

# Bluffton-Harrison Middle School



## 2021-2022 School Improvement Plan

### *Mission Statement:*

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

### *Vision Statement:*

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

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## BHMS SCHOOL IMPROVEMENT PLAN COMMITTEE

Rick Mettler, Principal  
Stacey Herrold, Assistant Principal  
Stephanie White, School Counselor  
Steve Abbett, Interventions Teacher  
Kim Mayer, Math Department  
Todd Bebout, Social Studies Department  
Brenda Sagstetter, Special Education Department  
Justin Uptgraft, Related Arts Department  
Ashley Campbell, School Secretary  
Stephanie Baumgartner, Parent Representative

# BHMS FACULTY

Name		Master's Degree	Total Yrs Exp	Total Yrs at BHMSD	2018-19 Subjects
Abbett	Steve	Y	20	17	ELA Intervention
Alspaugh	Carla	Y	16	10	Social Studies-6
Amstutz	Kemper		8	2	Math-5
Balash	Beverly	Y	27	20	Science-8
Bebout	Todd		9	4	Social Studies-7
Brinneman	Lauren		2	2	Science-5
Brooks	Cindy		24	4	Math-7
Brooks	Tyson	Y	20	12	Science-7
Bueter	Jim	Y	26	24	Band
Claghorn	Elizabeth		12	4	Math-8
Dunwiddie	April		7	0	ACT/COMM
Etzler	Laken		0	0	Basic Skills/Dig Citi
Farlee	Kate		12	10	Art
Gerber	Amy	Y	17	17	Science-5
Harter	Allison		4	2	School Counselor
Herrold	Stacy	Y	12	9	Assistant Principal
Hill	Marah		7	7	Math Intervention
Kyriss	Heather		0	0	Science-5
Mayer	Kim	Y	29	29	Math-6
McKinley	Erin		2	2	ELA- 7
Mettler	Rick	Y	23	23	Principal
Troxel	Chaise		5	5	ELA-8
Pierce	Jason		13	2	Flex-7
Prible	Liz		1	0	Math-5
Roberts	April		1	1	Intense Interventions
Rusu	Amy		6	2	ELA-6
Sagstetter	Brenda	Y	27	21	Resource 6
Searles	Kristi	Y	9	0	Resource 7/8
Sheets	Lisa		18	5	Social Studies-5
Sprunger	Ben		6	6	Physical Education
Tijerina	Clarissa	Y	20	6	ELA-5
Tonner	Tiffani		1	1	Computer Science
Uptgraft	Justin		11	9	Aquatics
White	Stephanie	Y	13	8	School Social Worker
Xayyachack	Laura		11	4	ELA-6

## COMMUNITY AND SCHOOL DATA

### The School Community

Bluffton-Harrison Middle School is the only middle school in the Bluffton-Harrison Metropolitan School District. Bluffton-Harrison MSD also includes one elementary school and one high school. Located in northern Indiana, the Bluffton-Harrison MSD is approximately twenty-five miles south of Fort Wayne and 100 miles northeast of Indianapolis. The school district is comprised of Harrison Township of Wells County, which includes the southern half of the city of Bluffton, the town of Vera Cruz, a portion of the town of Poneto, and surrounding rural areas. This area totals thirty-six square miles with an enrollment of 1,652 students for the district in 2020-21. The five-member board for the school district is elected with three members representing districts and two members representing the at-large population.

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

The latest available statistics show the population of Bluffton at 10,147, and Wells County's population was 28,296. The median family income of Wells County is approximately \$56,265. Wells County is an excellent community in which to work, with unemployment at 8.4% according to the Wells County Chamber of Commerce.

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

### Population Trends and Economic Base

According to the United States Census Bureau, in 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 2013, the percentages were as follows: 6.2% (0-4 years old), 24.6% (5-17 years old), 50.6% (18-65 years old), 18.6% (65 and older). Wells County had approximately 93.9% 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.

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

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

The county's unemployment rate was reported at 8.4% as of June 2019. Finally, the report clarifies the median household incomes from 1979 to 2018:

<u>1979</u>	<u>1989</u>	<u>2005</u>	<u>2012</u>	<u>2018</u>
\$15,631	\$25,769	\$44,279	\$49,264	\$56,265

In addition, it states that there is a gap between household income trends and renter household income trends with the renter household being lower.

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

Wells County/2011	City of Bluffton/2011	Wells County/2012	City of Bluffton/2012
\$49, 234 (estimate)	\$39, 483 (estimate)	\$49,264	\$41,212
US Census Bureau	US Census Bureau	US Census Bureau	US Census Bureau

According to the IBRC (Indiana Business Research Center/Indiana University/ Kelley School of Business) and STATS Indiana, as of 2018, 91.1% of Wells County residents had a high school diploma or more and 18.1% having obtained a bachelor’s degree or higher.

**Housing Trends**

As reported in July 2019, Wells County has 11,969 housing units. Approximately 79.5% were owner occupied in 2019 with a median value of owner-occupied housing units at \$120,700.

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

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

**Health Concerns**

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

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

**Business and Community Trends**

Wells County, population of 28,296 (2018 estimate), is a rural, conservative community. The city of Bluffton serves as the county seat. According to the latest statistics from the United States Census Bureau, the population of Bluffton is 10,147 (2018 estimate). The population of Bluffton has shown an increase over the past decade.

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

**Religious Base**

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

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

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

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

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

## **Parent Volunteer Group**

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

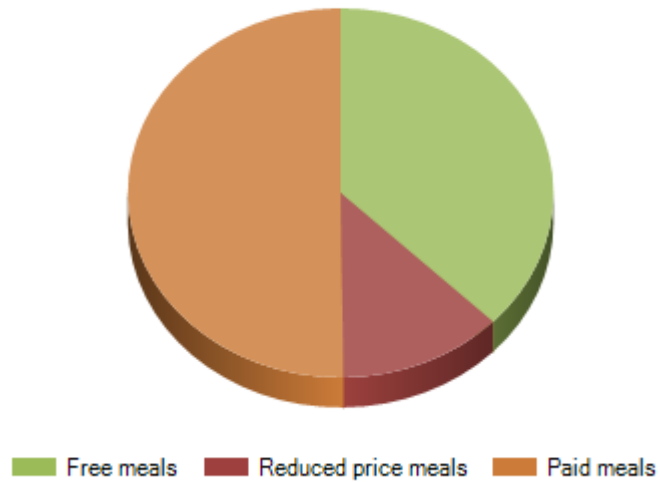
## **School Safety**

Safety procedures and policies at the middle school are continually examined for improvement. Assistant Principal Chris Benedict serves as the School Safety Specialist. Bluffton-Harrison Middle School is a safe learning place for students due to the following: (1) Bluffton-Harrison Metropolitan School District has a full-time school resource officer whose office is located in the high school; (2) Bluffton-Harrison Middle School has a door lock-down during the school day with all visitors entering the building through the main entrance where the principal and assistant principal have offices; (3) A new door and office configuration was completed in August 2010 forcing visitors to go through the office area before entering the building; (4) Bluffton-Harrison Middle School has implemented an updated crisis plan; (5) A new buzz-in system was implemented in the spring of 2019. (6) Canine searches take place at Bluffton-Harrison Middle School at least twice a year; (7) All verbal threats are taken seriously by the faculty; students are confronted and there is zero tolerance for such behavior; (8) The city drug task force continues to help combat any drug usage in the Bluffton area; (9) Building and central office administrators are available via radio or phone at all times; (10) State mandated emergency drills are practiced on a regular basis; (11) Participation in County-Wide Safety Commission with local law enforcement is conducted on a semi-annual basis; (12) Parent/Student Handbook is issued to all students with the code of conduct and discipline policies incorporated; (13) Not only is the student handbook enforced but matters are forwarded to juvenile authorities when necessary; and (14) Bluffton-Harrison Middle School has an excellent relationship with Bluffton Police Department; each year the department updates its crisis plan for the middle school.

## **The Student Body**

During the 2019-2020 school year enrollment at Bluffton-Harrison Middle School was 515 students. This is an increase from the previous three years. The enrollment trend is moving towards further growth. 444 of the students were white, which was 86.2% of the student population. The remaining 13.8 percent were Hispanic, multi-racial, black and Asian. 241 (46.8%) of students were considered economically disadvantaged. 15.5% (80) of Bluffton Harrison Middle School's population participated in Special Education classes, and 1.7%(9) were learning the English language. Bluffton Harrison Middle School's attendance rate was 95.9%. The model attendees increased from 69.1 in 2018-2019 to 70.7 in 2019-2020 which is slightly above the target.

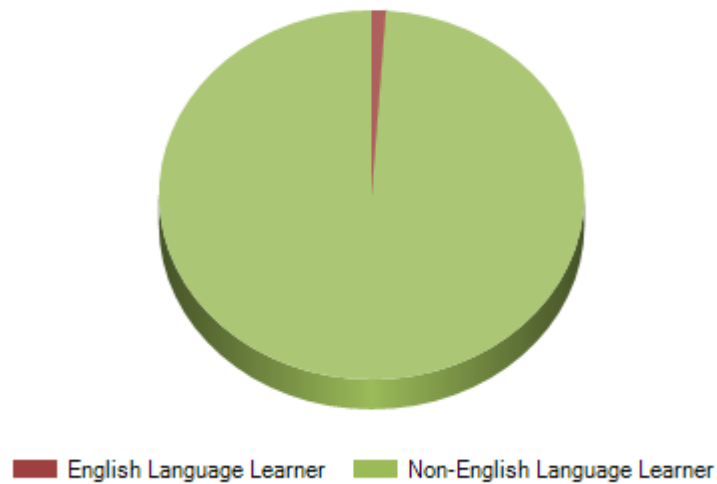
Enrollment 2018-19 by Free/Reduced Price Meals



### Economically Disadvantaged

2017-2018	51.1%
2018-2019	49.8%
2019-2020	46.8%

Enrollment 2018-19 by English Language Learners

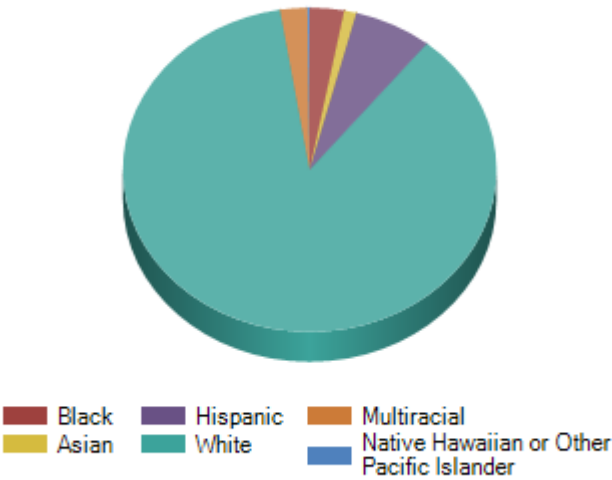


### English Learners

2017-2018	0.8%
2018-2019	1.1%
2019-2020	1.7%



Enrollment 2018-19 by Ethnicity



Ethnicity

	Asian	Black/African American	Hawaiian	Hispanic	Multi-racial	White
2019-2020	1.0%	2.9%	0.2%	7.4%	2.3%	86.2%

## Communication

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

We utilize several different outlets to accomplish this:

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

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

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

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

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

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

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

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

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

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

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

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

- \* StopIt application for anonymous reporting of school safety issues.

## Curriculum

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

## **Raising Student Achievement**

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

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

## **TECHNOLOGY AND ENRICHMENT**

### **Student Technology**

BHMS implemented a 1:1 digital learning environment in the fall of 2012. Beginning with the 2020-2021 school year, each student is administered a Chrome book for educational and personal use throughout the school year. Additionally, students have access to 2 mobile labs and a Mac lab in the building. There is also a SMART Board or a Smart TV in every classroom.

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

### **School Counseling Program**

BHMS offers a comprehensive counseling program for all students. An additional counselor was hired at the beginning of the 2020-2021 school year. The program includes the following academic, career, and personal-social components provided by the school counselor in collaboration with administration, teachers, and all other staff members:

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

## **Basic Skills and Digital Citizenship**

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

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

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

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

## **Visual Arts**

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

## **Physical Education**

Physical Education, in grades five through eight, is based on the Indiana Academic Standards for Physical Education. Students in physical education further develop their understanding of movement concepts (body awareness, spatial awareness, qualities of movement, relationships) and mature (proficient) movement forms in order to analyze their performance and improve their skill level. Students will also further develop and refine complex motor skills in selected individual and dual lifetime physical activities, team sports, aquatics, adventure, and rhythmic activities. An emphasis is on manipulating objects with accuracy and speed, as well as working toward achieving competency in increasing complex physical activity contexts. Students continue to learn fitness concepts, participate in fitness activities at school and home, assess their fitness level by comparing their scores to a health related standard, and set goals for improvement. Students will also learn to work independently and together by accepting varying abilities and interests by working as a team to solve problems and participate in vigorous activities linked to their skills and level of fitness.

In addition to our physical education program we require all students to participate in an aquatics class. Swim class follows the same guidelines and standards as physical education. Students in fifth through eighth grades will learn various levels of mastery swimming all four strokes. In addition, students will also learn skills in water aerobics, diving safety and techniques, canoe and kayaking, and lifeguarding.

## **Health**

Health and Wellness, grade 6, grade 7, and grade 8, provides for the continued development of attitudes and behaviors related to becoming a health-literate individual as part of a planned, sequential, comprehensive health education curriculum that uses the Indiana Academic Standards for Health and Wellness to support student development of essential health skills within the ten health content areas. Developmentally appropriate concepts of personal and community health; safety and injury prevention; nutrition and physical activity, mental health; alcohol, tobacco and other drug use; and family life and human sexuality are areas used for skill development. The adolescent student has instructional opportunities to investigate how health behaviors impact health, well-being, and disease prevention and to accept personal responsibility for health-related decisions. Along with the current academic standards for this subject, the Science/Technical Studies Content Area Literacy Standards are incorporated with the expectation of a continuum of reading and writing skills development.

## **Music**

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

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

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

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

6<sup>th</sup> grade band – Students in 6<sup>th</sup> grade have the option to join 6<sup>th</sup> grade band. In this ensemble, they learn the basic principles of playing an instrument. In addition, students are introduced to several different styles of music and introduced to basic musicianship.

7<sup>th</sup> grade band – 7<sup>th</sup> graders take the basic principles from beginning band and expand their knowledge in both technique and musicianship.

8<sup>th</sup> grade band – At the 8<sup>th</sup> grade level, students explore literature that expands their technique on the individual instruments as well as their understanding of style and musicianship. At the end of the eighth grade year, the students are ready to transition to high school literature.

## **Tiger Club**

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

## **Service Opportunities**

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

- Riley Children's Hospital fundraiser. For years, Bluffton-Harrison Middle School has been a part of the "Kids Caring and Sharing" fundraiser. Our students and staff have fund raising activities just before Christmas to raise money for this cause. Over the years, our school has raised more than \$100,000 for Riley Children's Hospital.
- Our Intense Intervention students collect and recycle most of the paper products that are thrown out in our building. Our students have participated in this project for years.
- Our staff participates in 'Denim for Troops' drive to help raise money for military families who have suffered a loss.
- Our staff, along with our corporation, donates funds to the United Way to help local charities and organizations within our community.
- Operation Angel Tree
- Operation Christmas
- Community Circle Club is for kids in grades 5-8 and meets every other Monday to visit various Nursing homes in the community. The students will play cards, games, and do the resident's nails or hair. This has been a fantastic opportunity for our students to give back within the community.
- The Bluffton-Harrison Middle School Student Council not only does a wide variety of activities within our school, but also reaches out into the community through different service projects. Past service projects include:
  - Canned food drives.
  - Operation Candy sent to troops in Afghanistan.
  - Diaper drives for local mothers in need .
  - For the 2016-2017 school year, student council hosted a canned food drive in November and visited a local nursing home during the Christmas season.

## **Extra-Curricular Activities**

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

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

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

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

In 2018-2019 school year, Bluffton-Harrison Middle School created an academic team. The team is comprised of various academic specialties with a teacher sponsor as a coach. Subjects that were included were Math, Science, Social Studies, Language Arts, and inter-disciplinary.

## **College GO!**

College GO! is dedicated to helping students find the right college that fits their personality and interests. From August through November, College GO! gives students options to research schools and visit campuses, and then guides them through the steps of preparing and applying for college.

## **Library**

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

The library contains 10 sets of tables and chairs and 3 computers dedicated for school use. The library is considered a quiet zone where students may work on make-up work or sit quietly and read. Teachers may reserve the library for testing or research for their classes.

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

## **Special Needs**

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

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

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

## **Intense Interventions**

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

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

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

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

The Intense Intervention classroom uses a researched-based strategy of a picture exchange communication system (PECS) to help students understand daily routines and expectations. The PECS system can be combined with the SMART Board and iPad technology to increase student achievement in academic and social skills growth.

## **DATA ANALYSIS**

During the 2020-21 school year, our formative assessment, NWEA, was given greater weight in showing student's growth throughout the school year due the ongoing global pandemic. Results from that assessment are shown below.



## MATH

	Fall			Winter		
	Gr mean	target	Diff.	Gr mean	target	Diff.
G5	204.7	209.1	-4.4	209.8	213.3	-3.5
G6	211.8	214.7	-2.9	216.6	218.4	-1.8
G7	217.3	220.2	-2.9	222	223.1	-1.1
G8	225.9	224.9	1	231.6	227.4	4.2

	Spring			Fall to Spring		
	Gr mean	target	Diff.	target growth	actual growth	Diff
G5	213.4	218.7	-5.3	9.6	8.7	-0.9
G6	221.2	222.8	-1.6	6.5	9.4	2.9
G7	224.4	226.7	-2.3	4.2	7.1	2.9
G8	234	230.3	3.7	5.4	8.1	2.7

## READING

	Fall			Winter		
	Gr mean	target	Diff.	Gr mean	target	Diff.
G5	198.4	204.5	-6.1	204.8	208.2	-3.5
G6	210	210.2	-0.2	213	213.1	-1.8
G7	213.6	214.2	-0.6	215	216.5	-1.1
G8	214.9	218	-3.1	217.3	220	4.2

	Spring			Fall to Spring		
	Gr mean	target	Diff.	target growth	actual growth	Diff
G5	210.3	210.9	-5.3	6.4	11.9	5.5
G6	216.4	215.3	-1.6	5.1	6.4	1.3
G7	215.4	218.4	-2.3	4.2	1.8	-2.4
G8	222.7	221.7	3.7	3.7	7.8	4.1

In analysis, our students out paced projected growth rates in 3 of 4 grade levels in math and reading., despite the disruptions to traditional instruction caused by the global pandemic.

## ACTION PLAN

### **Leadership**

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

### **Student Supports**

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

### **Benchmarks for Progress**

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

Student Supports- The expectation that all initiatives will become evident in the culture within our building. We expect to see discipline referrals and suspensions drop. We also anticipate an improvement in the community partnership within our building. Finally, the communication component between our building and its stakeholders will be improved in a significant manner.

**BLUFFTON-HARRISON MIDDLE SCHOOL**  
**2021-2022 ACTION PLAN**  
**READING GOAL**

Goal#1: All students will improve their reading skills across the curriculum.					
Benchmark: At least 80% of students will pass the ELA portion of the 2017-2018 ISTEP+ assessment.					
Support Data from Profile: NWEA		Standardized Assessments: NWEA		Local Assessments: Classroom Assessments	
Intervention #1: Accelerated Reader program will continue to be implemented at all grade levels				Best Practice Research: <i>I Read It, But I Don't Get It</i> (Tovani) <i>Teaching for Comprehension and Fluency</i> (Fountas and Pinnell) <i>Strategies That Work</i> (Harvey and Goudvis) <i>Active Literacy Across the Curriculum</i> (Jacobs)	
Activities to implement intervention:	Person(s) Accountable	Timeline		Resources	Staff Development Activities
		Beginning	End		
1. Students will participate in regular independent reading/reading conferences in Reading/Writing Workshop classes.  2. Students will participate in literature study units in Reading/Writing Workshop classes.  3. Students will record personal reading level data, set goals, and monitor progress for the STAR reading assessment throughout the school year.  4. Students will receive consistent and direct reading comprehension instruction in all subject areas.  5. Identified students will participate in Tiger Club (RtI Tier 2 intervention course) and receive targeted reading instruction (based on assessment data).	Reading/Writing Workshop Teachers  Reading/Writing Workshop Teachers  Reading/Writing Workshop Teachers  All Teachers  Interventions Teacher	08/2019	06/2022	1. School Library  2. Read/Write Workshop Classroom Libraries  3. Reading Resource Room  4. Class Novel Sets  5. NWEA Data  6. STAR Assessment Reports  7. BHMS Reading Comprehension Strategies Posters  8. IDOE Website  9. Various Texts to Support Reading Instruction  10. Kristina Smekens' Reading "Secret Site"  11. iPads (eBooks, MBC, various apps, etc.)  12. SMART Boards  13. BHMS Curriculum Maps	1. Region 8 ELA Sessions for Teaching ELA College and Career Ready Standards  2. Daily Team Meetings  3. Department Collaboration Meetings  4. All-Staff Collaboration Meetings (specific training sessions on BHMS Reading Comprehension Strategies)  5. ELA Professional Development/Collaboration Days  6. Kristina Smekens Training on Creating Reading Mini-Lessons that Improve Student Achievement

**BLUFFTON-HARRISON MIDDLE SCHOOL**  
**2021-2022 ACTION PLAN**  
**WRITING GOAL**

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

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

<b>Support Data from Profile:</b> NWEA		<b>Standardized Assessments:</b> NWEA		<b>Local Assessments:</b> Classroom Assessments	
<b>Intervention #1:</b> Students will receive effective writing instruction/reinforcement and participate in daily writing activities.				<b>Best Practice Research:</b> <i>The Writing Workshop: A World of Difference</i> (Calkins and Harwayne) <i>Best Practice</i> (Zemelman, Daniels, and Hyde) <i>Traits of Writing: The Complete Guide for Middle School</i> (Culham)	
<b>Activities to implement intervention:</b>	<b>Person(s) Accountable</b>	<b>Timeline</b>		<b>Resources</b>	<b>Staff Development Activities</b>
		<b>Beginning</b>	<b>End</b>		
1. Students will participate in regular independent writing activities/writing conferences in Reading/Writing Workshop classes.  2. Students will utilize the ISTEP+ writing rubrics to assess student writing samples and personal writing in Reading/Writing Workshop classes.  3. Identified students will participate in Tiger Club (RtI Tier 2 intervention course) and receive targeted writing instruction (based on assessment data).	Writing and ELA Teachers  Writing and ELA Teachers  Interventions Teacher	08/2019	06/2022	1. School Library  2. Read/Write Workshop Classroom Libraries  3. Reading Resource Room  4. Class Novel Sets  5. <i>Time for Kids</i>  6. NWEA  7. IDOE Website  10. Various Student Exemplars  11. Kristina Smekens’ Writing “Secret Site”/Big Ideas Newsletters  12. Classroom Assessments  13. ISTEP+ Writing Rubrics  14. iPads (eBooks, Canvas, various apps, etc.)  15. SMART Boards  16. BHMS Curriculum Maps	1. Region 8 ELA Sessions for Teaching ELA College and Career Ready Standards  2. Daily Team Meetings  3. Department Collaboration Meetings  4. ELA Professional Development/Collaboration Days  5. Kristina Smekens Training on Creating Writing Mini-Lessons that Improve Student Achievement  6. 6+1 Traits of Writing Professional Development for all Reading/Writing Workshop Teachers

**BLUFFTON-HARRISON MIDDLE SCHOOL**  
**2021-2022 ACTION PLAN**  
**MATH GOAL**

<b>Goal#1:</b> All students will improve their math skills.
<b>Benchmark:</b> At least 80% of students will pass the math portion of the 2017-2018 ISTEP+ assessment.

<b>Support Data from Profile:</b> NWEA	<b>Standardized Assessments:</b> NWEA	<b>Local Assessments:</b> Classroom Assessments
<b>Intervention #1:</b> Students will receive effective math instruction/reinforcement and participate in daily math activities.		<b>Best Practice Research:</b> <i>Best Practice</i> (Zemelman, Daniels, and Hyde)

Activities to implement intervention:	Person(s) Accountable	Timeline		Resources	Staff Development Activities
		Beginning	End		
1. Students will participate in engaging, real-life independent practice activities in math classes.  2. Students will receive explicit instruction on and regularly utilize the standards for mathematical practices in math classes.  4. Identified students will participate in Tiger Club (Rtl Tier 2 intervention course) and receive targeted math instruction (based on assessment data).  5. Fifth and sixth grade students participating in the Life Skills classes will receive weekly math fact reinforcement.	Math Teachers   Math Teachers   Interventions Teacher   College and Career Readiness Teacher	08/2019	06/2022	1. NWEA  2. IDOE Website  3. Various Online Resources  4. Classroom Assessments  5. iPads  6. SMART Boards/SMART Notebook Software  7. BHMS Curriculum Maps  8. Math Manipulatives	1. Daily Team Meetings  2. Department Collaboration Meetings  3. Math Professional Development/Collaboration Days  4. Region 8 Sessions for Teaching Math College and Career Ready Standards

