

# **Bluffton High School School Improvement Plan 2021-2022**



**Bluffton High School  
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## **P.L. 221 COMMITTEES**

### **Steering Committee**

Steve Baker, principal  
Jill Bollenbacher, teacher  
Jackie Chaney, teacher  
Tara Cocanower, teacher  
Olivia Funk, student representative  
Erin Schantz, teacher  
Kara Frank, parent representative  
Nick Miller, teacher  
Stacy Morrison, assistant principal  
Amy Ribich, teacher  
Brandy Fiechter, community representative  
Tami Wuest, teacher

### **Community Data**

Erin Schantz (co-chair)  
Alex Craig (co-chair)  
Kristi Eicher  
Jodi Leas  
Sheryl Makowski  
Todd Morgan  
Eric Mounsey  
Eden Noble  
Steve Thompson  
Robert Vanderkolk

### **Existing School Data**

Jill Bollenbacher (co-chair)  
Chad Grieser (co-chair)  
Sebastian Baxter  
Jill Buskirk  
Andrew Cook  
Sydney Jeffers  
Jodie Leyse  
John Price  
Christine Zadylak

**Instructional Data**

Tara Cocanower (co-chair)  
Amy Ribich (co-chair)  
Adam Atkins  
Nancy Fisher  
Mary Fogwell  
Meredythe Fritz  
Brent Kunkel  
Kevin Powell  
Vicki VanMatre

**Unique Local Insights**

Tami Wuest (co-chair)  
Nick Miller (co-chair)  
Jim Bueter  
Jackie Chaney  
Karl Grau  
Stephanie Miller  
Karen Reed  
Michael Vanderkolk

## FACULTY AND STAFF

### Educational Level and Experience

NAME	MASTER'S DEGREE	TOTAL YEARS EXPERIENCE	YEARS IN DISTRICT	2019-2020 SUBJECTS
Atkins, Adam		11	10	Business
Baker, Steve	Y	36	36	Principal
Baxter, Sebastian	Y	1	1	Guidance
Bollenbacher, Jill	Y	24	22	Mathematics
Bueter, James	Y	25	23	Band
Buskirk, Jill	Y	16	8	Special Education
Chaney, Jacqueline	Y	33	33	Language Arts
Cocanower, Tara		11	7	Social Studies
Cook, Andrew	Y	6	6	Mathematics
Craig, Alex		8	8	Alternative School Teacher
Eicher, Kristi	Y	17	17	Special Education
Fisher, Nancy		22	22	Spanish
Fogwell, Mary		13	10	Special Education
Fritz, Meredythe		7	7	Librarian
Grau, Karl	Y	23	10	Business Education
Grieser, Chad	Y	14	14	Language Arts
Jeffers, Sydney		2	2	Mathematics
Kunkel, Brent	Y	14	10	Social Studies, Weight Lifting
Leas, Jodi	Y	22	22	Guidance
Leyse, Jodie		16	15	Physics/Mathematics
Makowski, Sheryl	Y	9	8	Health Science
Miller, Nick		13	13	German/Spanish
Miller, Stephanie		3	3	Language Arts/Special Education
Morgan, Todd	Y	22	22	Physical Education/Health
Morrison, Stacy	Y	25	25	Assistant Principal
Mounsey, Eric	Y	12	12	Alternative School Director
Noble, Eden		6	6	Family and Consumer Science
Powell, Kevin		16	16	Industrial Technology
Price, John	Y	29	26	Biology
Reed, Karen		12	12	Culinary Arts
Ribich, Amy		21	7	Science
Schantz, Erin	Y	21	21	Language Arts/Journalism
Steffen, Javon		7	7	RN
Thompson, Steve	Y	20	20	Athletic Director
Van Matre, Vicki	Y	25	25	Art and Visual
Vanderkolk, Michael		3	3	Language Arts
Vanderkolk, Robert		3	3	Alternative School Teacher
Wuest, Tami	Y	26	26	Social Studies/Language Arts
Zadylak, Christine	Y	27	27	Mathematics/Science

## **OBJECTIVES AND MISSION STATEMENT**

The objectives of Bluffton High School will be to

1. Provide students with a general, basic education that would include developing students' skills in reading, writing, speaking, listening, and using numbers.
2. Develop in students the ability to examine and use information.
3. Develop within each student a positive self-concept.
4. Develop within each student an understanding of the individual competencies needed to assume a contributing role in furthering the concepts of a democratic society.
5. Develop in each student an appreciation of fine arts.
6. Provide vocational opportunities to students to learn basic career skills in both the classroom and related on-the-job activities.
7. Prepare college-bound students for advanced study.
8. Help each student acquire good health habits and an understanding of physical and emotional well-being.
9. Coordinate curricular, co-curricular, and extracurricular programs to provide for the fullest development of the individual.
10. Students will improve in reading comprehension.

**The mission that evolved from a synthesis of the above established goals and objectives:**

The mission of Bluffton High School is to promote lifelong learning by guiding students toward their maximum potential.

## **COMMUNITY AND SCHOOL DATA**

### **History and Location**

Bluffton High School serves approximately 474 students in grades 9-12 in Bluffton, Indiana. It is part of the Bluffton-Harrison M.S.D that includes one preschool, one elementary school (K-4), one middle school (5-8), and one high school (9-12). The school district is comprised of Harrison Township of Wells County, which includes the southern half of the city of Bluffton, a portion of the town of Poneto, the town of Vera Cruz, and the surrounding rural areas. This totals 48 square miles. The ethnicity of the student population is 6.5% Hispanic, 1.3% multi-racial, 1.7% Asian Pacific Islander, 2.1% black, 88.2% white and 0.2% unclassified. Currently, at the high school, 228 students (48%) qualify and take part in free and reduced lunches.

The present building, which opened for the 2000-01 school year, replaced an older structure that was in use from 1923 to 1999. Bluffton-Harrison's present boundaries trace back to the late 1950s and early 1960s when the state was experiencing school consolidation. Three plans were advanced during the early stages of debate. One of these plans was to create a county-wide plan. The argument offered for such a plan was to be savings in not having duplication of school administration. The second plan was simply to consolidate a few of the smaller schools but basically remain the same. The final plan was to divide the county into three separate school systems – one representing the northern township schools, the second representing the southern township schools, and the third representing the city of Bluffton and Harrison township. With Superintendent Ed Prible of Bluffton-Harrison representing the third plan, it was ultimately accepted. The public's major argument was that some attempt should be made to preserve some rivalry in athletic teams within the county.

The city of Bluffton is located twenty miles south of Fort Wayne on Highway 1 in northeast Indiana. For numerous educational and recreational facilities, Bluffton has a central location. There are several two- and four-year colleges within a 50-mile radius, such as Ivy Tech State College, Harrison College, Purdue University at Fort Wayne, Indiana Tech, Indiana Wesleyan University, University of Saint Francis, Huntington University, Ball State University, and Taylor University. For recreational facilities, Bluffton has a Creative Arts Council, Wells County Public Library, YMCA, and several civic and philanthropic organizations. The city of Bluffton has an award-winning Parks Department that offers over fifty programs and events for all ages throughout the year. The Parks Department also provides several well-used parks and a River Greenway that are in constant use throughout the year. Ouabache State Park is just a few miles to the east of Bluffton and offers camping, swimming, fishing, and hiking trails. To assist with transportation to events within Wells County, a student can contact Wells on Wheels for a minimal fee.

Bluffton is also the center of county government with its statuesque limestone courthouse dominating the downtown area. The Wells County Chamber of Commerce, working closely with the county government, is located just a block from the courthouse.



## Population Trends and Economic Base

According to the United States Census Bureau in 2019, Bluffton's population was 10,147, and Wells County's population was 28,296. In examining the age of Wells County's population in 2019, the percentages were as follows: 6.2% (0-5years old), 24.6% (persons under 18), 50.6% (persons under 65 years old), 18.6% (65 and older). Wells County had approximately 96.9% white people, 3.3% Hispanic or Latino, 0.7% Asian, 0.9% Black, and 0.3% American Indian. Additionally, 1.2% of our population was of more than one ethnicity.

Bluffton has ten major employers. However, some of these businesses are outside of the Bluffton-Harrison M.S.D.

<u>Employer</u>	<u>Product/Service</u>	<u>Employees</u>
Peyton's Northern	Distribution Center	1,050
WEG	Manufacture Electric Motors	383
Bluffton Regional Medical Center	Hospital	375
Pretzels, Inc.	Snack Foods	307
Bluffton-Harrison M.S.D.	School Corporation	250
Wal-Mart, Supercenter	Discount Grocery	249
First Fleet	Transportation Trucking	218
20/20 Custom Molded Plastics	Manufactured Plastics	205
Bluffton Rubber	Plastic and Rubber Products	132

Wells County Economic Development reports the Wells County unemployment rate as 2.9% as of March 2021.

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

Wells County/2013	City of Bluffton/2013	Wells County/2018	City of Bluffton/2018
\$48,136	\$48,248	\$55,265	\$42,201
US Census Bureau	US Census Bureau	US Census Bureau	US Census Bureau

## Housing Trends

As reported in the 2019 census, the city of Bluffton has 11,969 housing units. Approximately 79.5% were occupied at the time of the census taking. Seven percent (20.5%) were unoccupied.

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.

A government subsidized apartment complex opened adjacent to the Bluffton-Harrison campus. These apartments may attract families to the Bluffton-Harrison school district. Even with this we have a need to expand housing southward; however, our county does not have sewage capabilities for southern expansion.

## **Health Concerns**

Wells County has faced similar challenges to the rest of the country regarding COVID-19 cases and resulting implications. The Wells County Health Department has set up a site of COVID-19 vaccines at the 4-H Park, where local residents are obtaining their vaccinations in accordance with the CDC guidelines.

Bluffton-Harrison MSD faces the typical health problems that most schools of the 21<sup>st</sup> century face. The primary concerns for health officials dealing with students at the high school level are students who are overweight, students who smoke, and students who have sexually transmitted diseases. While not immediately life threatening, these concerns lead to more serious problems for students later in life. Exact percentages of students falling into each of these categories are difficult to determine, yet county health experts estimate that approximately 25% of high school age students are infected with some type of sexually transmitted disease.

To combat childhood obesity, there is an increased focus on age appropriate calorie intake that stresses a decrease in the consumption of saturated fats, trans fats, and sodium. The Bluffton-Harrison MSD offers a lunch program under the Federal mandated nutritional standards that includes Smart Snacks. Students are offered daily fruits and vegetables, an increased amount of whole grains, as well as fat-free and low fat milk. In addition to more traditional avenues of health information and advice regarding caloric intake, The Wells County Purdue Extension offers a free family nutrition program that includes information about food, nutrition, healthy snacks, and guidelines for economical purchases.

The Wells County Citizens Against Drug Abuse (CADA) has identified alcohol, tobacco and other drug (ATOD) use as problematic in Wells County. The group also stated that the link between ATOD use and juvenile delinquency is significant. Bluffton High School addresses this problem in several ways: Stacy Morrison, assistant principal, is a member of the Wells County CADA, and the local Drug Abuse Resistance Education (D.A.R.E) officers work with the health teachers to incorporate the D.A.R.E. program into the tenth grade health class. Also, students who wish to drive to school or be involved in extra-curricular and co-curricular activities are in the student random drug-testing program administered by the school.

To combat these problems and promote healthy lifestyle choices, Bluffton High School sponsors 14 extracurricular and co-curricular clubs and 13 athletic teams for both boys and girls at all four grade levels. In addition, Bluffton High School encourages the students' involvement in other community activities aimed toward the healthy growth and development, such as Boy and Girl Scouts, 4-H, church youth groups, YMCA, Wells County Creative Arts Council, and programs sponsored by the Bluffton Parks and Recreation Department.

Two additional growing concerns are the number of families in the community who lack adequate health insurance for a variety of reasons and the increasing number of students living below the poverty line. The lack of health insurance and increased poverty levels influence all of the health problems listed above. Bluffton-Harrison MSD employs a full-time nurse at the high school to monitor student health records, address student health concerns, and promote wellness programs. Additionally, the Wells County Health Department offers free immunizations for children with no health insurance or with insurance that does not cover vaccines.

The Student Council, National Honor Society, Culinary Arts class, and Nutrition and Wellness class are encouraged to take initiative as wellness committee members. Students' ideas are encouraged and used to help improve the culture of wellness for future years at Bluffton High School.

### **Business and Community Trends**

Wells County is a rural community of about 27,862. The population has remained very steady over the past decade. The majority of the workforce is in the manufacturing sector. There are significant numbers of manufacturing jobs, and the Chamber of Commerce consistently works to attract new businesses to the area and also works to help the existing businesses grow and prosper.

The ethnic population is gradually changing. While the minority population is still quite small, their numbers are increasing. The majority of the population is local with residents having lived here all of their lives. Growth seems to be in these areas: 45-64 age group and 65 and older.

### **School Safety**

Students have reason to feel very safe while in the Bluffton High School facility. The reasons include the following: (1) Bluffton-Harrison M.S.D. has a full-time school resource officer, Mr. Phil Kurut, whose office is located in the high school facility; (2) Bluffton High School has a door lock-down procedure during school hours with all visitors entering the building through the main entrance where the principal and assistant principal have offices; these visitors sign in and are given "visitor identification badges" to wear while in the building; (3) Bluffton High School has implemented an updated crisis plan each school year; (4) Canine searches take place at Bluffton High School and in its parking lots at least twice per school year; (5) All verbal threats are taken seriously by the assistant principal; students are confronted, and there is zero tolerance for such behavior; (6) There is an excellent working relationship between Bluffton High School and the Bluffton Police Department, Child Protective Services, Wells County Probation Department, and Family-Centered Services; (7) The city of Bluffton continues

to receive federal grant money to help combat illegal drug selling and use. The Bluffton Police Department works in cooperation with the area law enforcement agencies; (8) Bluffton High School has sixty-seven video surveillance cameras that provide recorded video documentation on both the inside and outside of the school; (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) The assistant principal and school resource officer are certified by the Indiana School Safety Specialists Academy as School Safety Specialists; (12) Parent/Student Handbook is issued to all students with the code of conduct and discipline policies incorporated; (13) The StopIt app has been made available to all students on their 1:1 devices. This app allows students to report bullying or dangerous activity to an administrator anonymously and allows the student to converse back and forth with the administrator (14) The entire school district attended an “Active Shooter” in-service presented by the Indiana State Police in cooperation with the BHMSD administration and the Bluffton Police Department; (15) The Bluffton Police Department has compiled individualized crisis plan books from the law enforcement perspective. These crisis plan books are updated each year. The school resource officer and all command officers have crisis plan books readily available.

## **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. Loving Shepherd Ministries is an organization in Bluffton, which offers a group home to troubled teens.

Religious organizations are directly involved with our school’s students. Pre-COVID 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. It is expected that roughly the same number of students will continue their involvement after COVID restrictions are lifted.

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 provide additional services for students and families. These include Spanish-speaking services, school supplies, clothing, and meals for those in need.

## **Communication**

Bluffton High School and its surrounding community currently have several modes of communication. The school provides several of these.

*SchoolReach* is an automated telephone service that notifies all families by telephone within minutes of an emergency or situation that causes a delay, cancellation, or early dismissal. When used, the service simultaneously calls all telephone numbers in our parent contact list and delivers a recorded message from a school administrator. The service delivers the message to both live answer and answering machines. When parents complete their child's student information form at the beginning of the school year, they have the opportunity to supply the school system with the telephone numbers that they wish to have in this automated system, or they can select the "do not call" option.

*The Comet* is a scholastic newspaper created by the students under the direction of an adviser. It is usually 8 to 12 pages in length and is distributed once per month. It includes news, features, editorials, and sports articles, along with advertisements from local businesses. *The Comet* staff members along with their adviser also contribute articles regarding school activities to the local newspaper, the *News-Banner*. The students research and write articles about interesting or noteworthy endeavors at Bluffton High School. *The Comet* staff also utilize social media to promote school activities.

Teachers communicate with parents via email, telephone, notes, and participation in parent-teacher conferences. Students and parents receive a weekly list of events (*Week at a Glance*) via email. Information may also be obtained through the use of the district website as well as the district YouTube channel. The district also maintains a Facebook page for news and updates. Parents and students at Bluffton High School have immediate access to their grades through the PowerSchool internet-based program. Parents also receive a weekly grade report via PowerSchool. Furthermore, Bluffton High School has an electronic message board in front of the school on Wayne Street; it relates current information concerning the school.

As another mode of communication, Wells County Voice announces local and school news. In addition, they broadcast several home athletic events.

The *News-Banner* is a daily publication based in Bluffton. The newspaper contains approximately 12 to 15 articles per week during the school year related to Bluffton High School and other area schools. An additional copy of the paper is kept in the library for all members of the Bluffton High School community, and homeroom teachers keep a copy in their classrooms for silent reading time.

Teachers use Canvas as a digital platform in the classroom to connect with students and their parents. The digital platform is used to post daily schedules for classrooms, classroom rules and expectations, and external links pertaining to class content. Due to COVID, BHS has begun utilizing Google Meet as a platform for communication with students who are learning from home. In addition, in the event that the school closes for any reason, including weather, students participate in a virtual learning day where they meet with their teachers on a revised schedule via Google Meet.

Our school administrators, superintendent, and many teachers have Twitter accounts from which they tweet about school news for followers. The superintendent's Twitter feed can also be found on the school district's website.



# **INSTRUCTIONAL DATA**

## **Introduction**

Bluffton High School curriculum maps and Indiana Academic Standards are located in the principal's office, teachers' lounge, and each classroom. The faculty recognizes that curriculum constantly evolves; however, our intention is to align curriculum to the new Indiana Academic Standards. In addition, team leader meetings, team meetings, and classroom instruction focus on implementing, assessing, and evaluating standards within our curriculum. Vertical and horizontal articulations enable the instructional material to be complete and appropriate for each grade level.

Pretests and posttests have been developed in several departments as a means of determining students' academic growth. Many teachers send home a classroom instruction sheet, a syllabus, a booklet, a letter, homework policy form, or other type of information concerning their classes. These items must be read and signed by not only the students but also the parents and returned to the teachers. A few teachers have created informative websites about their classes which have contact information for the students and parents. The high school also has a website with several different links to information about staff for contact purposes.

## **Parent/School Communication**

Teachers interact with parents concerning student performing in the following ways:

- Telephone
- Email
- Letter
- Progress report
- Post card
- Conference
- Power School
- 1:1 visits/conferences with parents
- Canvas
- Teacher website
- Google Meet/Zoom
- Linphone

During the Parent-Teacher Conference held in the fall of 2019, 53% of our students were represented by at least one parent/guardian. Between the spring of 2020 through 2021, teachers used phone and email only to contact parents; therefore, we were unable to get an accurate percentage. Parental support in curriculum and extra-curricular activities are encouraged. For instance, Bluffton High School has booster organizations for band, choir, and athletics, which reinforce the expectations and achievements of our students. Extended field trips, especially in choir, band, history, Foreign Language, math and science utilize parental support. In addition, parents are encouraged and welcomed to visit classrooms and to meet with teachers during their preparation periods. Parents are encouraged to call, E-mail, send a note, or contact a teacher if a teacher's preparation period is an inconvenient time to meet. Students, parents, and faculty members work together to reinforce student learning.

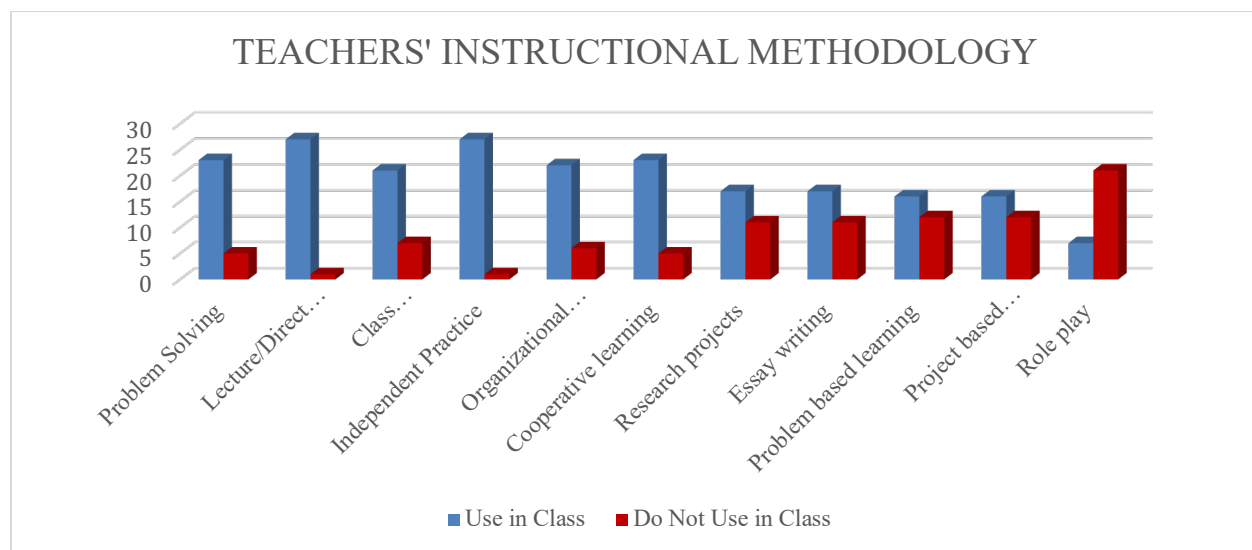
## Conference and Continuing Education

Teachers value attending workshops and conferences to strengthen and improve teaching methods and instruction when monies are available. They also seek additional curriculum-related opportunities by applying for various educational grants. Every Wednesday teachers meet for professional development, and teachers also have professional development days provided by the school district throughout the year. Teachers also attend professional development courses on their own time to update their teaching license and to stay up to date in their curricular area.

## Teachers' Instructional Methodology

28 teachers surveyed

	Use in Class	Do Not Use in Class
Problem solving	23	5
Lecture/Direct instruction	27	1
Class discussions/Socratic seminar	21	7
Independent practice	27	1
Organizational skills/Note taking	22	6
Cooperative learning	23	5
Research projects	17	11
Essay writing	17	11
Problem based learning	16	12
Project based learning	16	12
Role Play	7	21

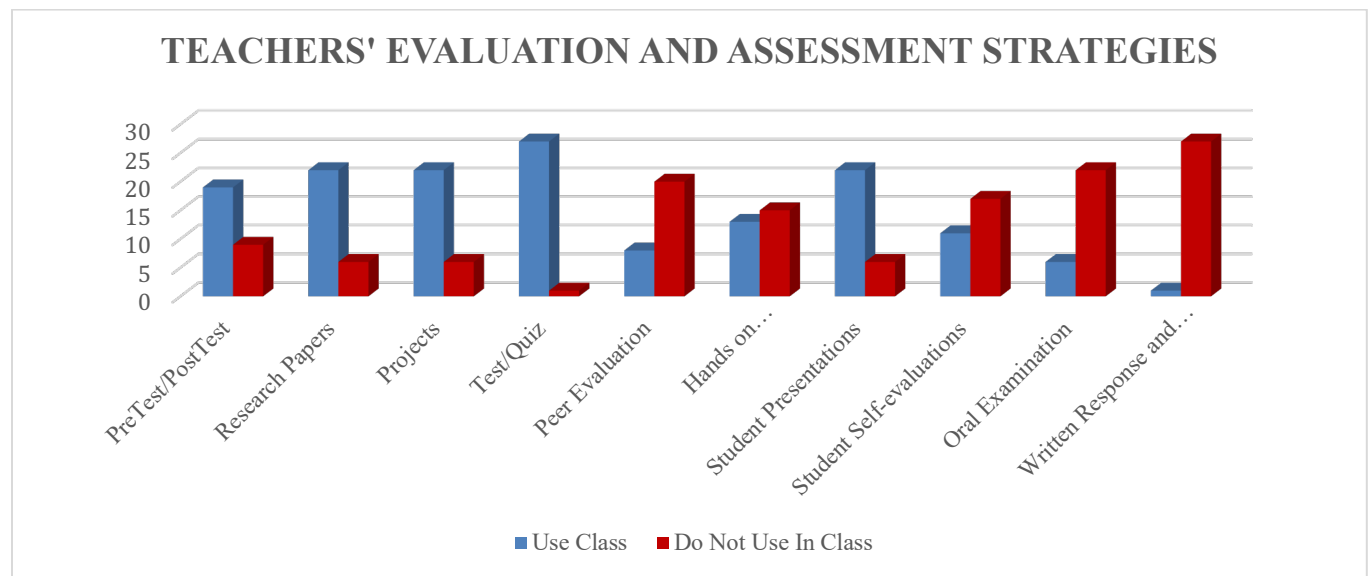




## Teachers' Evaluation and Assessment Strategies

28 teachers surveyed

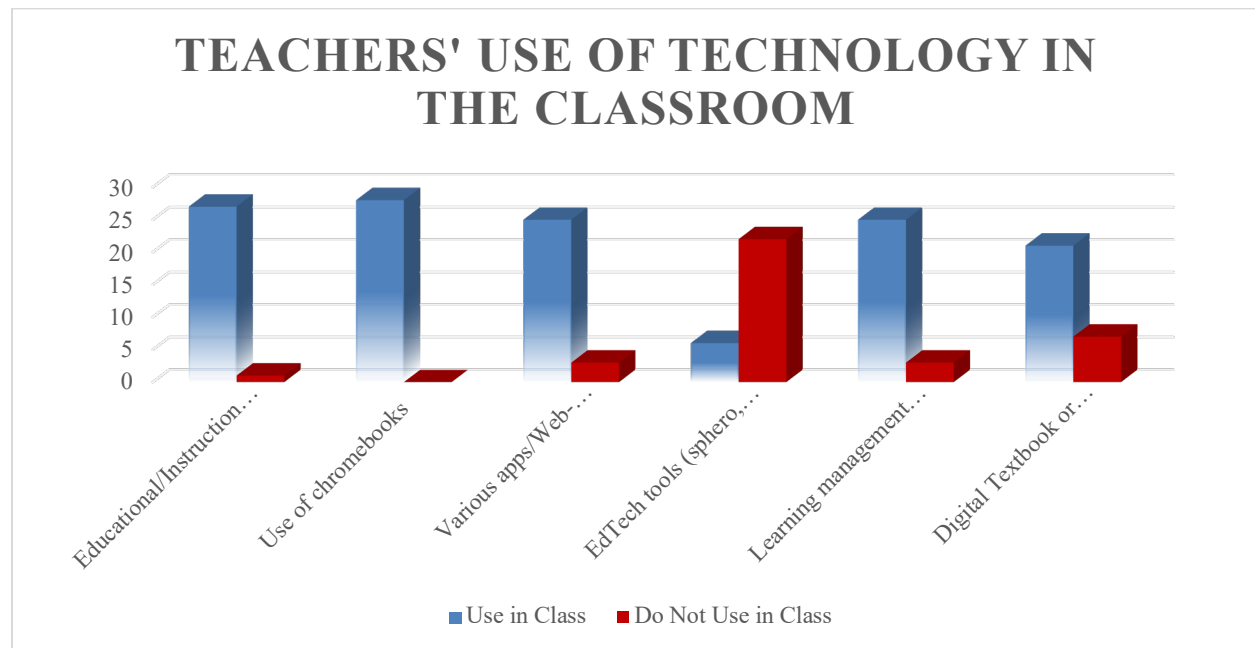
	Use in Class	Do Not Use in Class
PreTest/PostTest	19	9
Research papers	22	6
Projects	22	6
Test/Quiz	27	1
Peer evaluation	8	20
Hands on labs/Experiments	13	15
Student presentations	22	6
Student self-evaluations	11	17
Oral examination	6	22
Written response and essays	1	27



## Teachers' Use of Technology in the Classroom

28 teachers surveyed

	Use in Class	Do Not Use in Class
Educational/instructional videos	27	1
Use of chromebooks	28	0
Various apps/Web-based tools	25	3
EdTech tools (sphero, robotics, etc.)	6	22
Learning management system (CANVAS)	25	3
Digital textbook or Curriculum	21	7



## **Instructional Methodology**

A variety of assessment tools are employed by teachers before choosing a method of instruction that will best fit the students in each class. These assessments include:

- ECA
- STAR
- Core 40 exams
- Individual course pre-tests and post-tests
- End of course assessments
- Advanced Placement exams
- Course history reports
- I.E.P.'s
- Medical history
- I.L.P's
- 504 accommodations
- ISTAR
- Industry Certification

Twenty-six teachers responded to the survey concerning the method of instruction used within the classroom. Strategies utilized, which support the Indiana Academic Standards, include the following:

- Classroom discussion
- Hands-on projects
- Cooperative learning
- Investigation
- Problem-solving
- Research projects
- Writing
- Lab reports
- Quizzes and tests
- Presentations
- Technology-based projects

In our effort to promote student achievement, teachers provide support for students through the following:

- Group tutoring sessions before and after school and during homeroom
- Individualized tutoring sessions during homeroom
- Communication with parents
- Required study tables for failing students
- Research skills enrichment program
- Teachers are available before and after school for students seeking additional help or assistance.
- Teacher-based web pages
- Remediation before school, after school, and during homeroom
- Online tutoring through various online services

- FaceTime or iMessage with teacher
- Rose Hulman Homework Hotline
- Homework contracts
- Videos of presentations or demonstrations for review
- Opportunities in dual credit courses
- Collaboration with local college and universities

## Technology as a Learning Tool

Bluffton High School has one Mac computer lab dedicated to Journalism, Yearbook, Graphic Design, Digital Design, and Web Design. The high school also has three PC computer labs: one in the Technology Department, one shared by all departments, and one located in the Language Arts Department wing. There are also 21 computers in the library for student use. There are currently 206 computers networked within this building for Internet and E-mail. Teachers utilize PowerSchool and PowerTeacher to record student progress, attendance, and tardies. Most teachers have SmartBoards/TV's in their rooms for interactive activities and presentations along with the ability to use document cameras, tablets and the quick response system as resources through the SmartBoard/TV's. Along with the interactive presentation hardware and software, all teachers now have a MacBook Pro 13.3 laptop and iPad Air 2, and each student in the district, with the exception to the elementary who uses iPads, has a chromebook.

With new technology come new programs and applications. While teachers and students are still able to use Windows programs, such as Word, Excel, and PowerPoint, many are now venturing out to use Mac programs, such as Pages, Numbers, Keynote, iMovie, iPhoto, iBooks, and Garageband as well as Google Suite programs, such as Slides, Docs, Numbers, etc. Teachers are also able to use various applications for the iPads that they find helpful. AppleTV has also found its way into many classrooms. This program allows easy presentation from iPad and MacBook Pro to the interactive SmartBoards/TV's. The district has also developed a digital-based learning platform as a starting point for all teachers: Canvas. All digital platforms used by teachers must be linked back to this program in order to create a common digital learning place for students.

Examples of other technology being used as a learning tool include the following:

### Alternative Program:

- Graphing calculators
- Smart Board
- Edgenuity (Online coursework)
- ChromeBook
- Google Meet

### Business Department:

- iBooks
- Canvas/Google Classroom
- Dreamweaver
- How the market works App
- iMovie
- Blogger
- Notability
- YouTube
- Google Meet

Language Arts Department:

Publications:

- Digital cameras
- Adobe InDesign CS desktop
- Josten's Yeartech
- PhotoShop CS
- Google Meet

English 9-12:

- Twitter
- Canvas
- Google documents
- Drop Box
- iBooks
- Notability
- Various educational apps
- Google Meet

Math Department:

- Graphing calculators
- Smart Board
- Graphing calculator app
- Notability
- Canvas
- Google Meet

Science Department:

- PASCO software package for experimentation and data collection.
- Various Apps for review and enrichment
- Document Camera
- Canvas
- Sphero
- YouTube
- Various apps including but not limited to Kami, Kahoot, Quizlet, and Quizziz
- Online simulation lab websites
- Remind app used in conjunction with Canvas
- Google Meet

Library:

- Instruct with iPad, SmartBoard, Apple TV and online resources
- Provide online catalog – Destiny Discover App Chrombook) and Destiny (PC)
- Use online circulation and cataloging - Follett Destiny (PC and Chromebook)

- eBooks
- Lightbox
- Supplemental materials are integrated into departments
- Online databases – SIRS and INSPIRE
- YouTube
- Google Meet
- Canvas
- Google Docs
- Kahoot

Social Studies Department:

- Twitter
- iBook
- Kami
- Canvas
- Apple TV
- Google Expeditions
- Google Meet
- Google Suites
- Sphero
- Online Quiz sites (Quizizz, Gimkit, Blooket)
- YouTube
- Breakout EDU

Industrial Technology Department:

- Inventor
- Robo Pro
- MDSolids
- West Point Bridge Builder
- Auto CAD
- Laser Engraver
- CNC Mill/lathe
- Structural Stress Analyzer
- Photo scanner
- CNC Plasma Cutter
- SheetCam TNG
- Google Meet

Family and Consumer Science Department:

- Apple TV
- Canvas
- Ebooks
- YouTube
- Computer
- Google Classroom
- Chromebook
- Google Meet
- KAMI
- Google Docs

Visual Arts Department:

- Document Camera
- Quick Time screen recording
- PhotoShop CS
- Illustrator
- iMovie
- Google Apps
- Stop Motion Studio App
- Remind (app for parent/student communication)
- Google Meet

Physical Education Department:

- Freelap Automatic Timer
- Digital Workout Displays
  - Stairmaster
  - Rowing machines
  - Stationary bikes
  - Treadmills
  - Elliptical machines
  - Google Meet

Foreign Language:

- Classroom buzzers
- Keynote
- Notability
- Kahoot! App
- Quizlet App
- YouTube
- Google Meet

Health Science Education:

- Electronic devices from home schools
- CANVAS
- Apps
- Websites
- SmartBoard
- Google Meet

Special Education:

- Tapit Computer
- Various educational apps
- Board Maker
- SmartBoard
- Document Camera
- Google Meet

Music (Band and Choir):

- Smartboard
- Remind (app for parent/student communication)
- Document camera
- YouTube
- Electronic keyboard
- Piano, pitch pipe, and metronome apps



- Personal recording devices (both aural and visual)
- [www.musicracer.com](http://www.musicracer.com)
- Sibelius
- My Music Office for parent communication
- Google Meet

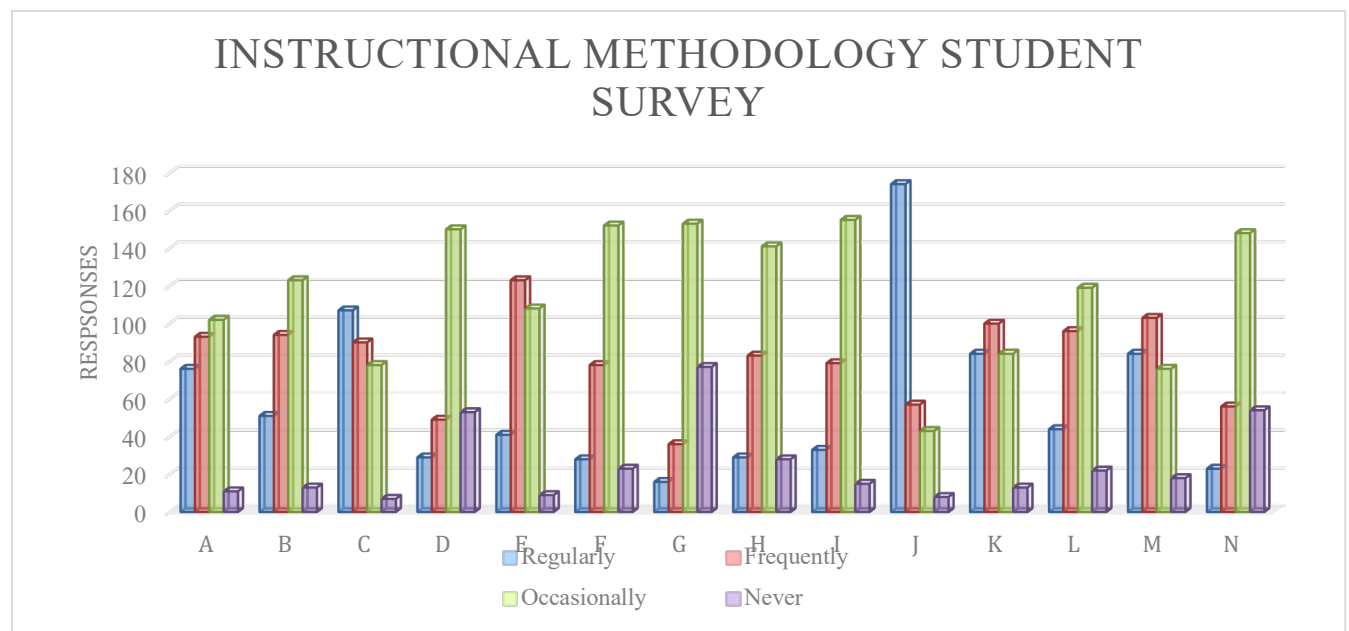
## **Curriculum Mapping**

Bluffton-Harrison M.S.D. began the curriculum mapping process in the fall of 2001. A curriculum map is a calendar-based outline of materials taught for each class or course within the system. The map outlines content, skills, assessments, and any essential questions that the students should be able to answer after learning the material. Maps are updated as needed and a compilation of these maps is available for viewing by all teachers, student teachers, substitute teachers, families new to the system, and the general public.

## Student Survey on Instructional Methodology

281 high school students surveyed

	Do your teachers use the following in their classes:	Never	Occasionally	Frequently	Regularly
A	Examples of homework questions or problems	11	102	93	76
B	Student discussion	13	123	94	51
C	Technology in the classroom	7	78	90	107
D	Pretest and Post test	53	150	49	29
E	Research papers/projects	9	108	123	41
F	Small group learning	23	152	78	28
G	Peer evaluation	77	153	36	16
H	Hands-on activities/projects	28	141	83	29
I	Assigns student to make a presentation	15	155	79	33
J	Assign homework	8	43	57	174
K	Problem solving	13	84	100	84
L	Interpret/understand graphs, charts, maps, or pictures	22	119	96	44
M	Memorization	18	76	103	84
N	Laboratory Experiments	54	148	56	23



## CULTURAL COMPETENCY INTERVENTIONS

The faculty has the following interventions in effect to enhance all students' cultural competency.

- Two foreign language programs, offering years 1-4
- Dual Credit classes available for foreign language programs
- Spanish teacher (a native speaker)
- Incorporation of conversational language, music, art, architecture, cuisine, dress, holidays/festival awareness, history, folk tales, and folklore
- Language Arts Department's curriculum of various cultures, represented in literature and vocabulary study
- Choir/Music Department's use of the National Music Standards #8 and #9, which focus on relationships between music, cultures, and style
- Band/Music Department's music addressing of various celebrations (primarily Hanukkah and Kwanzaa) and discussion of cultural aspects of music
- Family and Consumer Science Department's curriculum focusing on cultural study of foods with one-fourth of the nutrition course focusing on foods with other cultures
- Science Department's providing scientists' ethnic backgrounds
- Participation in the National Mix-It-Up Day since 2002
- Indiana Girls' and Boys' State
- Words of Wisdom (often with multicultural proverbs) during daily morning announcements
- Foreign language teachers' responsibility for showcase display in the main hallway
- Teachers' international travel experiences
- December awareness of celebrations in addition to the Christian Christmas
- Library displays (with the library and a hallway showcase) focusing on multicultural themes
- Cooperation with Wells County Public Library (classroom sets of various books)
- Field trips to museums, libraries, bookstores, and restaurants
- Art Department's use of various Eastern and Western cultural connections: Medieval, Celtic, Greek, African, and artistic movements throughout history
- Hosting of many foreign exchange students (5 in 2010-2011; 4 in 2011-2012; 3 in 2012-2013; 6 in 2013-2014; 3 in 2014-2015; 8 in 2015-2016; 9 in 2016-2017; 5 in 2017-2018; 4 in 2018-2019); 6 in 2019-2020; 3 in 2020-2021
- Ruby Payne's training to help students in poverty: *A Framework for Understanding Poverty* (2013 edition)
- Phil Devol's training: *Bridges out of Poverty* (2006 edition)
- Health and science education students identify methods that can be used to show respect for cultural diversity
- Novel selections in language arts, such as *Night*, *Gilgamesh*, *To Kill a Mockingbird*, *Of Mice and Men*, and *Between Shades of Gray*
- Current events in German and Spanish languages
- Social Studies Department's use of current issues and primary sources
- The study of world news and current events in newspaper class
- The study of heredity factors for different ethnic groups in Biology classes
- Opportunity for juniors and seniors to visit Washington, D.C.
- Foreign exchange students showcased in the school newspaper, *The Comet*, and school assembly.
- Foreign exchange students attended Bluffton Parks and Recreation Department "Senior Exploration Series" meetings (6 week program in which students presented information

about their countries to the public) attend a community outing to River Terrace nursing home to visit residents, and attend community club meetings, such as Rotary and Optimists, to share their experience.

- Foreign exchange students meet regularly with counselors to enhance their experience and get involved with BHS students and activities
- Foreign Exchange students present in Business classes about social and cultural business norms and etiquette.
- Students' opportunities for international travel
- Business Professionals of America team attends leadership conferences
- Special education celebrates disability awareness
- Foreign exchange students put on an international week where they present information on their countries
- Marketing and Entrepreneurship classes work with Bluffton NOW group to improve Bluffton
- Monthly staff dinners highlighting various ethnic cuisines
- HSE guest speaker on "Caring for Muslim Patients"

## **PROGRAMS AND SERVICES ADDRESSING ALL STUDENT LEARNERS' NEEDS**

Bluffton High School's staff is committed to fulfilling the educational needs of all students.

- Bluffton High School's Alternative Program is offered for students who need a modified school day to obtain a high school diploma.
- Bluffton High School's Alternative Program visits Helping Hands for community service.
- Bluffton High School's Alternative Program works with United Way to provide Born Learning classes for teen parents to educate and help prepare them by enhancing their lives with essential parenting skills.
- Special needs classes complete community service by picking up trash around school corporation.
- Special needs classes complete community recycling by working with local businesses.
- Special needs classes collaborate with Bi-County to incorporate activities between Bi-County clients and BHS students.
- Community-based instruction is completed by our special needs classes to help students prepare for their functional daily living skills.
- Our physical education students interact with Bi-County clients.
- Our special needs classes are pen pals with River Terrace residents.
- The vocational rehabilitation program helps special needs students obtain jobs and complete on-the-job training.
- BlufftonNow collaborates with our marketing class.
- Career Tech Education students take field trips to work sites to see how the vocational class fits into the workplace.
- The Guidance Department organizes school-sponsored college visits for juniors and seniors.
- Students who have shown interest in STEAM courses are selected to participate in the yearly TechFest Competition for Northeast Indiana.
- Physical education classes take field trips to The Bowling Center.
- The visual art class takes students to Saint Francis for college level art workshops.
- Band and choir participate in Indiana State School Music Association (ISSMA) competitions.
- The Guidance Department organizes opportunities for seniors to apply for local Dollars for Scholars' scholarships.
- The Guidance Department organizes opportunities to assist seniors when applying for financial aid.
- Student leaders apply and are elected to participate in BHS Student Council.
- Our Health Science Education program is involved in HOSA.
- The school nurse and food service manager organize various fitness and wellness activities, such as free yoga classes, a walking club, and healthy choices at lunch.
- Caring and Connection Survey for all students, checking for connections between students and trusting adults and healthy relationships with peers.
- HSE students' bi-weekly job shadowing of community healthcare professionals.
- Multiple healthcare professionals from universities and local organizations as guest speakers in HSE.

- Some vocational courses offer professional certification, such as HSD/CNA, welding, culinary arts, and engineering.
- Juniors and seniors have the opportunity to participate in internships with community businesses.
- Seniors have the opportunity to cadet teach at Bluffton Elementary School, Bluffton Middle School, or Bluffton High School.
- Juniors and seniors have the opportunity to participate in ICE, a community-based business program.
- Juniors and seniors have the opportunity to peer tutor special needs students.
- Dual credit courses are available for juniors and seniors to help them earn college credit before graduation.
- Foreign exchange students participate in community outreach to encourage cultural diversity and appreciation.
- AP Chemistry students perform a chemistry demonstration for children at the Wells County Public Library.
- Band participates in Out of State Travel once every four years - Hawaii, Florida, Tennessee, Bahamas.
- Students have opportunities to travel internationally.
- Every other year juniors and seniors are given the opportunity to travel to Washington, D.C.
- Our business education program is involved in Business Professionals of America and compete each year.
- Caring and Connection Survey for all students, checking connections between students and trusting adults and healthy relationships with peers.
- HSE students' bi-weekly job shadowing of community healthcare professionals.
- Multiple healthcare professionals from universities and local organizations as guest speakers in HSE.

## UNIQUE LOCAL INSIGHTS

### Student Survey

Three hundred and eighteen students in grades 9-12 were surveyed. The survey proposed a number of questions concerning the following general areas:

- School safety
- School faculty
- School experience
- Challenges to their education

Students were asked the following questions about their feelings of safety:

- I feel emotionally safe in my classes.  
86% strongly or somewhat strongly agree
- I feel emotionally safe outside of the classroom (restrooms, lockers, hallways, etc.).  
83% strongly or somewhat strongly agree
- I feel physically safe in my classes.  
91% strongly or somewhat agree
- I feel physically safe outside of the classroom (restrooms, hallways, etc.).  
87.1% strongly or somewhat agree

Students were asked the following questions about the faculty:

- Most of my teachers are enthusiastic about teaching and communicate this to students.  
81% strongly or somewhat strongly agree
- Teachers at my school are respectful towards one another.  
91% strongly or somewhat strongly agree
- Most of my teachers understand what my life is like outside of school.  
42% strongly or somewhat strongly agree  
57% somewhat disagree
- Faculty and staff value what students have to say.  
79% strongly or somewhat strongly agree
- BHS faculty members have spoken to me about my interests and things that are important to me.  
65% strongly or somewhat strongly agree  
34% somewhat disagree
- BHS faculty members have spoken to me about not completing my assignments.  
81% strongly or somewhat agree  
16% Disagree

Students were asked the following questions about their school experience



- I respect all my teachers.  
90% strongly or somewhat strongly agree
- I really want to learn.  
83% strongly or somewhat agree
- I participate regularly in class.  
84% strongly or somewhat strongly agree
- Students at my school treat one another with respect.  
45% strongly or somewhat strongly agree  
53% disagree or somewhat strongly disagree
- Students in my school care about learning and getting a good education.  
61% strongly or somewhat strongly agree
- My school respects all races and cultures.  
81% strongly or somewhat strongly agree
- Classes at my school are challenging.  
71% strongly or somewhat strongly agree
- Students in my school help one another.  
68% strongly or somewhat strongly agree
- Students at my school support extra-curricular activities.  
90% strongly or somewhat agree

Students were asked the following questions about challenges to their education:

- It is often hard to pay attention in class because I am worrying about problems outside of school.  
44% strongly or somewhat agree
- I have skipped class or school.  
21% strongly or somewhat agree  
77% strongly disagree or disagree
- I have considered dropping out of school.  
22% somewhat agree  
77% strongly disagree or disagree
- You were being bullied enough to think about dropping out of school.  
15% strongly or somewhat agree  
83% somewhat or strongly disagree
- You have been a victim of cyber bullying.  
71% have not  
26% have
- Your family responsibilities were overwhelming enough to think about dropping out of school.  
84% strongly disagree

### **Teacher Survey on Education at Bluffton High School**

38 teachers surveyed

Teachers responded to a survey of 17 questions concerning the education at Bluffton High School. The responses ranged from “Strongly Agree” to “Strongly Disagree.” A summary of the results follows.

- Teachers treat one another with respect.  
100% Strongly Agree/Somewhat Agree
- Teachers help each other and work together.  
100% Strongly Agree/Somewhat Agree
- The faculty and staff respect all races and cultures.  
100% Strongly Agree/Somewhat Agree
- Most students care about learning and getting a good education.  
84% Strongly Agree/Somewhat Agree
- The school environment is safe for both students and teachers.  
100% Strongly Agree/Somewhat Agree
- BHS faculty members have high expectations for all students.  
100% Strongly Agree/Somewhat Agree
- BHS faculty members set the curriculum to appropriately challenge all students.  
100% Strongly Agree/Somewhat Agree
- BHS faculty members engage students in conversation about disrupting class, good academic performance, and incomplete homework assignments.  
100% Strongly Agree/Somewhat Agree
- BHS faculty members engage students in conversation about poor academic performance.  
97% Strongly Agree/Somewhat Agree
- BHS faculty members respect parents and welcome parental contact.  
97% Strongly Agree/Somewhat Agree
- BHS prepares students to attend college, to have successful careers, and to know how to learn.  
100% Strongly Agree/Somewhat Agree
- BHS prepares students to be good citizens and to get along well with others.  
100% Strongly Agree/Somewhat Agree
- As a BHS teacher, I’m passionate about teaching.  
100% Strongly Agree/Somewhat Agree
- As a BHS teacher, I feel frustrated / unappreciated in my job.  
16% Strongly Agree/Somewhat Agree
- As a BHS teacher, I feel successful at my job.  
100% Strongly Agree/Somewhat Agree
- As a BHS teacher, some of my obstacles are students with discipline problems.  
87% Strongly Agree/Somewhat Agree
- As a BHS teacher, some of my obstacles are students with problems (hunger, poverty, troubled family life, etc.).  
89% Strongly Agree/Somewhat Agree

## **Parent Survey**

Parents were given the opportunity to answer to respond to an online survey. One hundred and six parents responded.

- BHS does a good job sharing important information.  
84% Strongly Agree/Agree
- I feel welcome at BHS.  
94% Strongly Agree/Agree
- I know how to find out how my child is doing academically.  
87% Strongly Agree/ Agree
- I can communicate with my child's teacher.  
93% Strongly Agree/Agree
- I believe the school values my input as a parent.  
70% Strongly Agree/Agree
- My child feels safe at school.  
91% Strongly Agree/Agree
- My child feels safe coming to and from school.  
95% Strongly Agree/Agree
- Communication with families occurs in an open and respectful manner.  
91% Strongly Agree/Agree
- I am satisfied with course offerings.  
76% Strongly Agree/Agree  
15% Neutral
- My child's school environment is clean and in good condition.  
97% Strongly Agree/Agree  
3% Neutral
- I am satisfied with the extracurricular activities at my child's school.  
82% Strongly Agree/Agree
- My child's academic needs are being met.  
83% Strongly Agree/Agree

### **Summary of Unique Local Insights**

The results of the surveys are generally positive. Among the strengths stated, those surveyed expressed a sense of safety and well-being throughout the school. In addition, responses indicated that teachers engage students in conversation about relevant issues for their academic success. Both students and teachers felt respected in school. Parents said they believe

their children are safe at school, and they can communicate with teachers. They believe the school is meeting the academic needs of their children

A teacher concern involved feelings of frustration at times. One student concern indicated that some bullying still occurs. Students also noted they sometimes have trouble concentrating in school because of problems outside of school. One concern is that only 70% of the parents perceive that the school values their input.

As a result of these concerns, the following improvements have been made during the 2013-2014 school year:

- Teachers support colleagues during frustrating situations.
- The administration has created a more supportive open-door policy.
- New positions were created to assist teachers working with students who needed additional support to be successful in the classroom. These positions include a director of administrative support for alternative educational programming, a teacher working one period a day with at-risk students.
- To address bullying, a school-wide convocation was held. Cyber bullying was addressed during a student activity on the school-wide Digital Citizenship Day.
- The “Words of Wisdom” program challenged students to treat each other in respectful and positive ways.
- The administrative team met weekly to monitor the progress of at-risk students in order to better support the teachers’ interaction with those students in the classroom.
- Faculty met weekly as a faculty or in teams to address specific concerns and share classroom strategies.

Further improvements were also made during the 2014-2015 school year:

- To improve safety, the doors to the main entrance were moved to create a traffic pattern that makes visitors go through the office.
- The administration has worked with the Bluffton Police Department on intruder drills.
- Surveillance cameras throughout the school have been updated and improved to enhance security.
- Improvements in the weight room equipment and design have made a safer environment for students.
- Improvements to the parking lots have created safer traffic flow between buildings.
- Two faculty members have been hired to create an alternative education program for students at risk of not graduating.
- A faculty member spends part of each school day working with at risk students as a liaison with their teachers.
- Students with poor attendance are monitored and arrangements are made so that they attend school.

Further improvements were also made during the 2015-2016 school year:

- The school opened an on-site Alternative School.

- A School Support Specialist was hired to work in the Study Skills Program.
- Further updates were made to the surveillance cameras.
- Faculty and staff received updated information from the School Resource Officer.
- Homeroom periods were utilized for character education using the Harbor program by Jostens.
- The Guidance department updated teachers on issues pertaining to child abuse and neglect.
- The Guidance department actively works with social service agencies in the community.
- Student Council and sponsors created a “Pawsitive” twitter account.
- Teachers volunteered to work with students in a daily after-school homework program.

During the 2016-2017 school year, new surveys were completed by students, faculty, and parents.

- One area of concern is that about half of the students feel like students at their school do not treat one another with respect. A motivational speaker was invited to come and talk about respect and motivation.
- Over 20% of our students have thought about skipping school or dropping out of school; yet, the school graduation rate remains above 90%.
- Only 15% of students felt bullied enough to drop out of school; 26% of the students were victims of cyber bullying.
- The faculty and staff survey reflects a strong, positive culture.
- About 89% of the staff believe that the obstacles of students with hunger, poverty, and troubled family life are reflected in the rise of students who qualify for free and reduced lunch.
- According to the parent survey, parents feel welcome at the high school while 70% feel that the school values their parental input.
- Overall, the survey results show that a positive climate exists among students, faculty, and parents.

In response to the survey done during the 2017-2018 school year, the following improvements were made:

- The main entrance was restructured to enhance security.
- All visitors must now enter through the main office at door number 1.
- Background checks are required for all visitors who will come in contact with students.
- A student convocation presented information about sexting.
- A presentation was given to all teachers and staff about the effects of poverty on student learning and success.
- Staff development time was utilized to review the research conducted by Ruby Payne.
- Digital citizenship activities during Homeroom

During the 2018-2019, the following improvements were made:

- Student pick and drop off locations were changed to improve student safety
- Fire drill procedures were updated to reflect the latest research in student safety
- Cathie Bledsoe of the Indiana State Police Internet Crime Against Children Task Force presented to the students on the topic of internet safety.
- The STOPIt app was downloaded to student iPads for the anonymous reporting of bullying
- Beacon Light and Kevi presented a convocation about self esteem
- The staff is now QPR certified in suicide prevention

Improvements were also made during the 2019-2020 school year. These include:

- In order to improve school safety, all personnel now wear identification badges.
- Any guests must be buzzed in through the front door and go directly to the office.
- Any guest coming to the high school must complete a limited background check.
- Teachers received more training on bullying from Assistant Superintendent Meitzler.
- Teachers have received ongoing training on the effects of trauma on students.
- Students learned more about the Holocaust through a Violins of Hope convocation.
- Cathie Bledsoe of the Indiana State Police Internet Crime Against Children Task Force gave another presentation to students on the topic of internet safety.
- A new board policy was adopted for the use of metal detectors.
- Safety film was added to each entry door.
- Students completed digital citizenship activities during homeroom.
- Teachers attended a training on cybersecurity.

Improvements made during the 2020-2021 school year to address the Covid-19 pandemic include:

- Implementing 6 foot Social Distancing in all classrooms and the cafetorium during lunch
- Limiting student movement to their lockers by allowing pack backs in class
- Students report to the cafetorium when arriving before 7:25 to limit group size
- Water fountains were replaced with water bottle filling stations
- Adjusted safety drills for fire, tornado, and lockdowns
- Streamlined teacher trainings to allow for social distancing
- Enhanced technology usage by implementing google meets for quarantined students and teachers
- Athletic events were streamed to the public in order to adhere to attendance policies set by the Wells County Health Department
- Parent teacher conferences were conducted electronically
- Upgraded the security cameras around the campus
- Limited the number of visitors to the building

- Face shields were erected in the office and cafeteria food lines
- Masks were required for anyone in the halls or common areas
- Enhanced cleaning procedures were implemented including sanitizing desks between periods and custodians were given additional equipment
- Bus route changes were made to improve student safety
- Assistant Principal did an in-service training on appropriate social media usage
- Officer Kurut did an in-service training for staff on school safety
- Assistant Superintendent did an in-service training and follow-up on mental health information
- New testing procedures were created for students who chose to be virtual

## **EXISTING SCHOOL DATA**

The following assessment instruments are used at Bluffton High School. We incorporate this data when making decisions concerning student achievement, Indiana Standards, curriculum, and remediation.

### **Types of Assessment Instruments**

Core 40 Diploma Data  
SAT I and ACT National tests for college-bound students  
AP exams: Chemistry, Physics, Calculus, U.S. History and World History tests  
Pretest/Posttest standardized and departmental tests  
Graduation rates  
Attendance rates  
Guidance statistics  
Academic Honors Diploma Data  
Dual Credit Data  
ECA English 10  
ECA Algebra I  
STAR Reading  
ISTEP+Grade 10 Language Arts  
ISTEP+Grade 10 Math

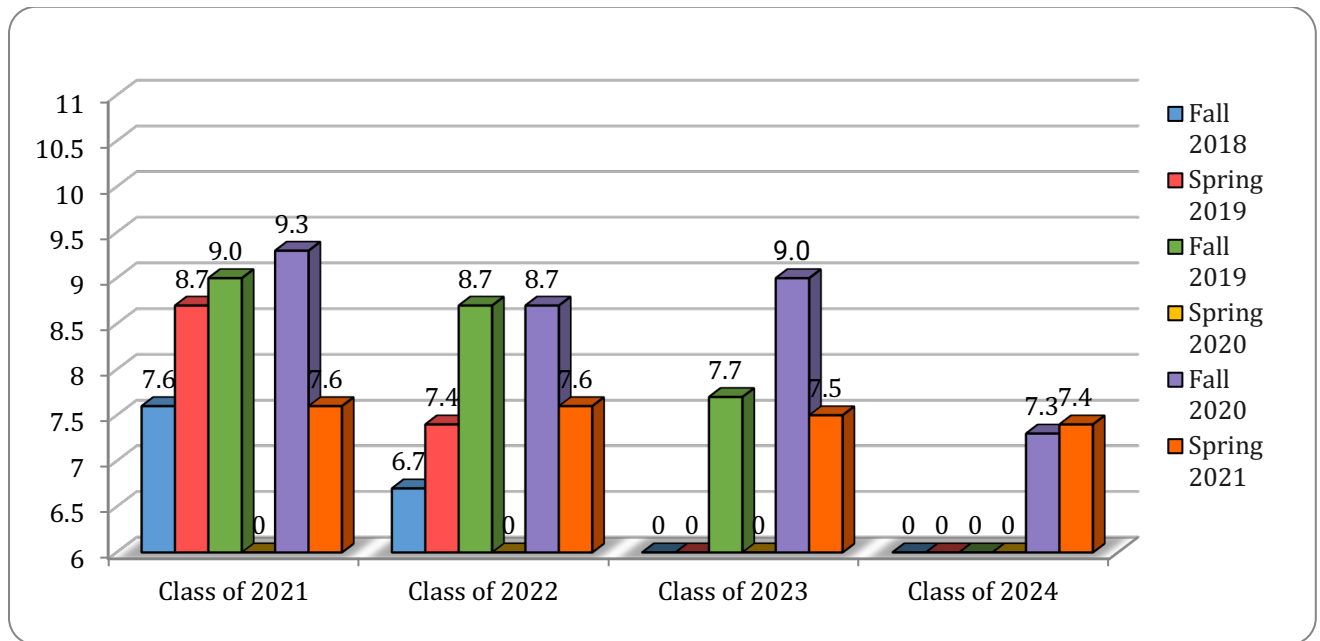
### **Summary of Data**

Bluffton High School students have shown a general trend of improvement over the course of multiple years in several areas of academia. Our benchmark for progress includes implementation of the Indiana Academic Standards in course curricula and measurement of individual and group student progress relative to those standards. Following are data relative to this benchmark in the form of charts, tables, and graphs.

### **STAR Reading Scores Males**

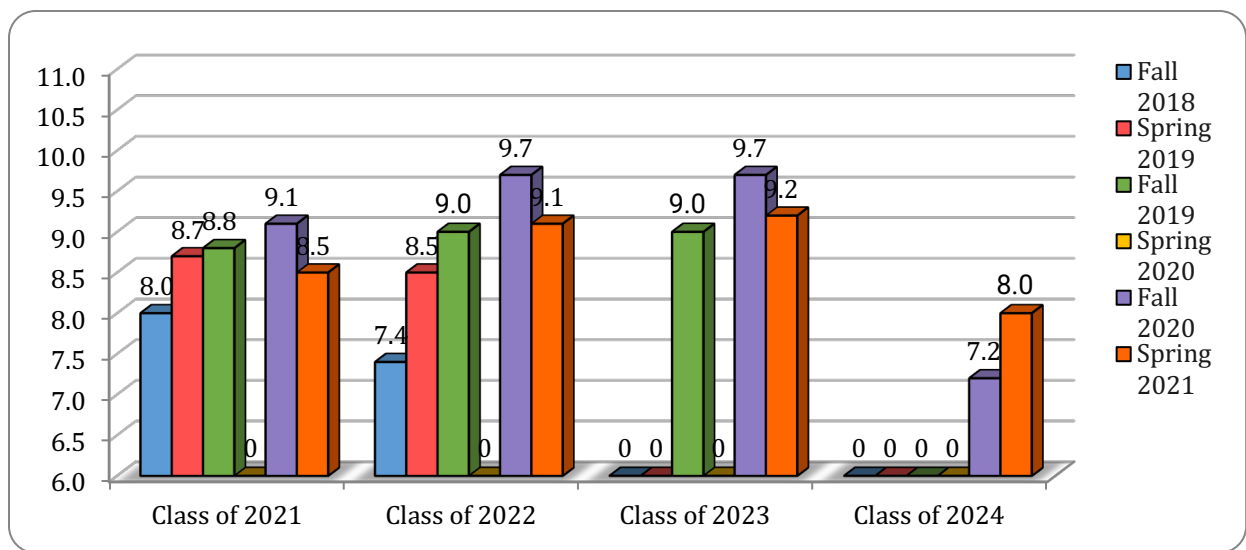


Class of	2021			2022			2023			2024		
<b>Fall</b>	2018	2019	2020	2018	2019	2020	2018	2019	2020	2018	2019	2020
Grade Equiv.	7.6	9.0	9.3	6.7	8.7	8.7	n/a	7.7	9.0	n/a	n/a	7.3
<b>Spring</b>	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021
Grade Equiv.	8.7	n/a	7.6	7.4	n/a	7.6	n/a	n/a	7.5	n/a	n/a	7.4



## STAR Reading Scores Females

Class of	2021			2022			2023			2024		
<b>Fall</b>	2018	2019	2020	2018	2019	2020	2018	2019	2020	2018	2019	2020
Grade Equiv.	8.0	8.8	9.1	7.4	9.0	9.7	n/a	9.0	9.7	n/a	n/a	7.2
<b>Spring</b>	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021
Grade Equiv.	8.7	n/a	8.5	8.5	n/a	9.1	n/a	n/a	9.2	n/a	n/a	8.0



## STAR Reading Disaggregation

Four quantitative values divided the STAR report. The test took place during the fall and spring semesters, and the test data was divided by gender and by grade level. Both iPads and lab computers were utilized for the 2018-2019 testing year. Chromebooks and lab computers were used during 2019-2021.

The research suggests that the female students of 12th grade (class of 2021), 11th grade (class of 2022), 10th grade (class of 2023), and 9th grade (class of 2024) outperformed the male students during both tests (fall/spring), except for the 9th and 12th grade males in the fall of 2020. The 9th grade (class of 2024), including both males and females, showed a trend of improvement from the fall of 2020 to the spring of 2021. All other classes saw a decline in spring scores, significantly affecting the males over females.

Comparing fall scores from 2019-2020, improvement was noticed in the both 10th and 12th grades, as well as the 11th grade females. The 9th and 10th grades did not test from the Fall 2018 thru Spring 2020, except the 10th in the Fall 2019, and no data exists to compare except where noted. Due to COVID-19 and school closure, no data exists for any student during the Spring of 2020. Comparing spring scores from 2019 to 2021, the 11th grade improved, while the 12th grade declined.

The following classes have an average reading level of 9th grade or higher : both the entire 10th and 12th grades and the 11th grade females. Data for the past three years of incoming freshmen (males: 6.7, 7.7, 7.3 and females: 7.4, 9.0, 7.2) reveals a trend around the 7th grade level. The results show that each grade level's reading abilities are not at the appropriate levels, but they are progressing from freshman to senior year.

After reviewing the data, the STAR report provided insightful information for developing strategies for reading improvement. The data will be utilized by teachers and administrators to assist the literacy needs of the students at Bluffton High School.

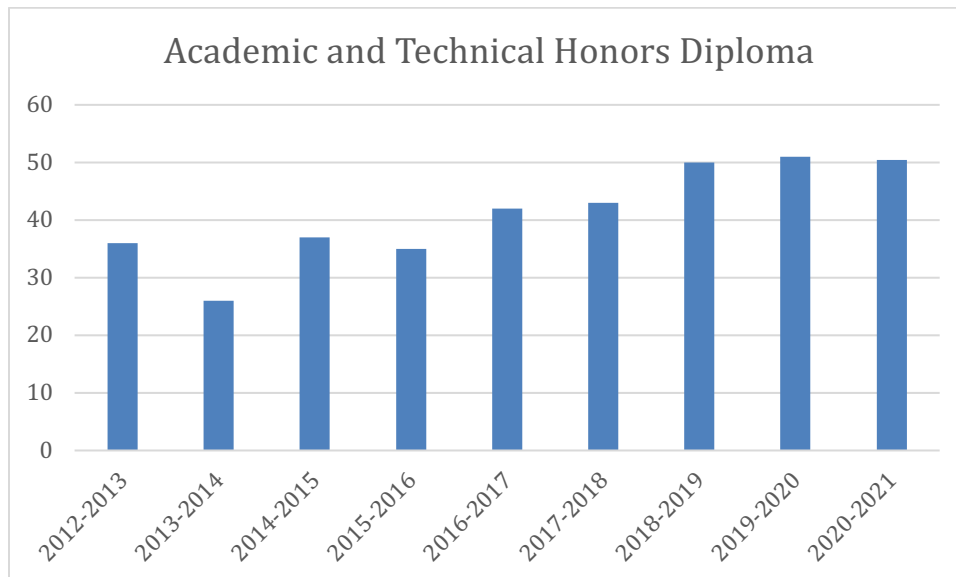
## **ACADEMIC DIPLOMA DATA**

The state of Indiana provides for the completion of three college preparatory tracks, the Indiana Academic Honors Diploma, Indiana Technical Honors Diploma and the Core 40

Diploma. The historical numbers and percentages of Bluffton High School graduates who have completed these diplomas are as follows:

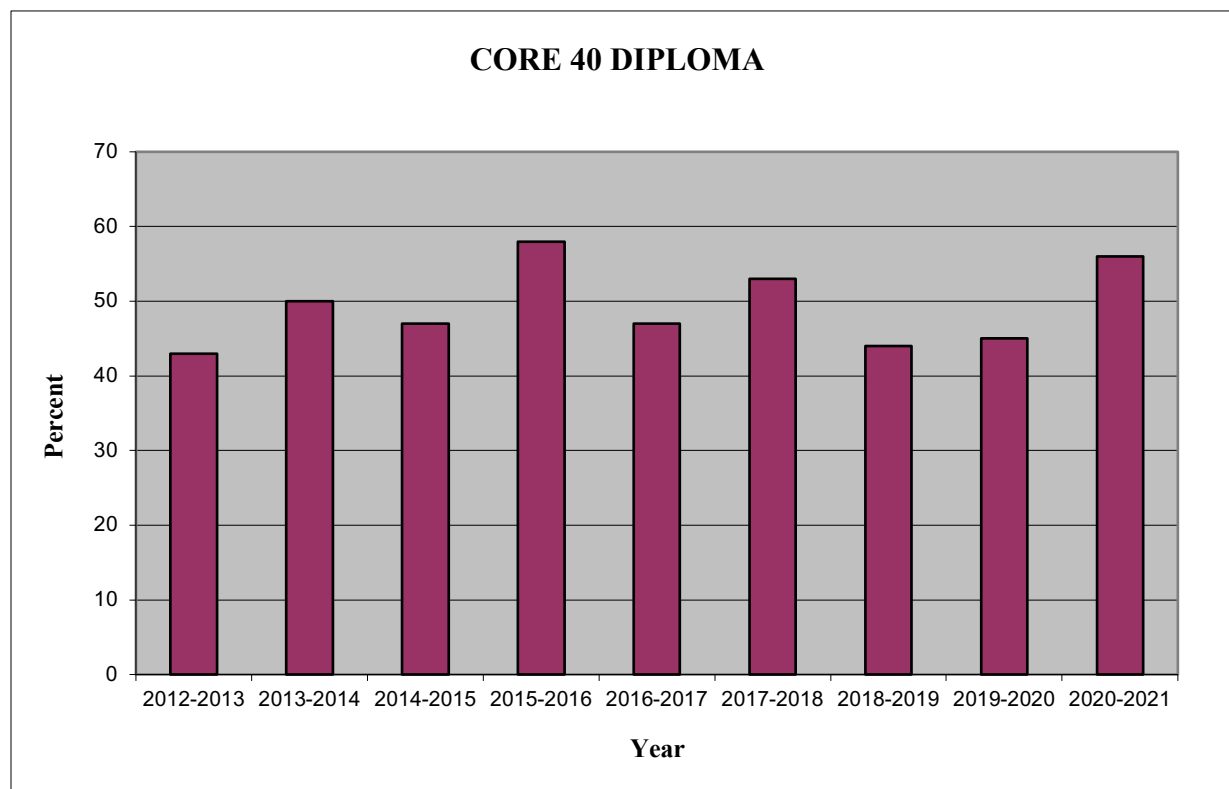
### ACADEMIC and TECHNICAL HONORS DIPLOMA

	Seniors Earning Academic Honors Diploma	Percentage of Senior Class Earning Academic Honors Diploma
2012-2013	43	36
2013-2014	26	26
2014-2015	46	37
2015-2016	38	35
2016-2017	44	42
2017-2018	42	43
2018-2019	53	50
2019-2020	54	51
2020-2021	58	50.4



## CORE 40 DIPLOMA DATA

	Seniors Earning Core 40 Diploma	Percentage of Senior Class Earning Core 40 Diploma
2012-2013	51	43
2013-2014	49	50
2014-2015	58	47
2015-2016	58	53
2016-2017	47	44
2017-2018	52	53
2018-2019	47	44
2019-2020	45	43
2020-2021	56	48.7

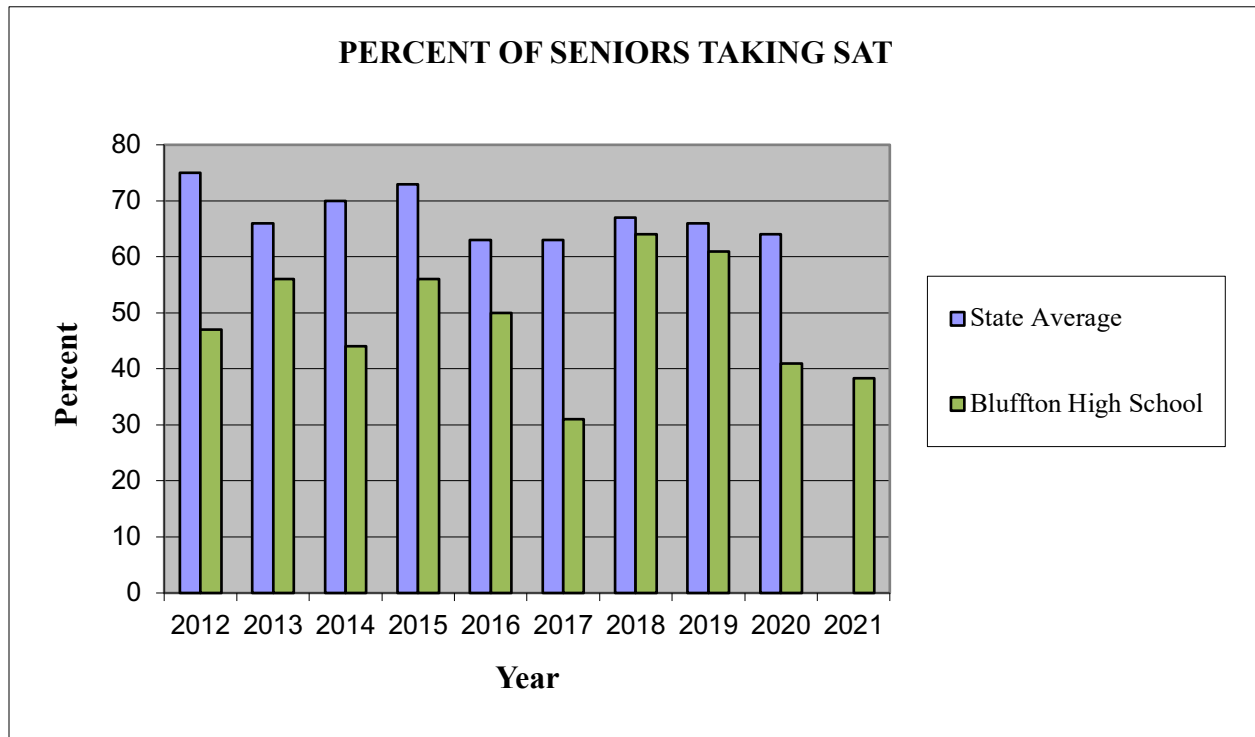


### Academic Honors Diploma and Core 40 Diploma

The number of graduates earning the Academic Honors Diploma and the Core 40 Diploma steadily increased from 2009 – 2014. Since the school year of 2015 we have seen a steady increase in Core 40 and Academic Honors diplomas and a decrease in general diplomas. At the annual freshman orientations, all students are encouraged to pursue either the Academic Honors or Core 40 Diploma. The IDOE now mandates an ‘opt-out’ process to be removed from the Core 40 track. The guidance counselors emphasize the need for early planning to achieve these diplomas; the importance of these diplomas is relative to the college admissions process.

## PERCENT OF SENIORS TAKING SAT

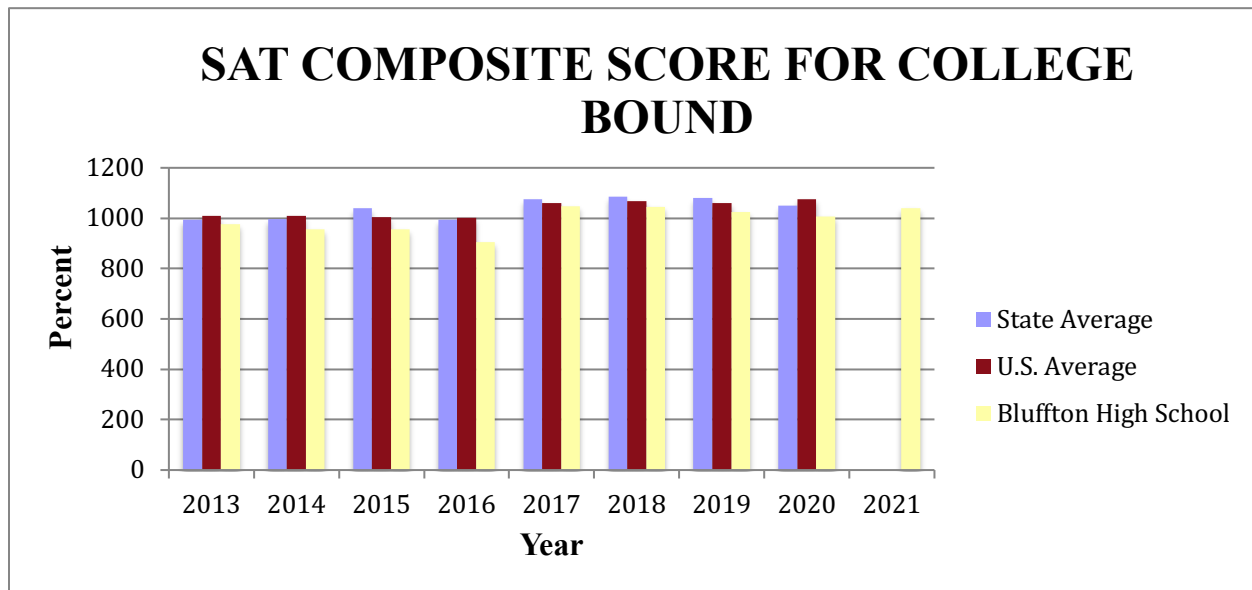
	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
State Average	75	66	70	73	63	63	67	66	64	TBD
Bluffton High School	47	56	44	56	50	31	64	61	41	38.3



## SAT COMPOSITE SCORE FOR COLLEGE BOUND

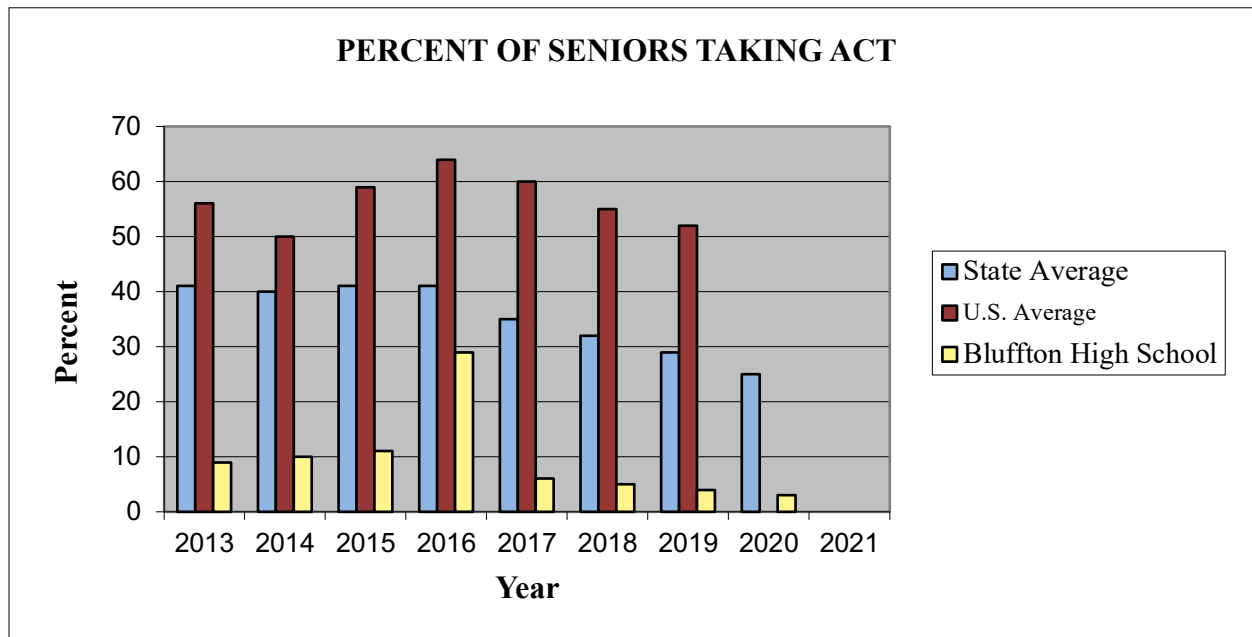
Seniors

	2013	2014	2015	2016	2017	2018	2019	2020	2021
State Average	993	997	1039	995	1074	1086	1080	1051	TBA
U.S. Average	1010	1010	1004	1002	1060	1068	1059	1074	TBA
Bluffton High School	976	957	955	905	1048	1044	1025	1006	1039



## PERCENT OF SENIORS TAKING ACT

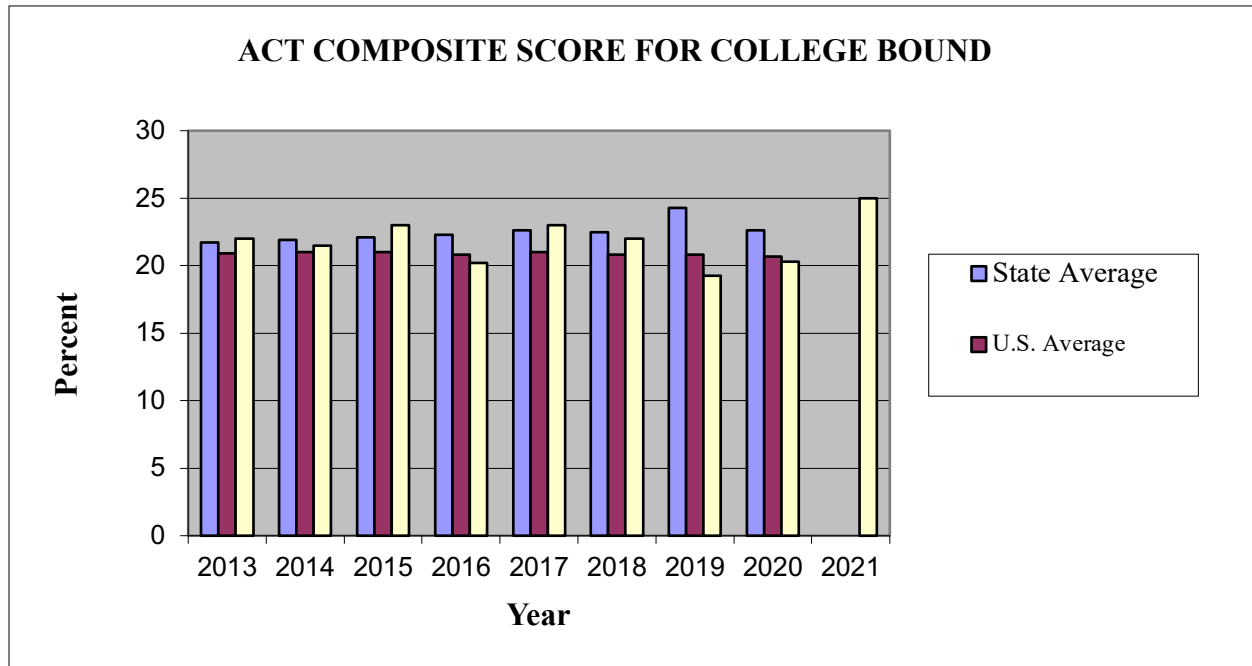
	2013	2014	2015	2016	2017	2018	2019	2020	2021
State Average	41	40	41	41	35	32	29	25	25
U.S. Average	56	50	59	64	60	55	52	TBD	TBD
Bluffton High School	9	10	11	29	6	5	4	3	<1





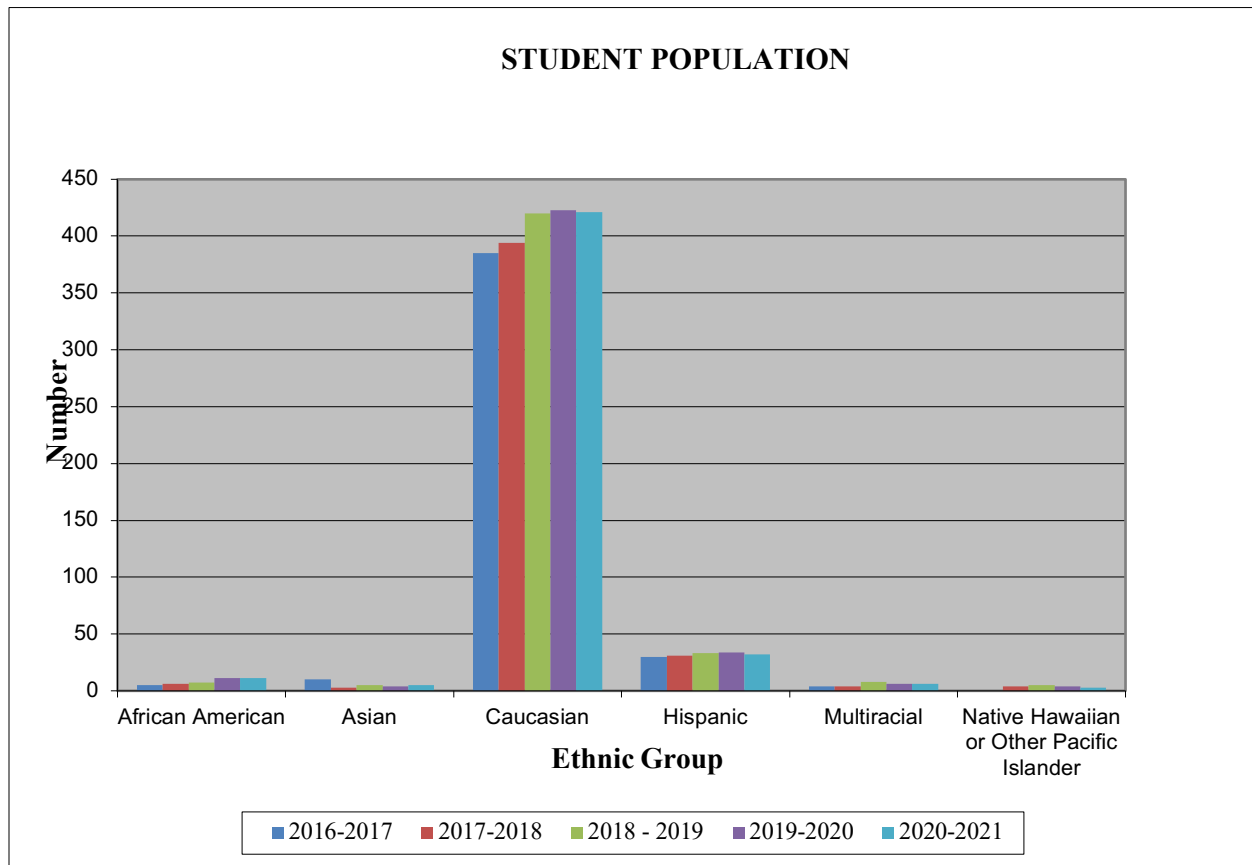
## ACT COMPOSITE SCORE FOR COLLEGE BOUND

	2013	2014	2015	2016	2017	2018	2019	2020	2021
State Average	21.7	21.9	22.1	22.3	22.6	22.5	24.3	22.6	TBA
U.S. Average	20.9	21.0	21.0	20.8	21	20.8	20.8	20.7	TBA
Bluffton High School	22.0	21.5	23.0	20.2	23	22	19.25	20.3	25



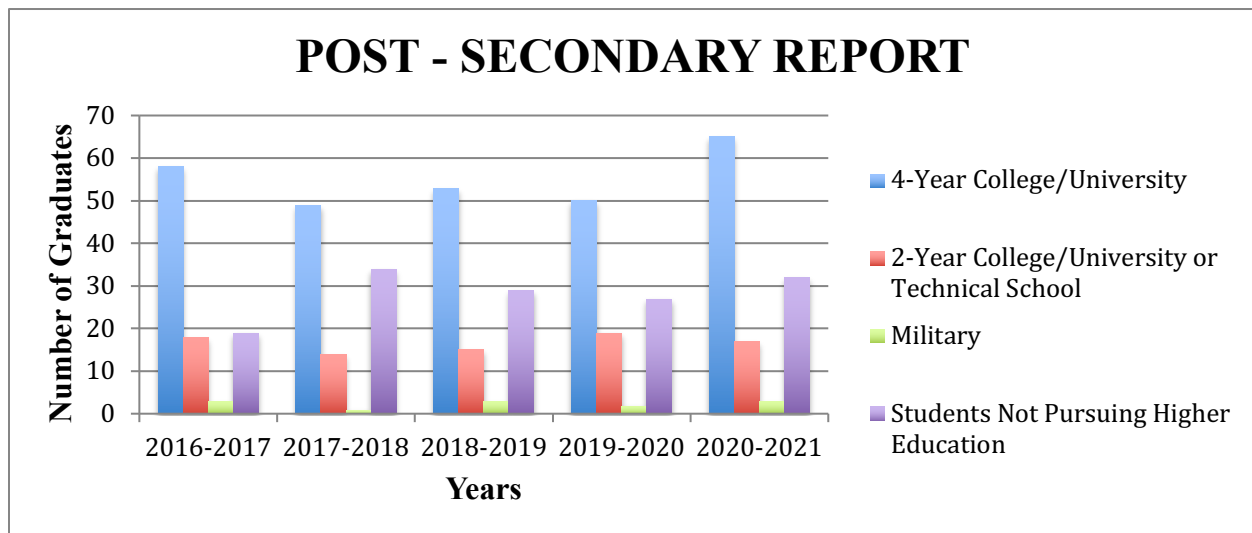
## STUDENT POPULATION

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Native American	1	0	0	0	0
African American	5	6	7	11	11
Asian	10	8	5	4	5
Caucasian	385	389	420	423	421
Hispanic	30	31	33	34	32
Multiracial	4	4	8	6	6
Native Hawaiian or Other Pacific Islander		4	5	4	3
<b>Total</b>	<b>435</b>	<b>442</b>	<b>478</b>	<b>482</b>	<b>479</b>



## POST-SECONDARY REPORT

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
4-Year College/University	58	49	53	50	65
2-Year College/University or Technical School	18	14	15	19	17
Military	3	1	3	6	3
Students Not Pursuing Higher Education	19	34	29	27	32



## HISTORY OF ADVANCED PLACEMENT EXAMINATIONS

Advanced placement courses and testing have been offered at Bluffton High School since 1994. AP Offerings and testing have varied according to student demand and teacher availability. Historical results are as follows:

<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
12/12	29/32	28/28	43/44

### 2021

AP Grade	Physics	World History	Total	%
5	0	2	2	5.5
4	1	6	7	16
3	5	15	20	46.5
2	7	3	10	23
1	3	1	4	9
TOTAL	16	27	43	100

### 2020

AP Grade	Chemistry	World History	Total	%
5	0	0	0	0
4	0	3	3	11.5
3	3	3	6	21.5
2	3	10	13	46
1	5	1	6	21
Total	11	17	28	100

### 2019

AP Grade	Physics	World History	Total	%
5	0	0	0	0
4	1	1	2	7
3	3	10	13	45
2	6	5	11	38

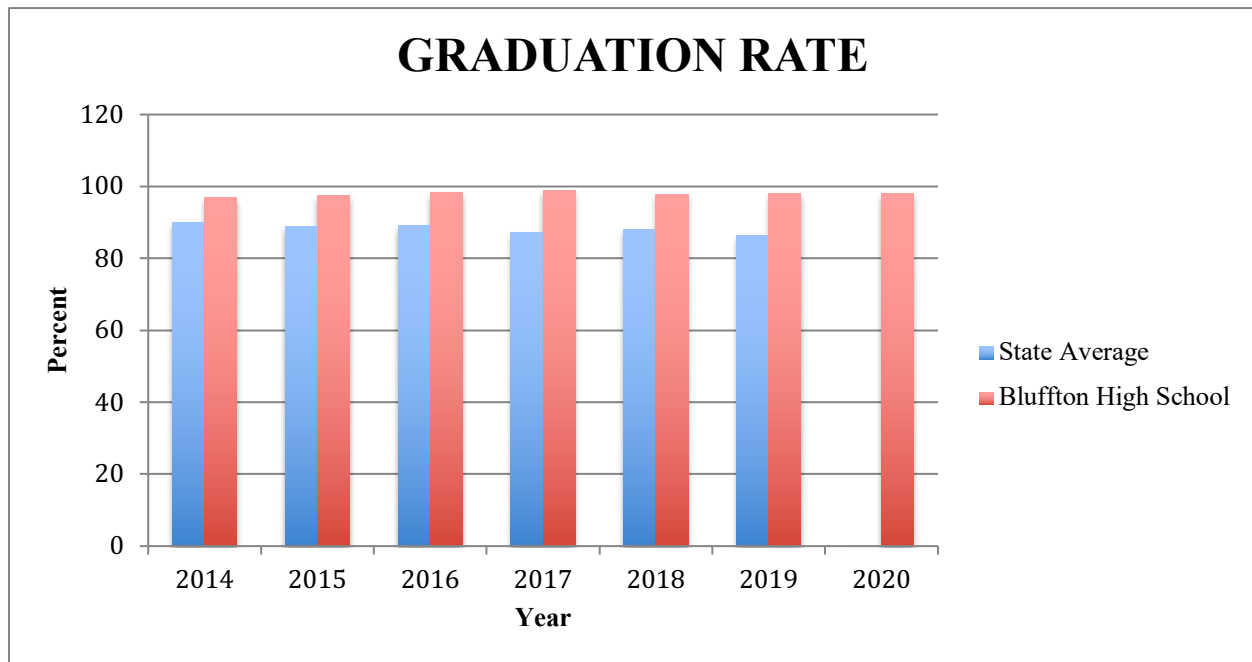
1	1	2	3	10
Total	11	18	29	100

**2018**

AP Grade	Chemistry	Total	%
5	0	0	0
4	1	1	8.3
3	1	1	8
2	7	7	58
1	3	3	25
Total	12	12	100

**GRADUATION RATE**

	2013	2014	2015	2016	2017	2018	2019	2020
State Average	88.6	90.0	88.9	89.1	87.2	88.1	86.4	TBA
Bluffton High School	95.8	96.8	97.6	98.2	99	97.9	98.1	98.1

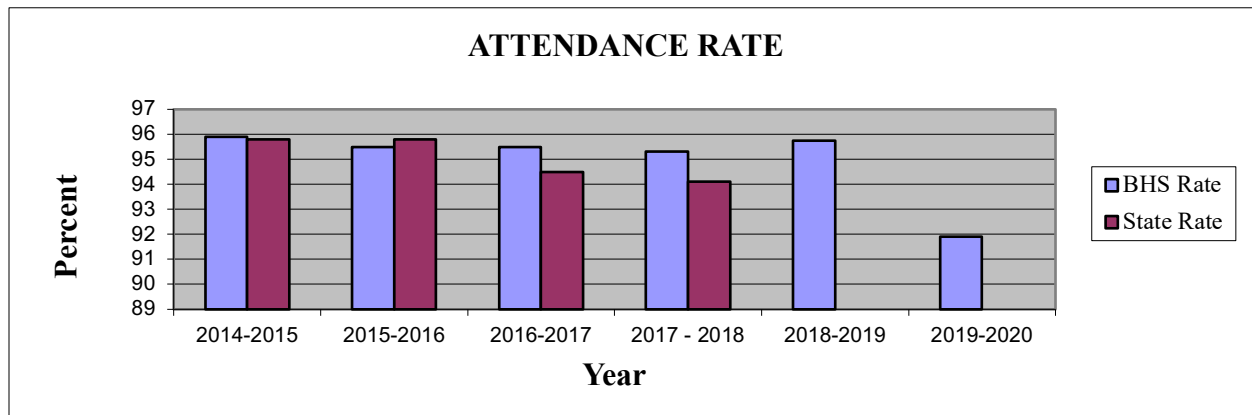


## GRADUATION OBJECTIVES/GOALS

- Community service incentives
- Alternative school
- Study tables
- Exit interviews
- Personal counseling
- Tracking dropouts
- GED information
- Parent communication
- ECA remediation
- Basic skills classes
- At-risk homerooms
- Administrative support personnel with at-risk students

## ATTENDANCE RATE

School Year	BHS Rate	State Rate
2015-2016	95.49	95.8
2016-2017	95.34	94.5
2017-2018	95.31	94.1
2018-2019	95.75	
2019-2020	91.9	

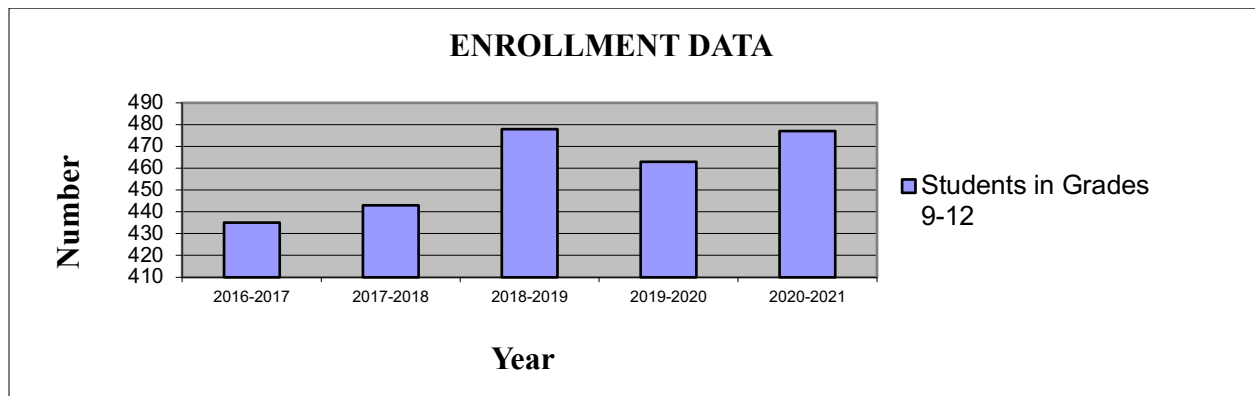


## ATTENDANCE OBJECTIVES/GOALS

- Perfect attendance awards
- Phone calls home concerning absent students
- Home visits
- Truant officer
- At-risk family liaison
- At risk support
- Consistent enforcement of attendance policy
- Technological daily attendance program
- Detention
- In-school suspension
- Weekly attendance update letters
- Parent and student conferences
- Thursday extension
- Students on Suspension Plan
- Drawing for a \$25 gift card for perfect attendance each nine weeks

## ENROLLMENT DATA

School Year	Students in Grades 9 -12
2015-2016	447
2016-2017	435
2017-2018	443
2018-2019	478
2019-2020	463
2020-2021	477





## Bluffton High School Dual Credit Offerings

BHS COURSE	IDOE COURSE #	COLLEGE	COLLEGE CRS NAME
Auto Service Tech	5510	Ivy Tech	AUTC 101 Steering & Suspension AUTC 109 Engine Performance I AUTC 113 Electrical & Electronic I AUTC 122 Braking Systems
Criminal Justice	5822	Ivy Tech	CRIM 101 Intro to Criminal Justice
IT: Prog & Soft Dev	5236	Ivy Tech	CINS 113 Logic, Design & Programming CINS 136 Intro to Java Programming
Intro Eng. Des. (PLTW)	4812	Ivy Tech	DESN 101 PLTW – Intro to Design Tech
Princ of Engineering	4814	Ivy Tech	DESN 104 Mechanical Graphics
Drafting/AutoCad	4836	Ivy Tech	DESN 102 Technical Graphics
Culinary Arts I/II	5440	Ivy Tech	HOSP 101 Sanitation & First Aid
	5346		HOSP 102 Basic Food Theory HOSP 104 Nutrition HOSP 105 Intro to Baking
Health Sciences I	5282	Ivy Tech	HLHS 100 Intro to Health Careers
Health Sciences II	5284	Ivy Tech	HLHS 101 Medical Terminology
H US Government	1540	Ivy Tech	POLS 101 Intro to American Govt
H English 12	1008	Ivy Tech	ENGL 111 English Composition
Spanish III	2124	Ivy Tech	SPAN 101/102 Spanish III
Spanish IV	2126	Ivy Tech	SPAN 201/202 Spanish IV
Pre-Calculus	2564	PFW	MA 15300/15400 Algebra & Trig I & II
Calculus	2544	PFW	MA 16500 Analytic Geom & Calc I
Biology II	3026	PFW	BIOL 10000/10001 Biological Wrld & Lab
Economics	1514	PFW	ECON E200 Fundamentals of Economics
Princ of Bus Mgmt	4562	Indiana Tech	BA 2500 Marketing
Entrepreneurship	5966	Indiana Tech	BA 2460 Exploring Entrepreneurship
German II	2042	PFW	GER G111 First Year German I
H U.S. History	1542	Indiana University	HIST H105-H106 American History I – II
Welding I	5776	Ivy Tech	INDT 114 Intro to Welding
Welding II	5778	Ivy Tech	WELD 207 Gas Metal Arc Welding
Quantitative Reason.	2550	Ivy Tech	MATH 123 Quantitative Reasoning

## **CAREER AND TECHNICAL EDUCATION COURSES**

### **Area 18 CTE Cooperative**

Auto Service Tech (Norwell HS)  
Adv. Auto Service Tech (Norwell HS)  
Culinary Arts (Bluffton HS)  
Precision Machine Tech (South Adams HS)  
Adv. Precision Machine Tech (South Adams HS)  
Early Childhood Education (Bluffton HS)  
HVAC (Southern Wells)  
Law Enforcement (Bellmont HS)  
Fire and Rescue (South Adams HS)  
Radio/TV Broadcasting (Bellmont HS)  
Health Science Education (Bluffton HS)  
Intro to Agriculture (Southern Wells HS)  
Construction Trades (Southern Wells HS)  
Computer Science (South Adams HS)  
Welding/Welding II (Bluffton HS)

### **Additional CTE foundation classes at Bluffton High School:**

Business  
Engineering/Tech Ed  
Family and Consumer Science

**2018-2022 Action Plan  
Bluffton High School**

Goal: All students will improve in reading comprehension across the curriculum.

Benchmark: All students will show improvement in reading comprehension as measured by ISTEP standards: reading vocabulary, reading comprehension, and literary response analysis.

SUPPORT DATA	STANDARDIZED ASSESSMENTS	LOCAL ASSESSMENTS
ISTEP+ Department observation and data STAR ASVAB PSAT Study Island PSAT 8/9 Reading Plus	SAT ACT ISTEP+ STAR ASVAB PSAT PSAT 8/9 Advanced Placement Exams	Student, parent, and teacher surveys Student grades Instructional methodology data Departmental pretest / posttest
<b>OBJECTIVES</b> 1. Teachers will use resources (Dr. Ruby Payne's <i>Framework for Understanding Poverty</i> ) to help students overcome the economic class barriers.  2. Students will utilize close reading.		<b>STRATEGIES</b> 1. Word wall: Teachers will make a list of key terms from the Indiana Standards and released ISTEP+ tests. Teachers will post lists in classrooms.  2. A group of administrators, counselors, and teachers who were trained by Dr. Ruby Payne specialists provided continual professional development for staff on at-risk students.  3. Close reading: Students will learn and utilize skills. a. Students underline key ideas in passage. b. Students circle unfamiliar words and define them. c. Students draw a box around evidence that will be used in a writing task. d. Students write response notes in margins.

## PARENTAL STRATEGIES TO STRENGTHEN STUDENTS' READING COMPREHENSION

The importance of parents and family members providing a positive reading environment in the home has been recognized as paramount to educational success in school and is supported by evidence that there is a correlation between family support and reading success. According to the International Reading Association, adolescents entering the adult world will need reading skills more than at any other time in history. Reading is the foundation of a successful education. Students improve this all-important ability by reading, reading, and reading some more. People who are able to read quickly also understand more of what they read. Studies show that while most teens can read, a growing number choose not to do so. Parents can make a difference.

- Reading is a skill that gets better with practice. Research shows that students who spend as little as 30 minutes a day reading books, magazines, and newspapers are more likely to become good readers in school. Encourage your teen to spend some time reading every day.
- Read the same books your teen is reading. Once you finish a book, talk about it together.
- Be a reading role model. Let your student see you enjoying books, magazines, newspapers, and more.
- Provide a variety of reading material in the house so that your teen has choices.
- Visit the library, Wells County Public Library, and check out books and magazines at the library weekly.
- Access eBooks available from the Wells County Library via the *Overdrive* app.
- Limit TV viewing and computer games. When the TV is off, your teen may read a book.
- Start a family library so your teen's favorite books can be enjoyed repeatedly.
- Schedule a family reading time, such as right before bed.
- Encourage your child to look at whole sentences or paragraphs, not single words. The eyes can take in much more than a word at a time.
- Encourage your student to form pictures in his or her head of what is being read.
- Provide a wide range of experiences that serve as a foundation for understanding what he or she reads.
- Utilize new technology such as iPads, Nook, Kindle or iBooks.
- Play word games such as Scrabble.
- Explore reading materials related to family history or culture.
- Check websites, including the BHSMD website, for reading recommendations.
- Read the novels on which popular movies are based.
- Give books or magazine subscriptions as gifts.
- Have your student read out loud to you and the family.
- Ask your student to retell you what he or she just read.

## **DEPARTMENTAL ACTIVITIES FOR READING COMPREHENSION**

### **Department: Alternative Program**

- Read and analyze articles related to classes
- Research information to complete research projects
- Read and study vocabulary and definitions needed to understand material
- Study weekly vocabulary word to improve reading comprehension
- Use reading comprehension strategies (visualize, synthesize ideas, summarize, ask questions, make connections, and determine main idea/theme)
- Read scenarios to solve math problems
- Utilize online coursework to obtain credits
- Assign activities to learn mathematic skills for each section
- Create individual service plans for each student's needs

### **Department: Business**

- Read and study business scenarios to solve problems
- Read and analyze financial charts and tables
- Research financial data to complete projects
- Read real world case studies
- Read and report business information from today's current events
- Read and understand vocabulary and jargon as used in the business world
- Read business related books, magazines, newspapers, journals, and articles and be prepared to summarize and present research
- Apply other disciplines to help solve business problems
- Use the Internet as a resource for reading business related information
- Read textbook and complete chapter questions and workbook activities
- Research career and business information from reference materials, software programs, and the Internet
- Develop written business communication using proper formats
- Read and follow specific instructions when completing simulation based projects
- Review resume models and develop personal resumes and cover letters
- Introduce and develop effective interview skills

**Department: Career and Technology Education**

- Read chapters focusing on key terms and AutoCAD commands following Standard #1 of the Indiana Academic Standards for Language Arts; complete quizzes based on this knowledge
- Comprehend material in assigned chapters and write answers to chapter questions from the AutoCAD text following Standards #2 and #6 of the Indiana Academic Standards for Language Arts
- Use a computer-based multimedia curriculum in Project Lead the Way to read and complete various computer exercises in the seven lessons per mod, including true/false questions, fill in the blank questions, crossword problems, and matching
- Prepare a paper on a career that is related to one of the modular stations following Standards #5 and #6 of the Indiana Academic Standards for Language Arts
- Read articles related to construction, manufacturing, and transportation
- Discuss readings related to construction, manufacturing, and transportation
- Research a mode of transportation
- Organize research on mode of transportation
- Write research paper on mode of transportation
- Organize research concerning a career in construction
- Write research paper on career in construction

**Department: Family and Consumer Sciences**

- Read and analyze articles related to classes
- Research information to complete projects
- Read and study vocabulary and definitions needed to understand material
- Read scenarios to solve problems
- Read to differentiate fact and opinion and develop one's own opinion
- Read directions to complete a task and/or project
- Read recipes and follow the directions to completion
- Complete worksheets that require reading instructions
- Use Internet resources and research sites.
- Demonstrate techniques and understand cooking methods
- Read directions to complete a lab and or projects
- Comprehend material related in the ServeSafe handbook
- Research and develop a business plan on owning a restaurant
- Organize a catering event
- Study culture and create cuisine of foreign foods
- Taking lecture and class notes from PowerPoint instruction
- Real Care Babies and software

**Department: Fine Arts**

- Read musical text as poetry
- Read composer biographies
- Read comments and critiques from festival adjudicators
- Read and follow detailed directions for assignments
- Read artists' critiques or art history information to respond to orally or in writing
- Read quizzes and tests
- Use Smartboard notebook and PowerPoint presentations for notes
- Read, research and complete a project
- Read instructor's evaluation responses concerning projects
- Read art related articles and answer questions or write reviews
- Research artists or art styles/techniques
- Read text for art course
- Develop vocabulary specific to each class

**Department: Foreign Languages**

- Use the target language in almost all cases to facilitate learning
- Use Smartboard/TV to help students visualize language concepts
- Use video series to aid in language acquisition as well as cultural awareness of target language
- Question and answer practice in target language, both teacher-directed and student led
- Use flash cards to familiarize students with new vocabulary
- Create dialogs to reinforce new vocabulary and structural concepts
- Use the Internet to locate and research cities where target language is spoken
- Use real material, such as telephone books, railway and plane schedules, menus, grade cards and schedules from foreign schools, to facilitate learning from actual and current materials
- Translate short passages
- Test vocabulary and short questions orally
- Use language-appropriate names for students in class
- Give situational responses to questions in written format
- Use listening comprehension tests for mastery of spoken word
- Use short stories and poems in the advanced levels, some at native speaker level
- Use current PowerPoint presentations of target countries to show the culture
- Explicit grammar instructions

**Department: Health Science**

- Read the text and answer questions on study guides, quizzes, tests
- Read computer aided software and complete test on the computer
- Research a disease and write a report
- Read information and procedures and demonstrate those procedures
- Read a scenario and apply written instructions and solve problems
- Read and analyze charts, graphs, and diagrams
- Utilize information in the text, handouts, and the Internet to prepare a PowerPoint presentation
- Critique student clinical reports to become more aware of elements of a well-written report
- Study the vocabulary of each unit to enhance reading comprehension



**Department: Language Arts**

- Use literary works to practice writing reader's response, make connections between text and real-life experiences, read critically, annotate a text, examine different perspectives, analyze connections in literature, complete daily "writing to learn" activities, learn the craft and language of the text, and focus on authors
- Use daily assignments to teach interpretive questions, irony, mood, tone, point of view, and assumptions
- Study weekly vocabulary units to enhance reading comprehension
- Read to understand the meanings of words in context
- Read fictional and non-fictional materials to discern similarities and differences in writing styles, eras, themes, and genres
- Use the Internet as another source of critical reading
- Analyze authors of each piece to determine content's validity
- Analyze research materials (magazines, newspapers, books, reference materials, primary documents, Internet sites)
- Edit/critique a peer's writing to understand writer's purpose, language use, point of view, and audience awareness
- Differentiate between fact/opinion, inference/conclusion, and main idea/theme
- Read graphs, charts, tables, maps, diagrams
- Interpret visual works: photographs and art
- Read to identify elements of propaganda: ethos, logos, pathos
- Read to identify fallacy in written arguments
- Utilize reading strategies: KWL, scanning, skimming, underlining, annotating, paraphrasing, summarizing, outlining, and webbing
- Organize story elements by using the plot diagram: exposition, narrative hook, rising action, climax, falling action, and resolution
- Identify story elements, such as theme, symbol, conflict, figurative language, point of view, setting, irony, characterization, foreshadowing, flashback, flash-forward, tone, mood, allusions, and significance of title
- Read during homeroom (25 minutes available per day)
- Encourage reading novels beyond curriculum
- Use of apps on iPads

**Department: Library Information Center**

- Develop our collection, within budget constraints, to provide as much variety in reading material as possible including eBooks, online databases, hi-low books, and graphic novels
- Utilize the Internet-based STAR reading assessment program for continued data analysis
- Work closely with content teachers to ensure relevant supplemental materials are available
- Partner with staff and students to support and encourage our reading home rooms
- Promote the many features of the Destiny online catalog for strengthening reading
- Analyze the activities/strategies of all departments to enable the library staff to support them wherever possible
- Support and encourage the “Book Review Club”
- Strengthen and expand the library skills classes
- Utilize CANVAS as a communication tool
- Encourage student awareness and participation in national programs, such as “Teen Read Week,” “Read Across America Day,” and “National Library Week”
- Expand our collection of eBooks
- Incorporate technology into programs and activities wherever possible.
- Promote programs and services of the Wells County Public Library and consider a joint author visit
- Book Review Club visits Barnes and Noble to update library collection

**Department: Mathematics**

- Give problems that require a written response to explain how a student reached a solution
- Learn subject specific vocabulary
- Use reading comprehension to improve story problem solving skills
- Create a story to fit a specific set of data
- Assign a reading to learn mathematics activity for each section

**Department: Physical Education, Health, and Fitness**

- Use the formulas for the following terms: resting heart rate, maximum heart rate, and target heart rate
- Solve story problems by reading, calculating, and interpreting the given information
- Utilize the circuit training test scores and figure fitness level by reading, calculating, interpreting test scores, and analyzing fitness levels
- Use various information for a specific sport and answer questions concerning the information
- Research sports and countries of the winter and summer Olympic games
- D.A.R.E. – in groups will read and summarize certain alcohol and drug related scenarios and present their findings in class
- C.P.R. and AED Training – watch CPR video and use of AED, perform proper skills in a given “accident scenario” and perform the proper skills on the manikin
- Current Events – read articles on current health related events and write summaries about the article
- Plan nutritious meals by using the food guide pyramid and reading and interpreting food labels
- Express thoughts in writing of certain health topics and share thoughts with the class
- Define and give examples of the following terms: ability, flexibility, muscular strength, muscular endurance, aerobic exercise, and anaerobic exercise
- Research the history and the rules of specific individual and team sports
- Work in groups using critical thinking skills and problem solving of real-life problems that involves critical thinking skills and problem solving of real-life problems of illnesses and diseases
- Express thoughts of certain health topics in writing and read orally to the class

**Department: Science**

- Use expository writing by creating insightful and intelligent papers, introductions, and research papers. We currently grade students on grammar, factual information, and intelligent thought
- Use expository and critical writing while discussing additional topics in science – i.e. origin of the earth and famous people in chemistry
- Write an article report each grading period in which Advanced Placement Chemistry students summarize an article from a scientific publication and provide a personal response evaluating what they have read
- Present laboratory investigations that rival the context of a real-world situation. The students must read the scenario, comprehend the information provided, and apply creative thinking to solve problems with available resources. On completion of the lab, students will write a business letter to their “client” explaining their results.
- Use technical and expository writing in completing laboratory reports in science classes. These reports are a means of communicating a student’s comprehension of written experimental procedures.
- Complete concept maps which summarize, organize, and relate patterns about what students read in their biology and chemistry textbooks
- Biology students complete an extensive packet of vocabulary definitions which aids in their reading comprehension.
- Students learn to construct and derive meaning from tables, charts, and graphs.
- Students are instructed to use TEDC when writing a research paper, lab writeup, article summaries, etc.
- Health Science Education uses TEDC when writing reports on diseases

**Department: Social Studies**

- Read, research, and complete projects
- Assign extensive reading assignments
- Apply historical thinking skills, such as contextualization and corroboration
- Develop vocabulary specific to each class
- Read maps, charts, graphs, and diagrams
- Analyze primary documents for content
- Teach reading strategies using webbing and outlining
- Read for author bias and intent
- Identify text structure
- Read speeches, pictures, and political cartoons
- Synthesize information from a variety of sources
- Identify change over time
- Read and analyze timelines
- Prioritize information

ADAMS WELLS SPECIAL SERVICES COOPERATIVE  
ISOLATED TIME OUT POLICY and PROCEDURES FOR SPECIAL EDUCATION  
STUDENTS IN SELF-CONTAINED CLASSROOMS

Policy Regarding Isolated Time Out

Adams Wells Special Services Cooperative (AWSSC) RECOGNIZES THE RIGHT TO EFFECTIVE EDUCATIONAL STRATEGIES AS THE BASIC EDUCATIONAL RIGHT OF EACH STUDENT IN SPECIAL EDUCATION. Furthermore, in regard to use of isolated time out, AWSSC believes that in order to respect the student's dignity and personal privacy, the least restrictive positive educational strategies should be used.

Isolated time out shall not be used as a substitute for systematic behavioral plans that are designed to change, replace, modify, or eliminate a targeted behavior. Isolated time out will never be used as a punishment to eliminate undesired behavior. AWSSC believes that interventions shall assure the following: freedom, social interaction, and individual choices.

For the purpose of this policy, "isolated time out room" is a room, in a self-contained classroom, with a door in which the student is placed to provide a private and safe place to calm down emotionally. The use of the isolated time out room is to provide safety for the student and other individuals' safety. It can also be used to provide a place that minimizes the distractions to the student in an attempt to calm the student and reduce his/her disruptiveness to the classroom.

The use of an isolated time out room shall be subject to the following requirements:

1. An adult must supervise the student while in the isolated time out room and be able to see the student at all times.
2. A student shall not be kept in an isolated time out room for more than 30 minutes after he or she ceases presenting the specific behavior for which isolated time out was imposed or any other behavior for which it would be an appropriate intervention.
3. The enclosure used as an isolated time out room shall be large enough to accommodate the student and adult supervisor, be constructed of materials that cannot be used by the student to harm him/herself or others, allow for continuous visual and auditory monitoring, not use any device that requires a key or special knowledge in order to exit the room, and shall comply with all applicable health and safety requirements.

The purpose of an isolated time out room is to provide the student with a private, safe place to calm down emotionally within a classroom setting. The aim is to allow the student time to regain control emotionally and to be able to benefit and function within the classroom setting, without needing to provide more restrictive interventions/placement. The goal is to provide for the therapeutic needs of the child and to ensure the student's safety while in an isolated time out setting.

AWSSC recommends that isolated time out rooms be used when the following requirements are met:

1. Alternative strategies have been tried but the student has not been able to regain control emotionally (see list of possible alternative strategies below).
2. The student's physical behavior is dangerous to himself/herself or others.
3. A Functional Behavior assessment/Positive Behavior Intervention Plan (FBA, PBIP) is developed and it is determined that physical restraint may be needed for a given student.
4. The FBA/PBIP (including the crisis management component) becomes a part of the student's IEP.

Alternative strategies that should be utilized when appropriate include but are not limited to the following:

- Use verbal de-escalation techniques.
- Remove the audience/isolate the situation.
- Offer sensory strategies as approved by the Occupational Therapist.
- Following strategies/interventions/modifications as identified in IEP.
- Set limits and allow time and space to make choices.
- Try to engage in "detour" activities with the student.

An FBA/PBIP will be developed when a student is considered "at risk" for possible need of an isolated time out room or after the first usage. The FBA/PBIP (including a crisis management component) shall encompass the following provisions:

1. A comprehensive analysis of the student's learning environment to identify patterns in the student's behavior and the purpose or functions of the behavior of the student.
2. A plan that describes how the student's environment will be altered, identifies positive behavioral intervention strategies, and specifies which skills will be taught.
3. A crisis management component within the plan that addresses the specific actions school personnel will take if usage of the isolated time out room is becoming eminent, i.e., what de-escalation techniques will be attempted? Are there special precautions that need to occur prior to usage? Are there special supervision needs unique to the student while in the time out room?

#### Isolated Time Out Procedure

When a student is placed in the time out room:

1. All sharp objects will be removed from the student's possession prior to entry.
2. If the student is a suicide risk or has made suicidal comments within the past week, removal of the shoes or shoelaces is required.
3. If a student remains escalated after 30 minutes in the time out room, the school administrator is to be contacted. Consideration of therapeutic release should occur between the teacher and school administrator.
4. If a student requires multiple placements in the time out room within a school day, consideration of therapeutic release should occur between the teacher and school administrator.
5. On the day of the isolated time out occurrence, parents shall be notified. Notification can be made through e-mail, telephone call, personal contact, note or letter home, or notation in behavior log/print sheet, which is sent home with the student.

Nothing in this policy should be construed to limit the rights and abilities of school employees to keep order and administer necessary discipline in their classrooms and on school grounds as set out in state law or school board policy.

All complaints regarding the use of physical restraints will be investigated according to provision of board policy on public complaints.

## ADAMS WELLS SPECIAL SERVICES COOPERATIVE

### PHYSICAL RESTRAINT POLICY and PROCEDURES FOR SPECIAL EDUCATION STUDENTS

#### **Physical Restraint**

Adams Wells Special Services Cooperative (AWSSC) recognizes the right to effective educational strategies to be the basic educational right of each student in special education. Furthermore, in regard to physical restraint, AWSSC believes that in order to respect the student's dignity and personal privacy, the least restrictive positive educational strategies should be used. Restraint will be used only as a last resort emergency response to dangerous behavior. Additionally, emergency physical restraint shall not be used as a substitute for systematic behavioral plans that are designed to change, replace, modify, or eliminate a targeted behavior. Students shall not be restrained to the floor and restraint must not include procedures that cause pain or trauma. Restraint techniques will never be used as a punishment to eliminate undesirable behavior. Upon determination of the purpose of that behavior, instruction regarding an appropriate replacement behavior will begin.

For purposes of this policy "physical restraint" means holding a student or otherwise restricting his or her movements only to the extent necessary and only for as long as necessary to preserve the safety of the student and safety of others.

Physical restraint may be used as a last resort when the following requirements are met:

1. The student's physical behavior is dangerous to herself/himself or others. A verbal threat shall not be considered as constituting a physical danger unless a student also demonstrates an immediate means of or intent to carry out the threat.
2. Various de-escalation techniques have been implemented appropriately and the student has repeatedly failed to respond favorably to these techniques. These techniques may include but are not limited to the following:
  - a. Reduce the lighting
  - b. Verbal de-escalation
  - c. Remove the audience/isolate the situation
  - d. Call for assistance of other CPI trained personnel
  - e. Limit access to objects that could be used as weapons
  - f. Remove hazardous/breakable objects or equipment
  - g. Offer sensory strategies as approved by the Occupational Therapist
  - h. Utilize CPI personal safety techniques as needed
  - i. Use the CPI Pull Through Technique
  - j. Follow strategies/restraints/modifications as identified in individual behavior plan
  - k. Set limits to allow time and space to make choices
  - l. Try to engage in "detour" activities with the student
  - m. Seek interpreter/alternative modes of communication if needed and available
  - n. Honor student requests for personal space or quiet as safety permits



3. The school staff that use physical restraint are trained and certified by persons who are certified in physical restraint procedures by the Crisis Prevention Institute (CPI). After the initial training and certification, each person using physical restraint must complete an annual CPI refresher course to maintain certification. **NOTE: The use of physical restraint not specifically authorized will be grounds for disciplinary action.**
4. The health and medical records of the student are reviewed to ensure that there are no physical conditions present that would contraindicate the use of physical restraints. During physical restraint, staff will closely monitor the well-being of the student. The Teacher of Record will review at each case conference with parents whether there are medical conditions that could increase the risks associated with restraint.
5. AWSSC recognizes that emergency physical restraint may be implemented for a student who does not have a FBA/PBIP if the student's behavior could not have been predicted and he/she poses an imminent and significant threat to his or her physical well-being or to the safety of others.
6. In determining whether a student who is being physically restrained should be removed from the area where such a restraint was initiated, the supervising adult(s) shall consider the potential for injury to the student, the educational and emotional well-being of other students in the vicinity, and as applicable, any requirements pursuant to a PBIP or IEP.
7. If physical restraint is imposed upon a student who has an alternative mode of communication, all attempts should be made to seek an interpreter or access to their alternative mode of communication, unless giving access appears likely to result in harm to the student or others.
8. A student shall be released from physical restraint upon a determination by the staff member(s) administering the restraint that the student is no longer in imminent danger of causing physical harm to himself, herself, or others.
9. Following physical restraint, the student will be assessed for injury and distress by the school nurse.

An FBA/PBIP will be developed when a student is considered "at risk" for possible physical restraint. The FBA/PBIP (including a crisis management component) shall encompass the following provisions:

1. A comprehensive analysis of the student's learning environment to identify patterns in the student's behavior and the purpose or functions of the behavior of the student.
2. A plan that describes how the student's environment will be altered, identifies positive behavioral restraint strategies, and specifies which skills will be taught in an effort to change a specific pattern of behavior of the student.
3. A crisis management component within the plan that addresses the specific actions school personnel will take if physical restraint is becoming imminent i.e. who will be notified and how? What de-escalation techniques will be attempted? What specific restraint techniques may be appropriate to use with the student? Are there other special factors that are unique to the status of the student? Are there medical conditions present which may increase the risks associated with restraint?

**When physical restraint has occurred:**

1. The administrator in charge of the building and the AWSSC Program Coordinator will be notified the day of the occurrence.
2. The incident will be accurately documented and distributed to the School Administrator and AWSSC Coordinator (see attached forms). A copy should be placed in the student's file. All individuals involved in the restraint (de-escalation, physical restraint, postvention) are to complete the Report of Physical Restraint. The Team Leader is responsible to gather all reports and distribute them.
3. The student's parents will be notified verbally or electronically on the day of occurrence.

For purposes of this policy, "mechanical restraint" means the use of devices including, without limitation, straps, belts, mittens, weighted vests, lap weights or restraint chairs to limit a student's movement or hold a student immobile.

Mechanical restraint will only be used under the supervision of an Occupational Therapist or Physical Therapist and will become part of the student's IEP.

In the event a parent requests the use of a mechanical device, the Program Coordinator will review the request with the parent and appropriate AWSSC personnel.

Nothing in this policy should be construed to limit the rights and abilities of school employees to keep order and administer necessary discipline in their classrooms and on school grounds as set out in state law or school board policy.

All components regarding the use of physical restraints will be investigated according to provisions of board policy on public complaints.

# INCIDENT REPORT

Student:	Time/Duration:	Date:
Reporter:	Title:	
Exact Location of Incident:		

**Witness/Participants:**

Name:	Relationship:	Time Span Involved:

**Restraint or Seclusion (circle)**
**Description of Incident:** (Chronological Order with Time Logs/Increments)

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**Conditions:** (e.g. weather, lighting, wet floor, etc.)

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Section W

**What led up to the incident? (Give as much detail as known)**

**At what point were you alerted to the incident?**

**What verbal and/or physical interventions attempted?**

**How was incident resolved?**

**Emergency Action Taken: (police summoned, security and/or medical assistance, etc.)**

**Consequences: (e.g. injuries to self/others, property loss or damage)**

**Persons notified of incident:**

Name	Title	Mode of Communication	Date
	Parent		
	Administrator		
	Teacher of Record		
	Other		

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**Persons Receiving Copy of Report:**

Name	Title	Date
	Building Administrator*	
	Director of Special Education*	
	Teacher of Record	
	Other	

Recorder's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\*Copy ***MUST*** be given to the Local Building Administrator and Director of Special Education within 24 hours of the incident.

All information contained in this report is considered to be confidential. Any content disclosed from this report is not appropriate.