

Iowa school districts are required to submit information to their public regarding the **Standard Error of Measurement (SEM)** for the Iowa Assessments. A standard error of measurement is an estimate, or band, of error associated with an individual student's test score. A test score is an estimate of a student's true test performance; however, when the SEM is applied, it indicates that a reasonable chance exists that the student's true score may be slightly higher or slightly lower than what is reported. For the Iowa Assessments, the SEMs are presented in ranges, indicating where the student's true score would likely fall. If you wish to view the complete SEM, please contact Dawn Siech at 563-886-6121.

STUDENT ACHIEVEMENT DATA - READING

Reading	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
2011-12	77%	85%	76%	92%	63%	73%	68%	NA	78%
2012-13	81%	71%	80%	81%	69%	54%	82%	79%	85%
2013-14	78%	87%	73%	86%	81%	85%	83%	88%	77%
2014-15	81%	84%	92%	88%	86%	77%	89%	75%	77%

Reading Proficiency Trends Free/Reduced Lunch

Reading	2011-12		2012-13		2013-14		2014-15	
	F/R	Non F/R	F/R	Non F/R	F/R	Non F/R	F/R	Non F/R
Grade 3	65%	79%	65%	87%	53%	86%	75%	83%
Grade 4	69%	93%	50%	79%	71%	93%	68%	91%
Grade 5	68%	81%	71%	85%	54%	80%	96%	90%
Grade 6	81%	96%	74%	84%	70%	94%	75%	93%
Grade 7	57%	65%	52%	76%	75%	85%	68%	93%
Grade 8	53%	79%	41%	60%	77%	88%	71%	81%
Grade 9	40%	77%	69%	87%	73%	88%	78%	95%
Grade 10	NA	NA	69%	83%	71%	94%	53%	82%
Grade 11	83%	77%	57%	91%	60%	83%	47%	86%

Reading Proficiency Male/Female

Reading	2011-12		2012-13		2013-14		2014-15	
	M	F	M	F	M	F	M	F
Grade 3	70%	81%	76%	88%	73%	83%	82%	80%
Grade 4	87%	82%	68%	73%	83%	91%	83%	86%
Grade 5	71%	82%	79%	82%	68%	77%	90%	94%
Grade 6	93%	91%	75%	86%	84%	88%	88%	88%
Grade 7	53%	72%	69%	69%	79%	84%	85%	86%
Grade 8	64%	84%	41%	66%	88%	82%	67%	88%
Grade 9	72%	61%	76%	90%	71%	94%	93%	86%
Grade 10	NA	NA	82%	76%	87%	91%	55%	94%
Grade 11	75%	81%	80%	96%	80%	73%	71%	83%



Reading Proficiency Trends Special Education

Reading	2011-12		2012-13		2013-14		2014-15	
	Spec. Ed	Non Spec Ed	Spec. Ed	Non Spec Ed	Spec. Ed	Non Spec Ed	Spec. Ed	Non Spec Ed
Grade 3	27%	84%	33%	86%	10%	88%	50%	84%
Grade 4	17%	91%	10%	79%	33%	94%	30%	92%
Grade 5	27%	87%	25%	84%	30%	79%	78%	94%
Grade 6	40%	97%	10%	96%	22%	95%	20%	93%
Grade 7	17%	72%	17%	74%	63%	84%	46%	94%
Grade 8	10%	84%	0	54%	20%	90%	36%	86%
Grade 9	23%	80%	0	82%	36%	92%	33%	95%
Grade 10	NA	NA	0	80%	44%	95%	9%	88%
Grade 11	44%	84%	0	87%	33%	85%	0	88%

STUDENT ACHIEVEMENT DATA - MATH

Math	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
2011-12	82%	85%	79%	84%	88%	85%	74%	NA	82%
2012-13	82%	76%	79%	73%	85%	82%	86%	85%	81%
2013-14	76%	84%	79%	86%	92%	89%	79%	88%	80%
2014-15	84%	90%	64%	73%	90%	84%	83%	84%	84%

Math Proficiency Trends Free/Reduced Lunch

Math	2011-12		2012-13		2013-14		2014-15	
	F/R	Non F/R	F/R	Non F/R	F/R	Non F/R	F/R	Non F/R
Grade 3	65%	88%	65%	87%	58%	83%	90%	81%
Grade 4	69%	93%	56%	84%	81%	85%	77%	94%
Grade 5	82%	78%	67%	85%	58%	88%	58%	66%
Grade 6	63%	92%	68%	76%	75%	92%	50%	81%
Grade 7	81%	90%	67%	92%	90%	92%	77%	95%
Grade 8	67%	90%	73%	85%	73%	98%	76%	88%
Grade 9	60%	79%	75%	89%	69%	82%	65%	93%
Grade 10	NA	NA	77%	87%	71%	92%	71%	88%
Grade 11	83%	81%	57%	86%	67%	84%	73%	88%

Math Proficiency Male/Female

Math	2011-12		2012-13		2013-14		2014-15	
	M	F	M	F	M	F	M	F
Grade 3	84%	81%	81%	81%	75%	78%	97%	71%
Grade 4	87%	82%	70%	81%	86%	81%	86%	92%
Grade 5	81%	78%	81%	77%	76%	81%	64%	63%
Grade 6	86%	82%	64%	83%	89%	83%	65%	79%
Grade 7	81%	94%	80%	89%	86%	97%	90%	89%
Grade 8	81%	90%	75%	87%	91%	88%	73%	94%
Grade 9	74%	74%	81%	90%	71%	84%	90%	79%
Grade 10	NA	NA	87%	81%	84%	90%	73%	94%
Grade 11	89%	75%	80%	84%	77%	87%	79%	90%



Math Proficiency

Math	2011-12		2012-13		2013-14		2014-15	
	Spec. Ed	Non Spec. Ed	Spec. Ed	Non Spec. Ed	Spec. Ed	Non Spec. Ed	Spec. Ed	Non Spec. Ed
Grade 3	64%	85%	83%	81%	30%	83%	100%	82%
Grade 4	33%	89%	20%	84%	57%	88%	40%	97%
Grade 5	45%	87%	40%	82%	30%	86%	33%	68%
Grade 6	20%	90%	20%	85%	50%	92%	0	79%
Grade 7	50%	95%	50%	88%	63%	96%	54%	97%
Grade 8	20%	97%	42%	90%	20%	95%	36%	94%
Grade 9	31%	86%	0	85%	36%	84%	0	92%
Grade 10	NA	NA	0	85%	33%	95%	36%	93%
Grade 11	67%	84%	0	83%	67%	82%	63%	88%

STUDENT ACHIEVEMENT DATA - SCIENCE

Science	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
2011-12	83%	86%	67%	84%	69%	83%	76%	NA	77%
2012-13	82%	80%	80%	79%	83%	80%	85%	83%	87%
2013-14	90%	97%	86%	83%	83%	91%	78%	79%	79%
2014-15	88%	91%	88%	85%	94%	89%	85%	76%	81%

Science Proficiency Trends Free/Reduced Lunch

Science	2011-12		2012-13		2013-14		2014-15	
	F/R	Non F/R	F/R	Non F/R	F/R	Non F/R	F/R	Non F/R
Grade 3	75%	86%	71%	86%	90%	90%	90%	88%
Grade 4	73%	93%	68%	84%	100%	96%	82%	94%
Grade 5	59%	72%	68%	85%	75%	91%	79%	92%
Grade 6	63%	92%	74%	82%	74%	88%	71%	90%
Grade 7	62%	73%	71%	88%	70%	90%	86%	96%
Grade 8	80%	85%	77%	81%	86%	93%	75%	95%
Grade 9	47%	85%	69%	90%	73%	80%	65%	95%
Grade 10	NA	NA	77%	84%	59%	86%	65%	80%
Grade 11	83%	75%	71%	91%	66%	83%	60%	88%

Science Proficiency Trends Male/Female

Science	2011-12		2012-13		2013-14		2014-15	
	M	F	M	F	M	F	M	F
Grade 3	87%	81%	83%	81%	90%	89%	91%	86%
Grade 4	89%	82%	84%	76%	95%	100%	90%	92%
Grade 5	71%	63%	90%	69%	84%	88%	87%	89%
Grade 6	86%	82%	75%	83%	84%	82%	83%	86%
Grade 7	64%	75%	83%	83%	79%	87%	93%	94%
Grade 8	83%	84%	75%	84%	100%	82%	86%	91%
Grade 9	80%	70%	84%	87%	74%	81%	86%	83%
Grade 10	NA	NA	79%	91%	72%	87%	67%	85%
Grade 11	75%	78%	85%	92%	79%	78%	77%	87%



Science	2011-12		2012-13		2013-14		2014-15	
	Spec Ed	Non Spec Ed	Spec. Ed	Non Spec. Ed	Spec. Ed	Non Spec. Ed	Spec. Ed	Non Spec. Ed
Grade 3	91%	82%	83%	82%	80%	91%	83%	89%
Grade 4	17%	92%	90%	78%	78%	100%	70%	94%
Grade 5	36%	75%	60%	81%	69%	90%	68%	91%
Grade 6	40%	88%	40%	87%	50%	89%	33%	89%
Grade 7	42%	75%	33%	88%	50%	88%	69%	98%
Grade 8	40%	91%	42%	88%	60%	93%	64%	94%
Grade 9	46%	84%	0	85%	46%	83%	33%	90%
Grade 10	NA	NA	0	83%	22%	88%	36%	84%
Grade 11	33%	84%	0	90%	56%	83%	38%	88%

Science Proficiency Trends Special Education

ELEMENTARY



Back Pack Buddies

Tipton and Bennett Elementary Schools are partnering with Trinity Lutheran Church in Tipton and other local organizations to provide the Backpack Buddy Program to students. The Backpack Buddy Program endeavors to provide food for children on the weekends that might experience food insecurity when school meals are not available. Each Friday, children who are registered for the program are given a pack of food to eat over the weekend. The food is provided by HACAP.

Elementary Year In Review

During the 2014-2015 school year, Tipton elementary school staff continued into its second year of working as a Professional Learning Community (PLC).

Teachers were provided with one hour of weekly, mandatory and protected time for their grade level to plan for instruction, to collaborate, to review and analyze data from formative and standardized assessments, all specifically targeted in the area of literacy.

At the beginning of the school year, teachers studied all grade level literacy standards and benchmarks and identified 30% of them as "Essential Standards." These standards were targeted as specific skills for ALL students to master



Early Intervention

The district continually monitors the class size for all grades but closely monitors the K-3 classrooms by looking at additional teachers or associates when the grade has 70 students enrolled. Typically, the district will hire classroom associates around 74 students and will consider adding another teacher when the number steadily increases to 80 students/grade.

The Pre-K program, Tiny Tigers, offers our district a solid curriculum and social atmosphere that introduces the students to the school and offers a stepping stone to early education.

during the academic school year.

Additionally, with the Early Literacy Grant (ELI), teachers implemented and utilized the Formative Assessment System for Teachers (FAST) universal screening tool to monitor student progress and growth.

The data from the FAST assessment in combination with other formative assessment data enabled teachers to meet the variety of learning needs of the students through 30 minute intervention periods called WIN (Whatever I Need). WIN times were embedded into the school's daily schedule. As teachers collaborated during PLC they used assessment data to create WIN groups accordingly to increase and ensure "Essential Standards" proficiency for all children.



MIDDLE SCHOOL



Middle School in Review

The 2014-2015 school year was another successful year for the students and staff at Tipton Middle School. Our students continue to make great strides in reading since we've introduced, "The Forty Book Club." Our math department implemented a new curriculum that was challenging but stressed real world applications. RTI (Response to Intervention) was implemented and time was built into the schedule for teachers to share data. This time was to study the data and reflect on practices that would help our teachers know what our students were truly learning and know when our students needed more instruction and practice. Along with our academic rigor, our students participated in some community service activities. Our students held a fund raising event for an elementary student who is battling cancer, and raised money

Rockin' Prevention

Rockin' Prevention helps children, teachers and parents learn the methods and skills to prevent bullying and drug use through music. A group of Tipton High School students worked with the middle school to motivate and encourage them to make healthy choices.

for a local food bank which fed 10 local families. Our students raised over \$1800.00. Monthly celebrations were added to boost our morale and celebrate our accomplishments. Students were acknowledged for many different reasons: perfect attendance for the month, no detentions or office referrals, no late homework, sports and music participation, Special Olympics participation and finally, if a teacher saw a student do something kind for someone else, their actions were recognized and the student was given a, "Caught Being Good at Tipton Middle School" t-shirt.

We had a successful and rewarding year and the teachers and students look forward to another successful school year.



HIGH SCHOOL

Silver Cord

The Silver Cord program is a distinguished award available to high school students with the purpose of recognizing their volunteer efforts. Program participation is voluntary for all Tipton High School students. Students who complete the required number of volunteer service hours will be recognized at their graduation by wearing a silver cord. All students must have completed 100 hours of approved and documented volunteer service by May 1 of their senior year. During the 2014-2015 school year 54 students completed over 1200 volunteer hours while 5 seniors graduated with Silver Cord honors.



Academic Decathlon

Academic Decathlon had a very strong showing this year by winning the Cedar Rapids Regional for small schools and finishing sixth overall at state. Sam Fleshin, Alek Comstock, Garrett Nau, and Brandon Fonner all brought home individual medals for the Tigers. We set a new school record for team points and are eagerly looking forward to next year's competition



HIGH SCHOOL in Review

The 2014-15 school year was a very successful year at the high school. The introduction of Chrome books into the core academic subject areas of Math, Social Studies, Science and English proved to be a benefit to teachers and students. Students were able to be more interactive with instructional materials which allowed the teachers a wide variety of instructional strategies to be used in the classroom. Building professional development hours were spent helping teachers develop lessons, find google apps and extensions to add dimension to their curriculum. Google Classroom, which is a site on which teachers post lesson plans, assignments, learning activities and other information, also proved to be valuable. Students and parents are easily able to connect to the site and complete school work outside the classroom and have access to materials needed to be successful.

The Climate Committee and Academic Committee met several times during professional development. The Climate Committee was able to review the latest Olweus Bullying Survey. The latest survey compared results from the first survey which was given in 2013 with current results from 2015. Positive results were observed in most categories. The committee developed an action plan to guide activities and building plans through the 2015-16 school year. Part of the committee's work involved meeting with students to develop ideas to enhance the climate and culture of the high school, including such things as the development of student leaders and creating a freshmen transition meeting into high school.

The Academic Committee continued to meet and discuss ways to use student academic data to understand more about each student and what their learning needs might be. Data discussed included Iowa Assessments and NWEA MAP scores along with classroom assessment scores. Flipped learning was also investigated as another teaching strategy that would allow for more differentiation in instruction with students as well as increasing the responsibility for learning for each student. Two surveys were given regarding the use and benefit of our end of the school day Academic Study Time (AST). Over 81% of high school students found the AST helpful with over 83% of students indicating that they use this time to complete homework and 28% using it for study time.

Table 2c. How often have you been bullied at school in the past couple of months? (Q4) Percentage (and number) of girls and boys by grade and date of administration

Earlier administration (February 2013)

	9th	10th	11th	12th	Total
I have not been bullied	54.1% (33)	54.2% (26)	62.7% (42)	73.0% (27)	60.1% (128)
Once or twice	23.0% (14)	25.0% (12)	26.9% (18)	18.9% (7)	23.9% (51)
2 or 3 times per month	11.5% (7)	10.4% (5)	3.0% (2)	2.7% (1)	7.0% (15)
About once a week	8.2% (5)	6.3% (3)	3.0% (2)	2.7% (1)	5.2% (11)
Several times a week	3.3% (2)	4.2% (2)	4.5% (3)	2.7% (1)	3.8% (8)

Current administration (January 2015)

	9th	10th	11th	12th	Total
I have not been bullied	60.7% (34)	66.2% (43)	70.9% (39)	75.6% (31)	67.7% (147)
Once or twice	28.6% (16)	24.6% (16)	14.5% (8)	14.6% (6)	21.2% (46)
2 or 3 times per month	1.8% (1)	3.1% (2)	5.5% (3)	2.4% (1)	3.2% (7)
About once a week	1.8% (1)	1.5% (1)	7.3% (4)	4.9% (2)	3.7% (8)
Several times a week	7.1% (4)	4.6% (3)	1.8% (1)	2.4% (1)	4.1% (9)



FINE ARTS



High School Fine Arts Goes to Philadelphia

Students who were enrolled in any of the high school fine arts electives (band, music, speech, art), during the 2014-2015 school year had the opportunity to take part in Tipton Fine Arts Trip. The high school fine arts faculty and students enjoyed a fun filled week of interdisciplinary unity and fellowship on their adventure to Philadelphia, Pennsylvania. With an emphasis on the fine arts venues throughout the city, students also experienced a guided

Become a
Fine Arts
Booster

Gettysburg battlefield tour, Philadelphia Museum of Art, and the National Constitution Center, and much more. Approximately 130 students went on the trip with an additional 16 staff and chaperones. Students that were involved in the band or choir were also able to attend a music clinic at Drexel University.

THEATER



SPEECH



MIDDLE SCHOOL BAND



ART



PROFESSIONAL DEVELOPMENT



Professional Development 2-Hour Early Release

Tipton Community school has completed the 3rd year of the new professional development calendar. The new professional development schedule has proven to be very beneficial to our teachers and students. Every other Wednesday students are released 2-hours early so that the teachers can focus on their own professional development and collaborate together while working on a foundation for incorporating and adopting the new Iowa Core Curriculum.

During the 2-hour early release days, teachers either work on building initiatives or work on aligning and developing classroom curriculum, instruction, and assessment that addresses the specific needs outlined in Iowa Core Curriculum. Teachers focus on how to create a more rigorous and relevant curriculum that uses formative assessments to help students and teachers gain a better understanding of what the students know and what they need to learn.

Assessment for Learning

The teachers at Tipton Community School District have just completed their 3rd year of researching and developing Assessment for Learning (formative assessment) strategies. Assessment for Learning is a process used by teachers and students as part of instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of core content.

This area of focus has helped the district learn about and implement formative assessment.

The work being studied, researched and implemented is a partnership between the Department of Education, University of

Iowa and Tipton. Teachers collaborate to develop strategies that help students internalize the characteristics of quality work by evaluating the work of their peers. Teachers develop a clear understanding of what students are to look for in their work and learning process. Teachers have students engage in deliberate, thoughtful and collaborative discussions about what they are learning and how they are learning. This assessment encourages students to become independent learners, increase their motivation which then increases student achievement.



CELEBRATIONS



Veteran's Day Celebration

Tipton Elementary, Middle and High School students all participated in memorable Veteran's Day programs. Over one hundred vets participated in the programs making it a special day not only for them, but also for the students. Students heard stories and learned about the sacrifice of these veterans, and all veterans.



Student of the Month

The Rotary Club of Tipton is teaming up with the teaching staff at Tipton High School to increase recognition of student achievement. The Rotary Student of the Month Award is presented each month to a student who is nominated by a teacher and selected by a vote of the faculty. The criteria for the award is that the student has shown academic achievement or demonstrated positive attitudes or other behavior that goes beyond expectations for that particular student.

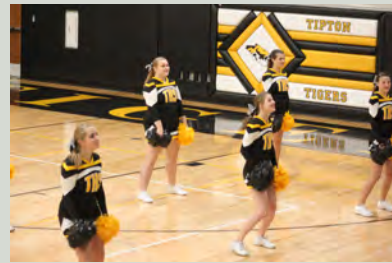


All sports for High School boys and girls athletic teams received the Distinguished Academic Achievement Award from the Iowa High School Athletic Association.

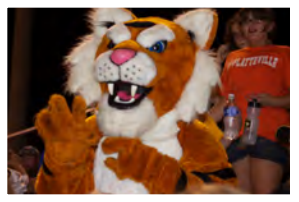
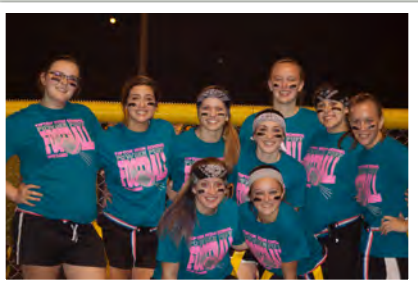
HOMECOMING 2014



ATHLETICS



SCHOOL SPIRIT



Looking to the Future

2015-2016 School Year

DISTRICT GOALS

Goal 1: All Students will prepare for success beyond high school.

- Staff will implement the K-12 Iowa Core Curriculum by:
- Developing and facilitating quality professional development.
 - Implement 21st Century skills through educational opportunities.
 - Increase number of students that are proficient in Reading, Math and Science to meet state expectations.
 - Increase focus on College and Career Readiness.

Goal 2: All students will utilize technology to prepare for success beyond high school.

- Provide additional technology training to the staff.
- Integrate instructional technology into the classrooms and curriculum.
- Implement Tipton Schools vision of one to one technology education.

Goal 3: All students and staff will feel safe and connected at school.

- Communicate clear building and district expectations for students throughout the district.
- Improve interpersonal relationships by fostering respect for all.
- Provide support for students facing challenges.



IF YOU WOULD LIKE ADDITIONAL INFORMATION ON THE ANNUAL REPORT, PLEASE CONTACT DAWN SIECH AT DAWN.SIECH@TIPTON.K12.IA.US



Tipton School District Numbers

Elementary Office:

563-886-6131

Middle School Office:

563-886-6025

High School Office:

563-886-6027

Superintendent's Office:

563-886-6121

Equal Opportunity

It is the policy of the Tipton Community School District not to illegally discriminate on the basis of race, color, national origin, gender, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact Superintendent Dr. Marlene Johnson at 563-886-6121 or email marlene.johnson@tipton.k12.ia.us

2015-2016 School Year		Student Days / Hours			
August					
M	T	W	Th	F	
03	04	05	06	07	
10	11	12	13	14	
17	18	19	20	21	
24	25	26	27	28	5
31					6 39
September					
	01	02	03	04	10
	08	09	10	11	14
	14	15	16	17	18
	21	22	23	24	24
	28	29	30		27 171.5
October					
		01	02		
	05	06	07	08	34
	12	13	14	15	16
	19	20	21	22	23 44
	26	27	28	29	30 49 310.5
November					
	02	03	04	05	54
	09	10	11	12	13
	16	17	18	19	20 64
	24	25	26	27	66 423
	30				67
December					
	01	02	03	04	
	07	08	09	10	76
	14	15	16	17	81
	21	22	23	24	83
	28	29	30	31	525.5
January					
					61
	04	05	06	07	08
	11	12	13	14	15 93
	18	19	20	21	22
	25	26	27	28	29 103 851.5
February					
	01	02	03	04	05
	08	09	10	11	113
	15	16	17	18	19
	22	23	24	25	26 123
	29				124 784
March					
	01	02	03	04	
	08	09	10	11	133
	15	16	17	18	112
	21	22	23	24	137
	28	29	30	31	141 892.5
April					
			01	142	
	4	05	06	07	08 147
	11	12	13	14	15
	18	19	20	21	22 157
	25	26	27	28	29 162 1025
May					
	02	03	04	05	06 167
	09	10	11	12	13
	16	17	18	19	20 177
	23	24	25	26	27 182 1147
	30	31			
June					
		01	02	03	