

School Improvement Plan



Blackford Junior-Senior High School

(0489)

August 2024

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Section One: Introduction

School, community, and educational programs

Blackford County Schools (BCS) is located in the center of Blackford County, with the district's boundaries covering the entire county. Blackford County students who attend the district's junior-senior high school, intermediate school, and primary school live in the Hartford City and Montpelier areas. The student population also consists of a small percentage of students transferring in from other nearby districts. BCS's boundaries encompass 165 square miles and include a number of farms as well as industrial areas. The surrounding community of the BCS district can be described as rural.

BCS provides a quality educational experience for all students. With a population of approximately 1,500 students, the corporation is proud of its success in meeting students' individual needs and in assisting them in reaching their goals. Average to above average student achievement at the elementary, junior high, and high school levels in our schools is demonstrated by scores on standardized tests, which reflect the students' success in responding to high standards and expectations.

Description and location of curriculum

The curriculum for all content areas 7-12 is aligned with the Indiana Academic Content Standards and has been approved by the Blackford County Schools Board of Trustees. Each teacher and principal have access to the approved curriculum for his/her grade level and content area. In addition, a copy of the approved curriculum for each content area and grade level is on file at the superintendent's office. In many cases, suggested assessments and instructional strategies, key vocabulary terms, and materials may be included.

Assessment instruments

Blackford Jr. Sr. High school uses the following assessment instruments:

- PSAT: Test provides an indication of how well a student is likely to score on the SAT. It also serves as the National Merit Scholarship Qualifying Test (NMQT) and qualifier for certain dual credit courses.
- SAT: Measures mathematical reasoning, verbal expression and writing skills. Student SAT scores will be tied to school accountability, starting with the 2021 cohort.
- ACT (optional): Measures English, Mathematics, Reading, Science, and there is an optional writing portion.
- Course and grade level common assessments.
- ASVAB: Measures Word Knowledge, Paragraph Comprehension, Arithmetic Reasoning, Mechanical Comprehension, General Science, Electronic knowledge, and Mathematics Knowledge. Used to compute an Armed Forces Qualification Test (AFQT) for students interested in the military. Used as a Post-Secondary Readiness qualifier for graduation via the new Graduation Pathways.
- ILearn: research-based academic assessments for students in grades 7-9 (as well as K-6). ILearn assessments are used to help teachers identify unique student learning needs, track skill mastery, and measure academic growth over time. By testing students three times over the school year, ILearn Checkpoints track student growth over time in order to help educators plan curriculum that matches a student's ability, and provides a method of visualizing the student's educational progression.

Section Two: Mission/School Goals/Values

Mission

The mission of Blackford Junior-Senior High School is to empower students to maximize their potential.

School Goals

CONNECT

At BCS, we believe in the power of relationships. As the saying goes, “People don’t care how much you know until they know how much you care.” Our staff members teach more than content and curriculum, they teach *students* – unique individuals with their own histories, personalities, strengths, challenges, and futures. We aspire to lead with care, compassion, acceptance, and humility. We respect our students and stakeholders, and we are committed to interacting in ways that foster respectful and trusting relationships among all who are a part of the BCS family. Because of our connections with and care for each other, we will work hard, struggle, have fun, celebrate, and inevitably succeed, together.

INFLUENCE

Our faculty and staff members aren’t just employees, they are leaders of young people charged with positively influencing the lives of their students *and* one another. Likewise, we expect our students to serve as positive influences in the lives of their peers, their schools and community, and in the lives of the adults they work with each day. We prioritize collaboration, cooperation, and commitment over control, coercion, or compliance. We value teamwork, effective communication, supporting each other, and a general culture of care. We realize students and staff have unique gifts and talents, and we believe ALL can contribute to their worlds in meaningful and positive ways.

ACHIEVE

Through meaningful relationships, creative leadership, and real-world opportunities for growth and achievement, we aspire to challenge, encourage, and motivate our students to pursue their individual and collective potential. Whether it’s in the classroom, on the athletic field, or in performance related activities, we believe in the importance of accountability. We commit to holding students and ourselves to high standards when it comes to work ethic, behavior, discipline, perseverance, and growth and achievement. We understand that worthwhile accomplishments rarely come easily, and we believe that BCS students (as well as faculty and staff members) can and *should* achieve at levels equal to or above that of other schools or corporations. By focusing on the daily habits and behaviors that result in high levels of achievement and by embracing the concepts of “do today well”, growth mindset, and giving one’s personal best, we believe that BCS students will be prepared to maximize their present and future success.

EFFECTIVE POLICIES AND PROCEDURES

We recognize that for our corporation to operate safely, effectively, and efficiently, members of the BCS community must abide by thoughtfully crafted, systemic, and common-sense policies and procedures. With the “pursuit of what’s best” for our students, staff members, and stakeholders in mind and to ensure compliance to applicable laws and mandates, members of the BCS community must observe certain policies, protocols, and

procedures as established by the state of Indiana, the IDOE, the BCS board of trustees, the BCS superintendent, and building level administration.

School Values (as determined by BJSHS students)

BJSHS students should aspire to be:

- Achievement-oriented
- Caring
- Committed
- Competitive
- Confident
- Courageous
- Creative
- Friendly Fun
- Hard-Working
- Helpful
- Inclusive
- Intelligent
- Kind
- Leaders
- Loyal
- Positive
- Respectful
- Responsible
- Trustworthy

Section Three: Trends about Current Educational Programming

Curriculum and diplomas

The curriculum for Blackford county Schools is aligned to the relevant Indiana Academic Standards. Teachers continue to align lesson plans, learning objectives, assessments, vocabulary, instructional strategies, and materials to these standards. An emphasis is placed on encouraging all students to earn a Core 40 Diploma, Core 40 with Academic Honors Diploma, or Core 40 with Technical Honors Diploma. All students, including those with special needs, are provided a complete description of all courses and requirements to enable them to choose the diploma track, which aligns with their individual goals. All teachers and the building principals have copies of the curriculum.

Instructional strategies

Over the course of this school year, student achievement of the Indiana Academic Content Standards in all content areas and grade levels will be reviewed. Current pedagogical strategies used by BJSHS teachers include:

- Common assessments
- Inclusion
- Graphic organizers
- Process writing
- Modeling
- 6 + 1 writing traits
- Peer conferencing
- Literature circles
- Visualizing
- Inferring
- Learning objectives
- Note-taking
- Outlining
- Socratic seminars
- Annotation
- Close reading
- Think – Pair – Share
- Cooperative learning
- Project based learning
- Work based learning
- Circulation
- Cold call

Cultural emphasis

In addition to the pedagogical strategies listed above, BJSHS teachers will focus on the following instructional strategies aimed at improving our overall culture of quality learning and achievement:

- School goals: connect, influence, achieve, and effective policies and procedures
- The Five Cs of Influence (Control, Coercion, Compliance, Cooperation, Commitment)
- No apologies / No opt out
- The four questions (of quality instruction)
 1. *What do my students need to know?* (need to know vs. good to know/nice to know; learning objectives; success criteria)
 2. *How will I know what my students know?* (checks for understanding, formative assessments, summative assessments, data)
 3. *What will I do to ensure high levels of learning?* (Instructional strategies, creation of meaningful/cross-curricular learning experiences, hooks, bell-to-bell instruction, circulation, instructor engagement, quality feedback, etc...)
 4. *What will I do if my students don't know what they need to know?* (responding to misunderstandings, reteaching, remediation, etc...)

Analysis of student achievement data

- Student assessment data at BJSHS is above the state average in some areas but below where it could/should be in others.
- National, state, and local assessment data will continue to be collected and analyzed by teachers and administrators in an effort to improve both teaching and learning.

Parent participation

BJSHS promotes parent/staff interactions in many ways, including:

- Newsletters, email, school website, newspaper, social media, phone calls, text messages, and face-to-face meetings.
- Unlimited and ubiquitous access to student grades and attendance information via Skyward.
- Volunteer opportunities through choral, band and athletic boosters, CTE advisory committees, strategic planning committees, handbook review committee, etc...
- Opportunities to assist with building level programs, including recognition programs for teachers and students.
- Parent meetings with administration to discuss a variety of topics and to gather parent feedback.
- Parent surveys.

Technology as a learning tool

Students at BJSHS are presented with many opportunities to use technology and the Internet as a learning tool within the curriculum of individual departments, including courses to improve reading comprehension, written communication, critical thinking, and math skills.

A number of years ago, BCS implemented its 1-to-1 technology initiative that put wireless devices (Chromebooks) in the hands of students in grades K-12. Using online learning management systems such as Skyward and Google Classroom, school staff and students coordinate assignments, deliver/share content, perform assessments, provide feedback, track grades, collaborate, make school-wide announcements, and provide access to a wide array of other educational and developmental resources. Students can access video tutorials, audio instructions, links to helpful websites, and other lesson materials in Google Classroom. Beginning this year, Google Meet online/virtual meetings will be used for eLearning days.

Using their Chromebooks, students are able to not just consume but also create content. They use their devices for research projects, multimedia presentations, and online collaboration. Students create documentaries, collect artifacts, and record and create presentations in order to demonstrate learning, critique themselves, improve their communication skills, and interact with classmates, teachers, and outsiders via videoconferences. These devices have provided students the opportunity to demonstrate their knowledge and understanding in ways that were previously not possible.

Safe and disciplined environment

The students and staff at BJSHS work hard at providing a safe and orderly environment. The following are our methods/strategies to ensure the safety of the staff and students:

- One or more building administrators will be trained as a school safety specialist. The corporation also has a safety specialist overseeing the coordination of district wide safety plans.
- A school safety/resource officer is employed by the corporation and housed at BJSHS.
- All safety plans have been reviewed and are updated annually.
- Fire, tornado, and intruder drills are practiced in accordance with state guidelines.
- Representatives from BJSHS participate in occasional county-wide table top exercises designed to review current

and improve safety procedures.

- Substitute teachers and visitors wear identification badges to verify that they have obtained permission to be in the building.
- Surprise searches by area K-9 officers are performed annually.
- An anonymous safety hotline is available for the reporting of student and parent concerns.
- Administration and guidance attend regular student services meetings to discuss and address the individual needs of at-risk students.
- Video surveillance of the property is recorded and monitored in the main office. Review of these records can be performed directly from the computers on the desks of the administration and/or administrator laptops.
- Monthly safety trainings are conducted with students and staff members.

Cultural competency

Blackford Junior-Senior High School strives to improve cultural competency of teachers, administrators, staff, parents, and students by cultivating a respect of diversity and understanding of the unique needs of all learners in order to become culturally responsive. SIOP (Sheltered Instruction Observation Protocol) and WIDA Training will continue for all teachers of EL students provided by the EL Coordinator. Support will be provided to teachers and students through a coaching model to ensure English language development.

Professional development

Building administrators work closely with staff members to create and evaluate the district's professional development program. In addition to our corporate mission and goals of connect, influence, and achieve, the basis for professional development is our school-wide goal of quality instruction that leads to student learning. BJSHS's plan involves the use of in-house experts and/or outside consultants to provide initial and follow-up training that is rich, meaningful, and practical. In addition, teachers are provided professional development release days from the classroom for training and follow-up training as needed. Teachers are also permitted and encouraged to attend workshops sponsored by regional service centers or other agencies. If teachers participate in professional development activities after school or in the summer, they receive a stipend for those days. All professional development is scheduled and approved through the building or corporation level administration.

In addition to the school's specific professional development program, staff have the individual opportunity to participate in BCS corporation-wide trainings as they are presented.

Professional development focus areas for the 2024-2025 school include: continued focus on cultural norms, "right-sizing" academic achievement outcomes, improving instructional strategies, creation of a guaranteed, viable curriculum through mapping, and evidence-based assessment methodologies.

For more on professional development, see Section 8 of this document.

Section Four: Student Achievement Goals and Objectives

During the 2024-2025 school year BJSHS will have the following achievement goals:

Blackford Junior-Senior High School

1. Increase the percentage of model attendees (those over 94% attendance rate) to at or above state average.
2. Graduation/diploma goals:
 - a. Increase the diploma strength (as defined by the IDOE) by decreasing the number of students who graduate with waivers or general diplomas.
 - b. Maintain or increase the percentage of students graduating with academic or technical honors diplomas.
 - c. Increase the number of students achieving college or career credentials.
 - d. Proactively work with students in the junior, sophomore, and freshmen classes to ensure that they are fully prepared to meet the existing graduation mandates (i.e. Graduation Pathways).
 - e. **By the end of the current academic year, our school will proactively align our curriculum and support services with the new Indiana Department of Education graduation requirements.**
3. Achievement goals:
 - a. Significantly increase the number of students meeting or surpassing the benchmark standards for the 11th grade SAT - with a goal of performing at or above state average levels on the EBRW and Math portions of the assessment. See notes below point #5.
 - b. Increase the number of students meeting or surpassing “passing” ILEARN metrics in the 7th and 8th grades - with a goal of performing at or above state average levels in ELA, Math, and combined (both) assessments.
4. Instructional goals:
 - a. Create/improve quality curriculum maps for all “primary” courses, focusing on the reduction and alignment of standards.
 - b. Create/improve quality methods of accurately assessing, measuring, and documenting student learning.
 - c. Align existing instructional and assessment goals, strategies, and methodologies with the new BCS teacher evaluation tool.
5. CTE goals:
 - a. Continue to develop and effectively communicate rich, authentic, and meaningful career opportunities and experiences for career exploration and awareness for all students.
 - b. Improve existing CTE programming by partnering with outside experts, including but not limited to advisory boards.
 - c. Align existing programming with existing and forthcoming mandates from the Governor’s Workforce Cabinet, IDOE, and/or Workforce Development.

Integrate SAT Preparation into the Curriculum:

- **Incorporate SAT-style Questions:** Regularly include SAT-style questions in assignments, quizzes, and exams, especially in English and math classes.
- **Focus on Core Skills:** Ensure that the curriculum emphasizes critical reading, writing, and math skills that are

directly tested on the SAT. Ensure students are exposed to challenging coursework in math, science, and English. Focus on developing strong reading comprehension and writing abilities.

- **Offer an SAT Prep Course:** Provide an elective SAT preparation course for sophomores and juniors, and/or incorporate SAT prep into existing English and Math classes.

Provide Access to Quality Resources:

- **Access to Practice Materials:** Ensure all students have access to high-quality SAT practice materials, including books, online resources, and practice tests.

Offer Targeted Support for Students:

- **Identify Struggling Students Early:** Use PSAT results, classroom performance, and diagnostic tests to identify students who may need extra support. Offer targeted interventions, such as small group tutoring or one-on-one coaching.

Professional Development for Teachers:

- **Training on SAT Content and Strategies:** Provide professional development for teachers to ensure they are familiar with SAT content, question types, and strategies for helping students succeed.
- **Collaboration Among Teachers:** Encourage collaboration between English, math, and other subject teachers to share best practices for incorporating SAT skills into the curriculum.

Create a Culture of Academic Achievement:

- **Promote the Importance of the SAT:** Emphasize the role of the SAT in college admissions and scholarships through assemblies, newsletters, and classroom discussions.
- **Celebrate Success:** Publicly recognize and celebrate students who achieve high scores or show significant improvement, creating positive peer pressure and motivation.
- **Set School-Wide Goals:** Set specific, measurable goals for SAT score improvement and track progress regularly. Engage students and staff in working towards these goals.

Use Data to Inform Instruction:

- **Analyze Test Data:** Regularly analyze SAT and PSAT data to identify trends, strengths, and weaknesses in student performance. Use this data to adjust instruction and provide targeted support where needed.
- **Monitor Progress:** Implement a system for tracking student progress over time, from PSAT through SAT, to ensure continuous improvement and early intervention.

Encourage Early and Frequent Testing:

- **PSAT Participation:** Have all students take the PSAT in 9th and 10th grades to familiarize them with the test format and identify areas for improvement.
- **Multiple Test Dates:** Encourage students to take the SAT more than once, as scores often improve with additional practice and familiarity with the test.

Leverage Technology:

- **Online Prep Tools:** Integrate online SAT prep tools and platforms into classroom learning. Many students respond well to interactive, tech-based learning methods.

Evaluate and Adjust:

- **Regular Review of Strategies:** Continuously evaluate the effectiveness of your SAT improvement strategies and make adjustments as needed.
- **Student Feedback:** Gather feedback from students on what prep methods are most effective for them and make adjustments based on their input.

School Culture and Environment

- **Positive Mindset:** Foster a growth mindset where students believe in their ability to improve.
- **College Counseling:** Provide comprehensive college counseling to guide students.

Section Five: Academic Honors and Core 40

Provisions to offer courses

Courses that pertain to students' eligibility to earn the Academic Honors Diploma, Technical Honors Diploma and the Core 40 diploma are offered each semester to maximize opportunities for all students to successfully complete those curricula. The master schedule is developed in an attempt to minimize conflicts between courses required for each of the diploma tracks. Student progress toward their diploma goals are evaluated annually.

Provisions to encourage students

Provisions are made that encourage all students to earn the Academic Honors Diploma or complete established Core 40 curriculum. These provisions have been expanded to include the additional requirements set forth by the State of Indiana for these diplomas. The new Core 40 diploma with Technical Honors is also being addressed through these provisions. Students meet with guidance counselors annually to assess diploma progress. Students are encouraged to pursue the highest level of diploma attainable.

A comprehensive review of the dual credit, dual credit, and College and Technical Education (CTE) programs at BJSHS will take place over the course of the 2023-2024 school year with the intention of "right-sizing" the number and quality of existing and future programs. Proposals for additional programming will take place over the course of the next three school years, taking into consideration existing and forthcoming CTE changes as established by the Governor's Workforce Cabinet in collaboration with the IDOE.

Additionally, a comprehensive review of existing philosophies, expectations and policies and procedures regarding the number of students earning Academic Honors, Core 40, Technical Honors, and "General" diplomas, including early graduation standards, will take place over the course of the 2023-2024 school year with the intention of "right-sizing" these metrics as needed. Many changes in philosophy and in policy have taken place and will remain in place this year.

Lastly, at the junior high level, we have many opportunities for CTE and potential careers. Examples include Preparing for College and Careers, Introduction to Agriculture, Industrial Technology, Computer Science (PLTW) and JROTC.

Section Six: Data (Reported from Indiana GPS Data)

Student Attendance

Number of students with at least a 94% attendance rate divided by the total number of students enrolled in the school.

	2018	2019	2020	2021	2022	2023	2024*
BJSHS	70.1	66.9	70.1	68.3	54.1	59.9	66.46
State	75.1	74.3	76.5	69.3	60.1	61.1	TBD

*Projected from BJSHS internal data

Graduation Pathways Completion

Number of students in the grade 12 cohort completing all graduation requirements prior to September 30 of their expected graduation year divided by the total number of students in the grade 12 cohort.

	2018	2019	2020	2021	2022	2023
BJSHS	93	93.8	92.3	86.2	93.8	94.4
State	87.7	86.7	87.4	86.4	86.4	89.0

College and Career Credentials

Number of students in the grade 12 cohort earning an associate degree, Indiana College Core (ICC), Technical Certificate (TC), Certificate of Graduation (CG), or Certificate (CT) by September 30 of their expected graduation year* divided by the total number of students in the grade 12 cohort.

	2019	2020	2021	2022	2023
BJSHS	22.5	18.9	10.3	TBD	TBD
State	3.6	4.7	5.5	TBD	TBD

SAT Performance

Number of grade 11 students who meet performance benchmarks on the SAT during the grade 11 assessment window divided by the total number of grade 11 students participating in the SAT.

	2021 EBRW	2021 Math	2021 Both	2022 EBRW	2022 Math	2022 Both
BJSHS	46.3	20.4	20.4	49.5	21.8	21.8
State	50.5	30.7	28.5	50.5	31.1	28.8

	2023 EBRW	2023 Math	2023 Both	2024* EBRW	2024* Math	2024* Both
BJSHS	42.5	22.0	20.5	51.0	13.0	12
State	49.0	30.0	28.4	52.0	25.0	24

*Projected from 2024 College Board Data

College and Career Coursework

Number of students in the grade 12 cohort who meet a certain set of criteria (pass an Advanced Placement exam with a score of 3 or more, or pass a dual credit course) prior to June 30 of their expected graduation year, divided by the total number of students in the grade 12 cohort.

	2018	2019	2020	2021	2022
BJSHS	53.5	69.8	64.3	58.6	56.6
State	60.1	59.6	60.2	59.5	56.5

Diploma Strength

Number of graduates in the grade 12 cohort earning any of the following Indiana diploma designations: Core 40, Academic Honors, Technical Honors, Academic and Technical Honors, or International Baccalaureate in the most recent graduating cohort divided by the number of graduates in the grade 12 cohort.

	2018	2019	2020	2021	2022	2023
BJSHS	85.8	82.6	86.4	77.0	89.6	90.9
State	90.5	90.3	91	90.1	90.6	90.6

ILEARN Data

	2021 Students with Adequate Growth English/LA	2021 Students with Adequate Growth Math	2021 Students with Adequate Growth E/LA/Math	2022 Students with Adequate Growth English/LA	2022 Students with Adequate Growth Math	2022 Students with Adequate Growth E/LA/Math	2023 Students with Adequate Growth English/LA	2023 Students with Adequate Growth Math	2023 Students with Adequate Growth E/LA/Math
BJSHS 7th	37.3	12	6.0	40.7	37.3	26.3	45.1	51	34.3
BJSHS 8th	43.0	23.4	20.4	38.3	16.2	14.2	43.6	23.1	16.2

Teacher Key Performance Indicators

	2023 1st Semester		2024 Final Summatives		Growth	
Learning Objective	3.03		3.29		.26	
Anticipatory Set	3.29		3.38		.09	
Teach/Model	3.26		3.50		.24	
Guided Practice	3.32		3.44		.13	
CFU	3.11		3.38		.27	
Adjust/Reteach	3.29		3.32		.03	
Ind. Learning/Assessment	3.25		3.29		.04	
Classroom Culture	3.63		3.76		.13	
Classroom Management	3.71		3.79		.08	
Professional Behavior	3.50		3.68		.18	
Use of Systems	3.41		3.53		.12	
AVG	3.36		3.49		.13	

Comparison of teacher ratings using Blackford Community School Teacher Effectiveness Rubric (v. 2024)

Section Seven: Existing Interventions

- Inclusion program for special education students
- Alternative school
- After school tutoring
- Credit recovery programming
- Departmental collaboration time
- Student Services Team

Section Eight: Professional Development

Our professional development will focus on the following:

- A continued cultural shift from a focus on “teaching” to a focus on “leading” and positively influencing student learning. In addition to leading, we will be continuing with our “Big Shift” from a focus on teaching to a focus on learning.
- BCS mission and corporation goals.
- The continued infusion of new, evidence-based pedagogical philosophies, strategies, and methodologies (including but not limited to instructional and assessment strategies, lesson planning, content delivery).
- Solidification, improvement, and communication of our career opportunities, new graduation pathways policies, and transferable skills (students, teachers, parents): PEAK, Career Pathways, community partnerships, vertical alignment with lower grades.
- Continued work on curriculum maps that better align with state standards. With the new, updated standards adopted in July 2023, our staff will be creating and updating curriculum maps with applicable learning goals, content, skills, assessments and appropriate scope and sequence.
- Development of new AP and/or Dual Credit programming.
- Continued training for classroom technology.
- To measure growth, BJSHS administrators will use the Blackford Community School Teacher Effectiveness Rubric (v. 2024) and the tools available through the Standard For Success (SFS) online platform including the “Walk Through” feature. Data will be collected quarterly and assessed for patterns where improvement is necessary to better classroom instruction. Through these data measures, we will be able to provide teachers with professional development opportunities and guidance on effective instructional practices.
- Building-level administrators will meet individually with teachers following each “long observation”.
- Building-level administrators will create professional development goals based off of data collected during the first nine weeks and provide professional development based off of strengths and weaknesses of the staff.
- Building-level administrators will conduct “short observations” focused on prioritized goals during the second nine weeks.
- Building-level administrators will conduct a walk through for every teacher quarterly.
- Introduction of departmental meetings to assure curriculum alignment, identify strengths and weaknesses of each department and opportunities for growth. Needs of the department will also be evaluated. Data analysis and brainstorming sessions will also be conducted.

Accomplishing the focus of professional development will involve, but is not limited to, the following:

- Use of stipends to pay for staff attending approved professional development.
- Use of release time for staff.
- In house experts leading professional development sessions.
- Use of outside consultants.

Section Nine: Timeline for implementation, Review, and Revision

This SIP provides a framework for staff and student growth through 2025. The ongoing attention to skills needed for success on the 11th grade SAT, and/or other assessments will continue to be reviewed and revised as needed.

First Nine Weeks: Each classroom teacher will be observed by the administrator who is considered their primary observer. At the conclusion of all observations and individual teacher meetings, data will be evaluated and professional development goals will be planned and organized. Baseline data will lead to the creation of goals for the last three weeks. This information will be shared with teachers.

Second Nine Weeks: Based on the data collected during the first nine weeks, administrators will conduct staff meetings focused on areas identified as needing improvement. Also during this time, administrators will perform classroom observations (“short observations”) focused on prioritized areas.

Third Nine Weeks: Classroom observation data will be re-assessed and professional development will be adjusted.

Fourth Nine Weeks: Final Summative Evaluations will be conducted with teachers.

August 21-Introduce Professional Development Plan (Staff Meeting)

September 11 (2 Hour Delay)

- a. Continue with process for curriculum mapping
- b. Introduce curriculum mapping to new teachers
- c. Introduce structure and expectations for department meetings
- d. Departments meet to discuss organization

September 25-Productive Struggle (Staff Meeting)

October 2 (Staff Meeting)

- a. Bring updated curriculum maps. Topic of the day: Creating assessments tied to curriculum.
- b. By the next 2 Hour Delay, assemble sample questions tied together with standards identified as essential.

October 6 (end of 1st Nine Weeks)

October 16 (Department Meeting)

- a. Identify areas of where the most growth is necessary
- b. Create professional development to address these areas
- c. Set goals for improvement to be reviewed on 12/13 staff meeting

November 6 (2 Hour Delay)

- a. Handle with Care
- b. Create assessments tied to curriculum maps and essential standards. Teachers should create a pre-test to be given at the beginning of the semester, a post-test to be given at the end of each semester/year and at least one quarterly assessment used to check progress.
- c. Other areas of administrivia or professional development

November 20 (Department Meeting)

- a. Review/Check-in on assessments
- b. Professional Development

December 4 (Staff Meeting)

- a. Review progress towards goals
- b. Provide professional development towards areas where improvement needed

December 20 (last day of first semester)

All curriculum maps, pre-tests (if applicable), quarterly tests and post-tests due in files.

By January 1 (Second Semester)

- a. Teachers begin implementing second semester curriculum maps and assessments.
- b. As a staff, begin the process for creating curriculum maps and assessments for first semester 2025-2026.

The school improvement plan will be evaluated annually to assess its progress and make necessary adjustments. The school improvement plan at Blackford Junior-Senior High School is a comprehensive and ambitious effort to improve student achievement. By focusing on how we teach and what we teach, the school is taking steps to ensure that all students have access to the high-quality instruction they need to succeed.