

2019-20 School Improvement Plan For Jasper Middle School



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Mission, Vision, and Beliefs

Jasper Middle School takes great pride in fulfilling the school's purpose and embracing our vision with expectations, interactions, opportunities, and programs. ***Learning for Life*** is the purpose upheld within all schools of Greater Jasper Consolidated Schools.

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.

We believe that growing resilience, engagement, and academics together is what makes "JasperGREAT".

Narrative

Jasper is a Southwestern regional center located in Southern Indiana. With an area that covers 13.17 square miles, Jasper is approximately 122 miles south of Indianapolis, 55 miles northeast of Evansville, and 79 miles west of Louisville, Kentucky. Located in Bainbridge Township in the center of Dubois County, Jasper is the county seat for Dubois County (since 1830). Jasper was incorporated as a town in March 1866 with a population of 507. The count in 2000 was 12,100; for the 2010 census, the population had risen to 15,038, making it the 55th largest city in Indiana. The community's population was determined to be 15,393 in year of 2012 and estimated to be 15,568 in 2018.

Jasper is a vibrant community. In 2018, Jasper was recognized as Indiana's "Community of the Year" by the Indiana Chamber of Commerce. Some of the unique features of the community include: its heavily German Catholic ancestral roots and heritage with an established Sister Cities Partnership; a large number of furniture companies with Jasper often being termed the "Wood Capital of the World"; planning and redevelopment of the area along the banks of Patoka River with investments in the last decade to transform and expand the Jasper City Mill, Train Depot, Riverwalk, and Downtown/Riverfront area. The Parklands of Jasper, a 75-acre major urban renewal endeavor, opened in the summer of 2018.

Situated in the scenic, rolling hills and wooded forests of Southern Indiana, Jasper is an industrial community. With a history of entrepreneurship, the largest industry sectors by employment in Jasper are currently manufacturing, retail, medical, and distribution/logistics. 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. Our community boasts a business-friendly atmosphere having a skilled and motivated workforce, with a reputation for tremendous work ethic and pride in craftsmanship. Our world-renown products include office, hospitality, home and institutional furnishings, electronics, elastomers and drive trains. On the medical front, Jasper is home to Memorial Hospital and Health Care Center, a regional facility. Jasper is also home to a satellite campus of Vincennes University and the Southern Indiana Education Center. Employees travel from surrounding towns and eight counties to work in Jasper. We are also a community of recreation and arts/entertainment with nearly 20 neighborhood parks, trails, and sports complexes, as well as, the only municipally-funded arts department. The City of Jasper is a wonderful place to live, work, and play.

Jasper Middle School is one of five schools in the Greater Jasper Consolidated Schools corporation. Physically situated at 3600 Portersville Road in Jasper, Jasper Middle School is home to grades six, seven, and eight. The school employs 46 certified employees in 2019-2020. At JMS, our staff roster included: eleven instructional assistants, four secretaries, one counselor, one home/school advisor, one cafeteria manager, seven cooks, two maintenance members, two custodians, one media specialist, one school nurse, and two administrators.

Curriculum Description

The Indiana Department of Education's mission is "Working Together for Student Success."; Jasper Middle School transitioned to the new Indiana Academic Standards as a curricular framework in 2014 - aligning with those standards and working stakeholders each year to prepare our students for the workplace or a postsecondary educational opportunity.

Jasper Middle School offers a curriculum that is a blend of academic (math, science, English/language arts, social studies) and related arts subjects (health, computer applications, physical education, family and consumer science, art, computer applications, technology, music, band, performing arts). A more rigorous curriculum is offered to 8th graders in world languages (Spanish, French, German), algebra, biology in order for students to earn high school credit. Preparing for College and Careers is a course taken by all 8th graders.

Curriculum aligned to district, state, and national standards that include college-and-career-readiness; instructional performance by teachers is evaluated and supported with the RISE performance model/evaluation system. Jasper Middle School has developed a "JMS Instructional Model" to guide best practices in teaching and learning.

Core curricular content is aligned vertically to ensure that prerequisite knowledge is delivered and curriculum is aligned horizontally to ensure similar courses include common standards, practices, and activities. Curriculum and instruction are adapted to school organizational structures to address the needs of all students.

Our team of Special Education teachers/staff members, teachers/staff members involved with our English learner program, and teachers/staff members targeting intervention work together - with core content teachers and the Student Assistance Team - to provide supplemental and intensified supports to students needing Tier II and Tier III supports.

Project Lead The Way (PLTW) has provided teachers with the training, resources, and support they need to engage students in real-world learning. Implementation of PLTW programming drives best practices in our science and technology classrooms but also provides pathways to STEM education at Jasper Middle School.

Indiana's Employability Skills Benchmarks describe a set of workplace skills recommended for success in today's competitive workforce. Jasper Middle School will work together to intentionally promote and strengthen these essential, in-demand skills with our students in the future. Our corporation uses Naviance, which is a comprehensive college and career readiness solution that helps align student strength and interest to postsecondary goals, improving student outcomes and connecting learning to life.

Students can participate in a variety of athletic opportunities as young "Wildcats" of Jasper Middle School through school-supported athletics and recreational sports. JMS also encourages students to explore extracurricular activities, such as: Art Club, Student Council, Choir, Roos, Builders Club, Junior Optimist, FACs Club, Spell Bowl, Academic Bowl, Yearbook, Writer's Circle, JMS Yearbook, Weightlifting & Conditioning, JMS Dance, JMS Cheerleading, Project Lead the Way, and Performing Arts. JMS also supports student-centered activities, such as, Destination Imagination, Robotics, Boy Scouts, Girls Scouts, Girls on the Run, Bosco, and Wyldlife. Our school community hosts annual events, such as, a JMS Block Party, ENL Family Night and a Creative Arts Showcase, to celebrate our school community, our students and their interests/backgrounds. Jasper Middle School offers unique opportunities for our students to gain life skills and build community awareness. Some of those involvements include: Reality Store, Crisis Connection-facilitated activities, Career Cruise, School Liaison Police Officer-directed activities, and Junior Achievement. It is our hope that through these experiences, students will glean the importance of community outreach, work ethic, healthy lifestyles, and 21st Century skills.

Assessment(s) Description

Titles and descriptions of assessment instruments to be used in addition to Indiana's statewide assessment, **ILEARN** - Indiana Learning Evaluation Assessment Readiness Network that is a summative accountability assessment used to measure student achievement and growth according to Indiana Academic Standards.

iReady: Adaptive assessments designed to provide teachers with actionable insight into student needs in the area of math and in the area of reading. Diagnostic testing - administered three times each year to all students - offers targeted instructional recommendations and provides schools/teachers with student performance and growth data.

CogAt: Cognitive Abilities Test is a multiple-choice (K-12) assessment that measures reasoning skills with different types of verbal, quantitative, and nonverbal questions.

NAEP: The National Assessment of Educational Progress (NAEP) is the only assessment that measures what U.S. students know and can do in various subjects across the nation, states, and in some urban districts. Also known as The Nation's Report Card, NAEP has provided important information about how students are performing academically (since 1969). NAEP is given to a representative sample of students across the country; assessment follows a random selection process. Results are reported for groups of students with similar characteristics (e.g., gender, race and ethnicity, school location), not individual students.

WIDA: Screener and assessment that provides a student's level of English proficiency (in areas of Reading, Writing, Speaking, Listening) used supporting, teaching and assessing multilingual learners/ELL students. .

Quarterly Exams/Semester Exams: Classroom/content teachers administer classroom/common assessments developed to test the knowledge and skills students have acquired.

Continuous School Improvement Goals

Jasper Middle School will demonstrate progress in the areas of academics and behavior with an increase in ELA and Math pass rates **and** reduction in disciplinary referrals and suspensions.

Proposed Interventions Based on School Improvement Goals

Develop targeted set of school-wide behavioral expectations, educate school community of expectations, and implement “behavior benchmarks” to collect baseline data

Develop corporation’s MTSS infrastructure and proceed with implementation of MTSS actions with use of Jasper Middle School’s Activity & Accountability Plan

Seek programs/practices that help students master addition, subtraction, multiplication, and division facts

Seek professional development/learning that targets (how to apply) the writing process

Develop set of action steps designed to target learning objectives relating to informational text and vocabulary

Review Indiana Content Area Literacy Standards and Mathematical Process Standards

Targeted Areas for Immediate Improvement

Pinpoint patterns of disciplinary referrals with attention to areas in need of strategic intervention and activity

Initiate and facilitate “behavior benchmarks” monthly with attention to targeted set of behavioral expectations

Put SEL strategies/activities into practice with attention to learning competencies for social-emotional teaching and learning to fully implement a multi-tiered systems of support

Target math fluency to improve computation skills with attention to areas in need of strategic intervention and activity by grade level

Target student performance in writing to improve learning outcomes in the writing process with attention to areas of standard across grade levels

Target vocabulary building and vocabulary in text to improve learning outcomes in reading/vocabulary with attention to areas (standards) below proficiency and borderline by grade-level

Target student performance with informational text to improve learning outcomes in structural elements and organization with attention to areas (standards) below proficiency and borderline by grade-level

Target Indiana Content Area Literacy Standards and Mathematical Process Standards in Science/Technical Studies/History/Social Studies

State and Other Assessment Data

ELA Pass Rates

	2016 ISTEP+	2017 ISTEP+	2018 ISTEP+		2019 iLearn
6th Grade	65.1	73	71.6		53
7th Grade	82.5	68	71.8		57
8th Grade	74.5	77	69.5		63

Math Pass Rates

	2016 ISTEP+	2017 ISTEP+	2018 ISTEP+		2019 iLearn
6th Grade	58.3	66	60.0		51
7th Grade	68.3	63	69.5		56
8th Grade	61.8	68	71.0		57

2018-2019 iLearn Performance Data

	Proficiency	Proficiency
ELA	Jasper Middle	Indiana
6th Grade	53%	47%
7th Grade	57%	49%
8th Grade	63%	50%
Math	Jasper Middle	Indiana
6th Grade	51%	46%
7th Grade	56%	41%
8th Grade	57%	37%

Expulsion and Suspension Data	
School Year	Number of Expulsion/Suspensions
2018-2019	69
2017-2018	87
2016-2017	63

Parent Involvement Plan

Jasper Middle School values parents as key stakeholders in our school's purpose.

Jasper Middle School's volunteer parent-teacher-student organization is referred to the PTSO. This group actively supports students and teachers by volunteering and providing for a wide variety of tasks - impacting our school, our staff, and our students.

Parents/guardians have access to the school's learning management system and electronic gradebook to stay connected to their children's academic performance and progress.

Safe and Disciplined Learning Environment Plan

Staff members work together to promote and strengthen student relationships with adults and peers at school.

Staff members acknowledge and carry out the school's "Emergency Preparedness Plan" with attention to continued protocols and revised procedures. Staff and students of Greater Jasper Schools act with a "See/Hear Something - Say Something" approach. With an office in our building, a School Resource Officer is on duty five days a week. A school safety team of teachers is tasked with the responsibility of reviewing current practices of preparedness and revising components of the school's safety plan; a student safety team has been initiated to enhance safety, security, intervention/prevention, and emergency preparedness planning with attention to feedback from students.

Schools utilize the *SafeSchools* system, a suite of online safety and compliance programs, to manage continuous professional development and training related to safety. Communication is regularly conducted with staff and students to learn actions to follow during emergencies such as ALICE (Alert, Lockdown, Inform, Counter, Evacuate).

School discipline addresses the rules and strategies applied in the school to manage our students' behavior and also practices used to encourage self-discipline with attention to schoolwide, classroom, and individual student needs through prevention, intervention, and development of self-control. Approaches to school discipline range from positive (e.g., schoolwide school climate improvements, use of restorative practices) to punitive (e.g., detention, suspension, expulsion, etc.). Disciplinary actions are reported and tracked with use of our school's student information system.

Technology Plan

Technology is an integral part of teaching and learning at JMS. Greater Jasper Schools provide staffing and resources to effectively integrate student technology and the infrastructure to support it.

Each student and teacher is issued a computer laptop. (As we strive to reach and meet educational goals as a district and school, new student device deployment took place with the start of the 2019 - 2020 school year.)

Initiatives are coordinated by the school system's technology team in its efforts to work with administration and train staff at each school building. Jasper Middle School's eCoach carries out tasks and responsibilities tied to the school's technology plan. JMS uses a "train the trainer" approach to facilitate technology training and development.

With staff guidance, students are expected to be responsible, digital citizens - with expectations to apply/expand skills to interact and collaborate with others, as well as, present information and ideas appropriately and efficiently with use of the learning management system (Canvas) and productivity tools, such as Google and Microsoft Office.

Professional Development Plan

Greater Jasper Schools has worked to devise, implement and evaluate a continuous, system-wide program of professional learning as a district and in our schools. With these improvement efforts in progress, administrative and leader teams have worked to create and organize a system for professional learning within our school district; one systemic action included formalizing “professional development requests” across the district, so teachers have an avenue to request/propose professional learning on a particular topic of interest. Schools have begun to increase professional sharing through an “expert” sharing document that housed in the Canvas system; also added to Canvas was a PGP form created for teachers to track their professional growth points for re-licensure. Lead administrators have encouraged a shift in shifting staff meeting times from a focus on procedural items to professional learning.

Cultural Competency Plan

Cultural competence informs action steps in our building and teaching practices in our classrooms.

Providing all students with a welcoming learning environment is our responsibility - both ethically, morally, as well as, socio-emotionally. Staff members at Jasper Middle School continue to seek means to build/sustain a sense of belonging and connectedness in our school.

Forward-looking, an increase in diversity education will be critical to the success of our school and, most importantly, the success of our students, as our diverse student population continues to evolve in our school community.

The newly created Indiana Social-Emotional Competencies for students in grades Pre-K through 12, address social and emotional well-being through a neuro -developmental culturally-responsive framework. If our social and emotional learning outcomes, programs and competencies are to be reflective of the current brain research and the increasing needs that are occurring in our student populations, we need to develop district activity timelines and school activity & accountability planning.

Differentiated Learning Plan

Programming is offered to general education, special education, and high ability students, as well as students who have 504 plans and.

Teachers differentiate via content, process, and/or product. To meet the needs of all learners, teachers are expected to: incorporate differentiated instructional strategies in planning to reach every student at his/her level of understanding; plan for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction; provide ways of engaging that reflect/target different learning modalities or intelligences; ensure that lessons are accessible and challenging to all students. Administrators regularly conduct observations and walkthroughs to evaluate these standards for success.

Indiana Code for School Improvement Plans**IC 20-31-5, 6 and 511 IAC 6.2-3-3**

(a) A plan:

- (1) shall lay out objectives for a three (3) year period; and
- (2) must be annually reviewed and revised to accomplish the achievement objectives of the school.

(b) A plan must establish objectives for the school to achieve. These achievement objectives must be consistent with academic standards and include improvement in at least the following areas:

- (1) Attendance rate.
- (2) The percentage of students meeting academic standards under the Indiana statewide testing for educational progress (ISTEP) program (IC 20-32-5). ILEARN
- (3) For a secondary school, graduation rate.

(c) A plan must specify how and to what extent the school expects to make continuous improvement in all areas of the education system where results are measured by setting benchmarks for progress on an individual school basis.

(d) A plan must note specific areas where improvement is needed immediately

In order to have a more complete strategic planning process and a written plan that is free from gaps, a school may include, but is not required to include, additional information, including, without limitation, the following:

- (1) A narrative description of the school, the community, and the educational programs.
- (2) A statement of mission, vision, and beliefs.
- (3) Data, including graphs, from the annual performance report.
- (4) Data related to performance indicators other than those included in the annual performance report.
- (5) Other information about educational programming and the learning environment.

- (6) Information about how the school's curriculum and instructional strategies support the achievement of Indiana academic standards.
- (7) Analysis of student achievement based on Indiana statewide testing for educational progress plus (ISTEP+) and other assessment strategies.
- (8) Proposed interventions based on school improvement goals.