



Tipton R-VI School District faculty works daily to help students **BUILD** skills to reach their full potential becoming productive citizens who are prepared for their **FUTURE**.

## Elementary

### Academics

2 Classroom per grade level  
20 Student Average Class Size



### Enrichment Program -W.I.N.G.S.

#### Working, Innovative, Noble, Great Students

Tipton Elementary School offers an Enrichment Program called W.I.N.G.S that meet once a week for a couple of hours. Students must meet 3 of the 4 criteria in order to be in the program.

1. 84th percentile on the WISC Intelligent Assessment
2. 90th percentile on the WIAT National Achievement Assessment
3. 75th percentile on the SAGES Screening Assessment for Gifted Students
4. 8 out of 16 on the Personal Referral Checklist

Topics of the program range from STEM activities such as LittleBits, rockets, robotics to more in-depth use of technology and more individual research and reporting. The students often help with the Tipton Elementary Yearbook and will take a field trip related to their topic.



### Elementary Guidance and Counseling Department

**Guidance Curriculum**-The Tipton Elementary School Counselor has Life Skills/Guidance Class once a week for 30 minutes in each classroom. In these classes, three important main areas are addressed; 1.Academic 2. Personal/Social Emotional Health 3. Career Development.



Sixth grade students visit residents at Tipton Manor as part of their Life Skills Guidance Lessons

**System Support**-The Elementary School Counselor assists with establishing a productive, safe learning environment by helping with anti-bullying programs, social isolation awareness, character education, Red Ribbon lessons and activities, social media safety (upper grades), incorporating technology in lessons, and so forth. The Elementary Counselor helps with the Volunteer Program at the Tipton Elementary School as well as 6th grade visiting the residents at the Tipton Oak Manor. The TES School Counselor and School Nurse work together to help manage the Buddy Pack Program offered to our students at the elementary. The k-12 Career Fair and Career Day can be seen as a part of the students career development.



Milee, Tipton Elementary Therapy Dog visit periodically to check on the students. She is part of the Elementary Guidance Department

**Individual Planning**- Upper grades do interest inventories, job shadowing (6th grade), and goal setting lessons.

**Response Services**- Small Groups such as Lunch Bunch and individual sessions are available. An outside resource list is provided for students who may need more intense counseling; School Counseling programs are preventative not therapeutic in nature.



EDUCATOR INFORMATION DATA

SCHOOL HISTORY

COMMUNITY DATA

## Junior/Senior High School

### Academics

Our guidance counselor provides a wealth of information to assist students in organizing and implementing a plan for high school graduation and their career beyond. Career Paths offer a range of possible careers for each student consider. Parents can use the career path information to discuss opportunities with their children.

10 Block Schedule

22 Students Average Class Size

34 Credits to Graduate

4 Language Arts, 3 Social Studies, 3 Math, 3 Science  
5 Practical Arts, 2 Fine Art, 12 Electives  
1 Physical Education, 1/2 Health, 1/2 Personal Finance

### Dual Credit

Tipton offers dual credit courses beginning with sophomores, juniors and seniors with qualifying scores through SFCC, CMU, MBU MSU

A total of 42 college credit hours are available

### Career and Technical Courses

Through State Fair Career and Technical Center students are able to attend SFCTC to explore and prepare for a career in arts and communication, health services, human services and industrial and engineering technology.



### Vocational Education

Four vocational programs offer great opportunity for students to gain leadership, citizenship and career experiences through organization contest, community events and social activities.



### Activities and Athletics

Students gain time management skills, improve focus, learn to handle pressure and take responsibility for individual performance while establishing a sense of pride in self and team.

#### Co-Curricular

Chamber Choir

Cardinal Pride Marching Band

Speech and Debate

Art Contest & Club

#### Extra-Curricular

Fall

HS-JH Football

HS- JH Volleyball

Cheerleading

HS -JH Cross Country

Winter

HS-JH Basketball

Wrestling

Cheerleading

Dual Sporting offered

Spring

HS-JH Track

Golf

Baseball

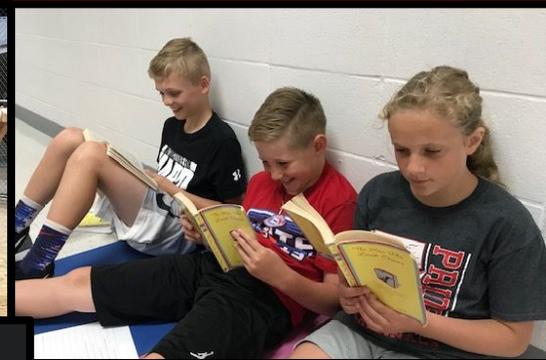
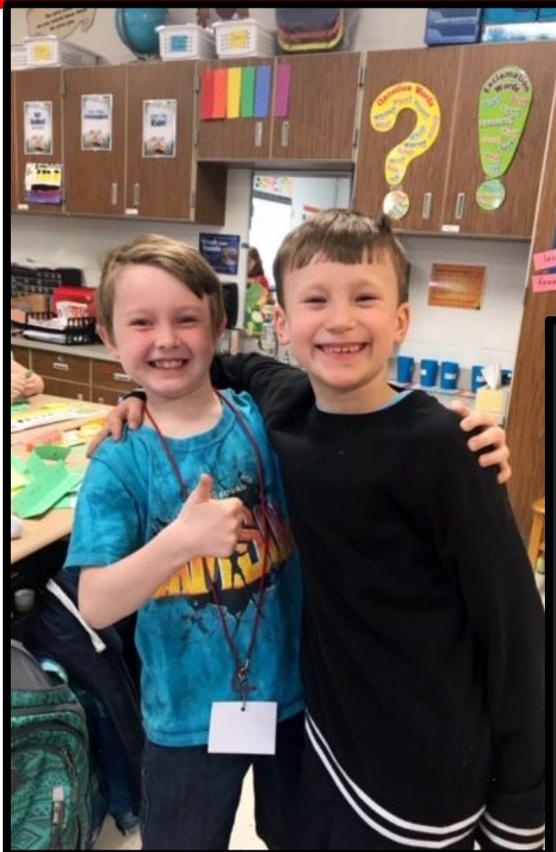
Softball



# Tipton R-VI School District

## Strategic Plan 2018 - Present

Draft 6/26/19





# Tipton R-VI School District

**Strategic Plan 2018 - present    Draft 1 6/26/19**

***The mission of the Tipton R-VI School District is to prepare students for their futures by designing and sustaining a learning culture of excellence.***

## **Who We Are**

The learning community of Tipton R-VI School District is home to approximately 600 students and 80 faculty and staff. Our school culture is built around the success of all students. We seek to be good stewards of our resources and bring high-quality educational opportunities to all students. To focus our commitment, we adopted a new motto in fall 2017, "We Build the Future". The District has bolstered an answer to the question: "How do we build the future?". Our motto is about the kids we serve; our students are the future, and our purpose is to build them up to be ready and adaptable for the future.





**The Board of Education and Superintendent began analyzing current needs and discussing ways to improve our district in the Fall of 2017. Teachers, community members, and support staff have been regularly invited to comment and engage in dialogue with us about developing the future of Tipton R-VI School District.**

## **PROCESS**

The Board of Education and the Superintendent identified a need to refresh the current Comprehensive School Improvement Plan (CSIP) in the Fall of 2017. Several challenges were evident in year one and some challenges demanded immediate attention.

### **These Challenges were:**

- 1) Building a Supportive School Culture.
- 2) Engaging the Community
- 3) Enhancing Curriculum and Instruction
- 4) Developing Facilities and Planning
- 5) Engaging in Continuous Improvement

In the fall of 2017, the Superintendent recommended and the Board of Education adopted a new logo and slogan for the school district.

***We Build the Future***

The intent of the adoption of motto and related logo was to begin to focus our learning community and communicate to the public at-large about our commitment to kids in Tipton school district.

In addition, in the Fall of 2017 a literacy review was conducted after administrators and teachers agreed this area was in need of further development. The literacy audit and review was presented to the Board of Education in December 2017. Federal title funds were utilized to to bolster professional development for teachers and to create classroom libraries for all classes in grades K-6.

The Superintendent opened lines of communication with the faculty and staff and reviewed pressing needs and challenges. Then in January 2018, the superintendent reviewed the district annual performance review and drafted a set of Academic Focus Areas for Growth in the District. The Board of Education approved these focus areas to begin the revitalized CSIP.



### **ACADEMIC FOCUS AREAS** **for GROWTH and IMPROVEMENT**

- 1) **Professional Learning Communities** - commit to this structure and measure results
- 2) **Literacy** - students reading on grade level, all teachers well-supported and trained
- 3) **STEM/STEAM** - Implementation of Project Lead the Way Launch(PLTW) for K-5 followed by PLTW Gateway for grades 6-8 and High School Introduction to Engineering and specialized courses.
- 4) **Curriculum** - alignment to Missouri Learning Standards & research-based instruction
- 5) **Professional Development** - prioritized for literacy and STEM/STEAM and overall curriculum development & measurement related to the Missouri Learning Standards (MLS).

### **Continuing Dialogue & Communication**

In the Summer and Fall of 2018, the Superintendent, Administrative Team, Teachers and Community Members participated in three World Cafes to build learning conversations and listen to ideas about our district on a wide range of topics.

Students in the elementary and high school also participated in building-level World Cafes with their principals. Additionally, an instructional engagement survey was conducted with students in the high school from AdvancED in Spring 2019. In Spring of 2019, a Superintendent's Council was formed with a cross-section of teachers from all buildings to inform decision-making.

### **Moving Forward**

The Board of Education will support the continued development of our district plan with the idea this plan will be reviewed and revised annually with input from educators and the community at-large.

### **Early Results**

All elementary teachers received support and training in the implementation of reading and writing workshop and Foundations.

Elementary Classroom Libraries have been established in every classroom to support the reading and writing workshop model.

All Elementary teachers have been trained to implement Project Lead the Way STEM lessons in the classrooms during 2018-2019 school year. On-going training for new personnel is included in our professional development plan.



### **We Believe:**

Building and maintaining high a high functioning professional learning community (PLC) within our school district is essential to the success of teachers and students.

### **Focus Area One: Professional Learning Community**

All teachers and administrators will be trained and supported in the growth of Professional Learning Community processes and practices with a focus on results.

*Professional learning community (PLC) defined: An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.*

DuFour, R., DuFour, R., Eaker, R., & Many, T. (2006). [Learning by Doing: A Handbook for Professional Learning Communities at Work™](#)

### **Actions:**

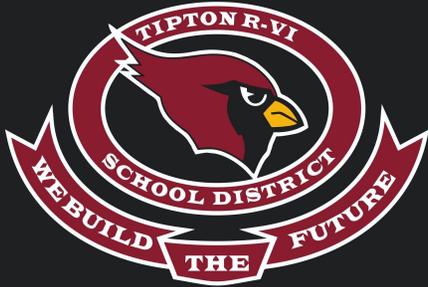
The Board of Education will ensure the district calendar contains adequate time for the professional development of teachers and support staff. This time requirement will be determined with the guidance of teacher-leaders and recommendations of district administrators.

Professional development for teachers will include time for teamwork and collaboration.

Teacher-leaders will have an active role in providing training and guidance related to professional learning community practices.

Instructional leadership teams of teachers will develop building plans for improvement in collaboration with the building administrators.

Teacher-leaders and Administrators will develop measures to monitor and determine academic success.



### **We Believe:**

**Teachers should be connected and encouraged to pursue innovative, research-based training to engage students.**

**Professional development should be directly tied to positive student outcomes both academically and socially.**

**Change, creativity and innovation in the education of students is essential.**

### **Focus Area Two: Literacy**

**All students will receive an engaging literacy curriculum.**

*Literacy is defined as the ability to read, write, speak and listen, and use numeracy and technology, at a level that enables people to express and understand ideas and opinions, to make decisions and solve problems, to achieve their goals, and to participate fully in their community and in wider society. Achieving literacy is a lifelong learning process.”*

Source: Literacy Advance of Houston

### **Actions:**

**Title funds will be utilized to provide on-site teacher support in professional development and curriculum refinement.**

**The district will ensure a literacy-rich environment is provided to all students regardless of ability**

**Curriculum will prioritize the development of literacy skills with all students.**

**Opportunities for expansion of co-curricular offerings enhancing literacy will be considered. Possible Examples: Team Debate and Lincoln Douglas, National History Day, and Scholar Bowl**



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### **Focus Area Two & Three: Literacy & STEM/STEAM**

#### **Action:**

Invest in high quality professional development opportunities for all teachers and staff related to literacy and STEM/STEAM development. Support these initiatives with the current budget and Title programs when appropriate.

#### **Elementary**

- a. Reading and Writing Workshop Training - on-going
- b. Foundations Training - on-going
- c. Project Lead the Way - Launch - January 2018 - present

#### **Junior High**

- a. Implement 1 to 1 Emints Chromebook Grant Initiative in cooperation with the University of Missouri Summer 2021 in grades 7 and 8
- b. Support and implement 6th grade 1 to 1 Chromebooks
- c. Support new infrastructure to allow 1 to 1 implementation - ERate

#### **High School**

- a. Research opportunities for expansion of fine arts and integration into STEM
- b. Review opportunities for academic-related communication programs or curriculums to include speech and the arts, videography and web design  
Piloted Videography Summer Course: 2019
- c. Plan for expansion of PLTW for grades 6-12

#### **Summer School**

- a. Implement STEM/STEAM opportunities for students during the summer program - 2018, 2019
- b. Provide opportunities for student enrichment in grades 7-12 - to be identified



### **We Believe:**

**Change, creativity and innovation in the education of students is essential to their success.**

### **FOCUS AREA 4: Curriculum**

**Support current curriculum initiatives to engage all learners and provide students a compelling reason to increase their overall learning. The district will support the current initiatives in budgeting and facilities:**

- a. Project Lead the Way Launch (PLTW) for grades K-5 - 2018 - present
- b. Project Lead the Way Gateway for grades 6-8 - in progress summer 2019
- c. Project Lead the Way 9-12 - timeline and resources to be determined
- d. High School Vocational Programs
  - 1) Vocational Agriculture & Future Farmers of America
  - 2) Business & Future Business Leaders of America
  - 3) Entrepreneurship & Distributive Education Clubs of America
  - 4) FACS & Family, Career and Community Leaders of America Prostart Initiative
- e. Dual Credit, Advanced Placement and Online dual credit programs of study.
- f. Provide ongoing support in professional development to support teachers in evaluating and expanding existing curriculum.