

Blackford Junior High School



Continuous
School Improvement Plan
2018-19

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Blackford Junior High School

School Improvement Plan
2018-2021

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School Description and Background

The school currently houses 236 seventh and eighth grade students. The instructional staff is composed of 16 teachers, a guidance counselor, a media specialist, principal, and a part-time speech/hearing therapist. Support staff is composed of one secretary, three aides, three custodians, plus cafeteria workers and a full-time LPN.

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.

Eight individuals have served as 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. Melissa Blossom served as principal for three years from 2014-2017. Casey McVicker served one year, 2017-18. Kelli Ruble is in her first year as principal of BJHS, starting in July of 2018.

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 53.8% (128 students) and 8.8% (21 students) reduced lunch rate which is about 149 students. There are 238 students enrolled at the school of which 47 qualify as students with disabilities. This is about 18% of the schools population.

Student Body Demographics

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

2017-2018 Ethnicity	
White/Non-Hispanic	223 (93.7%)
Black	1 (0.4%)
Hispanic	2 (0.8%)
Asian/Pacific	1 (0.4%)
Multiracial	11 (4.6%)
American Indian	0

Special Education Populations			
	2015-2016	2015-2016	2017-2018
General Education	241 (85.4%)	199 (81.2%)	193 (81.1%)
Special Education	41 (14.5%)	46 (18.8%)	45 (18.9%)

Free/Reduced Lunch Rate			
	2015-2016	2016-2017	2017-2018
Paid Meals	126 (44.7%)	105 (42.9%)	89 (37.4%)
Free/Reduced Meals	156 (55.3%)	140 (57.1%)	149 (62.6%)

Description of Educational Programs

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 (double blocked – writing block and language usage block), 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. During the 2016-2017 school year, an introduction to agriculture class replaced JROTC. Industrial technology is an additional class that has been removed. Additionally, a middle school FFA chapter will be offered as an extra-curricular activity. During the 2017-2018 school year, a College and Careers class was created to offer high school credit to junior high students as well as Algebra and Integrated Chemistry and Physics.

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 learning strategies 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.

In 2017, a 30 minute advisory period was added on Mondays and Fridays whereby students complete tracking sheets, tracking their current grades, missing assignments, tardies to class, and Lexile level. They then work with their advisory teacher to develop a plan of action. The ultimate goal of the advisory period is student ownership of their individual data and awareness of their academic status.

On Tuesday – Thursday during the 2017-2018 school year, students attend a 30 minute Success period each day focusing on various math skills with remediation and enrichment. The math teachers write the lessons for each group and all teachers are involved in the delivery of the material. Students are reassessed every three weeks in their math classes and future instruction is informed from the new data.

Description and Location of the Curriculum

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

Blackford Junior High School, along with other schools in Blackford County Schools, is focusing its curriculum and assessments on the Indiana Standards. Reading, writing and math 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. Beginning with the 2016-2017 school year we will utilize NWEA testing and continue daily classroom formative assessments to make data driven decisions on re-teaching and classroom enhancements.

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 work with the building principal to update the curricular areas annually. During the summer of 2017 math, ELA, science and social studies created up-to-date curricular maps that are aligned to current state

standards. During the summer of 2018, math and language arts updated curriculum maps and formative assessments.

Description of Assessments

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

Beginning in 2016-2017, all students will be assessed with NWEA testing. Students will take NWEA during the school year in the fall, 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 and is still currently offered.

For reading and math intervention student progress is reviewed by a team of educators through RtI each year. Student selection is based on grades, teacher input, ILearn scores, reading ability, NWEA scores, and cognitive scores.

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

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

Statement of Mission

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.

Summary of Data

In the 2017-2018 school year, Blackford Junior High School students performed with the following data on the ISTEP+ assessment.

	7 th Grade	8th Grade
Language Arts	62% pass (16% pass+)	61% pass (18% pass+)
Mathematics	48% pass (18% pass+)	54% pass (23% pass+)
Social Studies	59% pass (22% pass+)	N/A

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 from the 2017-2018 year is below:

Averages for Grade 7				
Pre-Test L	Interim L	Post-Test L	L Gain	Activities
843L	878L	916L	79L	40
Pre-Test		Interim		Post-Test

	Pre-Test	Interim	Post-Test
Below Grade Level	98	81	74
At Grade Level	12	19	10
Exceeds Grade Level	9	19	29
Total	119	119	113

	Pre-Test	Interim	Post-Test
Below Grade Level	82%	68%	65%
At Grade Level	10%	16%	9%
Exceeds Grade Level	8%	16%	26%
Total	119	119	113

Averages for Grade 8				
Pre-Test L	Interim L	Post-Test L	L Gain	Activities
868L	903L	926L	57	45

	Pre-Test	Interim	Post-Test
Below Grade Level	76	64	63
At Grade Level	31	32	21
Exceeds Grade Level	11	21	29
Total	118	117	113

	Pre-Test	Interim	Post-Test
Below Grade Level	65%	55%	56%
At Grade Level	26%	27%	18%
Exceeds Grade Level	9%	18%	26%
Total	118	117	113

Attendance Data

In 2017 - 2018, there were 258 students who attended Blackford Junior High School. The school includes two grades: grades seven and eight. The attendance rate for 2017-2018 was 94.91% which was close to the previous year.

Data Disaggregated

Some of the disaggregated Achieve 3000 data from Blackford Junior High identifies areas of some celebration and plans for improvement. In seventh grade, we saw a total gain of 79 Lexile points from the beginning of the school year level set to the end of the year level set. As a whole, this was a significant increase from the previous school year. Unfortunately, the number of students exceeding grade level reading dropped throughout the year.

In the eighth grade, students were able to make a class total of 59 Lexile point gain. Students reading below grade level dropped by 4% and those reading above rose by 4%. Teachers in both grade levels have been given professional development on how to better implement the Achieve 3000 program into their classrooms with meaningful instruction and literacy techniques delivered to the students each week.

Specific Data

The school attendance rate was 94.91% in 2017-2018. 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 to families, attendance contracts, 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 continues to increase in our building with the increase of small formative assessments and our push to a blended learning model. We utilize Google Classroom and Skyward for formative assessments and communication to families regarding assignments and grades, as well as Achieve 3000, IXL, Read 180, and other web-based programs to supplement and guide our various growth initiatives in literacy and mathematics.

In looking at school discipline, in 2013-2014 referrals totaled 468, however, in 2014-2015 the number decreased to 431. In 2015-2016 the total number of referrals increased to 584, however, record keeping procedures were implemented to more accurately reflect discipline incidents. Referrals dropped significantly in 2016-2017 due to an interventional “ticket system” whereby teachers maintain records and “tickets” for students for in class minor infractions. Change in building leadership and many teachers, the referral rate increased greatly from the previous year. The top three discipline areas of concern in 2017-2018 were insubordination, class disruption, and horseplay.

2017-2018	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
613	332	584	431	468	509	536

As an intervention to decrease discipline referrals and increase student time in class, the following interventions have been added or continued during the 2018-2019 school year:

- A school wide goal of a reduction of referrals by 10% was communicated to staff on the first teacher day.
- 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 communicated to all staff in the monthly data meeting.
- Improved procedures for writing referrals and data collection were established for the 2018-2019 school year. As an early intervention strategy a “ticket” system for minor infractions was reinstated. Teachers keep a discipline record, communicate to parent and assign in class consequences.
- Lunch detention was created for students with missing assignments to be an intervention before insubordination.
- 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 last year to create more leadership opportunities for students who did not meet the requirements for NJHS. 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.

- Students are rewarded with “Bruin Bucks” and Taco Bell coupons for exhibiting positive behaviors following our Core Values of Perseverance, Ownership, Respect, Honesty, and Character.

Data Conclusions

During the 2017 and 2018 summers, core subjects mapped curriculum to ensure alignment with state standards. Assessments were written to provide teachers with formative data that will drive instruction and maximize student learning. Data from these assessments will be evaluated every three weeks, and instruction will be informed and adjusted accordingly.

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 semester will be scheduled with core subject teachers to analyze disaggregated formative results from Achieve 3000 and subject area assessments.

In addition, the staff utilized information from ISTEP, Achieve 3000, and NWEA testing to create a data room. Analysis of the data spurred further curricular revision and adjustments in each department. A quarterly report out of the data is shared with multiple stakeholders.

Parental Participation

Parental Participation is Valued and Encouraged

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 can be 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 2017-2018, the group has already conducted a fundraiser and have many more activities planned including a fall fest, dances, and various sales. A PTO room was created last year for parents to work on various projects during and after the school day.

Parent/Teacher conferences are held in October and February and are well attended. Teachers use telephone 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, Skyward. Through Skyward, parents can check student grade progress, class schedules, and attendance records on a regular basis.

Technology as a Learning Tool

Blackford Junior High School students use technology daily as a learning tool. They have access to two networked computer labs. Also, each math, science, language arts, and social studies classroom comes equipped with laptop carts, Smart Boards, Smart Notebook software and Smart Response hand-held clickers. We are beginning our fourth 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 much of the faculty has received training in Microsoft Office Applications, Corel WordPerfect, NWEA, IXL, Achieve 3000, 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.

Teachers also use the computer to enhance concepts (via Prezi/Powerpoint presentations or Google Classroom), to create authentic assignments, and to produce bulletin board materials. Attendance, grades, and homework assignments are computerized and available online through Skyward 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 with computerized tests through Scholastic's Reading Counts.

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

Plan to Maintain a Safe and Disciplined Learning Environment

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 accessible to the public during school hours through a buzzer system and the front office allowing individuals in the building after communicating with them via speaker and video camera.

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. Additional cameras were installed and updated during the 2017-2018 school year to improve school security.

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 each semester. A revised emergency plan has also been put into place within the building and is updated annually.

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 guidance of procedures to reinforce with Bruin bucks and other rewards.

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 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.

Professional Learning Data

Looking at data collected from individual students, SRI, NWEA, and Achieve 3000 the faculty concentrated in 2017-2018 on individualized student data at BJHS. Staff members were able to disaggregate data on a grade-level and individual basis to draw sound educational conclusions about grade-level trends as well as individual students. NWEA reports and regular formative assessments helped drive instructional decisions and student progress is continually monitored.

With the utilization of NWEA, the staff will use this collection of data to positively impact 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.

Student Achievement Objectives

Three Year/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 2019, seventy percent (70%) of BJHS students will pass the language arts portion of the ILEARN test**

Annual Goal #3

- **By the spring of 2019, sixty percent (60%) of BJHS students will pass the math portion of the ILEARN test**

Immediate Improvement

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 for language arts and math, staff meetings, etc.) for this to happen. Furthermore, professional development time has been built into the 2018-2019 schedule every Wednesday morning which will allow some of this communication and cooperation to happen.

However, to be fully effective, this collaboration will 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.

Finally, language skills and grade-level literacy must be a foremost goal in 2018-2019. When students 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.

Benchmarks for Progress

Annual Goal #1

- **Blackford Junior High School will maintain its attendance rate to 96% or above.**
 - Calculate attendance rate at the end of each 9 week period to increase a 96% or higher attendance rate

Annual Goal #2

- **By the spring of 2019, seventy percent (70%) of BJHS students will pass the language arts portion of the ILEARN test**
 - Use data walls with testing results from NWEA, 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 assistants push into classes.
 - Target improved literacy skills with the continued 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 and social studies.

Annual Goal #3

- **By the spring of 2019, sixty percent (60%) of BJHS students will pass the math portion of the ILEARN test**
 - Use data walls with testing results from NWEA and formative assessments 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 assistants push into classes.
 - Target students in need of remediation through assessment data and broken into small group settings during our 8-Step Success period.

Proposed Interventions

Annual 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.
 - Collaborate and communicate regularly with Blackford County probation officer(s) to create strategies to keep kids in school and promote lifelong learning.

Annual Goal #2

- **By the spring of 2019, seventy percent (70%) of BJHS students will pass the language arts portion of the ILEARN test**
 - Infuse NWEA testing, results, consultation and goal-setting.
 - Thoroughly review the blueprints and new information for ILEARN.
 - Review formative assessments to see how they align with ILEARN and make necessary changes
 - Conduct Test Talks with students after NWEA.
 - Analyze student writing for specific strengths and weaknesses for traits and adjust curriculum instruction to address needs.
 - 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 significantly 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, NWEA, and other local formative assessment data.
 - All students will be placed into a double language arts period for additional literacy and writing support.

Annual Goal #3

- **By the spring of 2019, sixty percent (60%) of BJHS students will pass the math portion of the ILEARN test**
 - Infuse IXL math program into the curriculum
 - Thoroughly review the blueprints and new information for ILEARN
 - Review formative assessments to see how they align with ILEARN and make necessary changes
 - Give formative assessments every 3 weeks and record data in Skyward
 - Review formative assessment data and determine necessary remediation
 - Conduct Test Talks with students after NWEA
 - Create a 15-day plan for intensive instruction/review for the 15 class days leading up to ILEARN

Professional Development

Annual Goal #1

- **Blackford Junior High School will maintain its attendance rate to 96% or above.**
 - Utilize the media specialist 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
 - Conduct regular home visits (SRO, administration, other BJHS Staff) for regularly absent students.

Annual Goal #2

- **By the spring of 2019, seventy percent (70%) of BJHS students will pass the language arts portion of the ILEARN test**
 - Focus on use of ILEARN Rubric for scoring, which include 6 Traits of Writing
 - Disaggregate ISTEP and NWEA testing data
 - Use NWEA 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 three times 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

Annual Goal #3

By the spring of 2019, sixty percent (60%) of BJHS students will pass the math portion of the ILEARN test

- Disaggregate ISTEP and NWEA testing data
- Use NWEA data to monitor student progress and assess specific needs
- Thoroughly review the blueprints and new information for ILEARN
- Review formative assessments to see how they align with the ILEARN and make necessary changes

- Give formative assessments about every two to three weeks and record data in Skyward
- Review formative assessment data and determine necessary remediation
- Conduct classroom test talks with students after formative assessments and NWEA testing
- Create a 15-day plan for intensive instruction/review for the 15 days leading up to ILEARN
- Designate time regularly for students to practice using online tools that will be used on the ILEARN (online calculator, drag and drop, plotting graphs, typing explanations for work, etc.)

Three Year Timeline

2018-2019

- Review all ILearn scores and NWEA when available
- 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

2019-2020

- Review all ILearn scores and NWEA results when available.
- Utilize the 8-Step process in remediating and enriching math skills throughout the school.
- Place all students in double period language arts classes focusing on critical literacy and writing skills.
- Implement Response to Intervention (RtI) into our data room and track student progress throughout the tiers on a regular basis throughout the year.
- Implement Positive Behavior Plan focusing on specific Core Values (Character, Honesty, Respect, Ownership, and Perseverance).
- Continue the implementation of the blended learning initiative with Google Classroom in various subjects.

2020-2021

- Review all ILearn scores and NWEA results when available
- Full implementation of the 8-Step process in remediating and enriching math skills throughout the school.
- Science and Social Studies implement skills in literacy standards to support ELA and Math.
- Continue double period language arts classes focusing on critical literacy and writing skills.

- Continue the Response to Intervention (RtI) into our data room and track student progress throughout the tiers on a regular basis throughout the year.
- Continue a Positive Behavior Plan focusing on specific Core Values (Character, Honesty, Respect, Ownership, and Perseverance).
- Continue the implementation of the blended learning initiative with the Google Classroom in various subject areas.