

Blackford High School



School Improvement Plan 2018-2019

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Scott Shimer, Principal

Blackford High School

School Improvement Plan 2017- 2018

INTRODUCTION

Blackford High School has adopted the continuous school improvement format of the North Central Association as its model for compliance with P.L. 221. This decision was made following a review of other school improvement planning strategies which focus on improved achievement for all students. This plan is a continuous school improvement model and has a peer review as an integral component of the process. Our purpose is to fulfill our mission statement, involve community and significant stakeholders in fulfilling our mission, and provide for continuous improvement. It also provides for accountability and increased parents and other stakeholder involvement.

Data from the Annual Performance Report, local and standardized test scores, graduation and attendance data, surveys, and discussions are all employed in the development of the plan. Professional staff development is organized around the goals of the School Improvement Plan.

School Improvement Committee

Scott Shimer – Principal

Dave Marshall – Teacher

Kim Fear – Teacher

Karen Mealy – Dean of Students

Other participants:

Each staff member participated through department meetings and Professional Development interaction.

Community Members participated through collaboration around career pathways

Parents participated through personal contact by administration.

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Blackford High School Vision/Mission Statement

The vision of Blackford High School is to promote a career-enabling and college-going culture through strong instructional leadership, blended learning, rigorous instruction, and collaboration. Students will develop the mindset and essential skills to be independent and own their futures in the 21st century.

Mission

Fostering achievement, independence and character; preparing students for careers, college and life.

School and Community Description

Blackford High School, located in Hartford City, Indiana, is a four-year comprehensive high school that serves approximately 550 students in grades 9 through 12. It is fully accredited by the Indiana Department of Education. The staff at BHS consists of 32 teachers, two counselors, one media specialist, two JROTC instructors, one JAG instructor, and two administrators.

The current Blackford High School building opened in the fall of 1969, replacing the former Hartford City High School and Montpelier High School. Blackford High School was built atop a civil defense shelter—known by students and staff as the “tunnel”. The shelter has an entrance from one of the main first floor corridors as well as an exit in the parking lot. The tunnel is now used during tornado drills and to evacuate during major inclement weather.

Blackford County is located in East Central Indiana and was founded in 1839. It is a rural farming community with a total population of 12, 481 in 2013 (Source: Hoosiers by the numbers, in.gov). Blackford County is comprised of two primary cities; Hartford City and Montpelier. Other cities/towns are Dunkirk and Shamrock Lakes. Hartford City is the county seat and the largest city in Blackford County with a population of 6,091 as of 2013. Montpelier follows with 1,765, Shamrock Lakes with 227, and Dunkirk with 142. In June of 2016, Blackford County’s unemployment rate was 6.9%. The high school, one junior high school, and three elementary schools comprise the Blackford County Schools which serve Blackford County.

Student Body Demographics

These following numbers reflect the overall demographics of the students at Blackford High School.

2018-2019 Ethnicity	
White/Non-Hispanic	95.5%
Black	0.4%
Hispanic	2.2%
Asian/Pacific	0.4%
Multiracial	1.4%
American Indian	0.2%

Special Education Populations			
	2015-2016	16-17	17-18
General Education	86.7%	86.9%	85.9
Special Education	13.3%	13.1%	12.5

Free/Reduced Lunch Rate			
	2015-2016	16-17	17-18
Paid Meals	56.5%	57.5%	58
Free/Reduced Meals	43%	32.1%/10.3%	32./11%

Student Performance Data

Attendance Data

While Blackford High School has maintained a high attendance rate, as evidenced in the following table, we recognize the need to address the small percent of students who do not regularly attend school. The Superintendent has developed a Truancy Task Force that combines the efforts of local elected officials, law enforcement, his office, counselors and administrators to enforce the school attendance policy.

Blackford High School has experienced a stable attendance rate over the last four-year planning period as indicated in the table below. Our goal is to continue to hold parents and students accountable for their attendance and to obtain a three-year average attendance rate of 97%.

3-Year Attendance Rate

Indicator	2014-15	2015-16	2016-17	17-18	4-year Ave. Attendance Rate (2014-2018)
BHS Attendance Rate	94.1%	94.4%	95.7%	93.3%	94%

Graduation Rate Data

The graduation rate is an indicator of a high school’s academic success. Blackford High School’s performance in this area has varied from slightly below to slightly above state levels in the recent past, as evidenced in the following table. To ensure future student success, our goal is to reach a three-year average graduation rate of 90%.

Graduation Rate Data

Indicator	2012-13	2013-14	2016-17	2017-2018	4-year Ave. Graduation Rate (2012-2017)
BHS Graduation Rate	95.7%	94.4%	94.1%	96.2%	95%

(90% Target Rate)

End-of-Course Assessment Data

With the shift to Indiana’s new College and Career Readiness Standards, it has become necessary to make instructional adjustments across the curriculum to help us meet our school goals. End-of-course assessment data is a key component to appropriately gauge students’ performance and to assess instructional effectiveness and curriculum needs at the department and individual teacher levels. With the English 10 and Algebra I ECA’s as the required graduation assessments, student performance on these test results are used to monitor student achievement.

BHS ECA Results (By Year Tested)

Indicator	2015-2016 % Pass (# tested)	2016-17 % Pass (# tested)	17-18 % Pass (#tested)
Biology I	56% (96)	31.3% (27)	62.3% (29)
Algebra I	82% (133)	28.4% (21)	24.4% (25)
English 10	83.3% (132)	65.3% (96)	54.3% (103)

Class of 2018 ECA Results (To Date)

Class of 2018	% Pass	% Tested # tested
Algebra I	83.7% Pass 27.2%	93.8 % tested (136/145)
English 10	54.4% Pass	91% tested (116/128)

(95% Pass Target – Algebra I)

(95% Pass Target – English 10)

Advanced Placement Test Data

College preparation is very important for Blackford students. Advanced placement courses are offered in mathematics, English, social studies, science and art. Beginning this school year, any student enrolled in an AP class is required to sit for the respective exam. The following table shows an increase in the number of students taking AP classes, but a decrease in the number of passing scores. Over the summer and into the fall, we have/will provide ongoing professional development to our teachers through seminars and workshops sponsored by the College Board. Additionally, we have embedded test prep into the curriculum and have developed a building-wide literacy initiative.

Percent of Graduates Passing an AP Exam

School Year	% of graduates who scored a 3, 4, or 5	% of graduates who took at least one exam
2010-2011	9.0%	30.3%
2011-2012	10.7%	34.1%
2012-2013	1.7%	18.6%
2013-2014	0.02% (2/123)	30.1% (37/123)
2016-2017	5.5% (7/127)	26.8% (34/127)
2017-2018	3% (3/128)	24.8% (32/128)

SAT/ACT Data

The SAT and ACT scores are used by colleges to determine entrance eligibility and often academic scholarships. Blackford students have consistently scored well below the state average SAT but have scored more in line with state results on the ACT. However, our goal is that our students are competitive with the typical student applying to a 4 year post-secondary institution, which is a composite score of 21 on the ACT and 1550 on the SAT. Beginning this school year, each freshman student will take the Explore at the beginning and end of the school, each sophomore will take the Plan at the beginning and end of the school year and each junior student will take a practice ACT at the beginning of the school year and the ACT in April during the school day. We have purchased Benchprep, which is an online program to support students in improving their mastery of the College Readiness Standards to improve ACT scores and their mastery of the College Board Standards resulting in improved SAT scores. In addition, because we believe that these assessments measure the comprehensive education that we have provided to the student as he/she matriculates through Blackford County School Corporation, secondary core content area teachers began collaborating last school year to ensure vertical alignment of the necessary rigor at each level that is necessary to result in improved ACT and SAT scores at the Junior level.

SAT/ACT Data

School Year	SAT Composite Scores BHS/State	% tested	ACT Composite Scores BHS/State	% tested
2010-2011	970/NA	59%	21.1/22.3	NA
2011-2012	977/997	56.6%	21.6/22.3	27%
2012-2013	948/994	54.2%	18.0/22.3	44.9%
2013-2014	957/997	50.4% (62/123)	20.4/21.9	44.7% (55/123)
2014-2015	1000/995	43.3% (55-127)	21.5/22.1	48.0% (61-127)
2015-2016	962/985	50% (64-128)	21.3/22.3	53%(68-128)
2017-2018	987/998	48%(61-128)	20.2/22.6	44%(56-128)

Curriculum

Curriculum and Instructional Strategies support the Achievement of Indiana’s College and Career Readiness Standards

Blackford is a traditional, comprehensive high school, offering students four courses of study. Students have the choice of graduating with one of the following diplomas: Core 40, Core 40 w/

Academic Honors, Core 40 w/Technical Honors, or a general diploma. All students are encouraged to complete the most rigorous diploma track that is in alignment with their postsecondary goals. In addition to our four courses of study, we are pursuing Early College High School endorsement, which will result in the early college students earning an Associate Degree from Ivy Tech with their high school diplomas.

In addition to state required courses, many electives are available for students to pursue career pathways resulting in industry-recognized certifications as well as courses required to earn an Associate Degree. The curriculum addresses a wide variety of course offerings, including honors courses, advanced placement courses, and dual credit classes. Blackford High School offers five AP courses for students. These include AP Calculus, AP Art, AP Language and Composition, AP World History and AP Government. Science teachers are developing curriculum to offer AP Chemistry and Physics next school year. Students enrolled in AP courses take the AP tests in May and submit the results to colleges. Scores of 3, 4, or 5 are accepted for credit at Indiana colleges. Additionally, BHS offers dual credits classes through Indiana University, Vincennes University, and Ivy Tech State College. These courses include College Algebra, College Trigonometry, Biology, Spanish III, IV, French III, IV, U.S. History, and English 12, Speech, PE/Health, five different business courses, up to 15 credits in Advanced Manufacturing, 9 credits through PLTW, courses in Culinary/Hospitality and courses in Health Careers.

Blackford High School utilizes an online credit recovery/enrichment program that allows students to both recover credits toward graduation and take classes that do not fit into their schedules. This allows our student body more flexibility in working towards graduation goals. BHS uses this program throughout the school year and during summer school. Students are scheduled during each period of the day to recover failed credits in an effort to assist them in staying on track to graduate. The credit recovery program setting is self-paced and may be more suited to students who have not found success in a traditional school setting. BHS launched an alternative setting, Blackford Achievement Academy to meet the needs of students for whom the traditional school day/setting is not an option and for seniors that are under accredited and at risk of not graduating on time. We have also added a School within our School for those individuals that need less distractions and struggle with conforming to our handbook guide lines. This program will address between 15 and 20 students each semester with specific guidelines that will help vet our choices of which students will attend this program,

Blackford High School continues to place emphasis on college and career readiness. The curriculum for each department is developed in accordance with both state standards and local expectations for BHS students, beginning with the end in mind, which is ensuring that students have the knowledge and skills to succeed in a college class and a career. The curricula reflect the pacing, activities, resources, and assessments used in each class to meet the state proficiencies. Teachers use formative assessment results, non-fiction Lexie levels and high stakes assessment results to determine the amount of time spent on content and skills. Teachers are currently evaluating their curriculum maps to ensure alignment to the new College and Career Readiness Standards. The curriculum is in a continuous cycle of improvement as we analyze our student achievement data. We have also placed more focus on exploring or options of the new pathways with in our CTE programs. With the realization of our state struggling to fill thousands of employment opportunities in the world of

industry we are attempting to prepare our students to have the skills needed to follow a path other than college if they wish.

Parental Participation

Parental Participation is Valued and Encouraged

Blackford High School values parents in the school environment. There are several ways parental participation is encouraged. Guidance counselors, teachers, and administrators meet with students and parents for a variety of purposes. Among these are meetings concerning academics, personal issues, special education conferences, new student enrollment or withdrawal, and scheduling. Parents are encouraged to participate in these meetings. The school website is updated daily to keep students, parents, and community members informed of school events, student activities, and instructional work. Grade-level parent meetings are scheduled to allow parents the opportunity to learn and ask questions about all of the important activities that are necessary for their child to be successful in the current year. The guidance counselors lead these parent meetings to discuss progress towards graduation, college applications, financial aid, college preparation, and standardized testing (ECA, PSAT, ACT, SAT).

In addition, parent meetings have been scheduled for parents of students in 6th-12th grade to learn about our blended learning initiatives, including use of the IXL program for Mathematics and Achieve 3000 for literacy. In the spring, parents will be invited to learn about our Early College Program so that they can apply for the following school year. The students in the Graphics classes produce a quarterly student newspaper in addition to a student year book. Parents, students, and community members can access information on the school's web page and several teachers have created individual class web pages to provide better school communication. The school utilizes an outdoor electronic sign that communicates high school activities to the general public. Additionally, parents can access grades, homework, and attendance by accessing the student information system. Parents and teachers are encouraged to communicate through phone calls, e-mail, or parent/teacher meetings.

Each day, we have a period called Advisory (student resource time). It is the responsibility of the Advisory teacher to be the liaison between parent and school. This teacher monitors the progress of each student in his/her Advisory in terms of grades, attendance and behavior and ensures that the communication with the parent is ongoing and effective. Students, parents, and teachers work together to reinforce student learning. Incoming freshmen and parents are invited to attend an informational orientation meeting in the summer as another way to acclimate freshmen to high school. Student-led conferences are held in October where the student, with the support of his/her Advisory teacher shares progress and set goals for the next quarter. The expectation is that the teacher will get 100% participation from parents.

Community involvement is evident in the recognition of academic achievement through the giving of many scholarships to BHS seniors. The community has overwhelmingly supported the Academic Honors Jacket Program recognizing students who have made the honor roll for three semesters.

Community members support the Top Ten Senior students with a dinner where these students recognize an educator who was influential in the students' educational career.

The local Kiwanis Club and the BHS Key Club work together on several service projects to instill the importance of service to the community. This school year, BHS is partnering with the Rotary to build a mentoring program for at-risk students in the school.

Academic Honors Diploma/Core 40 Diploma

Blackford High School offers coursework so all students have the opportunity to pursue and become eligible to receive the Core 40 diploma, the Core 40 w/Academic Honors diploma, or the Core 40 w/Technical Honors diploma. Students meet with guidance counselors annually to assess diploma progress. All students, including those with special needs, are provided a complete description of all courses and requirements to enable them to choose the diploma track which matches their individual goals.

The following table shows that the percent of Blackford students earning a Core 40 diploma has increased over the last few years. However, examination of state data indicates Blackford percents fall below state percents in that category. Our goal is to continue to increase the number of graduates and Core 40 diploma recipients. The Core 40 diploma is considered the default diploma for all entering ninth graders at BHS. Students choosing to opt out of this diploma must first meet jointly with guidance counselors, teachers, and parents to discuss the postsecondary limitations of receiving a general diploma.

Diploma Types

School Year	AHD	CORE 40	General
2010-2011	27%	56%	17%
2011-2012	33.3%	49.3%	17.4%
2012-2013	36.4%	39.8%	23.8%
2013-2014	35%	37.4%	27.6%
2014-2015	32.3%	39.4%	22%
2015-2016	34%	41%	25%

Tests and Assessments

There are many opportunities for individual achievement at Blackford High School, and students are assisted and encouraged in their educational aspirations. Blackford High School participates in the **ISTEP** in Algebra I, English 10, and Biology I. This year we have implemented the 8 Step process which allows us to use formative assessments every three weeks. This allows us to exam data and remediate in the areas of weakness for our students. Blackford recognizes the importance of using standardized and local assessments to measure achievement and strives to provide its students with the necessary skills to do well on these tests.

Additional assessment opportunities for students include the following:

Advanced Placement (AP) Exams

Blackford High School offers five AP courses for students. These include AP Art, AP Calculus, AP English 11, AP World History and AP Government. Students enrolled in these courses are required to sit for the exam in order to earn weighted credit. Scores of 3, 4, or 5 are accepted for credit at Indiana colleges. Additionally, BHS offers dual credit classes where students can earn college credits through Indiana University, Vincennes University, and Ivy Tech State College. These courses include College Algebra, College Trigonometry, Biology, Spanish IV, French IV, U.S. History, and English 12, Speech, PE/Health, five different business courses, up to 15 credits in Advanced Manufacturing, courses in Culinary/Hospitality and courses in Health Careers.

American College Testing (ACT)

The ACT provides a broad range of skill assessment for college admission purposes. The test reflects an indication of the extent to which students are prepared for college level work. The ACT consists of tests in English, Mathematics, Reading, and Science designed to measure the skills needed for success in the first year of college coursework. Beginning this school year, each freshman student will take the Explore at the beginning and end of the school, each sophomore will take the Plan at the beginning and end of the school year and each junior student will take a practice ACT at the beginning of the school year and the ACT in April during the school day. We have purchased Bench prep, which is an online program to support students in improving their mastery of the College Readiness Standards to improve ACT scores. Students are encouraged to take the ACT their senior year as well to improve their score.

Pre-Scholastic Aptitude Test (PSAT)

All sophomores and many juniors take the PSAT in the fall of each year. The test is available free to all sophomores. The test is used to determine readiness for AP and dual credit courses, as preparation for the SAT and establishes eligibility for the National Merit Scholarship competition. Scores from this test are used to assess achievement levels of our students. If students do not have the qualifying scores to be eligible for dual credit or AP courses, they receive remediation and progress is monitored through the use of the Accuplacer test.

Scholastic Aptitude Test (SAT)

The SAT scores are used by colleges to determine entrance eligibility including our dual credit courses at the high school. Students are assessed in critical reading, math, and writing performance. Juniors and seniors take this test as many times as they deem necessary to further their scores. Students usually begin taking this test their junior year.

Local Assessments

Each student at BHS has an Achieve 3000 license. The first task that they do upon logging in at the beginning of the school year is to take a level set test which generates their non-fiction lexile level. This data point is used to determine if students are college and career ready. Each student sets a lexile growth goal with his/her social studies teacher. This data point guides all teachers in differentiating the content, process and product in their courses. Mid-year and end-of-year level set assessments are taken by students to determine growth.

The 8 step process also give us an opportunity to determine specific areas of weakness within our math curriculum to help adjust our maps and class room direction.

In addition to all the formal, standardized assessments, the staff regularly provides a variety of formative and summative assessments to monitor student performance. These assessments include homework, journal writing, notebooks, research papers, lab reports, reading summaries, essays, and pre and post tests. Teachers also use hands-on experiences that allow students to demonstrate understanding. These take the form of performance tests, power point presentations, drawings, lab products, and group presentations.

Safe and Disciplined Learning Environment

Blackford High School provides a safe and orderly environment for students. The corporation has a trained safety specialist overseeing the coordination of district-wide safety plans. Safety plans are reviewed and updated annually. The high school has 32 security cameras located around the building. Video surveillance inside the building and in the parking lot is monitored via computers. A review of areas can be performed directly from the assistant principal's computer and the computers in the technology offices.

All doors are locked at the start of school with outside entry to the building available only through one door located at the main entrance. This entrance is set up with a camera so school personnel can view those people requesting entrance and can more easily determine if there is an existing threat to security. Visitors and parents are allowed to enter the building through this remote-entry mechanism located in the main office. Visitors are required (posted on the front door) to sign in at the main office and receive a visitor's pass to wear while in the building.

Fire and tornado drills are practiced in accordance with state guidelines. Surprise searches by the K-9 officers and dogs occur two to three times a year with a lock down practice. Blackford High School utilizes a random drug testing policy for students that helps ensure the safety of students, parents, staff members, and the greater community.

BHS has a learning environment team which has established a set of 10 core values that underpin our learning environment and establish a positive, common language within the school. In terms of consequences, the Administrative team regularly reviews the code of conduct to ensure that there is consistency among staff in terms of expectations.

Technology Plan

Blackford High School utilizes technology as a tool to improve learning and to personalize learning. We know that students learn best when instruction is aligned to standards and driven by data. When students receive instruction at their level with timely feedback, they are engaged and learning is accelerated. Often, the best way to accomplish this individualized approach is through the use of online programs and tools. Every student has a log in for computer access in the school. There is a one-to-one device ratio in the school for students and staff. Digital projectors and interactive Smart Boards are in most classrooms and smart response devices and iTouch devices are being used in some classrooms. Classes are offered in IT Communications. Many teachers use Google classroom as an online platform for their courses.. Teachers collaborate regularly to incorporate interactive technology into their curriculum and use this as a learning tool to improve instruction, student achievement, and student engagement.

Skyward is the student information system in Blackford County Schools. This program has a teacher grade book which allows parents and students access to student grades and attendance reports. Teachers update the grade book weekly and students access Skyward each week during SRT to check their grades in each class. This is a beneficial tool to help foster communication between the school and home and to help students and parents monitor student success.

Professional Development Plan

Beginning with the 2014-15 school year, Blackford High School has 30 minutes of daily professional development/collaboration time from 7:25-7:55 am every school day. This time will allow teachers and administrators to collaborate at the building level as well as at the corporation level. Teachers will be engaged in professional development and professional learning communities focused on the following: school improvement, literacy, RTI (student data), curricular and cross curricular planning and development, learning environment, blended learning and early college.

School Improvement Goals and proposed interventions

Goals

1. **By the end of the 2018-2019 school year, the number of tardy referrals will be reduced from 607 by 30%.**
 - a. To accomplish this, we will do hall sweeps
 - We will explain this process to the staff during meeting before school starts.
 - The first full week, right after fall, Christmas, and spring break for a full week (sporadically)
 - Random announced hall sweeps throughout the year

-One of the administrators will announce either via words or music either at a specific class period or at the beginning of the day

- Teachers will lock and close their doors and start class when the bell rings
- Teachers on prep, counselors, admin will help escort students to the cafeteria to get their referrals
- Students only allowed back to class with their “sweep pass”
- Consequences: follow handbook for insubordination
- Monthly celebrations in lunch for no tardy referrals (at lunch)

2. By the end of the 2018-2019 school year, the number of discipline referrals will be reduced from 386 (which does not include the tardy referrals) by 20%.

-During professional development times, administration will review and highlight referral, policies/classroom management expectations, both during our teacher work days before school begins, and periodically with groups of teachers

- Celebration for students with no referrals during Advisory once a quarter
- Provide free homework pass if you earn that privilege
- Drawings for free food and activities and apparel

3. By the end of the 2018-2019 school year, our English ISTEP scores for first-time testers will increase from 43% to 55% passing rate.

-Create and utilize 3 week formative assessments

-Create a curriculum map

-Have test talks with students during 9th and 10th grade advisories during the first full week of school

-Training for 9th/10th grade teachers on how to do test talks with the results of their 8th grade ISTEP tests

-Juniors and Seniors that haven't passed the test grouped together in Advisories

a. After the 3 week assessments, we will remediate and enrich **IN** the classrooms for English- Data will drive the instructional remediation (Spiral/re-teach)

b. Achieve 3000 will continue to be used in the Lang Arts and Social Studies classrooms to improve reading lexiles.

c. Cold reads will be utilized in Science/Lang Arts and encouraged in various other disciplines to introduce new topics. Resource will be utilized to support teachers through training prior to implementation.

4. By the end of the 2018-2019 school year, our Math ISTEP scores for first-time testers will increase from 20%-40% passing rate.

Update/tweak the curriculum map for Algebra 1

a. Create 3 week formative assessments for Algebra 1 & Geometry students Review Algebra 1 standards with Geometry students the first 10 minutes of class via Bell Work

b. Shipley, Norton, Pax, Cline, Werner, Murrell, Hundley, Batman, Rinker, Rouch, Reser, and Dawson for 9th/10th advisories

Math teachers must be tag-teamed with a non-math teacher in remediating/enrichment

i. Week #1 - regular advisory

- ii. Week #2-3 = remediation weeks (Quizlet quizzes)
- iii. Week #4 - regular advisory (evaluation of Data) Create enrichment / Remediation plans
 Tuesday & Thursday PD time before school on the regular advisory week, the math teachers team up with their partner and review upcoming remediation/enrichment curricula
 8 Step team meet on Friday mornings of Week #1 to go over plan for the following 2 weeks and make tweaks/changes as needed
 The students will get 20 points of participation for the 2 week rotation IF they participate fully each day of the 10 days.
 The 20 points will go down in their math grade under PRACTICE/HOMEWORK.
 Advisory teachers will give the math teachers a list at the end of the 2 week rotation of those students who DO NOT receive the full points (give a list of the names and the amount of points those kids receive)

Benchmarks for Progress

Blackford High School supports continuous review and revision of curriculum. Efforts are ongoing to align curriculum to state standards and core standards. With the Core 40 Algebra I ECA and the English 10 ECA as the graduation qualifier still in play as well as our ISTEP scores, an emphasis is placed on preparing students for success in these classes. With the implementation of the 8 step process and level set assessments through the Achieve 3000 program, we hope to identify those students who are performing below grade level in mathematics and reading and focus interventions to meet their unique learning needs. Students scoring below grade level in reading will be identified and receive instruction and supplemental work towards develop student literacy. These programs will allow teachers to assess the effectiveness of their instructional programs and remediation efforts and adapt to the learning needs of our students. Our goal at Blackford High School is continual improvement.

Benchmarks: Each year, school improvement will be measured by examining the assessment scores in this profile. The primary benchmarks will be /ISTEP scores, Achieve 3000 assessment scores, attendance and graduation rates, the percent of students receiving Core 40 and Core 40 w/Academic Honors diplomas, and the percent of graduates taking AP classes, dual credit offerings, and earning passing scores on associated exams. Our goal is for all students to show exemplary progress in benchmark areas.

Additional benchmarks will be established as we focus our efforts on improving the achievement level of all our students and specifically their reading comprehension.

The following activities will occur each year of the improvement cycle:

- Implementation of activities outlined in plan
- Continued research and exploration of best practices
- Professional development to support interventions
- Assessment and analysis of data collected from standardized and local assessments
- Review of progress towards goals and objectives outlined in the plan
- Review and revision of the plan
- Documentation of activities and improvement

Statutes and Rules to be Waived

Blackford High School has no statutes or rules to be waived.

Annual Review

The PL 221 plan provides for a framework for staff and student growth through 2017. The ongoing attention to reading comprehension, writing, and Algebra I success will continue to be reviewed and revised on an annual basis.

The school administration, the School Improvement Committee, teachers, and all stakeholders in Blackford High School will gather, review, and analyze data that measures student growth. This review will include data provided by the Indiana Department of Education, end-of-course assessment results, results of local assessments, and other broad indicators of student achievement. Instructional practice will be modified and enhanced through this ongoing process.