

# JASPER MIDDLE SCHOOL

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## SCHOOL IMPROVEMENT PLAN 2014-2015

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## **COMMUNITY PROFILE**

Jasper, Indiana, is the county seat and the hub of Dubois County. Situated in the scenic rolling hills and wooded forests of Southern Indiana, Jasper is an industrial community with a steadily rising population of approximately 15,038 people, which is said to double during the work week. The community has over one thousand firms from small businesses operating with only a few employees to major national and international corporations that employ hundreds or thousands. Employees travel from surrounding towns and eight counties to work in Jasper, the wood capital of Southern Indiana. The community boasts a business friendly atmosphere having a skilled and motivated workforce, with a reputation for tremendous work ethic and pride in craftsmanship.

This "business friendly" atmosphere attracts an increasing number of people to the work force, which accounts for corresponding changes in minority and ethnic growth and school population. Jasper was incorporated as a town in March 1866 with a population of 507. The count in 2000 was 12,100 and for the 2010 census, the population had risen to 15,038. The school population is classified as 86.8% white. The most notable change in the school population has been the increase in the Hispanic population. In 2000, the population group of Hispanic origin was 71408 (3.37%) and in 2010, the Hispanic or Latino population was 1,153 (7.67%). Hispanics make up 10.5% of the student population at Jasper Middle School.

Resources:  
2012 Census

## **SCHOOL PROFILE**

In the 2003-2004 school year, Jasper Middle School moved to a new state of the art middle school building located on 35 acres. The school is equipped with the most up to date infrastructure available. The building is secured by a camera system at the doors and parking lots and the doors are secured with an electronic security system. The staff uses key FOBS which enable the administration to know who and when people are coming in and out of the building. The main entrances to the building are located in full view of the receptionist and visitors must sign in and out of the building for security reasons.

The school nurse and home school advisor not only take care of the daily needs of the students, but also provide staff and students with valuable information on preventative measures as well. All staff members have been trained for suicide prevention through the CPS program. Several staff members have had Crisis Prevention Intervention training to help protect themselves and the students. Over half of the staff has been trained in CPR.

All students and staff routinely practice safety drills in case of fire, tornadoes, and other possible emergencies. Emergency procedures are posted in all rooms and the school has met all of the Indiana State Fire Marshall requirements.

Jasper Middle School includes grades six, seven, and eight. The school employs 34 certified teachers, 14 instructional assistants, three secretaries, one counselor, one home/school advisor, 10 cooks, two custodians, one media specialist, one school nurse, two maintenance personnel, and two administrators. The student to teacher ratio is 23-1.

The total student enrollment has increased over the past several years. In 2008 the enrollment was 731, but has jumped to 775 during the 2013-2014 school year.

The most notable change in the school population has been the increase in the Hispanic population. During the 2005-2006 school year Hispanics made up 7.4% of the school population, and has increased to 13% during the 2013-2014 school year.

During the 2013-2014 school year, 24.9% receive Free and 8.1% received Reduced lunch support. Over the past five years, our free and reduced numbers have shown an increase of 9%.

The attendance rate has remained fairly constant over the past several years period. For the past five years, JMS has remained somewhere in the 97 percentage. The school continually has a higher attendance rate than the state average attendance rate.

## **Multicultural Component**

Jasper Middle School is aware of the cultural differences that are increasing within the school population and community. It is an essential part of our goals to ensure that students are made aware of the cultural aspects within the school and community. Acceptance and responsibility of actions are important issues that we feel the students must attain. To meet those goals, the staff plans for various activities centered on curriculum areas that pertain to multicultural issues.

Throughout the year, Jasper Middle School staff, along with community members, plan lessons and events that will help the students be more aware and accepting of the cultural differences that are present in the community and world. The Social Studies curriculum for the Middle School students helps teachers meet the Indiana Academic Standards by providing various activities that encourage the students to be more aware of cultural differences that are found around the world. Staff members plan for individuals to present information to students about locations that are being studied and follow up those activities with additional lessons and evaluations. The programs offered by the Jasper Community Arts Center helps students better understand the world around them by providing them with an insight of the art and history of other cultures.

Students at Jasper Middle School are also involved within their community through various organizations and activities. A few examples of school programs that are in place to involve students in their community are ROOS (Respecting Ourselves and Other Students), Student Council, Builder's Club and Junior Optimist Club. Students involved in these programs help to encourage all other students to be more responsible, how standing up to peer pressure, and educate others about the dangers of drugs and alcohol. All also conduct various fundraisers for charitable organizations.

## **EDUCATIONAL PROFILE**

Students at Jasper Middle School receive core instruction in Mathematics, English, Language Arts, Science and Social Studies. JMS also offers many practical arts subject classes: including Physical Education, Band, Music, Health, Computer Applications, Art, Family and Consumer Sciences, Technology/PLTW, and Spanish.

On August 3, 2010, the Indiana State Board of Education unanimously voted to adopt the Common Core State Standards (CCSS) for Mathematics and English/Language Arts (E/LA). Following adoption, the CCSS became known as Indiana's Common Core Standards (INCC). Indiana then dropped the Common Core State Standards and developed their own College and Career Readiness Standards. JMS is following the state's directive in terms of transitioning standards and assessments.

Resources:

**MISSION STATEMENT**

Jasper Middle School believes the school's mission is to provide students opportunities for valuable learning experiences and citizenship development in a caring environment of high expectations, positive attitudes, and successful results. We accept the responsibility for guiding all students toward the fulfillment of their potential. This requires the cooperation of the learner, the family, the community and society.

**SCHOOL VISION**

The staff of Jasper Middle School is committed to continuous improvement in all aspects of the school. The primary focus of Jasper Middle School is the improvement of student abilities in mathematics and language arts.

**SCHOOL DASHBOARD**

- Follow the Corporation KPIs – Monitor through STAR assessment and content area assessments
- Student Attendance – Tracked monthly and displayed in a central location
- Preparedness to Learn – Monitored by classroom teachers
- Discipline Referrals – Tracked monthly and displayed in a central location
- Stakeholder Satisfaction – Receive feedback with use of surveys by various stakeholders
- Parental Involvement – Described in later Parental Participation section of plan
- Content-Specific, Working Vocabulary – Monitored by classroom teachers

**Performance Data**

**Jasper Middle School PL 221 History**

	<b>2008-09</b>	<b>2009-2010</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
<b>Final PL 221 Status</b>	Not Assessed	Academic Progress	C (Acad. Progress)	A	A

*Due to a change to sprint testing, PL 221 was not calculated for the 2008-09 school year.*

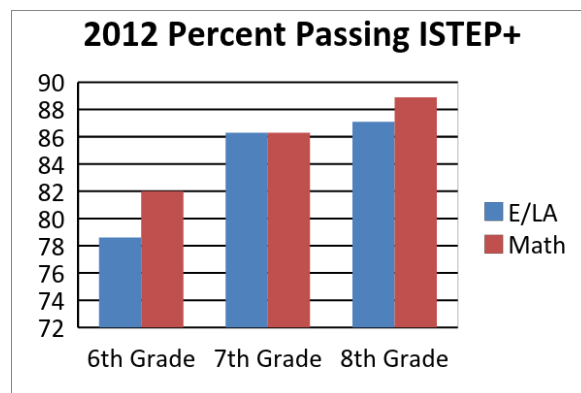
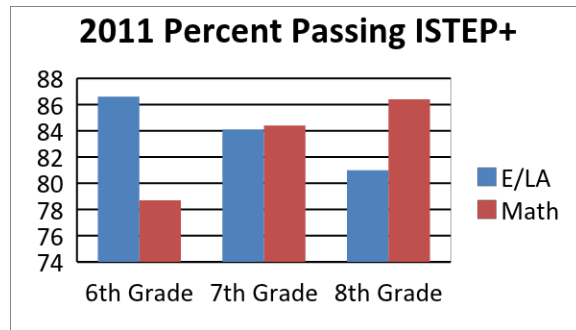
Jasper Middle School received an "A" as its final letter grade for school accountability. This is the second "A" after receiving the equivalent of a "C" the previous two years. The final grade reflects student performance and growth on Indiana's English/Language Arts and Math Basic

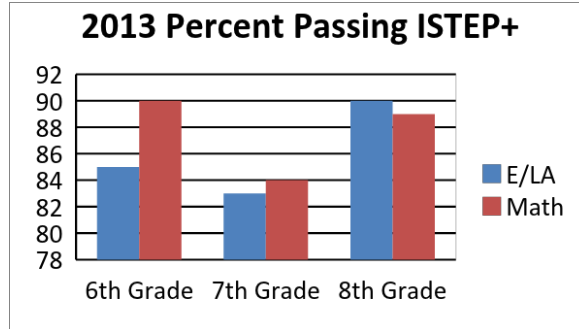
skills tests. The percent of students passing state assessments in Mathematics was 86.3% and the percent of students passing state assessments in English/Language Arts was 85.1%

**ISTEP+ STUDENT DATA**

Students at Jasper Middle School average percent passing is continually higher when compared to the State Average percent passing.

The graphs below show the past four years with data broken down by grade and subject level.





**ISTEP+ Comparison Data**

The following data is a comparison of specific groups of students as they have progressed over the past two years. In each category, the “Class of…” is the graduation date of the specific group of students. The 5th grades scores are an average of Ireland and Tenth Street Elementary Schools.

**2013-2014 Eng/LA Total Percent Passing Scores**

<b>Class of 2018</b>	<b>As 6<sup>th</sup> Graders 2011-2012</b>	<b>As 7<sup>th</sup> Graders 2012-2013</b>	<b>8<sup>th</sup> Grade Results 2013-2014</b>
Indiana	78	83	74
Jasper Middle School	77	81	80
Female	80	85	85
Male	74	77	75
Hispanic	44	59	50
White	82	84	85
Paid Lunch	86	91	88
Free/Reduced Lunch	55	60	64
Non English Learner	80	84	84
English Learner	42	38	32
Special Education	30	21	29

General Education	81	84	84
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<b>Class of 2019</b>	<b>As 5<sup>th</sup> Graders 2011-2012</b>	<b>As 6<sup>th</sup> Graders 2012-2013</b>	<b>7<sup>th</sup> Grade Results 2013-2014</b>
Indiana	78	78	75
All Students	87	90	86
Female	88	90	91
Male	85	80	80
Hispanic	66	70	77
White	88	87	87
Paid Lunch	91	89	91
Free/Reduced Lunch	63	73	71
Non-English Learners	88	87	87
English Learner	53	50	55
Special Education	46	71	53
General Education	88	82	88

<b>Class of 2020</b>	<b>As 5<sup>th</sup> Graders 2012-2013</b>	<b>6<sup>th</sup> Grade Results 2013-2014</b>
Indiana	77	77
All Students	81	84
Female	86	86
Male	77	83
Hispanic	47	66
White	89	88
Paid Lunch	89	94
Free/Reduced Lunch	70	68
Non English Learner	88	89
English Learner	16	38
Special Education	40	57



General Education	85	87
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## **2013-2014 Math Total Percent Passing Scores**

<b>Class of 2018</b>	<b>As 6<sup>th</sup> Graders 2011-2012</b>	<b>As 7<sup>th</sup> Graders 2012-2013</b>	<b>8<sup>th</sup> Grade Results 2013-2014</b>
Indiana	82	80	80
Jasper Middle School	81	83	82
Female	84	84	89
Male	79	82	80
Hispanic	41	56	60
White	86	87	85
Paid Lunch	89	93	89
Free/Reduced Lunch	62	63	67
Non English Learner	84	86	85
English Learner	47	31	42
Special Education	45	50	47
General Education	84	85	84

<b>Class of 2019</b>	<b>As 5<sup>th</sup> Graders 2011-2012</b>	<b>As 6<sup>th</sup> Graders 2012-2013</b>	<b>7<sup>th</sup> Grade Results 2013-2014</b>
Indiana	86	84	79
All Students	96	90	88
Female	95	88	86
Male	97	91	89
Hispanic	79	73	74

White	98	92	89
Paid Lunch	100	95	94
Free/Reduced Lunch	80	75	71
Non English Learner	97	92	89
English Learner	53	50	45
Special Education	54	87	42
General Education	98	92	91

<b>Class of 2020</b>	<b>As 5<sup>th</sup> Graders 2012-2013</b>	<b>6<sup>th</sup> Grade Results 2013-2014</b>
Indiana	85	84
All Students	89	85
Female	88	85
Male	91	86
Hispanic	75	71
White	92	88
Paid Lunch	95	95
Free/Reduced Lunch	80	68
Non English Learner	92	88
English Learner	58	57
Special Education	67	65
General Education	91	87

**English/Language Arts ISTEP Grade Level Scores by Indiana Performance Indicator (Spring 2014)**

<b>Label</b>	<b>Indiana Perf. Indicator</b>	<b>6<sup>th</sup> Grade Score</b>	<b>7<sup>th</sup> Grade Score</b>	<b>8<sup>th</sup> Grade Score</b>
v	Vocabulary	82.71	84.67	76.24
nit	Nonfiction/Info Text	68.18	74.89	64.37
lt	Literature Text	81.08	75.1	72.36
wp	Writing Process	76.6	71.81	71.89
wa	Writing Applications	70.36	73.86	72.8
lc	Language Conventions	79.49	80.9	78.71

**Math ISTEP Grade Level Scores by Indiana Performance Indicator (Spring 2014)**

<b>Label</b>	<b>Indiana Perf. Indicator</b>	<b>6<sup>th</sup> Grade Score</b>	<b>7<sup>th</sup> Grade Score</b>	<b>8<sup>th</sup> Grade Score</b>
ns	Number Sense	63.81	74.59	63.44
c	Computation	58.86	61.22	61.17
af	Algebra and Functions	68.4	59.04	61.96
g	Geometry	64.52	74.23	63.68
m	Measurement	54.76	60.03	69.43
dap	Data Analysis & Probability	60.68	76.96	70.95
ps	Problem Solving	57.61	58.55	55.12

**STAR/Renaissance Student Data**

STAR Reading and STAR Math are assessments given three times a school year at Jasper Middle School. JMS administers STAR benchmark tests in the Fall, Winter, and Spring. The 2012-2013 student data is included to convey year-to-year comparison data.

The percentages included in the following charts are the percent of students in a grade level that met the benchmark, in which is often interpreted as working at grade level or proficient. Renaissance Learning uses 40<sup>th</sup> percentile rank as the default screening benchmark based on expert suggestion.

## STAR - Reading

### Benchmark Data for 2013 - 2014

	<b>6th Grade READING</b>	
<b>FALL 2013</b>		<b>SPRING 2014</b>
76%		73%

	<b>7th Grade READING</b>	
<b>FALL 2013</b>		<b>SPRING 2014</b>
74%		78%

	<b>8th Grade READING</b>	
<b>FALL 2013</b>		<b>SPRING 2014</b>
70%		72%

### Comparison STAR Reading Data for 2012 - 2013

	<b>6<sup>th</sup> Grade 2012 - 2013</b>	
Fall	Winter	Spring
75.3%	74.3%	75.8%

	<b>7th Grade 2012 - 2013</b>	
Fall	Winter	Spring
64.9%	68.5%	73.7%

	<b>8th Grade 2012 - 2013</b>	
Fall	Winter	Spring
76.6%	75.5%	73.1%

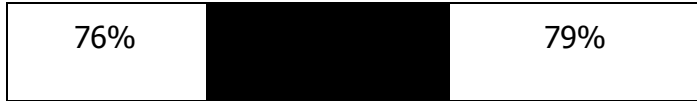
### **STAR - Math**

#### **Benchmark Data for 2013 - 2014**

	<b>6th Grade MATH</b>	
<b>FALL 2013</b>		<b>SPRING 2014</b>
79%		86%

	<b>7th Grade MATH</b>	
<b>FALL 2013</b>		<b>SPRING 2014</b>
86%		86%

	<b>8th Grade MATH</b>	
<b>FALL 2013</b>		<b>SPRING 2014</b>



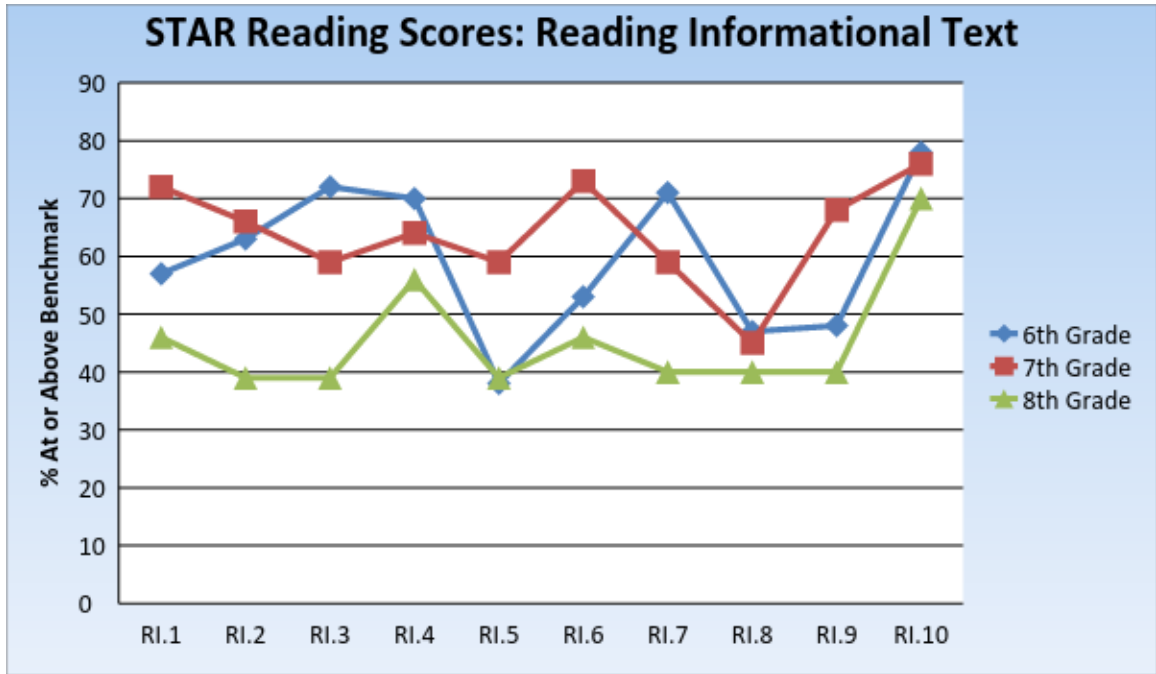
**Comparison STAR Math Data for 2012 - 2013**

6 <sup>th</sup> Grade - MATH		
2012-2013		
Fall	Winter	Spring
78.8%	86.3%	86.9%

7 <sup>th</sup> Grade - MATH		
2012-2013		
Fall	Winter	Spring
77.1%	78.2%	78.7%

8 <sup>th</sup> Grade - MATH		
2012-2013		
Fall	Winter	Spring
83.5%	86.3%	88.8%

**STAR Reading Grade Level Scores by Reading Standards for Informational Text:  
Literary Nonfiction and Historical, Scientific, and Technical Texts (Fall 2014)**



Label	Reading Informational Text Indicator(paraphrased)	6th Gr	7th Gr	8th Gr
RI.1	Cite textual evidence to support analysis of what text says			
RI.2	Determine central idea of text			
RI.3	Analyze interactions in a text			
RI.4	Determine meaning of words and phrases as they are used in a text			
RI.5	Analyze the structure of a text			
RI.6	Determine author's point of view or purpose in a text			
RI.7	Compare/Contrast a text to different mediums; advantages/disadvantages of using different mediums			
RI.8	Evaluate the argument and special claims in a text			
RI.9	Analyze/compare and contrast two or more texts/events with that of another			
RI.10	Read and comprehend literary nonfiction			

### **Assessments**

Jasper Middle School teachers will use the college and career ready Indiana Academic Standards to develop instruction and assessments. Our teachers will utilize assessment data to plan effective lessons and instruction, develop understanding and mastery, and measure student progress and achievement.

Assessments include:

ISTEP+

STAR Reading

STAR Math

Language Arts End-of-the-Year Exam

Math End-of-the-Year Exam

LAS Links/ACCESS

### **Student Learning Objectives**

Jasper Middle School's commitment to excellence is the guide for continuous improvement in student learning. Student learning objectives will be determined and teachers will use intellectually stimulating learning to engage the students. Data-based decision-making will help teachers set specific class objectives and focused learning targets for the students.

The process of setting Student Learning Objectives requires teachers to create standards-aligned goals and to use assessments to measure student progress. This allows teachers to plan their lessons ensuring that every minute of instruction is pushing teachers and the school toward a common vision of good instruction and achievement. Teachers use data collected from ISTEP results, STAR Math and Reading results, and end of year assessments to set their student learning objective goals.

## **ACADEMIC GOALS**

### **Goal #1**

Jasper Middle School students will demonstrate progress towards standards mastery in the areas of comprehension and analysis with emphasis on nonfiction and informational text.

### **Supporting Data**

As evidence from ISTEP data presented earlier in the plan, the area of nonfiction and informational text is the lowest of all the performance indicators in two of the three grade levels. STAR benchmark results from 2014 support this school-wide academic goal for the 2014 - 2015 school year. Data-driven discussions and analysis by classroom teachers of what they see daily in the classrooms also support the need for improvement in comprehension and analysis of nonfiction and informational text.

### **Strategies**

Teachers will increase the amount of instructional time engaged in non-fiction and informational text within the classroom. Teachers will collaborate with content area teachers to develop more integrated teaching objectives to better support students in the application of reading standards (to support analysis, reflection, and research by drawing evidence from



nonfiction and informational text). To motivate students to attend to nonfiction and informational text more carefully and actively, teachers will utilize reading comprehension strategies routinely. Implementation of the Six-Trait Writing Model will also be used in classrooms to provide a common language for teaching and learning the craft of writing. Students will be encouraged and challenged to address all six traits: Ideas, Organization, Voice, Word Choice, Sentence Fluency, and Conventions.

Teachers will utilize the data of short cycle assessments, unit formative assessments, and the End-of-Year Exams, which are locally developed and based on College and Career Indiana Academic Standards, to help teachers maximize instruction to individual student academic levels, measure reading and English growth throughout the school year, and to identify student instructional needs.

The JMS Intervention Literacy Lab will be used to support students who are having difficulty in Language Arts curriculum areas and/or who have failed the Language Arts portion of the ISTEP+ assessment with the goal of bringing grade level reading achievement to our at-risk students in the area of language arts.

JMS significantly reallocated human resources in order to address school-wide goals and provide additional support within the general education classroom. Special Education teachers, instructional assistants, and the literacy interventionist will increase time in the general education classroom in order to decrease student to teacher ratio. These individuals will be supporting all students in their literacy efforts as well as assisting in core instruction. Identified students will also participate in small group instruction in order to provide targeted lessons and support beyond the core curriculum.

English Language Learners also receive additional instructional support through small group instruction with the ENL instructor and assistant. Through this additional small group instruction students receive dynamic content specific working vocabulary to support these learners cross-curricular.

## **Goal #2**

Jasper Middle School students will demonstrate progress towards standards mastery in the area of problem-solving by solving real-world and mathematical problems while reinforcing computation and measurement skills.

## **Supporting Data**

As evidence from ISTEP data presented earlier in the plan, the Problem Solving Performance Indicator was low among all three grade levels. Data-driven discussions and analysis by classroom teachers of what they see daily in the classrooms also support the need for improvement in problem solving, as well as, computation and measurement skills.

## **Strategies**

Teachers will collaborate with other content area teachers to develop a more integrated teaching focus. Team teaching is also being done to help better serve our students. Monthly meetings will take place for all math teachers to ensure articulation and curriculum alignment in math takes place. Teachers will be supported in the implementation by having time throughout the year to share, follow-up and evaluate research-based strategies they have learned at conferences. Support will also be given to allow teachers time to collaborate in discipline-specific groups and interdisciplinary groups and design programs and strategies to aid in the improvement of our school wide math computation goal.

Collaboration with all content areas will also take place through the use of a math Problem of the Week (POW) that is designed to help students use critical thinking and is correlated to math problem solving. The POW is based on real-world mathematical problems and is distributed to all classroom teachers each week. Students are encouraged to participate in the POW weekly.

Teachers will use the testing results of the End-of-Year Exams, which are locally developed and based on Indiana Academic Standards, to help them match their instruction to individual student levels, measure math growth throughout the school year, and predict results on high-stakes tests. Students work through a short assisted-response (multiple-choice) test.

After school remediation is being offered for those students that have been identified as needing the extra support based on ISTEP and STAR data.

## **OTHER INFORMATION**

### **Professional Development**

JMS has created a new Professional Development process to help allocate resources and provide professional development more efficiently. A flow chart for requesting PD has been developed, a PD coordinator has been selected, a PD directory has been placed online, and monthly in-house PD opportunities have been established.

Our Professional development program will help build the Jasper Middle School staff into a committed culture of professionals striving to give each student the opportunities to reach their maximum potential. Through collaboration and continued support the culture will commit to the continuous improvement of all students.

### **Jasper Middle School Intervention Literacy Lab**

Striving to meet the needs of our students during their educational journey at Jasper Middle School and prepare them for their individual life pursuits, JMS will provide an educational support system through its Language Arts/English department with a goal of bringing grade

level reading achievement to our students – providing a focus on our students who have struggled or are likely to struggle with the academic standards of English and language arts at the middle school level. Through the efforts of an interventionist and an educational assistant, support is offered during classroom instruction throughout the week. Supplementary teaching (intervention/remediation) is provided to small groups of students throughout the week with a focus on literacy learning by means of the interventionist, educational assistant, and/or resource staff members. These student support needs will be identified and allotted.

Throughout the school year, the staff at JMS will monitor students' reading skills through computer-adaptive (STAR) tests. The tests are designed to identify whether students are reading above, at, or below grade level. Testing results will guide the intervention and remedial efforts – with a focus on the students who are reading below grade level or benchmark.

Assistance during Language Art/English classroom instruction will be scheduled daily – contingent upon the grade-level needs and individual needs of the students in the area of reading. Students will be supported during lessons taught by the classroom teacher, during interactive activities occurring in the classroom, and during independent tasks assigned by the classroom teacher. Small group sessions will be arranged by grade level after taking into account student test scores, class performance, learning history, and academic needs. Identified students will become actively involved in supplementary teaching with additional reading practice by the interventionist and educational assistants. These sessions will take place in the literacy lab, within the classroom setting, or at another location.

Intervention and remedial efforts will be adapted and altered as new data and information is gathered throughout the school year. Targeted goals will be set for individual students, groups of students, and classes of students. English/Language Arts teachers, the literacy interventionist, and the educational assistants will join together to monitor student progress, growth, and achievement in the area of reading throughout the entire school year. Informed decisions will be made based on these levels of performance. STAR testing data will assist in setting goals for the students, as well as, setting priorities for instruction and intervention. Literacy skill sets are also valued in other subject areas in which students are learning and performing. As instructional needs are prioritized throughout the school year, resources may be allocated to support students struggling within content areas.

### **Jasper Middle School Data Team**

JMS has created a team of staff members to collect, analyze, and implement information gathered from various types of data. This team will meet on a regular basis throughout the year. Information will be gathered through ISTEP testing results, STAR Math and Reading results, end of year tests, and surveys created to determine how best to meet the needs of the students, staff, and community.

## **Technology**

Teachers use technology for instruction in their classrooms. Each classroom has at least one computer for teacher use and a computer which students utilize. This school year, all ELA classrooms received Chromebooks. Students have all been provided Google accounts to use in conjunction with the Chromebooks. This will allow for greater access to research and resources as well as the ability to collaborate more easily. All staff members also have access to iPads, a large flat screen television and Apple TVs to help them with their instruction within the classroom. There are computer labs located in each of the three grade level hallways, the library, music department, each science classroom, math lab, and in the Industrial Technology and Family and Consumer Science classrooms which allow for an entire class to have access at the same time. In addition to the school's computer labs, we have the capability of using distance learning to allow for collaboration between schools and various organizations. Several teachers are using MyBigCampus.com to help students stay updated on assignments and lessons. Math teachers have SMART boards within their classrooms as well.

## **Parental Participation**

Parents play an important role in the daily operation of Jasper Middle School. Parents stay connected to JMS in a variety of ways.

- Parents serve as volunteers in the classroom, during special activities, and at school events.
- An active PTSO, Parent Teacher Student Organization, helps the school with fund raising activities and with the planning and organization of school activities such as Reality Day and Enterprise in Action.
- Parents also serve on various committees such as the Textbook Adoption Committee and the School Improvement Committee.
- A newsletter is emailed weekly to families that have provided an email address. This is a great way to share a wide range of information.
- SchoolReach is used to send voice messages to all or specific groups of people.
- JMS has a website that contains general information about the school and has links to student/parent resources.
- Meet the Teach Night is a chance for parent to meet their student's teachers. This event takes place within the first few weeks of the start of a school year.
- Parent/Teacher conferences are held at the end of the first quarter. Parents have the opportunity to meet face to face with a teacher(s) to discuss student progress.
- Our ENL department held a parent meeting for parent of our ENL students in order to give out important information and to allow for questions to be answered.

## **AdvancEd**

Jasper Middle School is working toward integrating AdvancEd standards within our school improvement plan. This past spring, staff members were surveyed on Standard 3: Teaching and Assessing for Learning and Standard 5: Using Results for Continuous Improvement. After the surveys were collected, staff members met and discussed the results. Ideas about how to improve in specific areas were discussed and suggestions were noted. These

improvement suggestions will be considered when developing our ongoing school improvement plan. Plans are also underway to survey the parents this fall and to discuss Standards 1-2 and Standard 4.

### **Safe and Disciplined Learning Environment**

Students at Jasper Middle School each year are involved in an anti-bullying education program called "Bully-Proofing Our School." This program is designed to educate students on the definition of bullying, types of bullying behaviors, the consequences of bullying, and how to deal with bullying. The students look at the different aspects of bullying from the view of the bully, the victim, and the bystander. All sixth grade students do a week long session on bullying and seventh and eighth grade students receive follow-up/refresher courses. Each year all students are involved in a bullying survey which is used to show how bullying affects our school. All sixth grade students also receive two days of instruction on conflict resolution/problem solving strategies.

### **Continuous Improvement**

**In order to earn and maintain accreditation and engage in continuous improvement, Jasper Middle School initiated a self-assessment .....**

### **Summary**

The profile committee believes that it has examined the school community in terms of what is taking place in the teaching and learning processes as well as what are perceived to be potential areas of necessary improvement outside the academic arena. When compared to other students across Indiana, Jasper Middle School students perform much better than the average academically. However, there are still recognizable areas that can be improved. The data collected has led us to focus on a few areas that, if improved, will lead to improved overall performance across the curriculum.

During the process of profiling, we learned the characteristics of our students and we gained a better understanding of the perceptions and needs of our school community. We have used the data collected to identify two goals to improve student performance and fulfill our mission.

The School Improvement Plan committee will meet monthly to continually update our school profile. The members will continue to collect and analyze data about the school community.