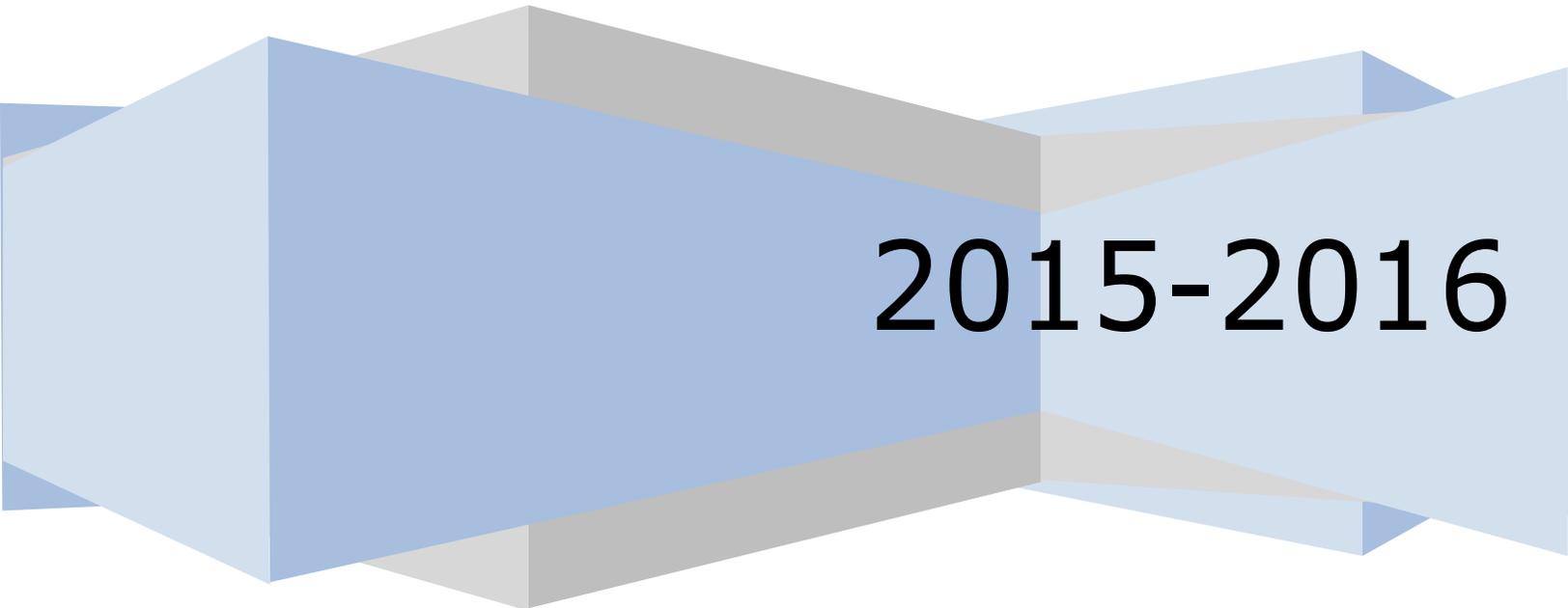


Blackford Junior High School

School Improvement Plan



2015-2016

Acknowledgement and Information

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I. School Description and Background

IC 20—10.2-33 (c)

The school currently houses 124 seventh grade and 161 eighth grade students. The instructional staff is composed of 18 teachers, a guidance counselor, a media specialist, principal, and a part-time speech/hearing therapist. Support staff is composed of one and a half secretaries, three aides, three custodians, plus cafeteria workers and a full-time CNA.

A speech/hearing therapy room is located near the guidance office. A health office is located in the administrative office area. An elevator allows access to the second floor level for handicapped and disabled students. A cafeteria is located on the east end of the building. The gym is located on the west end of the building and includes ADA-compliance locker rooms. However, the basketball floor in the gym is not regulation size. Outdoor facilities are lacking with no track or finished practice football field.

Only six people have been principal of the school since 1962. Frank Teats served for 22 years. Michael Parks served nine years and G. Andrew Glentzer served seventeen years as administrator of the school. Mr. Patrick Hubler served as principal in 2011-2012. Scott Shimer served during the 2012-2013 and 2013-2014 school year. The building level principal is Melissa Blossom, who is in her second year at BJHS, and will sit as principal for the 2015-2016 school year.

Blackford County has a population of approximately 12,481 residents, with 1774 school-age children. Half of Blackford County's population, approximately 6,240 live in Hartford City with 97% being Caucasian, 1 % Hispanic, and 3% multiracial in the 2000 census.

31% of our families have school age children. 21% of families have children who live with married couples, while 8% have children with a female head of households and or no male living in the household. 1.5% of our children live with other relatives.

92% of Hartford City's housing is occupied. 69.3% are owner occupied, while 23% are renter occupied.

Blackford County's average annual income is \$39,619. Consequently, 16.5% of Blackford County residents live in poverty. The median age for Blackford County residents is 42.0 years old.

Blackford Junior High School has a free lunch rate of 45.8% (138 students) and 8.0% (24 students) reduced lunch rate which is about 162 students. There are 285 students enrolled at the school of which 44 qualify as students with disabilities. This is about 15% of the schools population.

I. A. Description of the Educational Programs IC 20—10.2-3-3 (c)

Blackford Junior High School houses two student grade levels. It supports seventh and eighth grade. Students are instructed in four core academic areas. These are language arts, mathematics, social studies, and science.

Students also participate in fine arts, which includes creative art, instrumental and vocal music. Students participate in the practical arts area of college and career planning. All students are also involved in physical education and health. During the 2015-2016 school year, additional elective courses were added: industrial technology and JROTC.

Special needs programs are housed at the school and include a Learning Disability program, a Communication Disorder program, a Mild Disability program, Emotionally Handicapped program, a Moderate Disability program, and a Life Skills program. Blackford Junior High supports the full inclusion of our students where ever possible. Various classes, such as skills classes providing additional remediation and re-teaching in language arts and mathematics are available to support struggling students, in addition, response to instructional strategies (RTI) is documented for all students to determine additional supports needed for student success.

Intervention and remediation programs have been developed at each grade level as a foundation which will support students who did not achieve a pass or pass plus on state testing. Math and language arts intervention was revised in the spring of 2012 to include skills initiatives from all academic standards. Intervention classes incorporate elements from Scholastic reading to assist intervention. Additionally, Achieve 3000, a web based program, was added at the junior high in the 2014-15 school year to differentiate instruction in the areas of reading and writing to prepare students for college and career success.

Remediation efforts include after school tutoring, guided study skills, and remediation classes at each grade level in the mathematics and language arts areas, and classroom support in the form of a special education teacher "pushing in" when possible.

I. B. Description and Location of the Curriculum IC 20-10.2-3-5 (a)

Blackford Junior High School, along with other schools in Blackford County Schools, is focusing its curriculum and assessments on the Indiana Standards. Reading and writing are the primary areas of school improvement focus. In addition, student performance data is reported by grade and teacher as the corporation seeks those teacher practices that lead to the highest student performance. Multiple measures are used frequently to monitor student proficiency with the standards. We utilize Acuity testing as well as daily classroom formative assessments to make data driven decisions on re-teaching and classroom enhancements. Student achievement continues from year to year.

The curriculum for Blackford Junior High School is continually updated through our curriculum department located at the central administrative offices of Blackford County Schools. Teachers and administrators work with the corporation's curriculum office to update the curricular areas annually. To provide curricular scaffolding, curriculum writing teams were created in 2012 to transition BJHS from academic standards and ISTEP+ to the 2014 new Indiana Academic Standards. A curriculum audit team is in place and meets on a regular basis to determine the best path for our students.

Curriculum is aligned to state standards in all areas. School curriculum for grades seven and eight is located in the school offices, the school library, each classroom, and the corporation central office.

I C. Description of Assessments

IC20-10.2-3-5 (a)

All seventh and eighth grade students participate in the ISTEP + program, as well as common formative assessments that continually assess achievement toward the state standards.

In 2014-2015, all students were reassessed with Acuity readiness testing. Students will take Acuity during the 2015-2016 school year in language arts and math in the fall, winter, and spring. Social studies tests will be administered in the winter and spring.

The Scholastic Reading Inventory and/or Achieve 3000 are administered annually and assesses all students' reading levels and identifies struggling readers. Intervention for struggling readers is provided through Read 180, which was added to the curricular offerings during the 2014-2015 school year.

For reading and math intervention, high ability selection and special needs assessment, student progress is reviewed by a team of educators through RtI each year. Student selection is based on grades, teacher input, ISTEP+ scores, reading ability, Acuity scores, and cognitive scores.

We have developed school based assessments throughout our building that will increase our opportunities to disaggregate our data and plan our path for curriculum development.

Finally, those students returning from homeschool settings are tested with grade level standards assessments to determine appropriate academic placements.

II. Statement of Mission

IC 20-10.2-33 (c)

A. Blackford County Schools Mission Statement

Educating Our Students; Changing the World

B. Blackford County Schools Vision

The vision of BCS is to become the preeminent school system in the state by empowering students to take ownership of their limitless potential, through rigorous innovative programs and experiences. Quality instruction and collaboration between teachers, students, and parents, assures that students will possess the essential skills to engage their futures. BCS will accomplish this, in part, by providing a challenging environment that:

- *Nurtures Unique Talents
- *Prepares students to take initiative, think critically, and act responsibly
- *Encourages the pursuit of goals that enriches the quality of life for themselves and others
- *Celebrates by recognizing achievements

C. Statement of Purpose

The staff of Blackford Junior High believes that our purpose as educators is to provide the opportunity for students to learn the essential skills-academic, social, creative, technological, and critical thinking- needed to function in an ever-changing society. The school community of students, parents, and the educational staff must work continually together in partnership to challenge all students to reach their academic and social potential. In turn, this provides all students the opportunity to become productive and vital members of our community and society.

D. Blackford Junior High School Guiding Principles

- All students are unique individuals who are capable of learning.
- Each staff member is committed to continuous improvement.
- Our school provides a caring and safe learning environment.
- Diversity of ideas, talents and individuals are valued.
- Decisions are based on what is best for students.
- Our school uses the Indiana State Standards as a basis for accountability and assessment.

III. A. Summary of Data

IC20-10.2-33 (c)

Blackford Junior High School's attendance rate was 95.1 % for the 2014-2015 school year. The attendance rate has dropped slowly since the 2007-2008 school year, however, the 2013-2014 year end rate marks two percent improvement.

2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
95.8%	94.08%	95.06%	95.26%	95.47%

Blackford Junior High School has a free lunch rate of 45.8% and 8.0% reduced lunch rate for the 2014-2015 school year, which is about 162 students. There are 285 students enrolled at the school of which 44% qualify as students with disabilities.

In 2014-2015, Blackford Junior High School implemented Achieve 3000, a literacy program that delivers daily differentiated nonfiction reading and writing instruction precisely tailored to each student's Lexile reading level. A summary of grade level data is below:

Averages for Grade 7				
Pre-Test L	Interim L	Post-Test L	L Gain	Activities
771	805	843	72	64

	Pre-Test	Interim	Post-Test
Falls Far Below	35	32	24
Approaching	90	85	81
CCR (on Gr Lvl)	16	19	26
Exceeds	11	16	21
Total	152	152	152

	Pre-Test	Interim	Post-Test
Falls Far Below	23%	21%	16%
Approaching	59%	56%	53%
CCR (on Gr Lvl)	11%	13%	17%
Exceeds	7%	11%	14%
Total	152	152	152

Averages for Grade 8				
Pre-Test L	Interim L	Post-Test L	L Gain	Activities
885	950	999	114	72

	Pre-Test	Interim	Post-Test
Falls Far Below	18	11	13
Approaching	77	71	62
CCR (on Gr Lvl)	11	15	19
Exceeds	19	28	31
Total	125	125	125

	Pre-Test	Interim	Post-Test
Falls Far Below	14%	9%	10%
Approaching	62%	57%	50%
CCR (on Gr Lvl)	9%	12%	15%
Exceeds	15%	22%	25%
Total	125	125	125

Attendance Data

In 2014 - 2015, there were 285 students who attended Blackford Junior High School. The school included two grades: grades seven and eight. The attendance rate for 2014-2015 was 95.1% which was slightly lower than the previous year's rate of 95.8%.

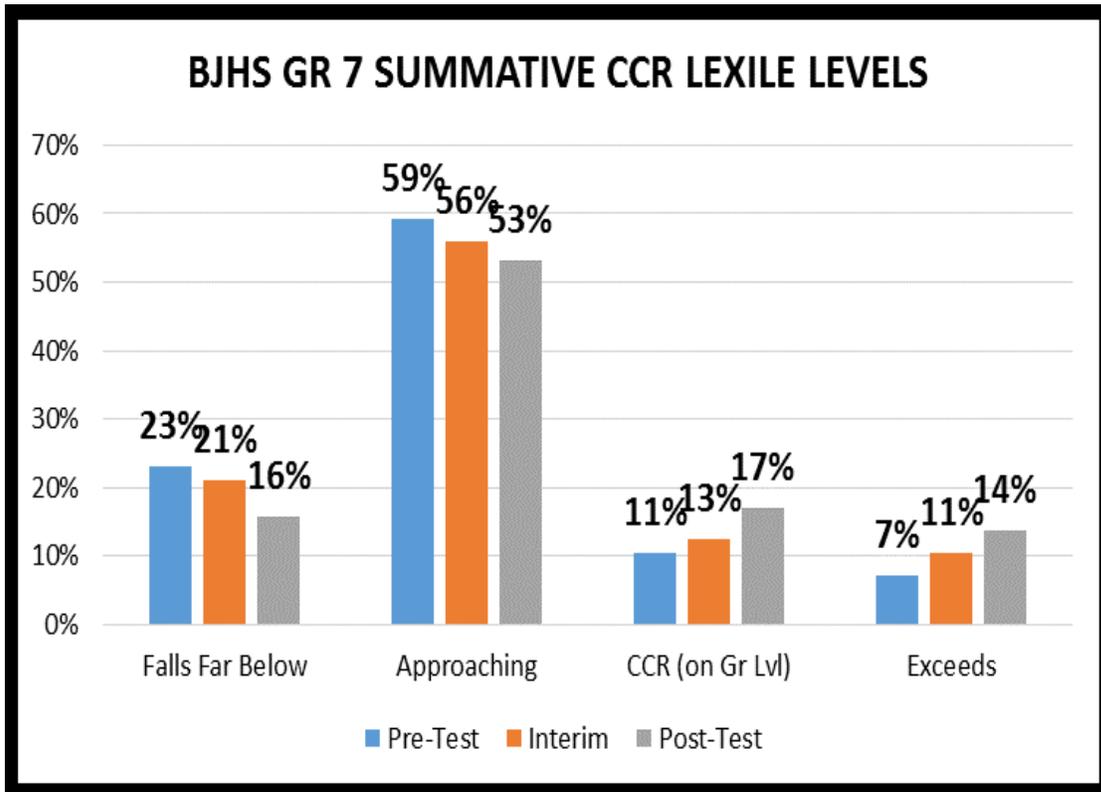
III. B. Data Disaggregated

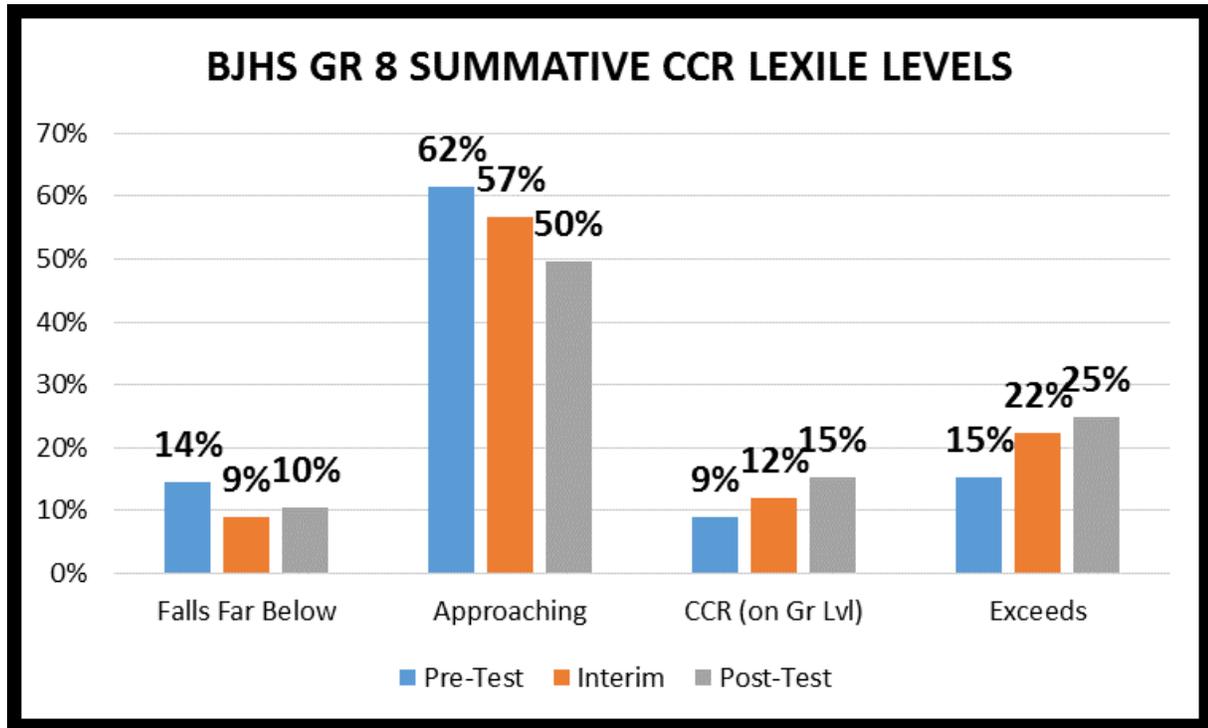
IC20-10.2-33 (c)

Some of the disaggregated Achieve 3000 data from Blackford Junior High identifies areas of concern and some areas of celebration. In seventh grade, only 47% (72/152) of students grew at least 70 Lexile points from the beginning of the school year level set to the end of the year level set. Less than half of all seventh grade students exceeded normal growth.

In the eighth grade, however, 71% (89/125) of the students grew at least 50 Lexile points. Nearly three-fourths of the eight grade students exceeded normal growth.

III. C. Specific Data IC20-10.2-33 (c)





III. C. Specific Data

IC20-10.2-33 (c)

The school attendance rate was 95.1% in 2014-2015. This indicates most students are in attendance on a regular basis. In order to maintain and improve the attendance rate, we have implemented a number of strategies to meet our targeted attendance rate of 96% or higher for the current school year:

* If a parent does not notify the school by 8:30 A.M, a staff member calls the home to ascertain the reason for the student's absence. Additionally, the School Resource Officer makes home visits for students with a previous history of excessive absences as an early intervention strategy.

* An indication of excessive absences and unexcused absences is followed up by written notification and legal procedures if deemed necessary.

* The daily attendance rate is communicated to all students and staff via morning announcements, website, and staff bulletin.

* School officials, BCS School Resource Officer and Blackford County's juvenile probation officer established quarterly meetings beginning October 8, 2015 to discuss current students with excessive absences. These meetings will occur after each grading period.

* Weekly, quarterly, and semester attendance incentives will be awarded for students who have met or exceeded the 96% school wide attendance goal.

We celebrated our success through our website announcements, open house, and our positive behavior support program. We will have various other rewards to celebrate success throughout the year.

TECHNOLOGY AND DISCIPLINE

The use of technology has increased in our building. With the increase of small formative assessments and our push to a blended learning model (see Technology as a Learning Tool p. 32). All math classes follow a blended learning format on a day-to-day basis allowing students to progress at their own pace. Language arts and social studies classes have increased the use of the blended learning model during the 2015-2016 school year. Additionally, teachers are utilizing PIVOT to collect and disaggregate formative assessment data in all subject areas.

In looking at school discipline, 2010-2011 saw a sharp increase in disciplinary referrals from 477 in 2009-2010 to 934 in 10-11. During 2011-2012 the number went back to 536 as a total. There was a decrease in

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referrals for 2012-2013 to 509 total. In 2013-2014 referrals totaled 468, however, in 2014-2015 the number decreased to 431. The top three discipline areas of concern in 2014-2015 were insubordination, class disruption, and horseplay. As an intervention to continue to decrease discipline referrals and increase student time in class, the following interventions have been established for the 2015-2016 school year:

*Teachers were provided their data from last year to reflect on individually. A school wide goal of <300 referrals was communicated to staff on the first teacher day and to students on the first day of school meeting.

*Teachers were provided a list of steps to take prior to writing discipline referrals at a staff meeting. Additionally, a daily and year-to-date total of referrals is sent to all staff in the daily bulletin.

*Improved procedures for writing referrals and data collection were established for the 2015-2016 school year. Teachers are encouraged to use the special education teacher and guidance counselor as first level interventionist. Grade level team meetings will take place the first Friday of each month to discuss specific students and interventions.

*Eighth grade students who plan to attend Washington D.C. must not have excessive referrals or suspension days. This was shared with students, teachers and parents at registration, open house and the first day of school meeting.

*Student council was started this year to create more leadership opportunities for students who did not meet the requirements for NJHS. Eighty students will have the opportunity to participate in a leadership training on December 8 with Ted Weisse, motivational speaker. Additionally, student council's mission is to create fun opportunities for all students including creating a student section at football and basketball games, playing music during pass periods on Fridays and spirit days.

IV. Data Conclusions

IC20-10.2-33 (c)

After reviewing year end Achieve 3000 data and breaking it down to specific areas of need in our school, we found that there is a greater need for support at the seventh grade level. From the pre-level set to the post-level set, there is a significant decrease in the number of seventh grade students who fall far below grade level (23% to 16%), however, the typical overall growth is much lower in grade seven (only 47% grew). In grade eight, more students showed more overall growth but the number of students reading below grade level from the pre to post level set only grew one percent. Overall, 35% percent of our total student population is reading at the college and career readiness level.

Noting these problem areas, we must first look at our instructional curriculum. A review of our curriculum shows that our instruction matches state standards better than ever. In 2008, BJHS mapped all areas of the curriculum for time and content (state standards). This map was reviewed during the 2013-2014 school year, resulting in a closely aligned curriculum. Acuity software from CTB.McGraw-Hill, the makers of ISTEP+, will assist faculty and students with data-driven instruction. Teachers fully utilize this curriculum to improve instruction. We have also started a curriculum audit this year to assess our weaknesses in resources and also to focus on our ability to blend the curriculum with the introduction of our blended learning initiative.

Regarding poverty, many things have resulted in new instructional strategies to help children of poverty. Teachers use mental models and other learning strategies to increase student understanding of concepts and learning. A minimum of one data day per quarter will be scheduled with core subject teachers to analyze disaggregated formative results from Achieve 3000 and ELA assessments.

In addition, in 2012, 2013, 2014 and 2015 the staff utilized information from ISTEP and Acuity testing to create a data room. Analysis of the data spurred further curricular revision and adjustments in each department. In August 2010, the Indiana Department of Education published curriculum maps for both mathematics and language arts. Both departments are fully implementing Blackford corporation maps into their daily instruction. Science and social studies followed this same procedure as the DOE posts curriculum recommendations and timelines in those areas.

V. Parental Participation

IC20-10.2-33 (c)

The staff at Blackford Junior High School feels it is important to build bridges with parents and community members to continually improve student learning and citizenship. Although parental involvement at the junior high level is always a struggle, Blackford Junior High School is actively seeking parents who want to participate in their child's school experience. The staff and administration is using a recruitment invitation to get parents involved in the academic, social, and extra-curricular aspects of school.

Currently, parental involvement is occurring at Blackford Junior High School in a variety of ways. Our Parent Teacher Organization, under new leadership, has increased opportunities for parents, teachers and students to be involved in school activities on a monthly basis. With regular meetings scheduled throughout 2015- 2016, the group has already conducted a fundraiser and have many more activities planned including a fall fest. A PTO room was created last year for parents to work on various projects during and after the school day.

Moreover, parents volunteer for field trips, during athletic events and sitting on various committees. They also run the concessions stand at football and basketball games. Additionally, parents provide food for team members before games as encouragement to the students.

Parent/Teacher conferences are held in October, and the majority of parents attend the conferences. Teachers use telephone, social media, and e-mail to keep parents informed of grades, student concerns, and behavioral issues throughout the school year.

In addition, parents are now continually linked with the school through our student management program, PowerSchool. Through PowerSchool, parents can check student grade progress, class schedules, and attendance records on a regular basis. Additionally, more and more parents are linked with teachers and staff through email.

VI. Technology as a Learning Tool

IC20-10.2-33 (c)

Blackford Junior High School students use technology daily as a learning tool. They have access to a television in each classroom and four networked computer labs. Also, each math, science, language arts, and social studies classroom comes equipped with laptop carts, Smart Boards and Smart Notebook software. We are also in the second year of our one to one initiative and believe this has done a great deal to enhance learning.

Technology is an integral part of instructional practices at Blackford Junior High School as well. Teacher desktops were updated during the 2015 summer, and most of the faculty has received training in Microsoft Office Applications, Corel WordPerfect, Acuity, Smart Notebook, and Corel Presentations. We will continue the one to one program this year which is a positive change for our students and staff. This will give our staff an opportunity to evaluate students from multiple angles and opportunity for better collaboration.

Also, additional Smart boards and Smart Notebook software were added in 2010 so that more rooms were equipped with Smart Boards. Finally, the building houses seven sets of Smart Response hand-held "clickers" so that students can interact with the Smart Boards during instruction.

Further, the addition the Aleks program in the math curriculum provides hands-on math activities. Loaded with pre-algebra and algebra software, these handy technology tools keep students engaged while reinforcing classroom instruction and knowledge.

Teachers also use the computer to enhance concepts (via Prezi/Powerpoint presentations), to create authentic assignments, and to produce bulletin board materials. Attendance, grades, and homework assignments are computerized and available online through PowerSchool allowing for more efficient and timely feedback to the students and their parents.

The Blackford Junior High School media center is also computerized with five hard wired computers for research purposes. Many students can access online resources such as a computerized card catalog, electronic encyclopedias, and measure comprehension of many books with computerized tests through Scholastic's Reading Counts.

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A large selection of video resources is housed in the media center.
Digital cameras and a digital movie camera are also available for use.

VII. Plan to Maintain a Safe and Disciplined Learning

Environment

IC 20-10.2-3-5(a)(7)

Blackford Junior High School maintains a safe learning environment by following key security procedures. First, the school has a closed campus, with the school locked against outside entrance after students arrive in the mornings. The main door remains open to the public during school hours. The door is monitored by the office.

Working with local authorities, local police officers often walk through the building as time permits in their duties. Drug and bomb dogs have been used in the building with the local authorities. The dogs usually check the building two or three times a year. Hallways and the cafeteria are monitored in the administrative office by closed circuit television and office staff. Additionally, a school resource officer was hired for the 2014-2015 school year to serve the entire district. He visits Blackford Junior High School on a daily basis building positive relationships with students.

The school is also prepared for crisis. Fire drills are held monthly. Tornado drills are held each semester. Crisis drills and various lockdown drills will be held four times this year which is an increase of 50%. A revised emergency plan has also been put into place within the building.

Concerning discipline, both reward and punishment are used to motivate students in their educational endeavors. Each classroom teacher has a classroom management plan in place, and hallway and lunchroom procedures have been posted. Furthermore, the school has created a Positive Behavior Plan to recognize students for making positive choices. All students practiced procedures for common areas during the first week of school. Common areas included hallways, cafeteria and restrooms. Each teacher received a mini poster of all procedures to reinforce with Bruin bucks.

We welcome parent involvement as well. Parents are an integral part in assisting students to achieve academically, socially, and emotionally. Parents are notified when discipline problems begin to arise and kept informed if problems compound.

Final decisions are made by the school principal as to student punishment. Several options are available to the principal in the area of discipline. We follow a progressive discipline policy and believe this helps reduce our

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number of referrals overall. These options include verbal reprimands, isolated lunch detentions, after school detention/opportunities, in-school isolation, out-of-school suspension, and expulsion.

VIII. PROFESSIONAL LEARNING DATA

IC 20-10.2-3

Looking at data collected from individual students, SRI, Acuity, and Achieve 3000 the faculty concentrated in 2014-2015 on individualized student data at BJHS. Staff members were able to disaggregate data on a grade-level and individual basis last year to draw sound educational conclusions about grade-level trends as well as individual students. Acuity reports helped drive instructional decisions and student progress is continually monitored.

With Acuity, the staff can use this collection of data to positively affect not only our lower SES students, but also the general population as well. It is our hope that our individualized focus on each student will eliminate opportunities for all student populations to fail. Also we have developed a DATA room with all students test scores listed. This will allow another opportunity for our staff to collaborate about our students and the areas of needed focus.

IX. STUDENT ACHIEVEMENT OBJECTIVES

IC 20-10.2-3

Three Year Goals/Annual Goals

➤ Annual Goal #1

Blackford Junior High School will maintain its attendance rate to 96% or above.

➤ Annual Goal #2

By the spring of 2016, eighty percent (80%) of BJHS students will pass the language arts ISTEP+ test.

X. IMMEDIATE IMPROVEMENT

IC 20-10.2-3

The school improvement team has identified two specific areas that could use immediate improvement. The free and reduced lunch population and the special needs population lag behind the general education population in all performing areas. Their gaps in achievement cannot be ignored.

Secondly, since the curriculum is fully aligned to state standards and testing data should be almost immediately available to staff on a regular basis, it is imperative that the faculty and staff have collaboration time to meet, discuss, analyze, and disaggregate instructional practices and data results. The opportunity will present itself through multiple ways (technology, common prep schedules, staff meetings, etc.) for this to happen. Furthermore, professional development time has been built into the 2015-2016 schedule every Wednesday morning which will allow some of this communication and cooperation to happen as well. A master teacher will lead most of the training providing relevant and high quality PD.

However, to be fully effective, this collaboration must be conducted both vertically, K-12, and laterally, within departments and grade levels. Teachers must determine what skills are taught, when, to what extent, and how much knowledge is retained, in each discipline and at each grade level in order to merge instruction with data. With the removal of team time in 2010-2011, collaboration was minimized for a short period of time. With the introduction of the CCSS along with common grade level prep periods we understand that collaboration is needed more than ever at the junior high school.

Finally, language skills and grade-level literacy must be a foremost goal in 2015-2016. When kids are unable to read, they are unable to perform science, social studies, or math skills. Thus, vocabulary, reading, and language skills must be drilled to reach all students, but most importantly, to the kids of poverty to narrow the gap between math and language arts and the gap between the general population and the free/reduced population.

XI. BENCHMARKS FOR PROGRESS

IC 20-10.2-3

Goal #1- Attendance

- Calculate attendance rate at the end of each 9 week period to increase to a 96% or higher attendance rate.

Goal #2 – Language Arts and Mathematics

- Use data walls with testing results from Acuity, Read 180, and Achieve 3000 to monitor individual and grade-level student gains.
- Provide general education instruction to the majority of the student population by providing more inclusion classes and fewer pull-out special needs programs by having a special education teacher co-teach.
- Target improved literacy skills through the school wide implementation of Achieve 3000. All BJHS school students will complete a minimum of two articles per week targeting the skills of note-taking and summarization. This will primarily take place in language arts, science, social studies, and career and success classes.

XII. PROPOSED INTERVENTIONS IC 20-10.2-3

Goal #1 - Blackford Junior High School will maintain its attendance rate to 96% or above.

- Monitor at each 9 week period.
- Follow policy guidelines for attendance with parent cooperation
- Maintain a perfect attendance and near perfect reward program
- Cooperate and collaborate with Blackford County probation officer(s) to create strategies to keep kids in school and promote lifelong learning.

Goal #2 - By the spring of 2015, eighty percent (80%) of BJHS students will pass the language arts ISTEP+ test.

- Infuse Acuity testing, results, consultation, and goal-setting.
- Analyze student writing for specific strengths and weaknesses for traits and adjust curriculum instruction to address needs
- Review high ability identification process that accommodates at risk population and provide services
- Analyze resources for at-risk students and use to support interventions for students
- Maintain classes of reading interventions. Read 180 will be fully utilized for all students reading below grade level. Achieve 3000 will be implemented exposing all students to a minimum of two articles per week targeting specific skill areas identified by ISTEP, Acuity, and other local formative assessment data.

Goal #1 - Attendance

- Utilize the in-school suspension position to monitor school attendance records and students
- Attend state attendance workshops
- Meet with local Department of Child Services, the county prosecutor, and juvenile court authorities for assistance and resources
- Include Blackford County School Resource Officer into the health curriculum and counsel students
- Include the Blackford County probation officer in promoting good attendance and counsel students

Goal #2 - Language Arts

- Focus on use of ISTEP+ Rubric for scoring, which include 6 Traits of Writing
- Disaggregate ISTEP and Acuity testing data
- Use Acuity data to monitor student progress and assess specific needs
- Infuse authentic literacy initiatives through Reading and Writing Across the Curriculum
- Assess all adolescents' reading abilities through the Scholastic Reading Inventory and Achieve 3000 a minimum of twice a year
- Schedule regular Silent Reading for all students, with accountability through Reading Counts and reading logs for material
- Establish Professional Learning Collaboration through regular collaboration time on Wednesdays, grade level meetings, and curricular meetings

IV. THREE YEAR TIME LINE

IC 20-10.2-3

Three Year Time Line

2013-2014

- Review all ISTEP+ scores and Acuity assessment data for all students
- Tailor instruction to each student's needs following data analysis
- Implement Response to Intervention (RtI) model fully, including academic, behavior, and attendance areas
- Assess the Positive Behavior Plan in grades seven and eight

2014-2015

- August 2014, review spring ISTEP+ scores
- Maintain regular assessment (Acuity) and analysis of testing for all students, with diagnostic tests in math and language arts three times in 2014-2015
- Acuity testing for social studies two times in 2014-2015
- Maintain the Positive Behavior Plan, with other implementation / components possible in 2014-2015
- Response to Intervention (RtI) committee will meet monthly to identify students in need and develop action plans to address academic, behavior and attendance barriers
- Full implementation of a co-taught model with a special education and ELA teacher in grades seven and eight
- Maintain anti-bullying program in 2014-2015, with assistance and student training from Blackford County Police.

2015-2016

- Review all ISTEP+ scores (when available) and Acuity assessment data for all students
- Continue the 8-Step process using formative assessment data to target students in need of remediation on specific math and ELA standards.
- Implement Response to Intervention (RtI) model throughout the building academic programs
 - Implement Positive Behavior Plan in grades seven and eight
 - Continue the full implementation of the blended learning initiative in math, ELA and social studies

