Mission Statement:
The mission of Bluffton-Harrison Middle School encompasses educating our students in a safe environment with an emphasis on knowledge, skills, self-discipline, independence, and personal responsibility. The Bluffton-Harrison Middle School faculty and staff strive to successfully bridge the transitional years between elementary and secondary school as students move from childhood into adolescence.

Vision Statement:
Bluffton-Harrison Middle school is where we choose to be! It is a place to watch students grow and develop in every way: physically, cognitively, emotionally, and socially. We view them as neither elementary nor secondary students, but 10-14 year olds, in the middle, with their own set of developmental characteristics and needs that must be recognized and addressed.
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BHMS SCHOOL IMPROVEMENT PLAN COMMITTEE

Rick Mettler, Principal
Chris Benedict, Assistant Principal
Stephanie White, School Counselor
Steve Abbett, Interventions Teacher
Kim Mayer, Math Department
Todd Bebout, Social Studies Department
Kaley Barnes, Language Arts Department
Stacy Herrold, Science Department
Nicole Burns, Special Education Department
Kate Farlee, Related Arts Department
Ashley Campbell, School Secretary
Jamie Vitz, Parent Representative

*All BHMS teachers participated in the creation of the 2018-2019 BHMS School Improvement Plan.
<table>
<thead>
<tr>
<th>Name</th>
<th>Master's Degree</th>
<th>Total Yrs Exp</th>
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The School Community

Bluffton-Harrison Middle School is the only middle school in the Bluffton-Harrison Metropolitan School District. Bluffton-Harrison MSD also includes one elementary school and one high school. Located in northern Indiana, the Bluffton-Harrison MSD is approximately twenty-five miles south of Fort Wayne and 100 miles northeast of Indianapolis. The school district is comprised of Harrison Township of Wells County, which includes the southern half of the city of Bluffton, the town of Vera Cruz, a portion of the town of Poneto, and surrounding rural areas. This area totals thirty-six square miles with an enrollment of 1,625 students for the district in 2018-19. The five-member board for the school district is elected with three members representing districts and two members representing the at-large population.

In 1829, Doctor Joseph Knox settled the city of Bluffton. Captain William Wells, a captain in General Anthony Wayne's army, worked throughout the territory with the Native Americans; Wells County was named in his honor when it was organized in 1837. Bluffton was considered to be a trading post when first settled. The city of Bluffton was one of the first cities in Indiana to have numerous paved streets, which earned Bluffton the nickname, “The Parlor City.” Due to its early settlement, many prominent businesses in the city can trace their origins back to pioneer times.

The latest available statistics show the population of Bluffton at 9,948, and Wells County’s population was 27,814. The median family income of Wells County is approximately $49,264. Wells County is an excellent community in which to work, with unemployment at 6.2% according to the Wells County Chamber of Commerce.

Today, Bluffton serves as the industrial and commercial center for Wells County. The largest employer and taxpayer in the school district is Peyton’s Northern, a distribution center for Kroger grocery stores. Established in 1983, they now employ 1,050 workers. Wal-Mart Supercenter is the second largest employer in the community with 402 workers.

Population Trends and Economic Base

According to the United States Census Bureau, in 2013, Bluffton’s population was 9,948, and Wells County’s population was 27,814. In examining the age of Wells County’s population in 2013, the percentages were as follows: 6.6% (0-4 years old), 24.1% (5-17 years old), 52.6% (18-65 years old), 16.7% (65 and older). Wells County had approximately 97.8% white people, 2.4% Hispanic or Latino, 0.4% Asian, 0.5% Black, and 0.3% American Indian. Additionally, 0.9% of our population was of more than one ethnicity.

The following is a list of the ten largest employers located within BHMSD, according to the records of the Wells County Auditor’s Office and Wells County Assessor’s Office.

<table>
<thead>
<tr>
<th>Employer</th>
<th>Product/Service</th>
<th>Employees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peyton’s Northern</td>
<td>Distribution Center</td>
<td>1,050</td>
</tr>
<tr>
<td>Wal-Mart, Supercenter</td>
<td>Discount Grocery</td>
<td>402</td>
</tr>
<tr>
<td>Bluffton Regional Medical Center</td>
<td>Hospital</td>
<td>333</td>
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<tr>
<td>Metaldyne</td>
<td>Tooled Automotive</td>
<td>273</td>
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<tr>
<td>Bluffton Motor Works</td>
<td>Manufacture Electric Motors</td>
<td>271</td>
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<tr>
<td>Pretzels, Inc.</td>
<td>Snack Foods</td>
<td>243</td>
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<tr>
<td>Bluffton-Harrison M.S.D.</td>
<td>School Corporation</td>
<td>200</td>
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<tr>
<td>Buckhorn</td>
<td>Manufactured Plastics</td>
<td>177</td>
</tr>
<tr>
<td>Caylor-Nickel Clinic</td>
<td>Medical Clinic</td>
<td>150</td>
</tr>
<tr>
<td>First Fleet</td>
<td>Transportation Trucking</td>
<td>150</td>
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</table>

The county’s unemployment rate was reported at 4.7% as of June 2014. The latest statistics show 12,750 residents employed with 893 residents being reported as unemployed. Finally, the report clarifies the median household incomes from 1979 to 2012.
In addition, it states that there is a gap between household income trends and renter household income trends with the renter household being lower.

The median household income trend for this decade is reported as:

<table>
<thead>
<tr>
<th>Borough</th>
<th>2011</th>
<th>2012</th>
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<tr>
<td>Wells County</td>
<td>$49,234</td>
<td>$49,264</td>
</tr>
<tr>
<td>City of Bluffton</td>
<td>$39,483</td>
<td>$41,212</td>
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According to the IBRC (Indiana Business Research Center/Indiana University/ Kelley School of Business) and STATS Indiana, as of 2012, 90.3% of Wells County residents had a high school diploma or more and 15.6% having obtained a bachelor’s degree or higher.

**Housing Trends**

As reported in the 2010 census, the city of Bluffton has 4,532 housing units. Approximately 93% were occupied at the time of the census taking. Seven percent (7%) were unoccupied. Of the 4,214 occupied housing units, 2,739 were owner-occupied, and 1,474 were renter-occupied.

Bluffton-Harrison Metropolitan School District extends from the south side of State Road 124 to the north side of State Road 218; in addition, it extends from the west side of Division Road to the east side of Meridian Road, including the towns of Vera Cruz, portions of Poneto, and Reiffsburg, as well as the rural areas in between.

There continues to be a need for housing within the Bluffton-Harrison school district. This need for growth is especially evident in the southern portion of the district. Despite the lack of growth in housing, the school district has seen a growth in enrollment for the five consecutive years.

**Health Concerns**

Bluffton-Harrison schools face the typical health problems that most of the 21st century face. The primary concerns of health officials dealing with students at the middle school level are students who are overweight, an increase in diabetes, students who have asthma, and students who are at a risk of sexually transmitted disease. These concerns, while not immediately life threatening, lead to more serious problems for those students later in life. Exact percentages of students falling into each of these categories are difficult to determine, according to the ‘Alive and Well’ program one in four sexually active teenagers will acquire a sexually transmitted disease.

Alive and Well is an outside community supported program that teaches Bluffton-Harrison Middle School students about a number of health topics including abstinence, STDs, and making healthy choices.

**Business and Community Trends**

Wells County, population of 27,814 (2013 estimate), is a rural, conservative community. The city of Bluffton serves as the county seat. According to the latest statistics from the United States Census Bureau, the population of Bluffton is 9,948 (2013 estimate). The population of Bluffton has shown an increase over the past decade.

There are a significant number of manufacturing jobs (22.6%) in the area. In 2013 manufacturing was the largest of 20 major sectors. It had an average wage per job of $41,528. The Chamber of Commerce is always working to attract new businesses to the area. The current unemployment rate for Wells County, as of June 2014, is 4.7%. This is lower than the annual unemployment rate of 6.5%. The median household income for Wells County is $49,264.
Religious Base

Bluffton receives influence from its religious community. The city has about twenty churches located within or close to its city limits. The influence of denominations gives Bluffton a variety of choices, such as Apostolic, Baptist, Brethren, Catholic, Church of God, Jehovah's Witness, Lutheran, Methodist, Missionary, Nazarene, and Presbyterian.

The ministers of this community have an organization entitled the Pastors' Fellowship Group, which meets once per month. The organization's goal is to help meet the needs of the community via community service. The House of Hope is a national organization in residential facility for at-risk women. This non-profit organization offers an intense educational program assisting women to return independently to society.

Religious organizations are directly involved with our school's students. Approximately 25% of the student body participated in Youth for Christ activities, which include planned open meetings, leader meetings, group activities, weekly prayer meetings, service trips and spring break trips.

Many of the churches have mid-week services. This consequently affects our athletic contests and club activities. It has been common practice not to schedule school events on Wednesday nights. This allows families to participate in Wednesday evening church activities. Local churches also provide additional services for students and families. These include school supplies, clothing, and meals for those in need.

To recognize all areas of faith, we begin the day with reciting the Pledge of Allegiance, followed by a moment of silence.

Parent Volunteer Group

BHMS has a group of parent volunteers who assist with many school functions (orientation, school pictures, book fairs, grade-level activities, student council activities, field trips, etc.) and run a school-wide fundraiser to provide monetary support for class trips.

School Safety

Safety procedures and policies at the middle school are continually examined for improvement. Assistant Principal Chris Benedict serves as the School Safety Specialist. Bluffton-Harrison Middle School is a safe learning place for students due to the following: (1) Bluffton-Harrison Metropolitan School District has a full-time school resource officer whose office is located in the high school; (2) Bluffton-Harrison Middle School has a door lock-down during the school day with all visitors entering the building through the main entrance where the principal and assistant principal have offices; (3) A new door and office configuration was completed in August 2010 forcing visitors to go through the office area before entering the building; (4) Bluffton-Harrison Middle School has implemented an updated crisis plan; (5) Bluffton-Harrison Middle School participates in the DARE program for all fifth graders; (6) Canine searches take place at Bluffton-Harrison Middle School at least twice a year; (7) All verbal threats are taken seriously by the faculty; students are confronted and there is zero tolerance for such behavior; (8) The city drug task force continues to help combat any drug usage in the Bluffton area; (9) Building and central office administrators are available via radio or phone at all times; (10) State mandated emergency drills are practiced on a regular basis; (11) Participation in County-Wide Safety Commission with local law enforcement is conducted on a semi-annual basis; (12) Parent/Student Handbook is issued to all students with the code of conduct and discipline policies incorporated; (13) Not only is the student handbook enforced but matters are forwarded to juvenile authorities when necessary; and (14) Bluffton-Harrison Middle School has an excellent relationship with Bluffton Police Department; each year the department updates its crisis plan for the middle school.

The Student Body

During the 2017-2018 school year enrollment at Bluffton-Harrison Middle School was 479 students. This is an increase from the previous three years. The enrollment trend is moving towards further growth. 427 of the students were white, which was 89.1% of the student population. The remaining 10.9 percent were Hispanic, multi-racial, black and Asian. 245 (51.1%) students received a free or reduced lunch. 13.4% (64) of Bluffton Harrison Middle School’s population participated in Special Education classes, and .08%(4) were learning the English language. Bluffton Harrison Middle School’s attendance rate was 95.9%.
Communication

At Bluffton Harrison Middle School, we take pride in our efforts to stay in constant communication with our students, their parents, the school board members, and the community. We believe that open and constant lines of communication are essential for increased student achievement.

We utilize several different outlets to accomplish this:

* All grade orientation takes place at the beginning of the year. This is an opportunity for students and parents to meet the new teachers, and visit their classrooms before returning to school.

* The school website is wealth of information for parents, students, and community stakeholders. It provides information from what’s for lunch that day, to school supply lists, and even the link to our school improvement plan.

* PowerSchool is an online portal for parents, teachers, and students where they have 24-hour access to see their schedules, monitor their attendance, and check on their grades for each class.

* Canvas is another online tool that provides a safe social learning platform where parents, teachers, and students can access lesson notes, upcoming assignments, homework assignments, and so much more. It encourages collaboration.
between all users.

*Twitter is used frequently to announce school delays and cancellations, upcoming events, and good news about the exciting things that go on in the classrooms at BHMS.

*The Week-at-a-Glance is a weekly e-mail that is sent out to parents. It includes announcements about what is happening at school for the week, as well as reminders, and anything else that parents need to know in order to make sure their child is successful at school.

*The electronic sign in front of the school building delivers electronic messages relating current information regarding the school.

*School Reach is an automated telephone service that will quickly notify all families by telephone if there is a delay, cancellation, early dismissal, or any type of an emergency situation. When used, the service will simultaneously call all telephone numbers in the parent contact list and deliver a recorded message from a school administrator. The service will deliver the message to both live answerers and voicemails.

*E-mail is an easy way for teachers, parents, and students to communicate with each other before, during, and after the school day.

*Phone calls are another way that parents, teachers, and other staff members communicate with each other every day.

*Positive postcards are mailed home to recognize and praise students for the good things that they are doing in the classroom and around the school.

*Parent/Teacher Conferences are formally held twice a year in the fall and the spring. However, parents and teacher partner together all throughout the year, by meeting face to face, in order to make sure the student is successful.

*Report cards (hard copies) are sent home at the conclusion of each quarter, and midterms (hard copies) are sent home in the middle of each quarter.

*StopIt application for anonymous reporting of school safety issues.

**Curriculum**

The Indiana Department of Education updated the Indiana Academic Standards for math and English/language arts in the spring of 2018. Math teachers, English/language arts teachers, and administration began working on a building curriculum map template, which teachers used to develop curriculum maps. Other content areas are starting to use the curriculum map template, as well, to guide instructional planning of the Indiana Academic Standards.

**Raising Student Achievement**

We have many strategic systems in place to assist our students academically with teaming as our foundation. Our fifth grade classes are self-contained because we believe this is developmentally appropriate, but teachers still collaborate as a team. Self-contained classrooms in fifth grade allow each teacher to form a close bond with a small group of students. This enables the teachers to pinpoint each student’s strengths and weaknesses both academically and socially. Daily planning ensures that all fifth grade teachers are striving for the same curricular and developmental goals. Students in grades six through eight follow a more traditional middle school schedule, but teachers still meet daily as a grade level team.

Each six through eighth grade level team meets daily to plan curriculum together, discuss data, target students for extra assistance, and stay in contact with parents. These grade level teachers also plan homeroom activities including remediation, extension, and enrichment. All team rooms have a data wall with ISTEP+ scores, as well as RtI/IEP accommodations. This helps the teachers target students who need extra support as well as track the growth of all students. Also, building level Language Arts teams and Math teams meet after each NWEA session to analyze data and target students who need a boost in their language arts and math skills. Grade level team data walls are then updated.
TECHNOLOGY AND ENRICHMENT

Student Technology

BHMS implemented a 1:1 digital learning environment in the fall of 2012. As a result, each student is administered an iPad for educational and personal use throughout the school year. Additionally, students have access to one computer lab, two mobile labs, and one Mac lab in the building. There is also a SMART Board in every classroom.

The iPads are used in all classes in a variety of ways: to take notes, to research, to highlight evidence in text, to take pictures of steps in a science experiment, to record exercise data, to create iMovie book trailers, etc. The iPads also provide an abundance of apps that are used with individual students to provide remediation and enrichment opportunities.

School Counseling Program

BHMS offers a comprehensive counseling program for all students. The program includes the following academic, career, and personal-social components provided by the school counselor in collaboration with administration, teachers, and all other staff members:

* Starting graduation plans for all students, grades six through eight
* Advocating for the Twenty-First Century Scholarship program
* Analyzing standardized test data and making appropriate placements of students
* Enrolling and providing initial support for new students
* Organizing and facilitating the RtI process for numerous struggling students
* Holding student lunch groups to discuss topics of social skills, divorce, bullying, etc.
* Providing conflict mediation for students
* Counseling individual students, student groups, and families
* Visiting student homes to discuss attendance and school performance with parents/guardians
* Advocating for special needs students as a case conference coordinator
* Working with administration to build and run the master schedule
* Collecting and analyzing data from language learner assessments
* Working with district bullying and Autism committees
* Collaborating with community organizations to help at-risk students/families
* Collecting and analyzing high-ability assessment data.

Basic Skills and Digital Citizenship

All 5th-8th grade students take this class each year during their 4 years in the middle school.

Basic Skills/Digital Citizenship give students a broad exposure to technology as it affects them in their lives now, and in their future. Keyboarding skills are taught and enhanced throughout the four years the course is taught. Students are exposed to more advanced features of software, and online safety as they progress through the course as well.

The curriculum for Basic Skills/Digital Citizenship includes a study of:

* Internet and online safety
* Digital citizenship
* Digital footprints
* Copyright and fair use laws
* Social networking
* The basics of email
* Creating, working with, and organizing folders and files on a Mac
* Basic digital photography and photo editing tools
* The basics of using iLife, which includes iPhoto, iMovie, and GarageBand
* The basics of working with the Apple’s iWorks suite
* The basics of working in Microsoft Office
* The reinforcement and improvement of keyboarding skills
* QR coding
*The basics of doing internet searches
*The basics of using iMacs, iPads, and their operating systems.

**Publications**

A Publications course is available for some students who will use a variety of programs such as Microsoft Word and Publisher to create the school wide newsletter that will be published online and available for parents and students. Students will spend time exploring and creating a number of professional publication documents (Brochures, Flyers, Calendars). Students in the Publication class will be responsible for creating the school yearbook.

**Visual Arts**

Visual Arts courses are offered to students in fifth through eighth grades. Lessons are designed to incorporate elements of Art History, peer critiques, unit vocabulary covering the Elements and Principles of Art, art production, careers, and various literacy components following the Indiana Visual Arts Standards. The Visual Arts Department uses our 1:1 technology initiative with every lesson from simple project research to the completion of project production. Students’ lessons are also connected to the Common Core Curriculum whenever possible to help our students gain a stronger understanding of the material being taught in the academic classrooms.

**Physical Wellness**

All physical wellness students are required to complete numerous writing assignments throughout the semester. The writing activities are intended to emphasize the school goal of improving writing across the curriculum. Writing assignments may include the description of a specific skill, the history and important information of a specific sport or activity, and reflection papers, whether it pertains to physical education, health, or both. Students will be required to write complete sentences in paragraph form. These assignments will be graded on content, writing in complete sentences, using correct punctuation, proper capitalization, and using the correct rules of grammar.

All physical wellness students are required to complete certain assignments pertaining to mathematics. Examples include: calculating target heart rate, calculating BMI, and mathematical assignments during various physical activities. These assignments are graded based on understanding the concepts, procedures, and execution of the problem.

**Music**

Students at BHMS have the opportunity to participate in choir during 5th, 6th, 7th, and 8th grade. All ensembles learn to read a variety of choral music and are given the opportunity to showcase singing development through performances. Students will learn different vocal pedagogies for singing with a pleasing and age-appropriate sound, as well as music theory, listening, and appreciation skills. The main musical goal for choral membership is for students to become literate music readers and develop a thorough understanding of ensemble singing and performance. Progress made with use of solfege, hand signs, count-singing, vowel production, choral posture and body alignment, audition, and recognition and interpretation of musical symbols and vocabulary will ensure musical literacy.

Students will perform with the BHMS choirs four times during the year in a Fall Concert, Christmas concert, Festival Concert, and Spring Concert. Students will also have the opportunity to sing in extra-curricular events through the Indiana Music Education Association (IMEA) and the Indiana State School Music Association (ISSMA). These include, but are not limited to, Circle the State With Song, All-State Honors Choir, and Solo and Ensemble.

All instrumental music classes at the middle school are performance-based ensembles. The students learn the essential elements necessary to perform standard band literature for concerts.

5th grade band- Students are introduced to band for the first time. A great deal of time will be spent working with the students to find the instrument of choice.

6th grade band – Students in 6th grade have the option to join 6th grade band. In this ensemble, they learn the basic principles of playing an instrument. In addition, students are introduced to several different styles of music and introduced to basic musicianship.
The sports available to the students are cross country, marching band, and student council, offering a number of extracurricular activities that students can become involved with in the primary areas of sports, interested in a child’s social, emotional, and physical development as well. Bluffton-Harrison schools strive to instill into the educational foundation of our students. To support this pillar, we have several service projects that we do every year with our students:

- **Tiger Club**

  Tiger Club, was expanded for the 2016 - 2017 school year. An additional class designed to provide Tier 2 RtI math and English/language arts interventions to a small group of students in grades 5, 6, 7, and 8. The teachers' collect data to determine the class list then closely monitors the progress of each student.

- **Service Opportunities**

  Service to others is pillar our school corporation strives to instill into the educational foundation of our students. To support this pillar, we have several service projects that we do every year with our students:

  - Riley Children’s Hospital fundraiser. For years, Bluffton-Harrison Middle School has been a part of the “Kids Caring and Sharing” fundraiser. Our students and staff have fund raising activities just before Christmas to raise money for this cause. Over the years, our school has raised more than $100,000 for Riley Children’s Hospital.

  - Our 8th grade science students collect and recycle most of the paper products that are thrown out in our building. Our students have participated in this project for years.

  - Our staff participates in ‘Denim for Troops’ drive to help raise money for military families who have suffered a loss.

  - Our staff, along with our corporation, donates funds to the United Way to help local charities and organizations within our community.

  - Operation Angel Tree

  - Operation Christmas

    - Community Circle Club is for kids in grades 5-8 and meets every other Monday to visit various Nursing homes in the community. The students will play cards, games, and do the resident’s nails or hair. This has been a fantastic opportunity for our students to give back within the community.

    - The Bluffton-Harrison Middle School Student Council not only does a wide variety of activities within our school but also reaches out into the community through different service projects. Past service projects include:
      - Canned food drives.
      - Operation Candy sent to troops in Afghanistan
      - Diaper drives for local mothers in need
      - For the 2016-2017 school year, student council will be hosting a canned food drive in November and visiting a local nursing home during the Christmas season.
      - Student council also hopes to be able to serve at a local soup kitchen in the spring.

  - Extra-Curricular Activities

    Bluffton-Harrison schools are not only interested in a students academic performance and well being but are also interested in a child’s social, emotional, and physical development as well. Bluffton-Harrison schools show this by offering a number of extra curricular activities that students can become involved with in the primary areas of sports, marching band, and student council.

    Bluffton-Harrison Middle School offers the opportunity for students to participate in sports starting in the 6th grade. The sports available to the students are cross-country for boys and girls, football for boys, volleyball for girls,
basketball for girls and boys, swimming for girls and boys, and track for boys and girls. These sporting activities occur throughout the entire school year and a student must be in good academic standing in order to participate in regulated events.

Marching Band is an optional, co-curricular activity that is active from late summer through early November. Although this is predominately a high school activity, the Indiana State School Music Association allows 7th and 8th grade students who are active in the school music program to participate. The marching band is a competitive group that teaches physical fitness, music and visual performance, communication, cooperation and citizenship.

Bluffton-Harrison Middle School Student Council is an extracurricular opportunity for students in grades 5-8. Students are elected into Student Council by the student body. Student Council offers a number of opportunities for leadership, responsibility, decision-making, and service to our school and community.

8th Grade Riverwatch Project

One of the main goals of our school district is “service” to the community. Students are encouraged to become environmental stewards of the Wabash River that meanders through the middle of our town through involvement in the Hoosier Riverwatch project. Many students have grown up thinking that our section of the Wabash River is horribly polluted because it is so muddy. Our eighth grade students perform scientific tests and measurements at the river in an effort to determine if it is a healthy ecosystem or not. The eighth grade class is registered with the Indiana Department of Natural Resources as a volunteer stream-monitoring group. Each year they conduct scientific observations, measurements, and water tests at the Wabash River and the data is taken back to the school for analysis. Digital images are incorporated into student reports that use all of the Microsoft Office programs. Students in turn, share the results of their study with patrons of the local community, as well as with the entire state by uploading their data to the DNR database. The school has been partnered in this project with the Fort Wayne General Motors Assembly plant for 10 years. GM sends environmental engineer-mentors to accompany the students during their river trips as well as provides $1000.00 worth of funding each year.

Another part of this unit of study is how the Wabash River has been and is still used by this town. Our drinking water used to be pulled from the river (now it is brought up from wells) and after the wastewater is cleaned it is still discharged into the river. The eighth grade students go on a field trip that incorporates tours through a well house, the Drinking Water Treatment Plant, a water tower, and the Wastewater Treatment Plant.

8th Grade College Visit

Our 8th graders were able to make a college visit to Ball State University. They were able to take a campus tour, see college dorm rooms, and to have lunch as a college student would. For many students it was their first time on a college campus and many had their eyes opened. The hope was to introduce these students to what opportunities are out there for them after their high school days are done.

Library

The Bluffton Harrison Middle School library contains 7,404 titles of reading materials, some of which are reference and others that are curriculum-based. The library has a large proportion of books, fiction and non-fiction, which students are allowed to check out. When requested by teachers, the library aide introduces students to books of various genres (mystery, historical, fact-based) as well as organizes displays designed to interest students in reading. She has read hundreds of children’s titles and strives to interest every student in reading as a way to succeed in life and discover enjoyment. As a children’s author, the library aide has an inside knowledge of publishing and can describe to students parts of the writing and publishing process.

The library contains 15 sets of tables and chairs and 30 computers dedicated for school use. The library is considered a quiet zone where students may work on make-up work or sit quietly and read. Teachers may reserve the library for testing or research for their classes.

A new reading resource room is being planned with dozens of titles that teachers may use to support small-group reading reinforcement. Math manipulatives will also be stored in this room to support math instruction and remediation, as well.
**Special Needs**

Within the Special Needs Program, the staff is aware that educational strategies are imperative to have in place for any student identified with a disability as defined by the criteria contained in Article 7. In place are the following strategies for the 5th, 6th, 7th and 8th grade special needs students.

Each student within the special needs program has an individualized educational plan (an IEP). This plan is part of a specific program tailored to optimize academic success for special needs students in the least restrictive environment. Each IEP is also designed for continuous monitoring by the special needs staff in order to ensure consistent program implementation and ongoing student achievement. The IEP within the special need program is designed so that academic setting/behavioral modifications, accommodations, or other changes can be implemented as needs determine. The IEP is a strong component in improving the academic performance of special needs students.

Remediation/Instructional aides have benefited those students needing more individualized, specific, or additional instruction in language arts, reading, and math. The aides are a beneficial factor for those students who continue to show content area weaknesses.

**Intense Interventions**

The goal of BHMS Intense Intervention program is to create a learning environment that fosters the student’s unique learning style to reach their highest independent level. In the classroom, lesson plans and activities are structured to promote positive academic growth and social development that leads to an enrichment in an overall quality of life.

At BHMS, several technology tools are used to engage special needs learners. The SMARTBoard is utilized to address the many different learning styles within the classroom such as multi-sensory impairment learners. The SMARTBoard offers educators the opportunity to differentiate instruction in a multi-sensory integration method of delivery of visual, auditory and tactile. For students with physical impairments, the SMARTBoard provides a touch-sensitive screen format for all to participate in opportunities to learn.

The TAP It in the Intense Intervention classroom provides a touch accessible format for creative student learning. The TAP It is an instrumental tool that enables students with limited physical mobility to reach goals while diminishing barriers that are created through physical impairments.

iPAD’s are used as a learning tool to help supplement academic and social skills development. The IPAD’s offer apps that can be customized to fit the unique learning styles within the classroom. Many students with communication disorders can utilize the IPAD as an augmentative assistive technology device (AAC) along with several communication apps to customize learning potential.

The Intense Intervention classroom uses a researched-based strategy of a picture exchange communication system (PECS) to help students understand daily routines and expectations. The PECS system can be combined with the SMARTBoard and IPAD technology to increase student achievement in academic and social skills growth.
The purpose of the ISTEP+ testing program is to measure student achievement in the subject areas of English/language arts, math, science, and social studies. Specifically, ISTEP+ reports student achievement levels according to the state standards that were adopted by the IDOE.

### 5th Grade

#### Language Arts Istep

The ISTEP data for 5th grade English/Language Arts in the 2017-2018 school year indicates that 55% of the students passed the Spring 2017-2018 ISTEP assessment. This is a decrease from 71% of passing scores for these students as 4th graders.
The Map Growth data for 5th grade indicates that on the language portion (left) in the winter session 41% percent of students showed below 50% growth while 59% of 5th grade students were at or about 50% growth. During the spring session 57% of 5th grade students showed below 50% growth while 43% were at or above 50% growth.

The Map Growth data for 5th grade indicates that in the winter session on the reading portion (right) 52% percent of students showed below 50% growth while 48% of 5th grade students were at or about 50% growth. During the spring session 59% of 5th grade students showed below 50% growth while 41% were at or above 50% growth.

6th Grade

Language Arts Istep

The ISTEP data for 6th grade English/Language Arts in the 2017-2018 school year indicates that 68% of the students passed the Spring 2017-2018 ISTEP assessment. This is an increase from 57% of passing scores for these students as 5th graders. The average score on the ISTEP assessment improved 13.5 points from 2016-2017 to 2017-2018.
Language and Reading Map Growth

The Map Growth data for 6th grade indicates that in the winter session 42% percent of students showed below 50% growth while 58% of 5th grade students were at or about 50% growth. During the spring session 43% of 6th grade students showed below 50% growth while 57% were at or above 50% growth.

The Map Growth data for 6th grade indicates that in the winter session on the reading portion (right) 47% percent of students showed below 50% growth while 53% of 5th grade students were at or about 50% growth. During the spring session 59% of 6th grade students showed below 50% growth while 41% were at or above 50% growth.

7th Grade

Language Arts Istep

The ISTEP data for 7th grade English/Language Arts in the 2017-2018 school year indicates that 68% of the students passed the Spring 2017-2018 ISTEP assessment. This is a decrease from 82% of passing scores for these students as 6th graders. The average score on the ISTEP assessment decreased by 12.1 points from 2016-2017 to 2017-2018.
The Map Growth data for 7th grade indicates that on the language portion (left) in the winter session 50% percent of students showed below 50% growth while 50% of 5th grade students were at or about 50% growth. During the spring session 48% of 7th grade students showed below 50% growth while 52% were at or above 50% growth.

The Map Growth data for 7th grade indicates that in the winter session on the reading portion (right) 49% percent of students showed below 50% growth while 51% of 5th grade students were at or about 50% growth. During the spring session 58% of 7th grade students showed below 50% growth while 42% were at or above 50% growth.

8th Grade

Language Arts Istep

The ISTEP data for the 2017-2018 school year indicates that 62% of the students passed the spring 2017-2018 ISTEP assessment. This is a decrease from 64% of passing scores for these students as 7th graders. The average score on the ISTEP assessment improved 28.4 points from 2016-2017 to 2017-2018.
The Map Growth data for 8th grade indicates that on the language portion (left) in the winter session 47% percent of students showed below 50% growth while 53% of 5th grade students were at or about 50% growth. During the spring session 42% of 8th grade students showed below 50% growth while 58% were at or above 50% growth.

The Map Growth data for 8th grade indicates that in the winter session on the reading portion (right) 65% percent of students showed below 50% growth while 35% of 5th grade students were at or about 50% growth. During the spring session 59% of 8th grade students showed below 50% growth while 41% were at or above 50% growth.
5th Grade Math ISTEP+

The trend data for 5th grade Math indicates that 62% of the students were at or above the benchmark for the Spring 2017-2018 ISTEP+ test. Looking at this data further indicates that 28% of the students were below the benchmark as 4th graders and this increased to 38% falling below this mark in 5th grade. This drop is also noted in the students that were at or above the benchmark as this number also dropped from 72% in 4th grade to 62% in 5th grade for this cohort group. Approximately 70+ students were below the average score in 4th grade and 80+ were below the average in 5th grade.
Grade 5 Math Map (NWEA)

Map (NWEA) data indicates that the test was a strong indicator of our student progress on the ISTEP+ test. With 62% of fifth graders scoring at or above the benchmark for the 5th grade ISTEP+ test, and 58% scoring at or above the 50% growth mark on the Map (NWEA) test, it indicates a very close alignment of scores. Our fifth graders did see a drop from the Winter test to the End of Year test with a 11% overall decrease in the number of students at or above the 50th percentile.
The trend data for 6th grade Math indicates that 51% of the students were at or above the benchmark on the Spring 2017-2018 ISTEP+ test. This is a decrease from 73% of these students scoring at this benchmark as fifth graders in the Spring of 2016-2017. Within this cohort group, 27% were below the benchmark as 5th graders and the following year as 6th graders an additional 22% had fallen below the mark, making a total of 49% of our students scoring below where they needed to be.
Grade 6 Math (NWEA)

Shown above are the scores for the 6th grade Map (NWEA) test. In the winter of 2017-2018 the data shows 50% of our sixth graders at or above in terms of growth. By the end of the school year, these same students had a 56% at or above growth indicator. From the winter test to the end of the year an increase of 6% is shown in the number of students scoring at or above the 50% mark.
7th Grade Math ISTEP+ 

The trend data for 7th grade Math indicates that 49% of the students passed the Spring 2017-2018 ISTEP+ test. This is a decrease from 58% this cohort group scored as 6th graders in the Spring 2016-2017. Overall, there was a 9% shift for this group of students. Nine percent fewer students were at or above the benchmark and 9% more were below the benchmark in 7th grade.
7th Grade Math (NWEA)

The Map (NWEA) data for 7th graders lines up with the 9% decrease seen on the ISTEP+ test. In the Winter of 2017-2018, our 7th graders scored at 66% of students at or above the 50% growth mark. By the end of the school year, this same group of students scores 7% lower, with only 59% of the students at this same mark.
8th Grade Math ISTEP+

The trend data for 8th grade Math indicates that 50% of the students passed the Spring 2017-2018 ISTEP. This is an increase from 44% of this cohort group passing in the Spring 2016-2017 as seventh graders. While only 44% of this group scored at or above the benchmark as 7th graders, they improved as a whole by 6% as 8th graders.
**8th Grade Math NWEA**

Map (NWEA) data for 8th graders shows a 23% increase in the number of students who were at or above the 50% growth benchmark. In the Winter of 2017-2018, 58% of the 8th graders were below the 50% growth benchmark. By Spring of that same year only 35% of students were scoring below the 50% mark.
The chart above indicates the trend data on ISTEP+ from the 16-17 to the 17-18 year. This cohort group involved was assembled and placed into an Interventions Mathematics course involving grades 5-8 (4 separate classes for each grade). This group was instructed by the same teacher in the 17-18 year, but the same students were not necessarily in the interventions classes the prior year (16-17).

According to the trend data, this collective group in the 16-17 year had a passing rate of 14%, while 86% did not pass. After taking the interventions course, the same kids increased their passing rate to 36%, with 64% not passing the test. This is a 22% increase in passing from the 16-17 year.

*The following will be a cohort comparison of the same Math interventions group broken down by independent grades:*
The trend data for this Interventions 5th grade Math group indicates that 45% of the students passed the Spring 2017-2018 ISTEP. This is an increase from 33% of the same 5th graders passing in the 16-17 Spring (a 12% increase in passing from the 16-17 year).
The trend data for this Interventions 6th grade Math group indicates that 26% of the students passed the Spring 2017-2018 ISTEP. This is an increase from 23% of the same 6th graders passing in the 16-17 Spring (a 3% increase in passing from the 16-17 year).
The trend data for this Interventions 7th grade Math group indicates that 20% of the students passed the Spring 2017-2018 ISTEP. This is an increase from 0% of the same 7th graders passing in the 16-17 Spring (a 20% increase in passing from the 16-17 year).
The trend data for this Interventions 8th grade Math group indicates that 50% of the students passed the Spring 2017-2018 ISTEP. This is an increase from 0% of the same 8th graders passing in the 16-17 Spring (a 50% increase in passing from the 16-17 year).
The chart above indicates the trend data on ISTEP+ from the 16-17 to the 17-18 year. This cohort group involved was assembled and placed into an Interventions English/language arts course involving grades 5-8 (4 separate classes for each grade). This group was instructed by the same teacher in the 17-18 year, but was not necessarily in the interventions classes the prior year (16-17).

According to the trend data, this collective group in the 16-17 year had a passing rate of 12%, while 88% did not pass. After taking the interventions course, the same kids increased their passing rate to 41%, with 59% not passing the test. This is a 29% increase in passing from the 16-17 year.

The following will be a cohort comparison of the same English/language arts interventions group broken down by independent grades:
The trend data for this Interventions 5th grade ELA group indicates that 22% of the students passed the Spring 2017-2018 ISTEP. This is an increase from 14% of the same 5th graders passing in the 16-17 Spring (an 8% increase in passing from the 16-17 year).
The trend data for this Interventions 6th grade ELA group indicates that 56% of the students passed the Spring 2017-2018 ISTEP. This is an increase from 17% of the same 6th graders passing in the 16-17 Spring (a 39% increase in passing from the 16-17 year).
The trend data for this Interventions 7th grade ELA group indicates that 29% of the students passed the Spring 2017-2018 ISTEP. This is an increase from 6% of the same 7th graders passing in the 16-17 Spring (a 23% increase in passing from the 16-17 year).
The trend data for this Interventions 8th grade ELA group indicates that 53% of the students passed the Spring 2017-2018 ISTEP. This is an increase from 7% of the same 8th graders passing in the 16-17 Spring (a 46% increase in passing from the 16-17 year).
This graph illustrates the percentage of students that passed the 2017 – 2018 6th grade ISTEP+ Science test. The data provided demonstrates that Bluffton Middle School students earned a 63% pass rate. This rating compares better than the state average pass rate of 56%.
The provided data for 7th Grade Social Studies indicates that 73% of the students at Bluffton-Harrison Middle School passed the Spring 2017-2018 Social Studies portion of the ISTEP assessment. This is 14% above the Indiana state average of 59% for the same test.
5th and 6th Grade Mild Intervention Math

2017-2018 ISTEP+ data supports that 100% of 14 students in the 5th and 6th grade mild intervention special education resource room who receive 1:1 or small group testing performed below benchmark for the 2017-2018 ISTEP+ Math assessment. Other 5th and 6th grade mild intervention students are included in the data for the general education grade level performance indicators as they are tested with their peers. These figures are reported.

This trend/data is supported by the NWEA Map Math growth performance depicting that 7 of 11 mild intervention students demonstrated below 50% growth while 4 of 11 demonstrated at/above 50% growth during the 17-18 Winter testing window. During the Spring NWEA Map Math growth assessment 6 of 10 mild intervention students demonstrated below 50% growth while 4 of 10 students demonstrated at/above average growth. Overall, the average NWEA Map Math scores for this group declined by 1.8 points from 196.08 to 194.28.
2017-2018 ISTEP+ data supports that 100% of 14 students in the 5th and 6th grade mild intervention resource room English-Language Arts students who receive 1:1 or small group testing performed below benchmark for the 2017-2018 ISTEP+ ELA assessment. Other 5th and 6th grade mild intervention students are included in the general education grade level performance indicators as they are tested with their peers. These figures are reported separately.

This trend/data is supported by the NWEA Map Language Usage and Reading growth performance data. This data depicts that on the NWEA Map Language Usage Winter 17-18 test 5 of 10 mild intervention students demonstrated below 50% growth while 5 of 10 students demonstrated at/above 50% growth. During the Spring 17-18 NWEA Language Usage window 6 of 11 mild intervention students demonstrated below 50% growth while 5 of 11 students demonstrated at/above average growth. Overall, the average NWEA Map Language Usage scores for this group increased by 5.8 pts, from 180.9 to 196.7 but still fell below predicted/average growth.

This trend is also supported by the NWEA Map Reading growth performance data. This data depicts that on the NWEA Map Reading Winter 17-18 test 5 of 11 mild intervention students demonstrated below 50% growth while 6 of 11 students demonstrated at/above 50% growth. During the Spring 17-18 NWEA Reading window 6 of 11 students demonstrated below 50% growth while 5 of 11 students demonstrated at/above 50% growth. Overall, the average NWEA Map Reading scores for this group increased by 3.4 points, from 181.92 to 185.32.
2017-2018 ISTEP+ data supports that 6 of 6 students in the 7th and 8th grade mild intervention resource room math who receive 1:1 or small group testing performed below benchmark for the 2017-2018 ISTEP+ Math assessment. Other 7th and 8th grade mild intervention students are included in the general education grade level performance indicators as they are tested with their peers. These figures are reported separately.

This trend/data is supported by the NWEA Map Math growth performance depicting that 3 of 6 mild intervention students demonstrated below 50% growth while 3 of 6 demonstrated at/above 50% growth during the 17-18 Winter testing window. During the Spring NWEA Map Math growth assessment 5 of 6 mild intervention students demonstrated below 50% growth while 1 of 6 students demonstrated at/above average growth. Overall, the average NWEA Map Math scores for this group declined by 5.3 points from 195.17 to 190.41.

It is important to note that 3 students included in the NWEA data are on the ISTAR alternative assessment and are not indicative of ISTEP+ benchmarks noted above.
2017-2018 ISTEP+ data supports that 6 of 6 students in the 7th and 8th grade mild intervention resource room English-Language Arts students who receive 1:1 or small group testing performed below benchmark for the 2017-2018 ISTEP+ ELA assessment. Other 7th and 8th grade mild intervention students are included in the general education grade level performance indicators as they are tested with their peers. These figures are reported separately.

This trend is supported by the NWEA Map Language Usage and Reading growth performance data. This data depicts that on the NWEA Map Language Usage Winter 17-18 test 4 of 6 mild intervention students demonstrated below 50% growth while 2 of 6 students demonstrated at/above 50% growth. During the Spring 17-18 NWEA Language Usage window 6 of 6 mild intervention students demonstrated below 50% growth while 0 of 6 students demonstrated at/above average growth. Overall, the average NWEA Map Language Usage scores for this group decreased by 3.9 points from 182.43 to 178.53.

This trend/data is also supported by the NWEA Map Reading growth performance data. This data depicts that on the NWEA Map Reading Winter 17-18 test 5 of 6 mild intervention students demonstrated below 50% growth while 1 of 6 students demonstrated at/above 50% growth. During the Spring 17-18 NWEA Reading window 3 of 6 students demonstrated below 50% growth while 3 of 6 students demonstrated at/above 50% growth. Overall, the average NWEA Map Reading scores for this group increased by 10.8 points, from 179.29 to 190.09.

It is important to note that 3 students included in the NWEA data are on the ISTAR alternative assessment and are not indicative of ISTEP+ benchmarks noted above.
5th – 8th Grade Alternative Assessment
Math

The trend data for the 5th through 8th grade ISTAR alternative math assessment indicates that 7 of 11 students taking the math alternative assessment, or 64% either scored in the meeting or exceeding category. 4 of 11 students scored in the developing category. This is an increase from 2016-2017 where 6 of 11 students scored in either the meeting or exceeding category for math, or the equivalent of 55% of students taking the math alternative assessment. This data represents a 9% improvement in the number of students scoring a meeting or exceeding score on the math ISTAR from the 2016-2017 to 2017-2018 test sessions.

5th – 8th Grade Alternative Assessment
ELA

The trend data for the 5th through 8th grade ISTAR alternative ELA assessment, ISTAR, indicates that 10 of 11 students taking the ELA alternative assessment, or 91% either scored in the meeting or exceeding category. 1 of 11 students scored in the developing category. This is a decrease from 2016-2017 where 11 of 11, or 100% of students scored in either the meeting or exceeding category for the ELA ISTAR. This data represents a 9% decrease in the number of students scoring a meeting or exceeding score on the ELA ISTAR from the 2016-2017 to 2017-2018 test sessions.

5th – 8th Grade Alternative Assessment
Science

The trend data for the 5th through 8th grade science ISTAR alternative assessment indicates that 1 of 1 students taking the science alternative assessment, or 100% scored in the exceeding category. This data remains unchanged from 2016-2017 where 1 of 1 students also scored in the exceeding category for science.

5th – 8th Grade Alternative Assessment
Social Studies

The trend data for the 5th through 8th grade social studies ISTAR alternative assessment indicates that 3 of 4 students taking the social studies alternative assessment, or 75% either scored in the meeting or exceeding category. 1 of 4 students scored in the developing category. This is a decrease from 2016-2017 where 5 of 6, or 83% of students scored in either the meeting or exceeding category for the social studies ISTAR. This data represents a 8% decrease in the number of students scoring a meeting or exceeding score on the ELA ISTAR from the 2016-2017 to 2017-2018 test sessions.
Leadership

Team leaders are designated for each grade level and related arts team. These leaders meet on a monthly basis with administrators to develop procedures covering a wide range of topics. Also, five staff members have been trained as lifetime ruby Payne instructors to facilitate professional development specific to impoverished students. Multiple opportunities will be scheduled throughout the year for the purpose of staff development in the fundamental of this research-based initiative. Additionally, department heads will lead curriculum map development, as well as scope and sequence reviews.

Effective Instruction

Beginning in the summer of 2017, the administrative team followed a philosophy of seeking experienced teachers in filling any vacancy. This commitment resulted in 157 years of teaching experience being added to the current staff. Additionally, in the spring of 2017, teacher led committees adopted new Reading curriculum in grades 5 and 6. New math curriculum was also adopted in grades 5-8. The purpose of these committees was to make decisions that would bring all curriculums in line with Indiana Academic Standards, as well as supporting better alignment in scope and sequence.

Student Supports

The instruction and leadership initiatives discussed earlier were implemented with the intent of increasing the climate and culture within our building. Unifying procedures and expectations were done to improve the communication for parents. A number of service initiatives are in place to improve community outreach and engagement. Finally, a plan is in place to hire an additional counselor to improve our student support within the building.

Benchmarks for Progress

Leadership-The expectation regarding leadership would be for members of our staff to become more vested in the academic, as well as culture within our building. We would expect to see collaboration and cohesion to increase within our staff leading to an increase in the achievement.

Effective Instruction-The expectation will be more continuity in instruction with fewer gaps from grade level to grade level. Additionally, our students should be better suited to transition to high school and be better prepared for academic success. We also would expect to see better clarity in regards to grade consistency. Benchmark scores will be developed to more accurately track student progress in math and reading. The result of this will be increased identification in student strengths, as well as needs.

Student Supports- The expectation that all initiatives will become evident in the culture within our building. We expect to see discipline referrals and suspensions drop. We also anticipate an improvement in the community partnership within our building. Finally, the communication component between our building and its stakeholders will be improved in a significant manner.
**Goal #1:** All students will improve their reading skills across the curriculum.

**Benchmark:** At least 80% of students will pass the ELA portion of the 2017-2018 ISTEP+ assessment.

### Support Data from Profile:
- ISTEP+

### Standardized Assessments:
- ISTEP+
- NWEA

### Local Assessments:
- Classroom Assessments

### Best Practice Research:
- *I Read It, But I Don’t Get It* (Tovani)
- *Teaching for Comprehension and Fluency* (Fountas and Pinnell)
- *Strategies That Work* (Harvey and Goudvis)
- *Active Literacy Across the Curriculum* (Jacobs)

#### Intervention #1:
Students will receive effective reading instruction/reinforcement and participate in daily reading activities.

<table>
<thead>
<tr>
<th>Activities to implement intervention:</th>
<th>Person(s) Accountable</th>
<th>Timeline</th>
<th>Resources</th>
<th>Staff Development Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will participate in regular independent reading/reading conferences in Reading/Writing Workshop classes.</td>
<td>Reading/Writing Workshop Teachers</td>
<td>08/2018 - 06/2019</td>
<td>1. School Library</td>
<td>1. Region 8 ELA Sessions for Teaching ELA College and Career Ready Standards</td>
</tr>
<tr>
<td>2. Students will participate in literature study units in Reading/Writing Workshop classes.</td>
<td>Reading/Writing Workshop Teachers</td>
<td></td>
<td>2. Read/Write Workshop Classroom Libraries</td>
<td>2. Daily Team Meetings</td>
</tr>
<tr>
<td>3. Students will record personal reading level data, set goals, and monitor progress for the STAR reading assessment throughout the school year.</td>
<td>Reading/Writing Workshop Teachers</td>
<td></td>
<td>3. Reading Resource Room</td>
<td>3. Department Collaboration Meetings</td>
</tr>
<tr>
<td>4. Students will receive consistent and direct reading comprehension instruction in all subject areas.</td>
<td>All Teachers</td>
<td></td>
<td>4. Class Novel Sets</td>
<td>4. All-Staff Collaboration Meetings (specific training sessions on BHMS Reading Comprehension Strategies)</td>
</tr>
<tr>
<td>5. Identified students will participate in Tiger Club (RtI Tier 2 intervention course) and receive targeted reading instruction (based on assessment data).</td>
<td>Interventions Teacher</td>
<td></td>
<td>5. NWEA Data</td>
<td>5. ELA Professional Development/Collaboration Days</td>
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<td>6. STAR Assessment Reports</td>
<td>6. Kristina Smekens Training on Creating Reading Mini-Lessons that Improve Student Achievement</td>
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<td>7. BHMS Reading Comprehension Strategies Posters</td>
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<td>8. IDOE Website</td>
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<td>9. Various Texts to Support Reading Instruction</td>
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<td>10. Kristina Smekens’ Reading “Secret Site”</td>
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<td>11. iPads (eBooks, MBC, various apps, etc.)</td>
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<td>12. SMART Boards</td>
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<td></td>
<td>13. BHMS Curriculum Maps</td>
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</tbody>
</table>
**BLUFFTON-HARRISON MIDDLE SCHOOL**
**2018-2019 ACTION PLAN**

**WRITING GOAL**

**Goal #1:** All students will improve their writing skills.

**Benchmark:** At least 80% of students will pass the ELA portion of the 2017-2018 ISTEP+ assessment.

<table>
<thead>
<tr>
<th>Support Data from Profile:</th>
<th>Standardized Assessments:</th>
<th>Local Assessments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISTEP+</td>
<td>ISTEP+</td>
<td>Classroom Assessments</td>
</tr>
</tbody>
</table>

**Intervention #1:** Students will receive effective writing instruction/reinforcement and participate in daily writing activities.

**Best Practice Research:**
- *The Writing Workshop: A World of Difference* (Calkins and Harwayne)
- *Best Practice* (Zemelman, Daniels, and Hyde)
- *Traits of Writing: The Complete Guide for Middle School* (Culham)

<table>
<thead>
<tr>
<th>Activities to implement intervention:</th>
<th>Person(s) Accountable</th>
<th>Timeline</th>
<th>Resources</th>
<th>Staff Development Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will participate in regular independent writing activities/writing conferences in Reading/Writing Workshop classes.</td>
<td>Reading/Writing Workshop Teachers</td>
<td>08/2018</td>
<td>1. School Library</td>
<td>1. Region 8 ELA Sessions for Teaching ELA College and Career Ready Standards</td>
</tr>
<tr>
<td>2. Students will utilize the ISTEP+ writing rubrics to assess student writing samples and personal writing in Reading/Writing Workshop classes.</td>
<td>Reading/Writing Workshop Teachers</td>
<td>06/2019</td>
<td>2. Read/Write Workshop Classroom Libraries</td>
<td>2. Daily Team Meetings</td>
</tr>
<tr>
<td>3. Identified students will participate in Tiger Club (RtI Tier 2 intervention course) and receive targeted writing instruction (based on assessment data).</td>
<td>Interventions Teacher</td>
<td></td>
<td>3. Reading Resource Room</td>
<td>3. Department Collaboration Meetings</td>
</tr>
</tbody>
</table>

**Resources:**
- 4. Glass Novel Sets
- 5. *Time for Kids*
- 6. NWEA
- 7. IDOE Website
- 10. Various Student Exemplars
- 11. Kristina Smekens’ Writing “Secret Site”/Big Ideas Newsletters
- 12. Classroom Assessments
- 13. ISTEP+ Writing Rubrics
- 14. iPads (eBooks, Canvas, various apps, etc.)
- 15. SMART Boards
- 16. BHMS Curriculum Maps

**Staff Development Activities:**
- 4. ELA Professional Development/Collaboration Days
- 5. Kristina Smekens Training on Creating Writing Mini-Lessons that Improve Student Achievement
- 6. 6+1 Traits of Writing Professional Development for all Reading/Writing Workshop Teachers
**BLUFFTON-HARRISON MIDDLE SCHOOL**
**2018-2019 ACTION PLAN**
**MATH GOAL**

**Goal#1:** All students will improve their math skills.

**Benchmark:** At least 80% of students will pass the math portion of the 2017-2018 ISTEP+ assessment.

<table>
<thead>
<tr>
<th>Support Data from Profile</th>
<th>Standardized Assessments</th>
<th>Local Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISTEP+</td>
<td>ISTEP+</td>
<td>Classroom Assessments</td>
</tr>
<tr>
<td></td>
<td>NWEA</td>
<td></td>
</tr>
</tbody>
</table>

**Intervention #1:** Students will receive effective math instruction/reinforcement and participate in daily math activities.

**Best Practice Research:**
*Best Practice* (Zemelman, Daniels, and Hyde)

<table>
<thead>
<tr>
<th>Activities to implement intervention:</th>
<th>Person(s) Accountable</th>
<th>Timeline</th>
<th>Resources</th>
<th>Staff Development Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Beginning</td>
<td>End</td>
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</tr>
<tr>
<td>1. Students will participate in engaging, real-life independent practice activities in math classes.</td>
<td>Math Teachers</td>
<td>08/2018</td>
<td>06/2019</td>
<td>1. NWEA</td>
</tr>
<tr>
<td>2. Students will receive explicit instruction on and regularly utilize the standards for mathematical practices in math classes.</td>
<td>Math Teachers</td>
<td></td>
<td></td>
<td>2. IDOE Website</td>
</tr>
<tr>
<td>3. Identified students will participate in Tiger Club (RtI Tier 2 intervention course) and receive targeted math instruction (based on assessment data).</td>
<td>Interventions Teacher</td>
<td></td>
<td></td>
<td>3. Various Online Resources</td>
</tr>
<tr>
<td>4. Fifth and sixth grade students participating in the Life Skills classes will receive weekly math fact reinforcement.</td>
<td>College and Career Readiness Teacher</td>
<td></td>
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<td>4. Classroom Assessments</td>
</tr>
<tr>
<td>5. Fifth and sixth grade students participating in the Life Skills classes will receive weekly math fact reinforcement.</td>
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<td>5. iPads</td>
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<tr>
<td>6. Fifth and sixth grade students participating in the Life Skills classes will receive weekly math fact reinforcement.</td>
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<td>6. SMART Boards/SMART Notebook Software</td>
</tr>
<tr>
<td>7. Fifth and sixth grade students participating in the Life Skills classes will receive weekly math fact reinforcement.</td>
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<td>7. BHMS Curriculum Maps</td>
</tr>
<tr>
<td>8. Fifth and sixth grade students participating in the Life Skills classes will receive weekly math fact reinforcement.</td>
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<td>8. Math Manipulatives</td>
</tr>
</tbody>
</table>

1. Daily Team Meetings
2. Department Collaboration Meetings
3. Math Professional Development/Collaboration Days
4. Region 8 Sessions for Teaching Math College and Career Ready Standards