

**2023 - 2024 School Improvement Plan
For
Jasper Elementary School**



Table of Contents

Mission, Vision, Beliefs.....	2
Narrative.....	3
Curriculum Description.....	4
Assessment(s) Description.....	5
Continuous School Improvement Goals.....	6
Proposed Interventions based on School Improvement Goals ...	7
Targeted Areas for Immediate Improvement.....	8
State and other Assessment Data.....	9
Parent Involvement Plan.....	10
Safe and Disciplined Learning Environment Plan.....	11
Technology Plan.....	12
Professional Development Plan.....	13
Cultural Competency Plan.....	14
Differentiated Learning Plan.....	15
Indiana Code for School Improvement Plans.....	16

Mission and Vision

Vision Statement:

By the year 2025, Jasper Elementary School will maintain its Lighthouse Certification with an on-site visit while continuing to strive for academic excellence by attaining a top 5 ranking in both math and language among schools within our demographics and in accordance with the Dubois County Graduate Profile.

Mission Statement:

It is our mission at Jasper Elementary School to create a learning environment that encourages all to strive for excellence, embrace the leader within, foster social and emotional learning, and celebrate diversity.

Narrative

Community Overview:

Jasper Elementary School is located in Bainbridge Township of Dubois County and is one of two elementary schools in the Greater Jasper Consolidated School Corporation. Jasper Elementary School brought Fifth Street (PK - 2) and Tenth Street (3 - 5) schools under one roof. The building was constructed in 2020 to accommodate students in grades PK - 5. Jasper is a small city of approximately 15,000 people located in Dubois County in the southwestern portion of the state of Indiana.

The community of Jasper provides recreational opportunities with neighborhood parks, trails, and sports complexes. Partnerships with the Kennedy Arts Center, the City of Jasper, and the Jasper Community Arts Commission provide opportunities to enhance vocabulary development through fine arts programs. Jasper Community Arts Commission is a municipally funded arts department and has been twice honored with the Governor's Arts Award. Numerous festivals and events occur annually including the Strassenfest, a street festival honoring the city's German heritage, which draws thousands of people each August.

Jasper is comprised primarily of middle and lower/middle class economic families. Jasper is the center of commerce for a multi-county region of Southern Indiana and according to the website: <http://www.jasperindiana.gov>, the daily workforce is greater than Jasper's population. The main sources of income are from the manufacturing industry, with most industries centering on the production of home and office furniture manufacturing. There are four primary categories of commerce in Jasper: Manufacturing, Distribution/Logistics, Medical, and Retail.

School Overview:

The building consists of forty-one general education classrooms, a special education suite, two speech rooms, three ELL rooms, a Title 1 room, three inclusive preschool classrooms, music room, art room, and a STEAM classroom to complete the learning spaces. A gymnasium, library, junction area, extra rooms for small group instruction, an Amygdala station in each classroom, an Amygdala First Aid Station for students, and Amygdala station for staff members, and two Amygdala Reset areas, complement the facility.

Faculty and Staff Profile:

The Jasper Elementary School facility includes one principal, one assistant principal, one ELL Coordinator, thirty-eight general education teachers, five special education resource teachers, two full time speech/language pathologists, three preschool teachers (all inclusive), three ELL teachers, two Title I coaches, one Reading coach, one art teacher and one music teacher. Two school social workers, one full-time nurse, forty-three highly qualified instructional assistants, one librarian, three secretaries, three custodians, two maintenance staff, and seven cafeteria staff members complete the non-certified staff at Jasper Elementary School.

Student Profile Information:

Our inclusive PK through 5th grade enrollment is 988 students. Our K - 5 enrollment is 926 students. The following percentages represent our K - 5 students population in the 2022 school year. 69% are White/Non-Hispanic, 27% are Hispanic, .005 % are Asian, .02 % are multiracial, 0.007% are black, .002% are American Indian. 60% of our student population qualify for financial assistance. Challenges for Jasper Elementary and the district continue to include the continual increase of the community's Hispanic population who are considered Level 1 English Language Learners, the growing number of students arriving with trauma, and the growing number of students at the poverty level. While language barriers, trauma and poverty can have a significant impact on student learning, teaching, parental involvement, perception, and school choice; it is Jasper Elementary's goal to embrace, celebrate, and promote the education of all children. Education is the vehicle for changing conditions; therefore, we are committed to focusing on what students can do, providing all children the same opportunities to achieve excellence.

DataTrends							
School Year	Attendance Percentage		Student Enrollment	Free/Reduced Percentage		English Language Learners %	
2016 - 2017	96.3	97.3		54	59	23	24
2017 - 2018	96.9	97.6		56	66	22	25
2018 - 2019	96.5	97.2		60	68	22	27
2019 - 2020	96.3	97.1		58	66	20	26
2020 - 2021	96.2		862	56.1		23.4	
2021 - 2022	Not Available		867	Not Available		24.6	
2022 - 2023	96		926	60		27	

Curriculum Description

The school maintains and communicates a purpose and direction to establish an instructional focus. Evidence indicates a commitment to instructional practices that support challenging, educational programs and learning experiences for all students. Grade level curriculum in all subject areas meets and exceeds Indiana academic standards. Academic standards have been aligned through curriculum mapping. School personnel are engaged in a continuous improvement process to support achievement and instruction. The purpose and direction of our school is to improve literacy and create life-long learners. This purpose drives all curricular decisions. Grade level teams utilize on-going progress-monitoring and benchmark standards check assessments to monitor student growth and adapt the curriculum accordingly. This process involves attending professional development workshops/conferences to learn about best practices, participating in grade-level team meetings to review data, and incorporating lessons that provide for differentiated instruction. Due to our mission, the staff has defined literacy or "Reading at Grade Level". This definition includes a determination of standards and skills to be progress monitored through varied assessments. Academic results are reported out through a standards-based reporting system. Student learning goals are identified through this continuous improvement process. This process includes our action plan that encompasses measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals.

Instructional time is protected to achieve the purpose and direction of the school. Programming is in place for students needing remediation and enrichment in all grade levels. A ninety-minute uninterrupted reading block along with a thirty-minute small group differentiated instructional period with highly qualified support staff, occur daily. Additionally, a thirty-minute tier II remedial/enrichment opportunity is provided for all students with an optional thirty minutes of intensive intervention and more frequent progress monitoring (Tier III) for students with extreme reading difficulties. These programs promote the school's mission to improve literacy skills for all students. The school provides support programs to meet the emotional, physical, and social needs of the students. Jasper Elementary School provides an after school remedial program, various social groups, individual and/or small group counseling, and a variety of presentations through the Crisis Connection and other community resources. Staff recognizes the need to continually evaluate said programs.

Assessment(s) Description

The ILEARN assessment (Indiana Learning Evaluation Assessment Readiness Network) is delivered directly from the Indiana Department of Education with no alterations conducted. This assessment was given online and is a computer adaptive assessment designed to measure students' proficiency of the Indiana Academic Standards. The Academic Standards drive the curriculum implemented in our classrooms while the data gleaned from ILEARN guides decisions made regarding the curriculum. This assessment was given to third, fourth, and fifth grade students as an initial measure in the spring of 2019.

WIDA ACCESS assessments measure students' academic English language in four language domains: Listening, Speaking, Reading, Writing. The content of the assessments align with the five WIDA English Language Development (ELD) Standards:

- Social & Instructional Language
- Language of Language Arts
- Language of Mathematics
- Language of Science
- Language of Social Studies

Stakeholders utilize varied formative assessment tools to determine interventions for remediation and enrichment and drive the curriculum. These assessments include, but are not limited to:

- Kindergarten Readiness Test - Teacher developed used at kindergarten registration as a screener.
- iReady: An ELA and Math assessment used in grades K-5, as a formative benchmark and progress monitoring tool predictive of ILEARN.
- CogAt: A screener used for high ability identification in grades K, 2, and 5.
- Dibels Literacy and DAZE: A nationally normed pre-reading and reading assessment used in grades K-5 as a benchmark screener and progress monitoring tool.

Continuous School Improvement Goals

All students at Jasper Elementary School will be reading at grade level and/or show progress in English/Language Arts/Reading with a focus on vocabulary development. Through the Leader in Me, WIGs are created and tracked. WIG stands for Wildly Important Goal.

School WIG:

85% of Jasper Elementary students will meet their typical growth on the I-Ready Reading assessment

80% of Jasper Elementary students in 3rd - 5th grade will demonstrate proficiency by scoring an above or at proficiency level on ILEARN English/Language Arts by 24-25 School Year.

Grade Level WIG:

At the end of the school year, 75% of the students will be in instructional groups 4 or 5 (at or above grade level) or improve an instructional group in overall reading as measured by the i-Ready test.

Class WIG:

80% of our students will read at home for 15 minutes daily.

Proposed Interventions Based on School Improvement Goals

- Students will participate in frequent, formal, formative assessments, based on Indiana CCRS, to progress monitor each student's individual academic growth. This shall be accomplished through SBG (Standards-Based Grading) assessments, Dibels DAZE, fluency reads, and/or Wonder's assessments.
- Access to an in-house reading specialist that will be providing resources, strategies, interventions, support and data analysis in grades K - 2. Modeling of proven strategies and interventions would immediately benefit not only the staff but students as well. Specialist would collect and coordinate data, materials, and activities needed to implement lessons.
- School-wide implementation of the standards-based grading system.
- Teachers meet weekly utilizing a tracking system to ensure that priority standards are being mastered by students. This system will also serve as a tool to plan Tier II interventions, as well as indicators for needed professional development.
- Students will experience a blend of shared reading and guided reading strategies within the 90 minute instructional period to meet students' language arts needs.
- Students will be engaged in 30 minutes of writing daily. This block will be utilized to enhance the CCRS objective of written-response to text.
- Jasper Elementary staff and Ireland Elementary staff will work collaboratively to align and map curriculum, create assessments, and decipher strengths and areas of concern.
- Use of graphic organizers (Marzano's 6 Step Approach/Frayer Model, teacher-created) and English language learners receive differentiated strategic instruction during the daily Tier II thirty minute session with highly qualified staff. This Tier II thirty minute reading session is in addition to the ninety minute reading block with a focus on reading vocabulary.
- Students qualifying for Title I services receive differentiated strategic instruction during the daily tier II thirty minute session with highly qualified staff. This Title One reading instruction is in addition to the ninety minute reading block with a focus on vocabulary, phonics, fluency, and comprehension/essential skills.
- LLI (Leveled Literacy Intervention) is a research based intervention program published by Fountas & Pinnell. This program is a powerful, short term intervention that provides daily, intense small-group instruction which supplements classroom literacy teaching.
- Brain activities and mindfulness activities will be used on a regular basis throughout the day to help students regain their focus and better prepare to receive instruction.
- With two full-time social workers, students will be impacted by the availability of assistance for counseling and emotional, behavioral, and academic support. The 3 tiers of Social/Emotional learning should be equal to core academics when striving to better the whole child. One 45 minute special will be set aside for each class to address the Social/Emotional learning of our students.

Targeted Areas for Immediate Improvement

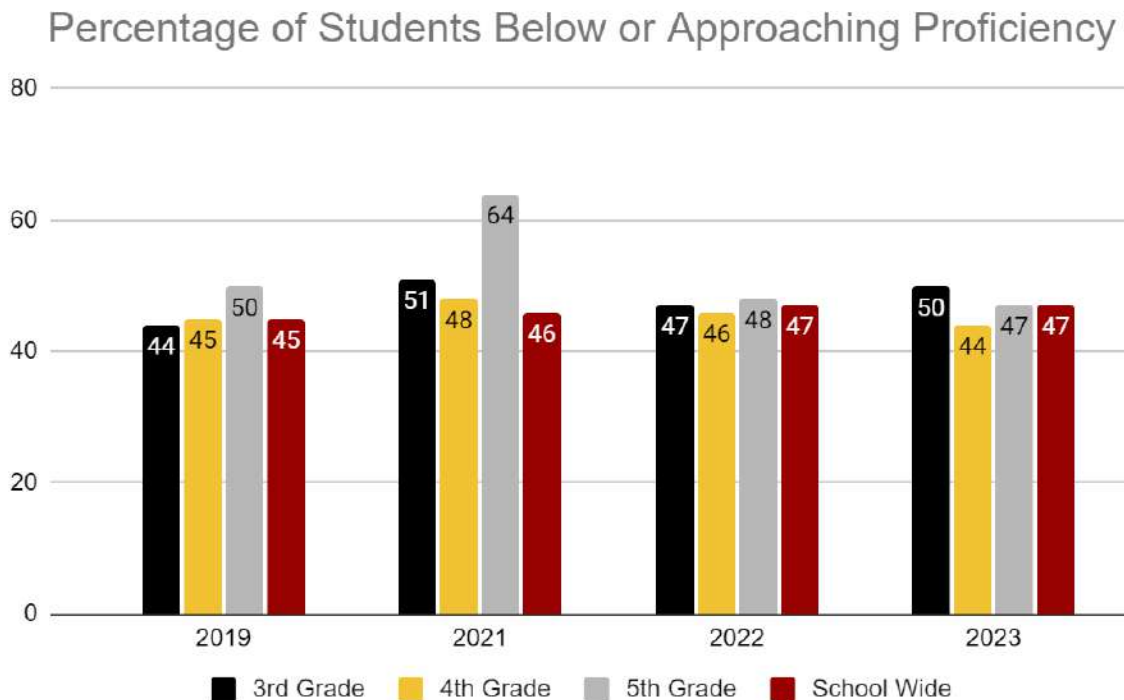
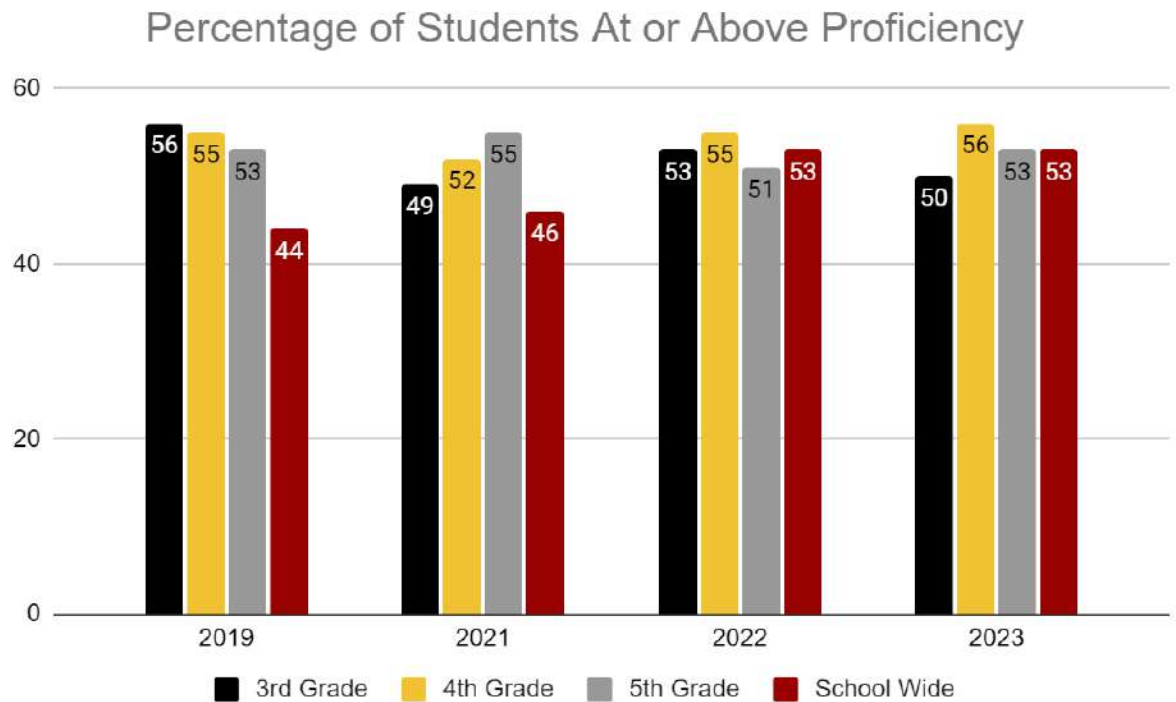
- Providing time for co-worker observations and collaboration within our building and between schools would allow teachers the opportunity to share in the professional knowledge and expertise of colleagues. Teachers that attend professional development need to have time to collaborate, debrief, and plan for implementation.
- Our school values professional collaborations, embedded into our school's master schedule there is an hour of team time planned daily across the grade levels. Anomalies due to absenteeism that might prevent all staff from meeting every day. There continues to be a need for vertical articulation for curriculum and instructional practices within the school and across elementary schools.
- To improve the areas of need, we would benefit from continued paraprofessional training for our instructional assistants to increase effectiveness when implementing interventions, Leader in Me Initiatives, and Resilient Education Initiatives.
- Career and college readiness is another area for improvement. This is a state-mandated initiative that is needed in many schools, and we look forward to implementing components of this in all grade levels.
- Continued education for all staff members in the area of Resilience Education while developing positive relationships with our students.
- Jasper Elementary staff and Ireland Elementary staff will be receiving training and refreshers on the 6 Traits of Writing through Smekens.
- Increasing data discussions in the K - 2 Grade Levels with the assistance of our Reading Coach

State and Other Assessment Data

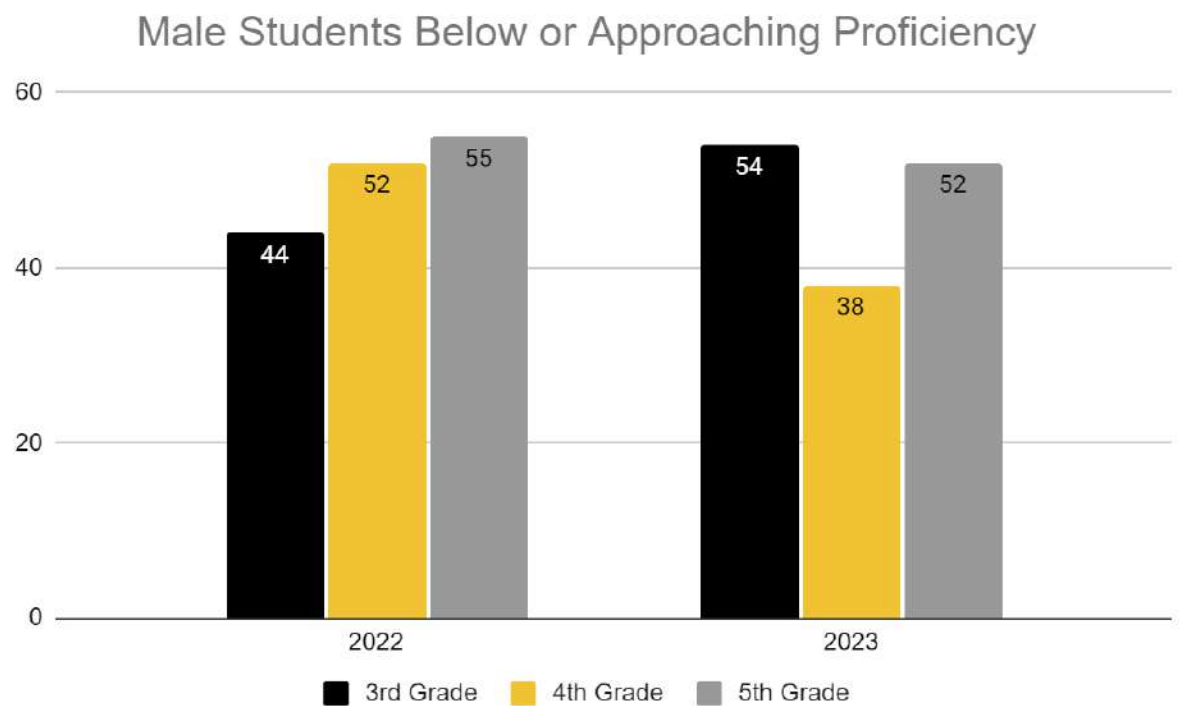
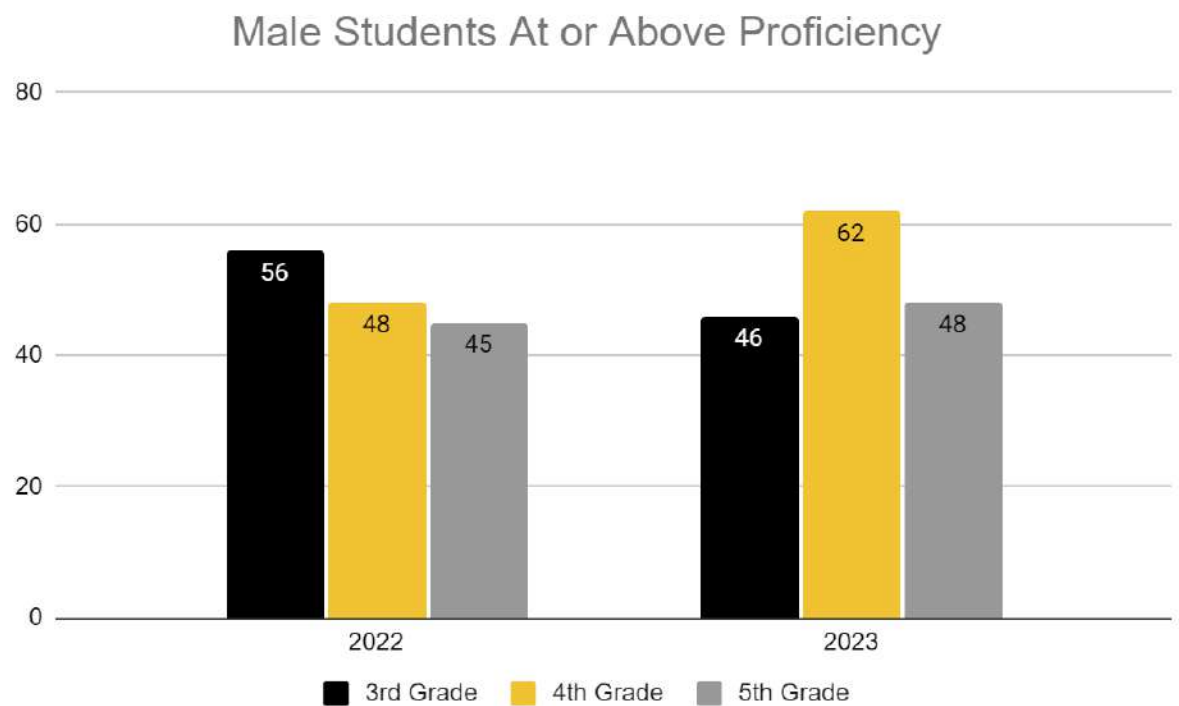
Tenth Street Elementary School students were given the ILEARN assessment in the third, fourth, and fifth grades for the first time in the spring of 2019. Due to COVID-19 there was no ILEARN test in the spring of 2020. Jasper Elementary School gave the I LEARN in the spring of 2022. The following graphs show data for the spring 2019, 2021, 2022 and 2023 scores. Third, fourth, and fifth grade scores are used by staff when making educational decisions involving students at Jasper Elementary School. The data represents the literacy achievements and struggles of the student body. Implementation of best practice strategies are being introduced for the purpose of increasing literacy across the curriculum.

This baseline data indicates a need for improvement in English/Language Arts across multiple subgroups. Students receiving academic support in the areas of English Language Learners (ELL), Special Education (SPED), and Title I are targeted areas of immediate concern. It is also noted that the male population in all three grade levels performed significantly lower than the female population.

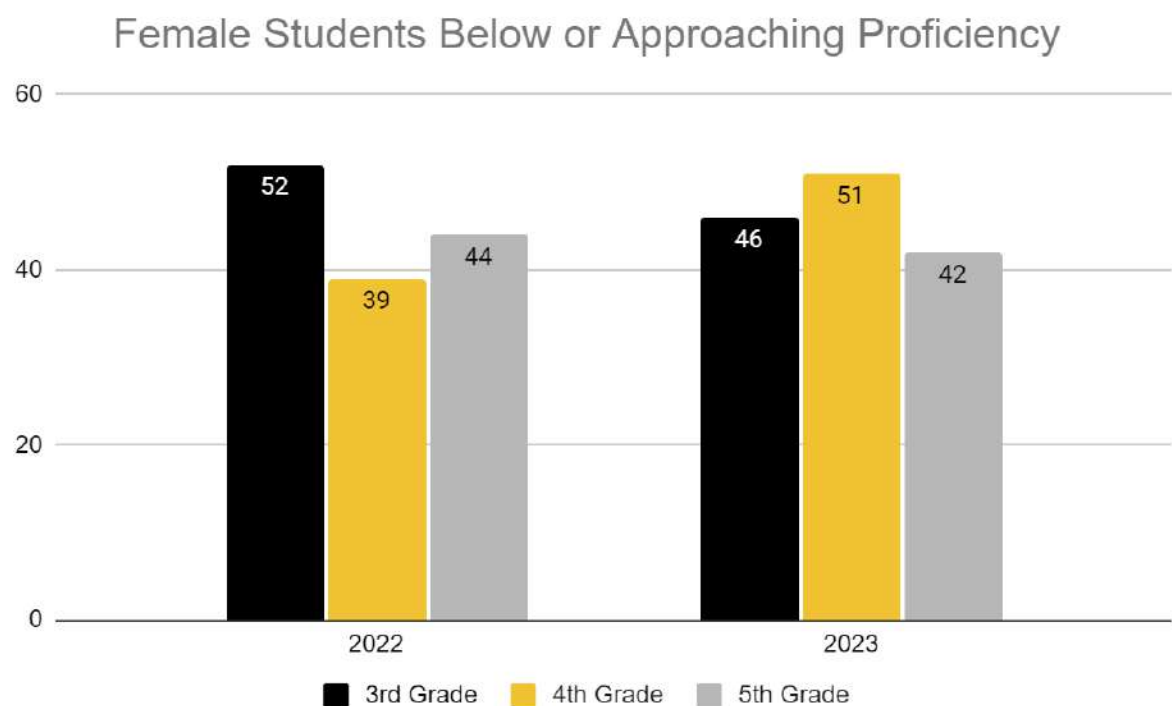
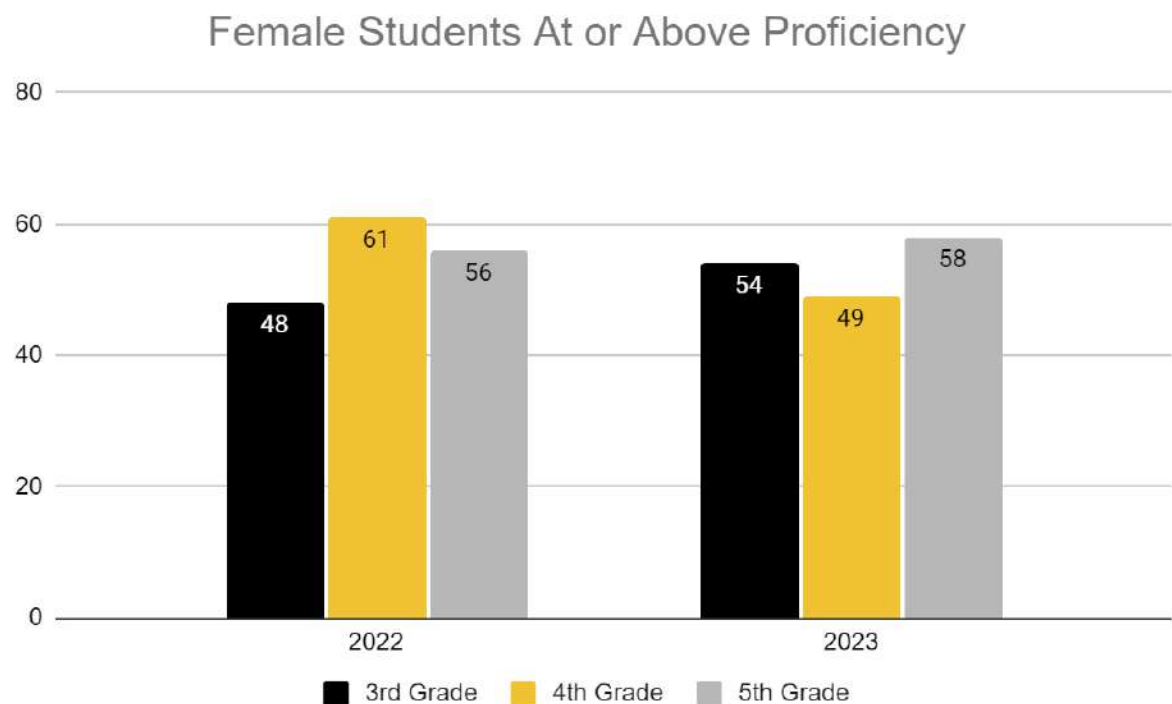
ILEARN 2023 ELA Data - Jasper Elementary School										
		Key Ideas and Textual Support/Vocab			Structural Elements and Organization/Connection of Ideas/Media Literacy			Writing		
		Above Proficiency	At Proficiency	Below Proficiency	Above Proficiency	At Proficiency	Below Proficiency	Above Proficiency	At Proficiency	Below Proficiency
3rd Grade	Jasper Overall	31	44	25	21	50	29	24	48	27
	State Scores	20	48	33	17	52	31	13	43	43
	504	25	75	0	25	75	0	25	50	25
	Gender Male	30	39	30	24	37	39	22	42	36
	Gender Female	31	49	20	18	65	17	27	55	18
	Special Ed	7	39	54	7	36	57	0	39	61
	SES	27	40	33	14	50	36	18	49	33
	ELL	12	36	52	6	36	58	15	45	39
		Key Ideas and Textual Support/Vocab			Structural Elements and Organization/Connection of Ideas/Media Literacy			Writing		
		Above Proficiency	At Proficiency	Below Proficiency	Above Proficiency	At Proficiency	Below Proficiency	Above Proficiency	At Proficiency	Below Proficiency
4th Grade	Jasper Overall	26	54	19	24	63	13	20	54	26
	State Scores	20	53	27	17	57	25	13	45	42
	504	50	25	25	0	75	25	0	75	25
	Gender Male	30	53	17	32	57	10	22	51	27
	Gender Female	22	56	22	15	69	16	18	59	24
	Special Ed	19	41	41	13	66	22	6	34	59
	SES	24	52	25	22	62	16	17	51	32
	ELL	11	46	43	14	57	29	11	46	43
		Key Ideas and Textual Support/Vocab			Structural Elements and Organization/Connection of Ideas/Media Literacy			Writing		
		Above Proficiency	At Proficiency	Below Proficiency	Above Proficiency	At Proficiency	Below Proficiency	Above Proficiency	At Proficiency	Below Proficiency
5th Grade	Jasper Overall	22	55	23	12	64	24	35	41	24
	State Scores	15	53	32	16	55	30	18	44	38
	504	0	0	100	0	100	0	0	100	0
	Gender Male	20	55	20	10	61	30	28	42	30
	Gender Female	23	56	21	14	68	18	42	40	18
	Special Ed	7	47	47	3	50	47	3	33	63
	SES	20	48	32	10	57	33	30	34	36
	ELL	0	41	59	0	32	68	5	32	64

Third, Fourth, and Fifth grade Language Arts ILEARN Percentages

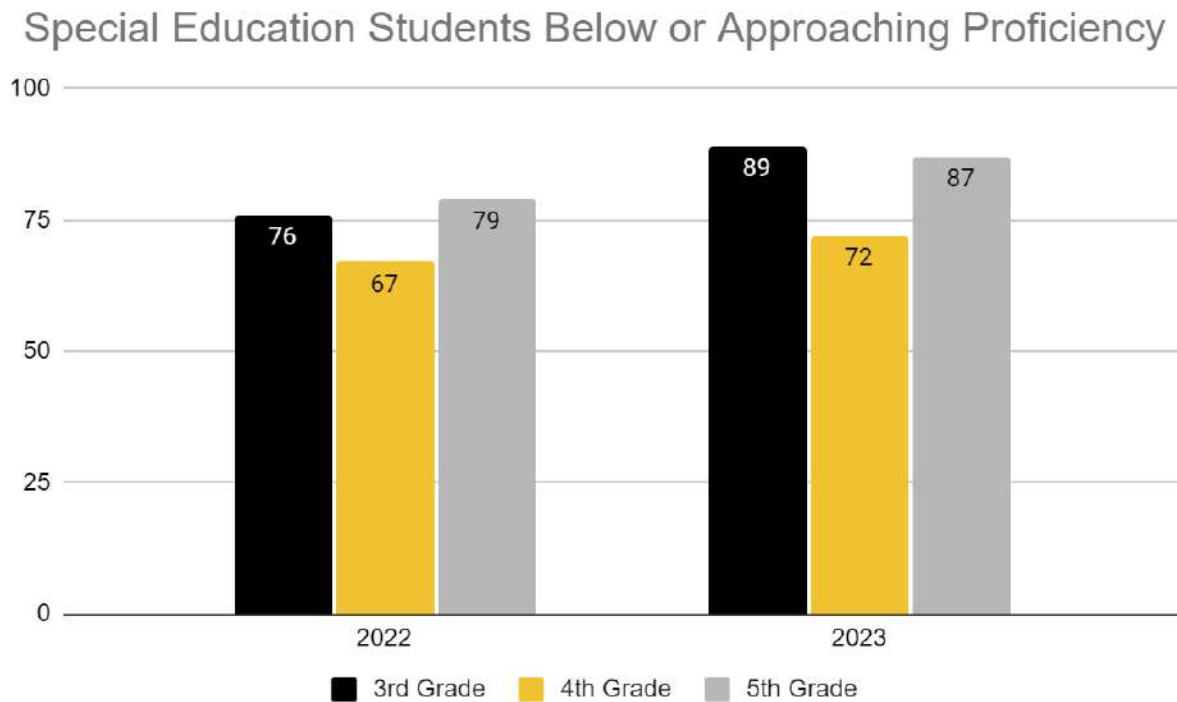
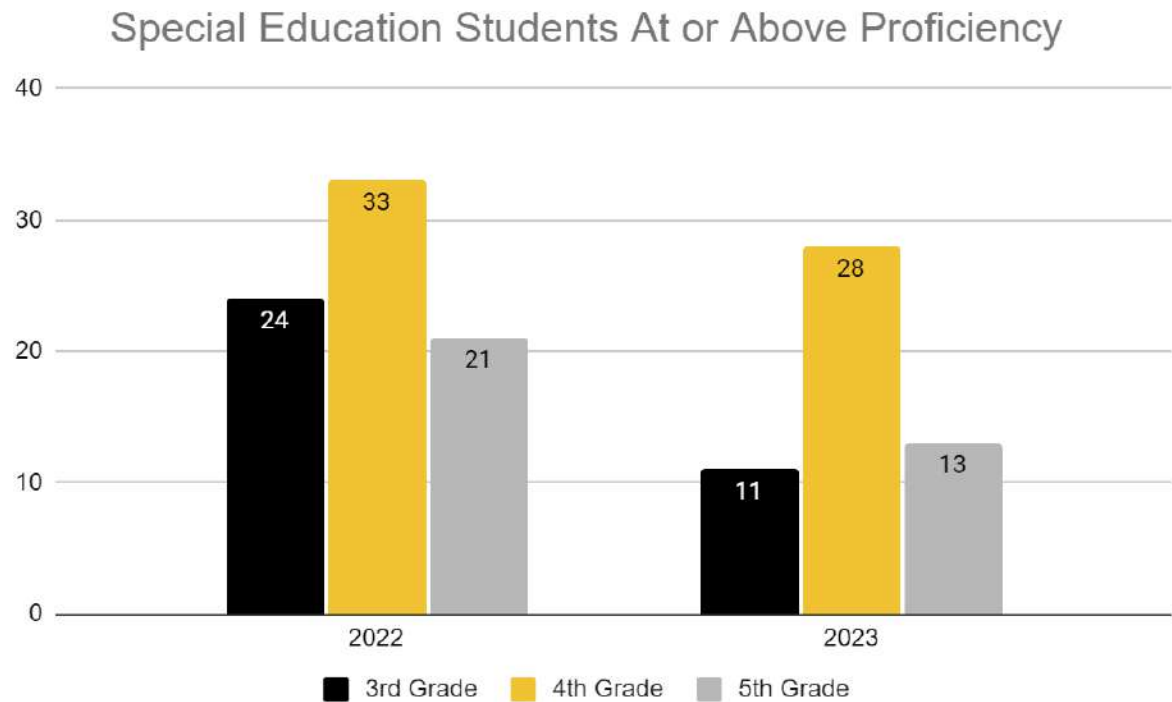
Third, Fourth, and Fifth grade Male Students Language Arts ILEARN Percentages



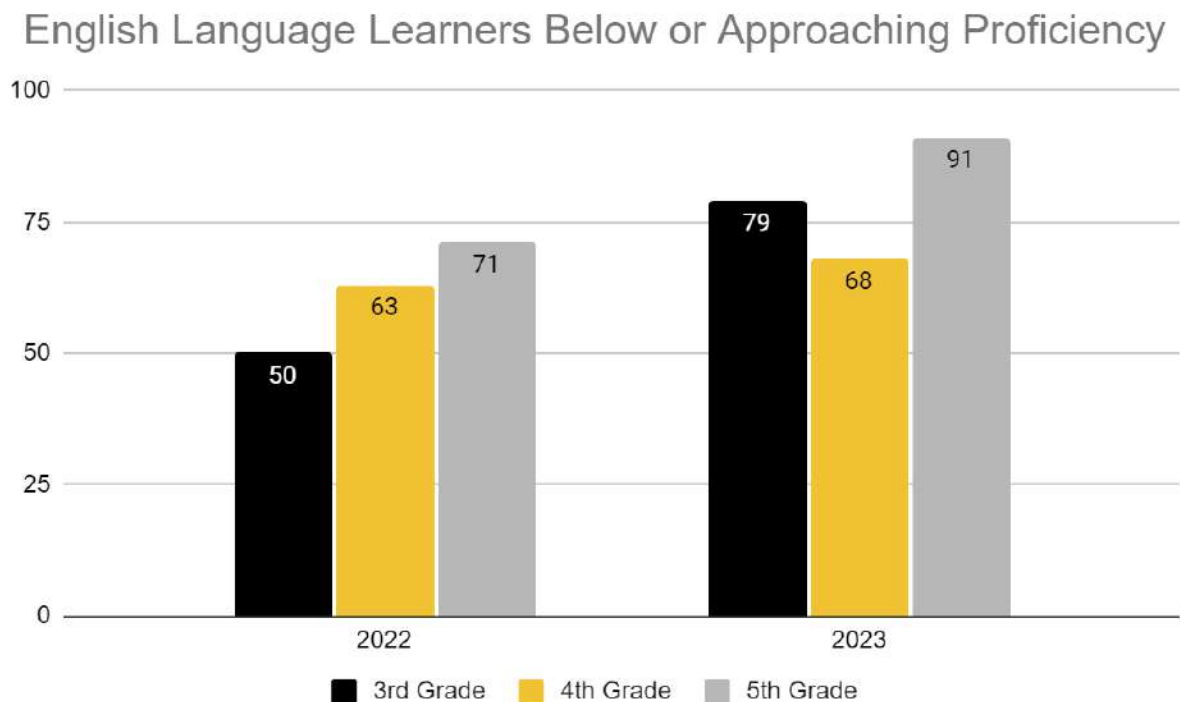
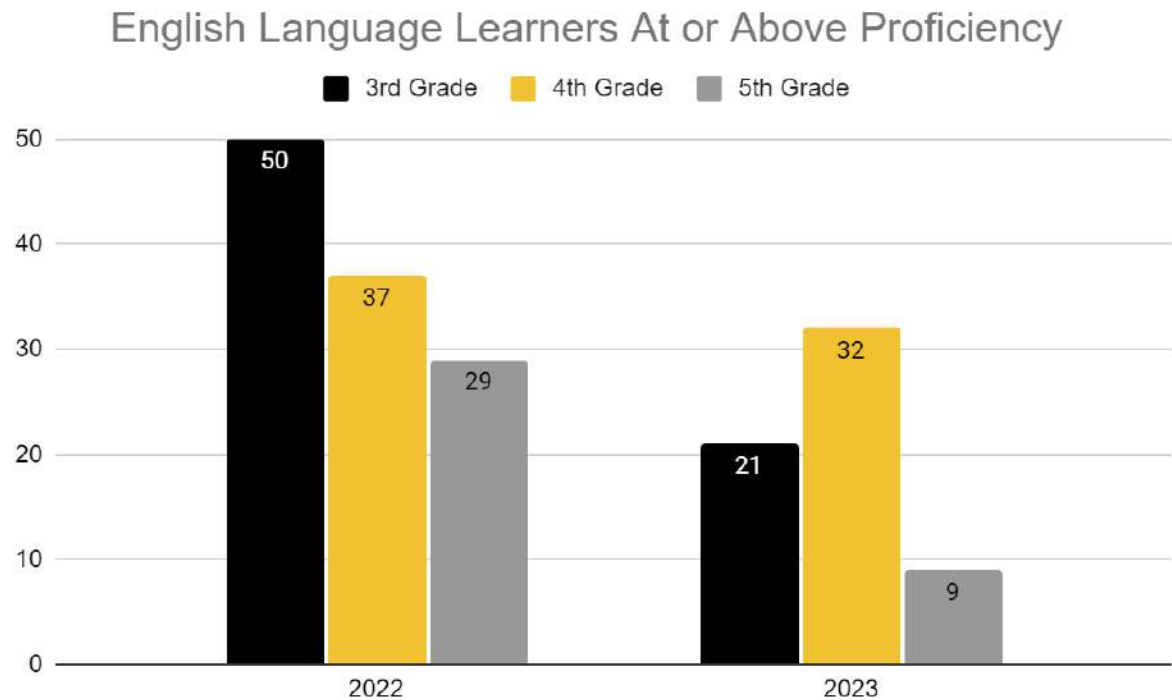
Third, Fourth, and Fifth grade Female Students Language Arts ILEARN Percentages



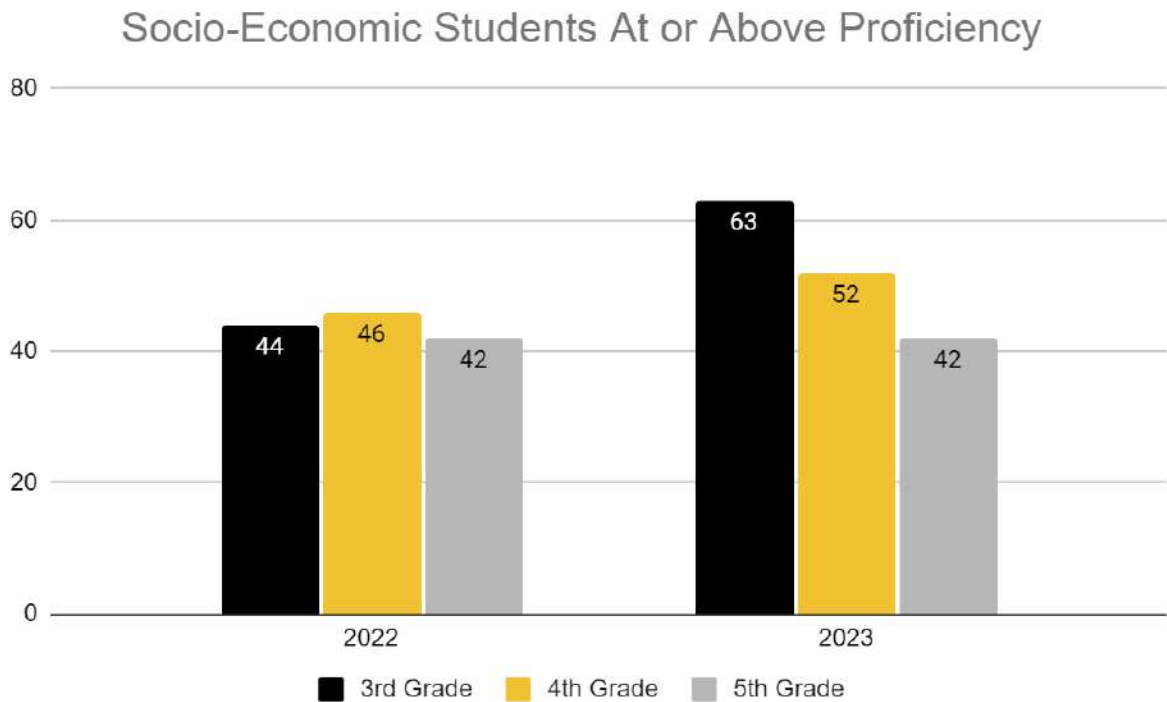
Third, Fourth, and Fifth Grade Special Education Students Language Arts ILEARN Percentages



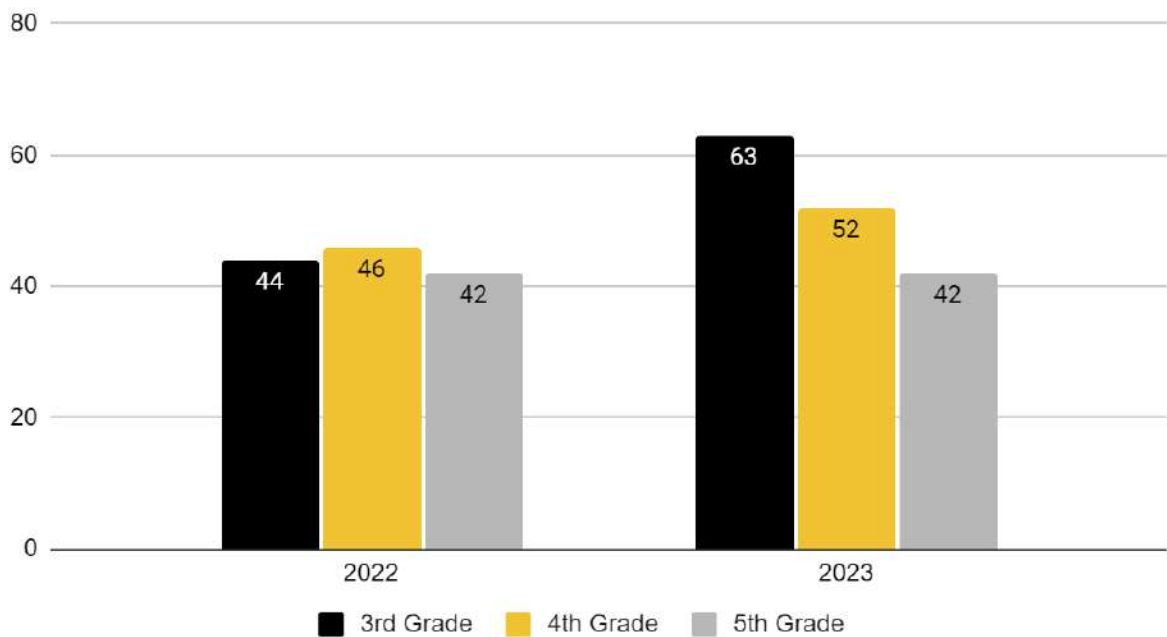
Third, Fourth, and Fifth Grade English Language Learners Language Arts ILEARN Percentages



Third, Fourth, and Fifth Grade Socio-Economic Students Language Arts ILEARN Percentages



Socio-Economic Students Below or Approaching Proficiency



Parent Involvement Plan

Jasper Elementary uses multiple delivery methods to communicate data to stakeholders, such as the school newsletter (SMORE), school website, Facebook, Twitter, Leadership binders(electronic as well), and standards based report cards. It is our school's belief that communicating our school improvement goal, data, and progress to stakeholders is vital to student achievement

Families and schools must work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support success in school and in life.

As a GJCS staff member, I will strive to:

Provide a safe and supportive learning environment.

Set high expectations and help each child be successful in meeting the Indiana Academic Standards.

Actively participate in collaborative decision making with parents to make our school accessible and welcoming for families.

Communicate frequently and meet annually with families about student progress.

Respect the school, students, staff and families

As a parent, I will strive to:

Read to my child or encourage my child to read every day

- o Kindergarten through 2nd grade - 20 minutes daily

- o 3rd grade through 5th grade - 30 minutes daily

Regularly monitor my child's progress in school and attend parent-teacher conferences.

Communicate to my child's teacher any circumstances that would directly affect my child's ability to learn.

Respect the school, staff, students and families.

As a student, I will strive to:

Come to school every day ready to learn and work hard.

Study or read every day after school.

Tell my family about my school day.

Limit my TV watching, video game playing, and Internet usage.

Respect the school, classmates, staff, and families.

Be proactive and make good choices

Title 1 Parent Involvement Policy
Jasper Elementary School

Jasper Elementary intends to follow the parental policy guidelines in accordance with No Child Left Behind Act of 2001. Jasper Elementary will distribute this policy to families of students participating in the Title 1 program.

Parent Involvement

- Annual Meetings
 - Two annual meetings (fall/spring) will be conducted with flexible scheduling (evening/lunchtime) to ensure parental attendance.
 - Each meeting will include an explanation of curriculum, Common Core State Standards, means of assessment and opportunities for parent questions.
- Parent/Teacher Conferences
 - Parent/teacher conferences will be conducted at the end of the 1st grading period to share curriculum and assessments that measure student progress.
 - Additional conferences may be scheduled at the request of parents, teachers, and administrators.
- Parent Advisory Board Meeting
 - Parent representatives and Title 1 professional staff will meet once annually in the spring to participate in program decision-making and revision of Parent Involvement policy.
- Parent Communication/Involvement
 - All Title 1 parents are provided a monthly school newsletter.
 - Parents are encouraged
 - To maintain an environment and schedule at home that fosters learning and ensures that your child will attend school regularly with the ability to learn and actively participate in school activities.
 - To volunteer personal time to my child's class and/or school to ensure that the school is meeting the educational needs of the community.
 - To respond promptly to school/teacher correspondence concerning the well-being and educational activities of your child.

JasperElementary School staff and parent volunteers encourage family, parent, and community partnership through multiple events. These events include, but are not limited to, the following:

- Title I Literacy/ELL/Leader in Me Leadership Night
- Open House/Meet the Teacher Night
- Parent/Teacher Conferences
- Kimball Electronics Gives - "Making a Difference"
- Grade Level Music Programs
- Screen on the Green
- Fundraising
- Art Fair

Safe and Disciplined Learning Environment Plan

Jasper Elementary currently utilizes "The Leader in Me" program. This is our 8th year in this program. We believe that every child has a genius, every kid has the ability to lead, and we want to empower them to do so. Fifth Street used the program for 5 years before the merger. With the merger of Tenth Street and Fifth Street, Tenth Street staff received training to begin "The Leader in Me" program in the 2018-2019 school year. In the Spring of 2020 Fifth Street was recognized as a LIGHTHOUSE SCHOOL! We are the fifth school in the state of Indiana to receive this recognition. Jasper Elementary School has carried this designation as we opened the 2020 -2021 school year.

During the 2018 - 2019 school year Fifth Street became a Trauma Informed School. Tenth Street began during the 2019 - 2020 School year. Jasper Elementary School will use a Resilience Education model. A Resilience Team was formed and meets twice a semester to review ideas and propose new strategies to the staff. This program fits perfectly with our Leader in Me program.

The Leader in Me program recently offered the following definition of resilience: "Resilience is really the counterbalancing of difficult things that may exist in the child's life with positive things that occur within the family/community. When positive experiences accumulate and children learn coping skills that help them to manage stress, the fulcrum can slide so the scale tilts towards positive outcomes more easily. That's what resilience is all about."

Jasper Elementary is implementing a school-wide resilience education focus that will teach our students about their brains, what happens in their brains when they experience stress, and strategies they can use to cope with stress in a healthy way. The resources and strategies will be updated on the school website as they are taught to the students, and we hope they can be helpful for families at home.

Jasper Elementary School formed a safety committee to regularly review and update the school safety plan. This document is shared digitally with all staff members at the beginning of the school year. All staff members sign off that they have read and understand their roles during an emergency. Greater Jasper Consolidated Schools, along with Jasper Elementary, revisited and extensively updated our current plans in the spring of 2019. There are four school safety specialists at Jasper Elementary School.

[Jasper Elementary School Safety Plan](#)

Technology Plan

Jasper Elementary strives to provide an environment for students that allows for creativity, being connected and productive individuals in society. It is an instructional goal to provide a blended learning environment for students in grades K-12. This entails providing both traditional and digital learning resources for students. We have developed a scope and sequence for digital citizenship lessons and have begun tracking the teaching of those lessons at each grade level.

Within the self-assessment process and staff survey results, the conclusion was drawn that the technology infrastructure is an area in need of improvement. Staff desires additional training and electronic resources to better meet the needs of the diverse student population within the school and to keep up with the ever changing technological advances.

Beginning in the 2018-2019 school year, a certified E-Learning Coach was hired for all GJCS elementary schools. Through this initiative, Jasper Elementary staff have been, and continue to be, trained in technological educational programs such as Canvas, i-Ready Math and Reading, and various other supplemental programs.

Click on the link below to view grade level specific technology goals which have been aligned to ISTE standards.

[Jasper Elementary Technology Plan](#)

Professional Development Plan

A variety of professional learning opportunities are dictated by the needs of the teachers within Greater Jasper Consolidated Schools. Jasper Elementary School provides a strong core program built upon the Indiana Academic Standards and a locally developed curriculum framework.

- We continue to support ELA through the Smekens and Six Traits writing training. As new staff have been hired, we use the train-the-trainer approach.
- We also support our technology initiative through ongoing training and guidance by our e-learning coaches. Our e-learning coach presents meetings where she trains teachers in technological educational programs such as Canvas, i-Ready Math and Reading, and various other supplemental programs.
- Our elementary mathematics program, iReady, covers grade-level appropriate content, with remediation and enrichment materials built-in. iReady is supported through locally delivered professional development. We have added the Rocket Math program to help with our math fact fluency.
- Students receive additional instruction in our after-school program. Participation in this program provides an additional 90 minutes a day, four days a week of practice on foundational skills in both literacy and math.
- Our adoption of the "Wonders" textbook as the core elementary reading/language arts curriculum is supported through locally delivered professional development.

Within GJCS, teachers have the opportunity to share and collaborate their professional knowledge with peers. Through Canvas, teachers have access to a Professional Development Collaboration spreadsheet where resources are available to assist in classroom instruction.

Professional development opportunities within GJCS include, but are not limited to, the following:

- Project-Based Learning
- Performance Matters Assessments
- i-Ready Math
- i-Ready Reading
- Resilience Education
- Summer Tech Summit
- On-going curricular alignments
- County-wide professional development day
- Corporation-wide collaboration for special education teachers, instructional assistants, and principals
- Standards Based Grading

Additional training can be requested through a professional development proposal form on Canvas.

Cultural Competency Plan

Research indicates that parents who feel disconnected from school have children who have difficulty meeting Indiana state standards. In order to combat this, we have a bilingual ELL coordinator, bilingual ELL teacher and bilingual assistant on staff. They serve as translators during parent-teacher conferences, case conferences, registration nights, and phone calls to bridge the communication gap between home and school. School communications are made available in both English and Spanish.

Those ENL students identified with the WIDA Test as levels 1 receive ninety minutes of intense language development and reading instruction daily. Those students identified as level 2 - 4 receive Tier II intervention. We are utilizing volunteers and our librarian to help lead vocabulary groups to help students grow their vocabulary. ENL support staff also push into classrooms to provide additional language support.

A culture based on collaboration creates a sense of community to promote collective accountability and a high standard of learning. Research indicates that parents that feel disconnected from school have children who have difficulty meeting Indiana state standards. In order to combat this, staff and community members are utilized as translators during parent-teacher conferences, case conferences, and phone calls to bridge the communication gap between home and school. School communications are made available in both English and Spanish.

In order to better meet the needs of our special education population, we utilize a 3-Tiered Reading approach toward literacy. They will receive ninety minute core reading instruction, thirty minute small group strategic instruction, and thirty additional minutes of intensive reading interventions daily.

Jasper Elementary is designated as a lighthouse school through the Leader In Me Program. We focus on the 7 Habits of Highly Effective People. Every staff member and student is encouraged to strive for excellence, embrace the leader within and to celebrate diversity.

Our students also have opportunities to learn about a variety of cultures through art and music, as well as through our social studies programs. Within the area of literacy, books, read-alouds, and class novels are selected which provide cultural exposure. Parents of diverse ethnicity are invited to serve on school and/or corporation committees and to be actively present within our building.

Differentiated Learning Plan

We utilize interventions from the scientific researched based core reading program Wonders 2020. Additionally, we utilize scientific research based interventions from the Florida Reading Site. Our guided reading groups are established within our core 90 minute block. In some cases we use guided reading during our intervention time with students who are high ability and/or have varied needs. All students receive a 90 minute reading block and a 30 minute intervention time (Tier II). Tier II is considered an “additional instruction” time based on the needs of our high ability students, special needs students, Title I students and our ELL students. For those students who need more intensive interventions (Tier III) we provide interventions before school, after school, and/or any time outside the reading block. We also offer a 30 minute time (TAPS) for Math Instruction to reach every student whether they are high ability and/or have varied needs.

Indiana Code for School Improvement Plans
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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. **Narrative**
- (2) The percentage of students meeting academic standards under the Indiana statewide testing for educational progress (ISTEP) program (IC 20-32-5). **ILEARN-STATE AND OTHER ASSESSMENT DATA**
- (3) For a secondary school, graduation rate.**DOESN'T APPLY TO JASPER ELEMENTARY**

(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. **CONTINUOUS SCHOOL IMPROVEMENT GOALS**

(d) A plan must note specific areas where improvement is needed immediately **TARGETED AREAS FOR IMMEDIATE IMPROVEMENT**

· 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. **NARRATIVE**
- (2) A statement of mission, vision, and beliefs. **MISSION VISION BELIEFS**
- (3) Data, including graphs, from the annual performance report.**STATE AND OTHER ASSESSMENT DATA**
- (4) Data related to performance indicators other than those included in the annual performance report.**DOESN'T APPLY TO JASPER ELEMENTARY**

(5) Other information about educational programming and the learning environment.

CURRICULUM & SAFE & DISCIPLINED LEARNING

(6) Information about how the school's curriculum and instructional strategies support the achievement of Indiana academic standards. **CURRICULUM**

(7) Analysis of student achievement based on Indiana statewide testing for educational progress plus (ISTEP+) and other assessment strategies. **STATE AND OTHER ASSESSMENT DATA**

(8) Proposed interventions based on school improvement goals. **PROPOSED INTERVENTIONS BASED ON SCHOOL IMPROVEMENT GOALS**