

**ALEXANDRIA COMMUNITY SCHOOL CORPORATION
ALEXANDRIA MONROE ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2021 - 2022**



Corporation Mission: *Alexandria Community School Corporation prepares students to positively contribute to the local and global community by fostering curiosity, thinking critically, acquiring knowledge, and communicating effectively through a variety of curricular and extracurricular experiences.*

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ALEXANDRIA MONROE INTERMEDIATE SCHOOL

SCHOOL IMPROVEMENT TEAM

Stacey Bowen	Principal
Stephanie Baledge	Assistant Principal
Dr. Drew Gleitsmann	Jane Pauley Representative
Madison Cook	Social Worker
Terri Isenburg	Technology Specialist
Linda Crume	Title 1 - Reading Specialist
Carrie Gaines	Kindergarten Teacher
Erin Nichols	First Grade Teacher
Stephanie Nyboer	Second Grade Teacher
Jesse McFall	Third Grade Teacher
Amanda Hosier	Fourth Grade Teacher
Jaime Ellis	Fifth Grade Teacher
Zach Davis	Sixth Grade Teacher
Jenna Knapp	Special Education Teacher
Gina Oldham	Design Studio Teacher/Parent Representative

**NOTE: All staff members work collaboratively to make decisions pertaining to this plan.*

MISSION AND VISION STATEMENTS

Corporation Mission Statement

Mission: Alexandria Community School Corporation prepares students to positively contribute to the local and global community by fostering curiosity, thinking critically, acquiring knowledge, and communicating effectively through a variety of curricular and extracurricular experiences.

We live our mission by:

- Recognizing and affirming the unique and intrinsic worth of each individual child
- Modeling and developing persistence, optimism, and curiosity
- Treating all those we serve with compassion and kindness
- Acting with honesty and integrity
- Trusting our colleagues, parents, students, and community as valuable members of our team

Alexandria Elementary School Mission Statement

Mission: The mission of Alexandria Elementary School is to develop well-adjusted, confident individuals, possessing skills necessary to succeed in middle school and beyond by providing a meaningful curriculum in a nurturing environment by a caring, well trained staff.

We live our mission by:

- Providing a nurturing learning environment and sense of “school family”
- Increasing students’ growth in character and citizenship traits
- Meeting the social and emotional needs of our students
- Cultivating academic skills with an emphasis on reading to learn
- Improving students’ writing skills in cross curricular areas
- Actively partnering with school, home, and the community
- Building lifelong learners

Alexandria Elementary School Vision Statement

Vision: The vision of Alexandria Elementary School is to motivate students to achieve their personal best by encouraging positive character traits and engaging in academic work to develop lifelong learners and productive citizens.

Alexandria Elementary School Pledge

As Alexandria Tigers, we promise to:

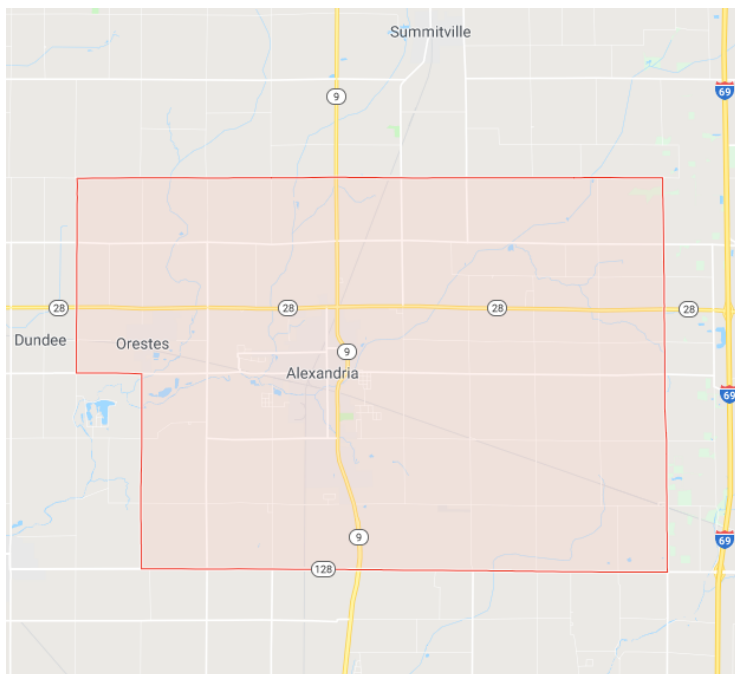
T - Think positively

I – Inspire others by our actions

G – Give our best

- E – Encourage others
- R – Respect our school
- S – Serve our community

SCHOOL PROFILE



Location of School: Alexandria Elementary School is located at 308 West 11th Street, Alexandria, IN. AMES is a part of the Alexandria Community School Corporation which serves the students of Monroe Township in Madison County, Indiana. The district's area covers fifty-one square miles. This area includes the city of Alexandria and the town of Orestes. Alexandria Elementary is a public school that has 794 students in grades preschool through six, with a student-teacher ratio of twenty-five to one.

A Brief History of the Town of Alexandria:
(Information obtained from the Alexandria Monroe Township Historical Society Museum)

Alexandria is a small peaceful town in east central Indiana with lots of friendly folks and a genuine love for basketball. Located about 50 miles northeast of Indianapolis, Alexandria is in the heart of the Midwest farmland. You do not have to drive very far to find lots of tomato, corn and soybean fields.

During the late 1800's, a natural gas boom hit Ohio and Indiana. Alexandria was right in the middle of things. Businesses and citizens enjoyed success never seen before. World War II brought prosperity and fame to Alexandria. After surveying hundreds of towns, the United States Office of War Information selected Alexandria as the "typical American town" and told the world about it in a book called "Small Town, U.S.A." During World War II, Alexandria was given the name "Smalltown USA" by the Federal Government because the community was a typical model of a small town in America.

Following the war, the factories prospered; but, slowly the city's economic base shifted. Once again, Alexandria began an era of searching for industries and employers to pump lifeblood into the city's economic base. Today, Alexandria is a mix of light and heavy industry, commercial enterprise while still a bedroom community. What had been a center for industry alone, now supports a gospel music company, a resin patio furniture producer, an ethanol biorefinery, and one of the largest tomato product producers in the United States.

Alexandria's residents include those who work locally, or who travel daily to jobs in Anderson, Muncie, and Indianapolis. Many retirees also reside in Alexandria. All seek the same thing – the atmosphere and ideals that "Small Town, U.S.A" still typifies.

Demographics: The population of Monroe Township, as calculated in the 2010 census, was 8,786 with a population density of 171.5 people / square mile. The population of Alexandria was 5,128, as of 2020. Alexandria Elementary School currently has 794 students enrolled. The ethnicity of the students is 86.7% white, 6.8% Hispanic, 4.9% multiracial, 0.2% black, and 0.2% Asian. Of our students currently enrolled, 49.8% receive free lunch, 7.3% receive lunch at a reduced price, and 43% pay for lunch.

Demographics of AMES:

Enrollment Trend by Grade

Grade	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020 - 21	2021-22
Pre-Kindergarten	2	20	31	35	42	36	35	33
Kindergarten	130	86	103	109	106	125	94	109
Grade 1	112	114	96	111	115	107	117	98
Grade 2	99	106	127	113	106	120	98	101
Grade 3	126	103	117	125	114	116	107	105
Grade 4	104	108	105	105	132	131	115	100
Grade 5	102	106	125	100	111	136	124	113
Grade 6	120	102	112	124	101	121	130	135
Total Enrollment	795	745	816	822	827	892	820	794

Enrollment Trend by Gender

Grade	2019-20		2020-21		2021-22	
	Male	Female	Male	Female	Male	Female
Pre-Kindergarten	24	13	21	14	15	18
Kindergarten	59	62	52	42	54	55
Grade 1	54	42	57	60	52	46
Grade 2	62	44	55	43	46	55
Grade 3	54	51	67	40	64	41
Grade 4	71	51	61	54	59	41
Grade 5	63	64	74	50	60	53
Grade 6	67	49	60	70	76	59

Total by Gender	454	376	447	373	426	368
Total Enrollment	892		820		794	

Enrollment Trend by Special Programs

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020 - 21	2021-22
Section 504								12
Special Ed.	125	138	166	176	186	173	167	153
*Speech only						59	111	
Title 1						108	112	168
Migrant						31	33	33
High Ability						62	34	20
General Ed	670	607	650	646	641	689	653	
Total Enrollment	795	745	816	822	827	862	820	794

2020 - 2021 Grades PK-6					
Category	Title 1	Migrant	Special Education	Section 504	High Ability
Male	24	16	116	8	15
Female	28	17	50	4	19
White	812		153	11	32
Non-White	51		15	1	2
Free/Reduced	465	33	98	4	14
Paid Lunch	375		70	8	20

Enrollment Trend by Free and Reduced

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020 -21	2021-22
Free	427	352	384	406	402	436	408	393
Reduced	49	53	58	60	60	64	60	45
Paid	319	340	374	356	365	362	352	356

Total Enrollment	795	745	816	822	827	862	820	794
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Enrollment Trend by Ethnicity

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020 - 21	2021-22
White	688	669	702	722	716	754	711	695
Hispanic	76	47	81	61	73	63	56	58
Black	2	2	3	3	4	3	2	2
Asian	1	0	0	0	2	2	2	2
Multiracial	28	27	30	35	31	40	49	38
Native Hawaiian/ Pacific Islander	0	0	0	1	1	0	0	0
Total Enrollment	795	745	816	822	827	862	820	794

Enrollment: Enrollment trends at Alexandria Elementary School indicate that total enrollment has increased by approximately 3% from the 2014-15 school year, with spikes as high as 12%. Current enrollment data reflects a greater enrollment of male students than female students. No significant changes in ethnicity distribution are noted. Since the 2014-15 school year, enrollment in special education programming has increased 4% and the percentage of students receiving free and reduced lunches declined from 60% to 57%.

Culture: At Alexandria Elementary School, we recognize that staff-student relationships influence everything from the social climate in our building to the individual performances of our students. We also recognize that when students feel liked and respected by their teachers, they find more success in school, academically and behaviorally. We strive for every adult in the building to maintain a high rate of positive interactions with students and to show genuine interest in our students' lives, activities, goals and struggles. Our staff focuses on teaching essential social skills and behaviors that promote honesty, sensitivity, kindness, concern, and respect for others. Based on these essential social skills, the staff developed our Tiger Pledge.

Family and Community Involvement: AMES is located in a small rural setting, where our school, families, and the community work together to build strong relationships. We believe strong relationships help our students develop healthy behaviors and promote healthy families. Research shows that when parents are involved in their child's educational process, the children are more likely to adapt well to school and become successful adults.

Name of Event	Participants	Purpose	Frequency/Duration
Back to School Night	Students, Families, Staff	Familiarize families with the school and provide pertinent information regarding bus/car ride information, after school care, classroom information/expectations, bring in supplies	Once a year prior to the first day of school
Parent/Teacher Conferences	Parents, Teachers, Additional Staff When Necessary	Discuss academic concerns and progress. Provide information for available services geared towards student success	Once a year in October or November or frequency based on need
Giving Tree	Parents, Teachers, Community Members, Business Owners, Many Different Stakeholders	Philanthropic opportunities for students and families to offer holiday assistance for students in need.	Annually in November and December
Food Drives/Item Drives/Monetary Drives	Parents, Teachers, Community Members	Collect items and/or raise money for families or community members in need	As needed
Food Pantry	Parents, Staff Members, Community Members, Students	Money is donated to Second Harvest by the Gaither Foundation which then pays for the discounted food. Community Hospital is also on site offering different services and information	Twice a Month
Monster Bash/Spooky Read	Families, Business Owners, Community Members, Staff Members	Community night of fun Halloween based activities that include a campfire where teachers and community members read stories	Annually
Month Community Member Spotlights	Local Businesses and Organizations	Educational opportunity for students to learn about occupational opportunities within the community.	Monthly
Career Day/College Go Week	Community Members, Staff, Students	A variety of careers are represented by community members to help educate students on their future career and post high school options	Annually
Scholastic Book Fair	Students, Staff, Family Members	Books are made available for purchase during the school day and after school to promote literacy at home	Bi-Annually
Kindergarten Meet the Teacher and Blastoff	Students, Parents, Staff, Administration, Bus Drivers	The school offers an informative night where parents can bring all new incoming kindergarten students by giving tours of the building, meeting teachers, sign up for free/reduced lunch, bus information, resources for parents, and sign up for screenings	Annually

Parent Information Nights	Community Members, Parents, Staff, Stakeholders	Opportunities for parents to preview information being shared with their children at school. Examples include but are not limited to: State Police - Cyber Bullying, Body Boundaries, Isaac Joseph Band, Harmony	Annually
Veteran's Day Program	Community	Local members of the armed forces, past and present, are recognized and celebrated at an all school corporation program	Annually
Science Fair/Living Wax Museum	Students, Teachers, Family Members	Students display individual research based projects. Parents are invited to view final projects and presentations	Annually

Student/Teacher Ratio: At Alexandria Elementary School, the student/teacher ratio is 24.8:1. In addition to the thirty-five certified classroom teachers, the district employs thirty-seven additional support staff, as well as the Principal and Assistant Principal.

TEACHER ROSTER 2021 - 2022

Highly Qualified Teacher Provisions: The highly qualified status requirements under the No Child Left Behind Act have been replaced by the Every Student Succeeds Act (ESSA). The reporting of highly qualified teacher status by school corporations is no longer required. ESSA requires teachers to be “properly licensed.”

Certified Staff			
Name	Content Area	Grade Level	Highest Degree Attained
Stacey Bowen	General Ed Admin	Pre K - 6th	Masters
Stephanie Baledge	General Ed Admin	Pre K - 6th	Masters
Drew Gleitsmann	Health Services	Pre - K - 6th Grades	Doctorate (Psy. D.)
Terri Isenburg	Technology and School Testing Coordinator	Pre - K - 6th Grades	Bachelor
Lindsay Fuller	Nurse	Pre - K - 6th Grades	RN
Madison Cook	Social Worker	Pre - K - 6th Grades	Bachelor
Janelle Flesher	Special Ed	Pre-Kindergarten	Bachelor
Kimberly Goodman	Gen Ed	Pre-Kindergarten (Title 1)	Bachelor
Carrie Gaines	Gen Ed	Kindergarten	Master
Linda Horn	Gen Ed	Kindergarten	Master

Lori Paskiewicz	Gen Ed	Kindergarten	Bachelor
Breeanna Huggler	Gen Ed	Kindergarten	Bachelor
Brianna Schraub	Gen Ed	1st Grade	Master
Courtney Gray	Gen Ed	1st Grade	Bachelor
Jessica Day	Gen Ed	1st Grade	Bachelor
Erin Nichols	Gen Ed	1st Grade	Master
Ashley Pierce	Gen Ed	2nd Grade	Bachelor
Tammy DiRuzza	Gen Ed	2nd Grade	Bachelor
Monica Etchison	Gen Ed	2nd Grade	Master
Stephanie Nyboer	Gen Ed	2nd Grade	Bachelor
Gina Oldham	Gen Ed	Design Studio	Bachelor
Jessica McFall	Gen Ed	3rd Grade	Bachelor
Craig Howe	Gen Ed	3rd Grade	Master
Laura Rowe	Gen Ed	3rd Grade	Master
Cynthia Harden	Gen Ed	3rd Grade	Bachelor
Michelle Bruzzese	Gen Ed	4th Grade	Bachelor
Amanda Hosier	Gen Ed	4th Grade	Master
Scott Martin	Gen Ed	4th Grade	Bachelor
Elizabeth Wright	Gen Ed	4th Grade	Bachelor
Jaime Ellis	Gen Ed	5th Grade	Master
Tina Ford	Gen Ed	5th Grade	Bachelor
Jared Lee	Gen Ed	5th Grade	Bachelor
Matt Hensley	Gen Ed	5th Grade	Master
Zach Davis	Gen Ed	6th Grade	Master
Megan Overman	Gen Ed	6th Grade	Master
Amy Richards	Gen Ed	6th Grade	Bachelor
Micheal Quear	Social Studies	6th Grade	Bachelor
Laura Schweikert	High Ability	1st - 4th Grades	Bachelor
Shannon Howell	High Ability	5th - 6th Grades	Master
Katie Bremer	Special Ed. Co-teacher	2nd-3rd Grade	Bachelor

Darcie Coryell	Special Ed- Self Contained	K - 6th Grade	Master
Miranda Fullerton	Special Ed. Co-teacher	4th Grade	Bachelor
Jenna Knapp	Special Ed. Co-teacher	K - 2nd Grades	Bachelor
Angela Langlie-Lesnik	Special Ed. Co-teacher	4th - 5th Grades	Master
Jill Thomas	Special Ed. Co-teacher	6th Grade	Bachelor
Fallon Fisher	Speech	Pre K - 12	Master
Rebecca Key	Speech	Pre K-12	Master
Cari Cambridge	Title 1 - Reading Specialist	3rd - 6th Grades	
Linda Crume	Title 1 - Reading Specialist	K - 3rd Grades	Master
Luanne Latchaw	Title 1 - Reading Specialist	K - 2nd Grades	Master
Nancy Steele	Title 1 - Reading Specialist	K - 3rd Grades	Bachelor
Caryn Gorman	Art	Pre - K - 6th Grades	Bachelor
Darlene Jones	Music	Pre - K - 6th Grades	Master
Hannah Maldonado	Media Specialist	Pre - K - 6th Grades	Associate
Elizabeth VanHook	Band	6th Grade	Bachelor

Other Support Staff			
Name	Content Area	Grade Level	Highest Degree Attained
Kristi Barnhouse	Paraprofessional	Special Ed.	Parapro Praxis
Ceress Beane	Paraprofessional	Dyslexia Interventionist	Bachelor
Danielle Bennett	Paraprofessional	Kindergarten	60 Credit Hrs
Markus Miller	Paraprofessional	Pre - Kindergarten	Parapro Praxis
Porsche Carver	Paraprofessional	Special Ed.	Parapro Praxis
Janelle Combs	Paraprofessional	Pre - K, Special Ed.	Parapro Praxis
Linda Erwin	Paraprofessional	Special Ed.	Master
Evelyn Gaines	Paraprofessional	3rd Grade	Parapro Praxis
Jenny Hart	Paraprofessional	SEL	Parapro Praxis
MJ Hosier	Paraprofessional	Special Ed.	Parapro Praxis
Kristy Johnson	Paraprofessional	1st Grade	Parapro Praxis
Michael Johnson	Paraprofessional	2nd Grade/Migrant	Parapro Praxis
Meredith Nichols	Paraprofessional	Special Ed.	Parapro Praxis

Orlean Erwin	Paraprofessional	Kindergarten	Parapro Praxis
Michelle Michales	Paraprofessional	Art	Parapro Praxis
Janet Saunders	Paraprofessional	Special Ed.	Parapro Praxis
Shelly Leisure	Secretary	Pre - Kindergarten - 6th Grade	Associate
Laura Patz	Paraprofessional	Special Ed.	Parapro Praxis
Katera Couch	Paraprofessional	Kindergarten	Associate
Cindy Powell	Paraprofessional	Kindergarten	Parapro Praxis
Katie Sayles	Paraprofessional	Special Ed.	Parapro Praxis
Kim Snyder	Paraprofessional	Special Ed.	Parapro Praxis
Blake Vance	Paraprofessional	PE	Parapro Praxis
Lisa Waldron	Secretary (Treasurer)	K-6th Grades	High School Diploma
Kim Wihebrink	Paraprofessional	Special Ed.	Parapro Praxis
Patty Willey	Paraprofessional	Special Ed.	Parapro Praxis

STAFF QUALITY, RECRUITMENT, AND RETENTION

Strategies to Attract and Retain Highly Qualified Teachers

AMES attracts and retains many highly qualified teachers each year. Alexandria has three highly respected universities as neighbors: Anderson University, Indiana Wesleyan University and Ball State University - all of which have well known education programs. Alexandria Community Schools prides itself in the relationships it has developed with all three universities. AMES works closely with the universities by hosting many practicum students as well as student teachers. Annually, the district receives many job applications from newly licensed teachers wishing to pursue a career at AMES.. Alexandria Elementary attracts and hires some of the best and brightest from these universities. Interviews with new staff indicate that strong relationships and positive student teaching experiences lead to the desire to pursue a teaching position within the elementary.

In conjunction with the district, Alexandria Elementary School strives to attract and retain qualified, properly licensed, staff through a variety of ways including the following:

- AMES offers a variety of professional development opportunities that support teachers. One example is Release Time. Release time is provided for grade level collaboration and training. Teachers meet weekly to analyze data, discuss student concerns, and plan using instructional strategies to help increase student achievement.
- Alexandria Schools also offers AMES principals, teachers, and paraeducators professional development in the areas of: CPI Training, Literacy Training (Reading Units of Study), Ready Math, Social Emotional Learning, Amplify (mClass), Running Recording Training, Educational Pathways, PBIS, Bully Prevention, School Safety/Security, Suicide Prevention, Trauma Informed Care, and Design Thinking.

- AMES has a hardworking, dedicated staff that is welcoming and willing to help others. The staff works well together and maintains high expectations of all students and staff. AMES maintains a “family like” atmosphere.
- AMES strives to have a licensed teacher in every area. All core academic subjects (Reading, Math, Science, and Social Studies) are taught by a licensed teacher who has attained a bachelor’s degree or higher.
- AMES purchases and maintains additional resources to support instruction. There are multiple sets of leveled texts to use for differentiating literacy instruction, as well as books for professional study.
- AMES employs a school social worker. The primary function of the social worker at AMES is to assist students, their families, and staff in achieving the highest level of success possible. This is done by advocating on behalf of students, in a variety of situations. Our social worker is also available for problem-solving purposes and identifying/implementing appropriate mental health interventions within the school setting. When necessary, the school social worker makes referrals to outside agencies for the benefit and well-being of students and their families. Another duty of the AMES social worker is to work directly with students who have attendance and/or tardy issues.
- Alexandria Community School Corporation provides a competitive salary and benefit package. The town of Alexandria provides affordable housing and a low crime rate.

Teachers Included in Decision-Making: Teachers at Alexandria Elementary School are actively engaged in making decisions pertaining to students, procedures, positive behavior supports, school wide planning, school improvement plans, and safety issues. Weekly collaboration meetings allow a scheduled time for obtaining input from teachers on a range of issues. Progress monitoring, data collection, NWEA, IREAD, iReady Math Placement tests, and various other assessments help teachers make informed decisions pertaining to remedial and enrichment instruction. Teachers are also an integral part of the RtI process. RtI meetings determine academic or behavioral intervention strategies to be used for Tier 2 and Tier 3 students.

Teachers also assist when matching students to staff for purposes of creating class rosters. Strengths of teachers and teaching styles are taken into consideration to accommodate students’ needs and learning styles. AMES principals and general education teachers work with special education teachers and other support staff to determine the “right fit” for each child requiring special accommodations.

Teacher Performance/Evaluation: Teachers participate in individual conferences with administrators using the Standards for Success (SFS) system. SFS is a web-based tool that is used to collaborate with teachers regarding their job performance. SFS provides a single portal to record, document and gather observations throughout the evaluation process.

SFS benefits teachers in the following ways:

- Correlates scripting and evidence against the rubric for meaningful and actionable feedback
- Provides meaningful feedback in a variety of forms, including notes, photos and videos

- Allows performance checks and additions to evidence collection at any point throughout the year
- Promotes collaborative communication with evaluators

Teachers participate in post-evaluation meetings to discuss performance, receive feedback, and create a plan for continued growth and improvement. They also take part in ongoing data conversations providing teachers with opportunities for self reflection.

Area to Develop and Grow: In order to help retain the most highly qualified personnel, AMES needs to work to develop an effective teacher mentor program.

CURRICULUM, PROGRAMMING, AND COMMUNICATION

Curriculum: Students at Alexandria Monroe Elementary School are offered a challenging curriculum, in a traditional academic setting. Teachers design knowledge work that supports and reflects Indiana's College and Career Readiness Standards while using programs/materials provided in all curricular areas. Curriculum is developed in conjunction with and aligned to state content area standards.

The following strategies and programs are used to strengthen the core academic programs and to increase consistent implementation of core programs, strategies, and practices across curriculum, classrooms, and grade levels:

- **Title 1 Services (K-6)** - Title I is a federally funded program that provides supplemental services for struggling readers in Grades K-6 at AMES. These services are provided in addition to what the classroom teacher provides in the classroom.
- **Learning Calendars in Math and Reading** - Each grade level team develops a timeline that encompasses all state standards, benchmarks, and time allocations based on the needs of the instructional groups. The team decides how much time will be spent on each standard/benchmark based on student needs determined by the data.
- **Data disaggregation** - Data is collected from a variety of sources such as, NWEA, TCRWP Running Records, Reading Performance Assessments, iReady Math Assessments, IREAD, Dibels, mClass, and ILEARN. Test scores are used to identify instructional learning groups based on students' strengths and weaknesses.
- **Goal setting** - Students are actively engaged in their own data-tracking. Students set goals to focus on their academic progress in order to help motivate higher self achievement.
- **Weekly grade level collaboration meetings** - Administrators and teachers share instructional strategies, discuss and plan RtI interventions, and plan core program components to strengthen instruction.
- **Monthly subject area collaboration meetings** - Administrators and teachers share instructional strategies in the areas of reading and math.
- **Tiger Time/RtI and Enrichment** - Instructional time specifically designed for students not making adequate progress in the core curriculum OR for students who are performing

significantly higher than peers. During these times, students are provided with increasingly intensive instruction matched to their needs.

AMES teachers collect accurate information on students so they can make adjustments to teaching styles or curricula to gain measurable improvements. Students experiencing difficulty are identified and helped early to keep them on pace and ensure forward progress. Through these efforts, all students receive instruction appropriate to their level of performance. Student placement is determined using multiple factors, including teacher strengths and teaching styles.

Educational Programs: Indiana's Academic Standards guide instruction at Alexandria Monroe Elementary School. AMES teachers create academic, core subject area learning calendars to keep a planned and structured pace for explicitly teaching academic standards. Many resources are used to help supplement instruction. Some supplemental resources include:

- Units of Study for Reading
- PBIS
- RtI
- Special Education
- High Ability Education
- Extra-Curricular Opportunities, including Clubs (Robotics, Spell Bowl, Chess Club, Puzzle Club, Student Council, Art Club, Choir, Music Theater)
- Partnerships with Community Health Providers (mental health)
- Apple Classroom
- Digital ReadWorks
- EPIC
- Reading A-Z
- Hoopla
- Learning Ally
- EET - Expanding Expression Tool - Special Education
- Newsela
- Khan Academy
- XtraMath
- Achieve3000 - High Ability
- ALEKS - High Ability
- iXL Math - High Ability
- Junior Great Books
- National Geographic Science
- No Red Ink
- Legends of Learning

AMES provides a variety of resources for students who qualify for services above and beyond the general education classroom experiences. Some of the additional services include:

- Response to Instruction (RtI)
- Title I

- Speech, Occupational Therapy, and Physical Therapy
- Social Emotional Learning Instruction
- Jane Pauley and Meridian Health Services
- Dental, hearing, and vision screenings
- High Ability Clustering

AMES relies on outside resources to meet the growing demand for mental health services within our district boundaries. As a public school with limited funding, we are unable to meet the American School Counseling Associations recommendations of one school counselor/social worker per 250 students. However, AMES has teamed up with Jane Pauley Community Health Center and Ball State University in order to employ two additional staff members to help provide wrap around social/emotional support for our students. AMES aspires to be a leader in the improvement of mental health services for children affected by trauma experienced personally, communially, and generationally.

Instructional Strategies: Alexandria Monroe Elementary School's curriculum supports the achievement of Indiana's College and Career Readiness Standards. Knowledge and skills within content areas are identified and outlined. Curriculum documents present an overview of classroom experiences necessary to address content area knowledge and skills so that all students work toward meeting or exceeding the Indiana's College and Career Readiness Standards.

AMES teachers develop curriculum and lessons using best practices. Teachers are trained in using best practices via conferences, workshops, and during professional development opportunities offered at school. Case conferences, 504 meetings, and RtI meetings are periodically held to assure that individual educational plans are appropriate and meet the needs of students with special needs.

AMES teachers use a variety of instructional formats to ensure that the grade appropriate skills are presented, reinforced, mastered, and reviewed. Much emphasis is placed on thinking and reasoning strategies. Teachers focus on providing all students with quality knowledge work that encourages them to perform at increasingly higher levels as they engage students with Indiana's College and Career Readiness Standards. Teachers use a blend of instructional strategies including: modeling, the "I do. We do. You do." technique, small, flexible group instruction, whole group instruction, enrichment and remediation instruction, and guided reading and writing lessons. Teachers also use an assortment of resources to support these strategies including: textbooks, trade books, Lucy Calkins Units of Study, and the Indiana Academic Standards. Students work in cooperative groups, as peer tutors, partner reading, and at learning centers. Research shows that students learn through a variety of experiences. AMES provides many experiences such as field trips, science experiments, curriculum enriched convocations, and hands on projects. Students are actively engaged in positive learning experiences, enabling them to feel accomplishment and become a successful member of our ever-changing society.

Professional Development:
Language Arts

Professional Development Topic	Person(s) Delivering Professional Development	Timeline
Reading Progressions and Reading Instruction	Reading Consultant (Celena Larkey)	August 2021
Phonics Units of Study	Reading Consultant (Celena Larkey)	August 2021
Reading Workshop Simulations and Students' Work	Reading Consultant (Celena Larkey)	September 2021
Reading Workshop Simulations and Students' Work	Reading Consultant (Celena Larkey)	November 2021
Mid Year Prep - Units of Study	Reading Consultant (Celena Larkey)	December 2021
Preparing for Standardized Testing - Building Reading Stamina	Reading Consultant (Celena Larkey)	January 2022
Phonics Units of Study	Reading Consultant (Celena Larkey)	February 2022
TBA	Reading Consultant (Celena Larkey)	March 2022

Reading Areas of Concentration:

Teachers at AMES will confidently plan and administer explicit instruction in the core areas of reading and will provide a learning environment that ensures students learn at high levels. Collectively, they will examine and modify existing programs, practices, and procedures to ensure those items align with the learning purpose in mind.

Exceptional Learners: High Ability Program - Alexandria Monroe Elementary School commits to meet the needs of our high ability students by:

- Planning activities and ensuring high ability students in grades three through six are given appropriate educational experiences.
- Providing multifaceted assessments to identify high ability students including students with economic disadvantages, diverse cultural backgrounds, or disabilities.
- Distributing staff development materials. These materials give teachers the opportunity to develop and implement appropriately differentiated instruction, in each academic subject, based on research.

Alexandria Community Schools ensures that AMES also provides services to those students eligible for special education services under the Individual with Disabilities Education Act (IDEA). A wide-range of special education services are provided. Students receive services, as described in the Individualized Educational Plan (IEP), and classroom teachers work cooperatively with special education teachers to ensure that every child receives a Free and Appropriate Public Education (FAPE).

Early Childhood Transition: AMES introduces prospective Pre-K children and families to kindergarten, easing the transition through on-site programs such as K-Camp. K-Camp is a two-week summer program attended by the twenty lowest students, based on screening results. The program is designed to ease the transition into kindergarten, as well as provide academic exposure. The Local Education Agency (LEA) makes visits to surrounding preschools. This enables the LEA to be able to make contact with future students and communicate with the directors to ensure the needs of these students will be met. In the spring, AMES will host Kindergarten Blast-Off where parents and students may tour the school and receive strategies and resources to help their child acquire the necessary early literacy and numeracy skills to begin Kindergarten in the fall.

Technology as a Learning Tool: Alexandria Community Schools provide the resources necessary for current technological equipment, professional development, and technical support for students, staff, and community to improve achievement. Technology is integrated as a natural part of the educational process in order to enhance learning in a changing global society.

Alexandria Monroe Elementary School implemented a 1:1 technology initiative in 2016. All students now have individual iPads to enhance their education. All AMES teachers have MacBooks and iPads to use professionally and to interact with the students. Each classroom is equipped with Apple TV, classroom projectors and screens, and document cameras. Large and small group instruction spaces are equipped with large touch screen televisions. Our infrastructure has been updated to handle the surge of technologies. The teachers seek out and share programs and apps which enhance their instruction and student engagement. Our school community utilizes Canvas and SeeSaw as our Learning Management Systems which allows teachers to create and curate lessons using multiple sources. Our goals in technology include support for modeling, teaching, and coaching students how to use devices as tools of support for learning. Our teachers use Common Sense Media resources to assist in the area of Digital Citizenship.

In the area of technology, AMES provides many opportunities for professional development, such as Tech Tuesdays. Students receive continued support in the classroom and are provided with many opportunities to use their devices as learning tools to help them grow academically.

Cultural Competency: Alexandria Monroe Elementary is a school with a sensitive faculty committed to maintaining a safe environment where all students' instructional needs are met. Teachers will have the opportunity to read and share articles, books, and view video clips/stories on culturally diverse students and families. The articles, videos, and/or books are given to teachers and shared at staff meetings in the same format as book talks. The goals of these resources are to help teachers understand the cultural differences among students and families. Through awareness, teachers will develop a better understanding of how to meet the needs of a diverse population. The teachers will also utilize this knowledge to prepare lessons that are sensitive to cultural differences.

Migrant Education: Alexandria Monroe Elementary School, in partnership with Region 3 Migrant Center, provides a high-quality and comprehensive educational program to Spanish speaking families which is funded through Title I, Part C, for Region 3 migratory students.

Regular School Year: Region 3 Migrant Center and AMES, work to ensure all Migrant students within the region are provided with the highest quality instruction and support. The staff focuses efforts on providing instructional services throughout the school day and also during after school programming. School day and after school programming focus on the specific needs of individual students with an emphasis on language arts, mathematics, and student collaboration. Region 3 Migrant Center provides a one-to-one approach with individual tutors (AMES teachers) working within the family units to provide the instructional support necessary for our Migrant students to succeed inside and outside of the classroom.

Summer Program: Region 3 Migrant Center operates one large school based program that partners with other local, outside organizations to provide summer education for Migrant students throughout the Region. The emphasis is on discovery education and project based learning. AMES classroom teachers, along with other teachers from the region, utilize STEM lessons and various field trips/experiences during the summer. The faculty for the main summer program, which is held in Alexandria, is hired from several different school districts within the Region to help students with the SSY to RSY transition. The overall goal of the program is for teachers to engage students and to instill a passion for learning.

AMES continues to strive to meet the ongoing needs of our hispanic population. We believe, in the future, we would benefit from having a bilingual staff member on call throughout the school day to assist with communication.

Partnership with Jane Pauley Community Health Center: The Jane Pauley Community Health Center (JPCHC) and Alexandria Schools have a long established partnership to address student and family needs in our schools. JPCHC provides mental health services directly in both schools within the district, as well as Telehealth medical services at Alexandria Monroe JR/SR High School. There is

a full-time therapist on-site at both the Elementary School and the High School. Medical services are often coordinated for students and families through JPCHC's clinic in downtown Alexandria.

The link between mental health and academic performance has been well established. With the dramatic rise in school violence and other school-related stressors, having readily available mental health services is crucial to a healthy school culture. JPCHC offers both individual therapy and family therapy during and after school at AMES. Therapists work with teachers and support staff to help bridge the gap between home and school for our students. Group therapy sessions on common student concerns like family change and anger management are also offered. By providing students with mental health support, we promote and increase self-esteem and overall school functioning. A large number of our students have experienced some sort of trauma, and, if left unaddressed, will often result in detrimental consequences in school. Furthermore, given community and family stressors, having therapy in school might be the only way that some students have to access these services.

Safe and Disciplined Learning Environment: Alexandria Monroe Elementary School operates under a school safety plan that has been developed and modified over the years with the input of multiple advisors. The plan has been developed in conjunction with the Alexandria Police Department, the Alexandria Fire Department, the Madison County Sheriff's Department, Madison County Emergency Management, and the Indiana School Safety Specialist Academy. This plan contains all of the recommended components and was audited during the fall of the 2019 school year by the Indiana Department of Education.

Alexandria Monroe Elementary School, along with the district, are committed to the safety process and belief that good planning and continued preparation will provide an effective and immediate response should an emergency or crisis of any magnitude arise.

- Cameras are located outside the main entrance and throughout the building and school grounds. The door is monitored from the school office.
- Outside doors are locked at all times.
- Fire drills are conducted and recorded monthly, in accordance with state guidelines.
- Storm drills are conducted once per semester.
- Man-made threat drills are conducted once per semester.
- Raptor Guest Screening Service is provided at reception

Alexandria Monroe Elementary School continues the process of implementing Positive Behavioral Interventions and Supports (PBIS) during the 2020-2021 school year. During implementation, it is our goal for Alexandria Monroe Elementary School to provide students with a safe and orderly environment where students can reach their fullest potential academically and socially. Student discipline will be consistent and appropriate to the students actions and developmental levels. Alexandria Monroe Elementary School's PBIS initiative will provide incentives for a safe environment and will help our school community by promoting a culture where bullying behaviors will not be tolerated.

School/Community Communication - Parent Participation: Building administrators and teachers at Alexandria Monroe Elementary School use multiple modes of communication to relay information to our parents and the community. These forms of communication include, but are not limited to: Facebook, Class Dojo, e-mail, text messages, and School Reach Messenger. Teachers and staff members communicate positively with parents and families on a regular basis to build trust and understanding.

Alexandria Monroe Elementary School provides individual academic assessment results to parents for standardized tests such as: ILEARN, IREAD, NWEA, mClass, iReady and Dibels. These results are shared through parent-teacher conferences. Parents are also notified, in writing, if their child is in need of additional interventions through the (Rtl) Response to Instruction process. The letter informs the parent of the interventions being put in place to help the student. Once a student is involved in the process, interventions will be monitored regularly to determine student progress and steps needed for continued growth and improvement. Before, during, and after interventions, parents will be invited to attend meetings to discuss their child's academic progress.

At AMES, families and teachers work collaboratively to place education first. AMES recognizes that parents are co-partners in the learning process. Opportunities or activities that encourage parental involvement include: assignment notebooks, class folders, newsletters, Classroom Dojo, Harmony Family Access, individualized student reports, phone calls and/or email messages, open house, home visitations, parent-teacher conferences, behavioral checklists, classroom visitations, field trip chaperones, fundraisers, carnivals, school volunteers, seasonal programs, convocations, and reading challenges.

AMES parents will have ongoing opportunities to learn how to monitor their child's academic progress, as well as how to work with educators. Parents will be informed at the Annual Title 1 Meeting (Parent University) and throughout the school year of the guidelines, purpose, goals, and resources of the Title 1 program.

The Parent Teacher Organization (PTO) at Alexandria Monroe Elementary School is actively involved in the school. Our PTO provides students, teachers, and families many opportunities, some of which include hosting: Reading Nights, Field Day, Parents' and Grandparents' Breakfasts, skating parties, monthly movies, and bowling parties.

Assessments Used in Addition to ILEARN:

- **Reading Units of Study Performance Assessments** - Performance assessments offer instructional tools to support continuous assessment, timely feedback, and clear goals tied to learning progressions that have been aligned with world-class standards.
- **NWEA** - Provides valid assessments and effective professional development seeking to maximize every student's learning and growth through powerful data-driven education. The assessments help teachers and educational leaders use data to differentiate instruction and inform organizational planning.

- **TCRWP Running Records** - Assess a student's reading progress by systematically evaluating a student's oral reading and identifying error patterns.
- **IREAD** - Measures foundational reading standards through grade three. Based on the Indiana Academic Standards, IREAD-3 is a summative assessment that was developed in accordance with House Enrolled Act 1367 (also known as Public Law 109 in 2010), which "requires the evaluation of reading skills for students who are in grade three beginning in the Spring of 2012 to ensure that all students can read proficiently before moving on to grade four."- (copied from the IDOE website)
- **IAM** - The only alternate assessment that is recognized in Indiana for the purpose of statewide accountability for students with disabilities who are unable to participate in taking the ILEARN assessment.
- **Progress Monitoring Assessments** - Used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. Progress monitoring is implemented with individual students and/or entire classes.
- **Teacher Created Assessments** - Used to check for student understanding and progress, however, created by classroom teachers. Examples include: tests, quizzes, and projects.

DATA AND ANALYSIS OF STUDENT ACHIEVEMENT

Attendance Trend by Grade

Grade	2014-15	2015-16	2016-17	2017-18	2018-19
Kindergarten	94.7%	94.5%	95.6%	95.0%	94.7%
Grade 1	96.2%	95.9%	96.4%	96.0%	94.9%
Grade 2	95.8%	96.6%	96.7%	96.3%	95.8%
Grade 3	96.5%	96.8%	96.6%	96.7%	95.9%
Grade 4	97.0%	96.5%	96.2%	96.6%	95.6%
Grade 5	96.9%	96.6%	96.2%	95.4%	95.6%
Grade 6	96.7%	96.7%	96.3%	95.0%	94.7%

Inference from Data: Over the past five years there has been a leveling in the slope of our attendance rate. We are consistently above the ninety-five percent attendance rate. Alexandria Monroe Elementary has no discernable anomalies with specific grade levels. We believe that this has a direct correlation with increased communication between the school and families on the importance

of attendance and its direct relationship with academic achievement. Our school nurse, social worker, and administration inform the public on our attendance policies in accordance with state and local guidelines. We will continue this track as it has been successful thus far.

AMES (FORMERLY AMIS) ILEARN Results Spring 2019

Overall Performance on the ILEARN test, by Subject, Grade: Alexandria-Monroe Intermediate, Spring 2019

English/Language Arts

Grade	Number of Students Tested	Percent Proficient
Grade 3	106	39%
Grade 4	129	23%
Grade 5	104	41%
Grade 6	97	44%

Mathematics

Grade	Number of Students Tested	Percent Proficient
Grade 3	106	59%
Grade 4	129	36%
Grade 5	104	47%
Grade 6	97	52%

Science

Grade	Number of Students Tested	Percent Proficient
Grade 4	129	29%
Grade 6	97	42%

Social Studies

Grade	Number of Students Tested	Percent Proficient
Grade 5	104	47%

Inference from Data: Based on the most recent ILEARN data, (Spring, 2019) we notice that our special education students are showing little to no growth. We also see that free and reduced lunch students score lower, as a whole on the ILEARN assessment. Based on this information, we feel we need to improve teaching strategies and practices to provide instruction that meets the needs of this population.

ILEARN Cohort Data 2018-2021

2020-2021	3rd	4th	5th	6th	7th	8th		
ELA	18%	23%	40%	40%	30%	35%		
Math	41%	27%	49%	38%	25%	24%		

ELA	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
3rd	85.3	76.0	65.0	58.4	44.2	40.0	COVID	18.0
4th	91.6	74.0	63.0	57.7	53.3	23.6	COVID	24.0
5th	85.2	69.0	71.0	52.1	58.7	42.3	COVID	38.0
6th	73.4	60.0	73.0	65.3	64.7	45.1	COVID	39.0
Math	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
3rd	85.3	67.0	58.0	57.9	50.0	61.0	COVID	41.0
4th	96.5	62.0	56.0	55.3	55.8	38.2	COVID	27.0
5th	88.7	69.0	74.0	58.7	70.7	48.1	COVID	48.0
6th	86.3	65.0	63.0	64.1	73.3	53.9	COVID	42.0

AMES NWEA Results

NWEA and IReady Results Comparison 2021-2022

K	Spring 2021	Fall 2021	Winter 2021	Spring 2022
IReady Math		<p>11% 12/107</p> <p>*To reach 70% of the grade level, we need to grow an additional 63 students, which is 13 students per class</p> <p>Focus area: Number and Operations</p>		
NWEA Reading		<p>46% 49/106</p> <p>*To reach 70% of the grade level, we need to grow an additional 26 students, which is 6 students per class</p> <p>Focus area: Reading Vocabulary and Writing</p> <p>Grade Level Median Conditional Growth:</p>		

1st	Spring 2021	Fall 2021	Winter 2021	Spring 2022
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IReady Math	Cohort Group-Kindergarten 91%	9% 10/96 *To reach 70% of the grade level, we need to grow an additional 57 students, which is 15 students per class Focus area: Number and Operations		
NWEA Reading		40% 35/88 *To reach 70% of the grade level, we need to grow an additional 27 students, which is 7 students per class Focus area: Reading Literature and Nonfiction Grade Level Median Conditional Growth:		

2nd	Spring 2021	Fall 2021	Winter 2021	Spring 2022
IReady Math	Cohort Group-1st Grade Students 56%	11% 11/101 *To reach 70% of the grade level, we need to grow an additional 61 students, which is 13 students per class Focus area: Number and Operations		
NWEA Math		31% 31/99 *To reach 70% of the grade level, we need to grow an additional 38 students, which is 8 students per class Focus area: Computation Grade Level Median Conditional Growth:		
NWEA Reading		40% 40/100 *To reach 70% of the grade level, we need to grow an additional 30 students, which is 6 students per class		

		Focus area: Nonfiction Grade Level Median Conditional Growth:		
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3rd	Spring 2021	Fall 2021	Winter 2021	Spring 2022
IReady Math	Cohort Group-2nd Grade Students 51%	8% 8/99 *To reach 70% of the grade level, we need to grow an additional 61 students, which is 16 students per class Focus area: Numbers and Operations		
NWEA Math		35% 33/94 *To reach 70% of the grade level, we need to grow an additional 33 students, which is 9 students per class Focus area: Computation Grade Level Median Conditional Growth:		
NWEA Reading		39% 37/94 *To reach 70% of the grade level, we need to grow an additional 29 students, which is 8 students per class Focus area: Nonfiction Grade Level Median Conditional Growth: 37% Typical growth		

4th	Spring 2021	Fall 2021	Winter 2021	Spring 2022
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IReady Math	Cohort Group-3rd Grade Students 48% *To reach 70% of the grade level, we need to grow an additional 21 students, which is 6 students per class	21% 20/97 *To reach 70% of the grade level, we need to grow an additional 48 students, which is 12 students per class Focus area: Algebra and Algebraic Thinking		
NWEA Math	Cohort Group-3rd Grade Students 47% 41/88 *To reach 70% of the grade level, we need to grow an additional 21 students, which is 6 students per class	40% 38/95 *To reach 70% of the grade level, we need to grow an additional 29 students, which is 8 students per class Focus area: Computation Grade Level Median Conditional Growth:		
NWEA Reading	Cohort Group-3rd Grade Students 43% 38/88 *To reach 70% of the grade level, we need to grow an additional 24 students, which is 6 students per class	40% 38/95 *To reach 70% of the grade level, we need to grow an additional 29 students, which is 8 students per class Focus area: Literature Grade Level Median Conditional Growth: 54% Typical growth		

5th	Spring 2021	Fall 2021	Winter 2021	Spring 2022
IReady Math	Cohort Group-4th Grade Students 42% *To reach 70% of the grade level, we need to grow an additional 21 students, which is 6 students per class	14% 16/107 *To reach 70% of the grade level, we need to grow an additional 59 students, which is 15 students per class Focus area: Algebra and Algebraic Thinking		
NWEA Math	Cohort Group-4th Grade Students 34% 33/97 *To reach 70% of the grade level, we need to grow an additional 35	27% 27/99 *To reach 70% of the grade level, we need to grow an additional 42 students, which is 11 students per class		

	students, which is 9 students per class	Focus area: Geometry, Measurement, and Data Analysis *Algebraic Thinking (#2) Grade Level Median Conditional Growth:		
NWEA Reading	Cohort Group-4th Grade Students 44% 43/97 *To reach 70% of the grade level, we need to grow an additional 25 students, which is 7 students per class	36% 36/100 *To reach 70% of the grade level, we need to grow an additional 34 students, which is 9 students per class Focus area: Nonfiction Grade Level Median Conditional Growth: 38% Typical growth		

6th	Spring 2021	Fall 2021	Winter 2021	Spring 2022
IReady Math	Cohort Group-5th Grade Students 72%	33% 44/132 *To reach 70% of the grade level, we need to grow an additional 43 students, which is 9 students per class Focus area: Algebra and Algebraic Thinking		
NWEA Math	Cohort Group-5th Grade Students 61% 61/100 *To reach 70% of the grade level, we need to grow an additional 9 students, which is 3 students per class	47% 59/125 *To reach 70% of the grade level, we need to grow an additional 29 students, which is 6 students per class Focus area: Algebra and Functions Grade Level Median Conditional Growth:		
NWEA Reading	Cohort Group-5th Grade Students 58% 58/100 *To reach 70% of the grade level, we need to grow an additional 12 students, which is 3 students per class	44% 56/128 *To reach 70% of the grade level, we need to grow an additional 32 students, which is 7 students per class Focus area: Nonfiction Grade Level Median		

Conditional Growth: 71
High growth

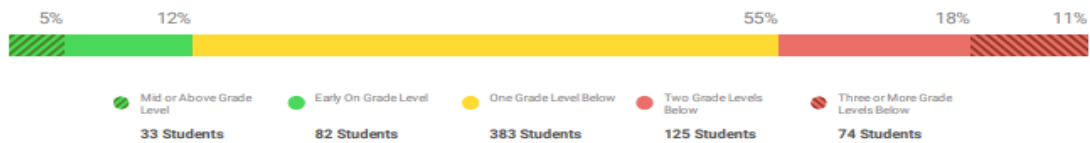
Diagnostic Results



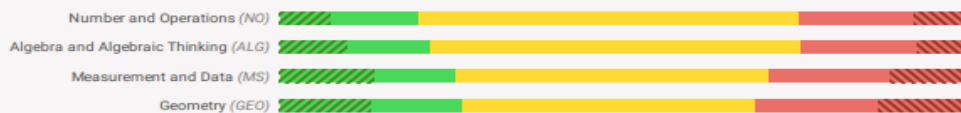
School: ALEXANDRIA-MONROE INTERM SCH
Subject: Math
Academic Year: 2021 - 2022
Diagnostic: Fall - BOY
Prior Diagnostic: None

Overall Placement

Students Assessed/Total: 697/746



Placement by Domain



Switch Table View

Show Results By

Placement Summary

Grade

Showing 7 of 7

Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K		6%	6%	88%	0%	0%	102/109
Grade 1		5%	4%	76%	14%	0%	91/96
Grade 2		2%	9%	59%	30%	0%	98/101
Grade 3		0%	9%	46%	30%	16%	94/104
Grade 4		5%	16%	44%	17%	18%	95/96
Grade 5		4%	11%	42%	21%	22%	95/110

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





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Diagnostic Results



School: ALEXANDRIA-MONROE INTERM SCH
 Subject: Math
 Academic Year: 2021 - 2022
 Diagnostic: Fall - BOY
 Prior Diagnostic: None

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 6		9%	25%	34%	16%	17%	122/130

GOALS AND ACTION PLAN

PERFORMANCE GOAL #1

Goal #1: By May, 2021, 75% of AMES students in grades 2-6 will perform at or above grade level as measured by the NWEA Reading Grade Level Growth Report, therefore increasing the overall ILEARN pass rate for Reading.

Support Data/Findings from Data: Challenges - AMES special education population is showing low growth in the area of literacy

Greatest Progress - Many teachers have been trained or are implementing Lucy Calkins Units of Study

Targeted Subgroup(s): AMES Special Education population

Standardized Assessments: NWEA, ILEARN, IREAD

Interventions:	Research Supporting Instructional Strategies
Teachers will use time specified in the Master Schedule for improved literacy instruction for all students. They will also utilize time for Response to Instruction (Rtl) within their daily schedule to meet the needs of students who fall below grade level in the area of literacy.	Literacy Resources: Lucy Calkins Units of Study and Teachers College Reading and Writing Project

Strategies for Implementation	Person(s) Responsible	Start Date	End Date	"The teacher will..."	"The students will..."	Resources
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1. Create a Master Schedule that allows for 90 minutes of uninterrupted time for literacy instruction for students in kindergarten-fifth grade and 60 minutes for students in sixth grade.	Teachers and Administrators	August 2021	Updated, as necessary	The principal will create a new Master Schedule allowing for specified times for literacy instruction.	Staff members will follow the Master Schedule provided.	Past teachers' schedules and Master Contract
2a. All students will receive a daily minimum of 90 minutes of differentiated, literacy instruction in kindergarten-fifth grade. The areas of focus will include: The Lucy Calkins Units of Study, Lucy Calkins Units of Study Learning Progressions for narrative and informational texts (grades 2-5).	General Education Teachers, Special Education Teachers, and Administrators	September, 2021	Ongoing	Using updated and current assessments, the teacher will plan reading lessons for a ninety minute block of time. He/She will utilize the LC Units of Study Learning Progressions in conjunction with the Indiana Academic Standards when planning lessons. He/She will utilize whole group, small group, and individual instruction during the reading block.	The students will listen, participate, and practice during: whole group instruction, mini-lessons, independent reading, small group reading, and various other reading practices during the scheduled 90 minute reading block. They will develop an understanding of the differences among genres and develop an enjoyment of reading.	Lucy Calkins Units of Study Learning Progressions, Lucy Calkins Units of Study Performance Assessments, TCRWP Running Record Assessments, TRC (mClass), Reading Logs, Reading Eggs, Reading Eggspress, and Leveled Readers
2b. All students will receive a daily minimum of 60 minutes of differentiated, literacy instruction in sixth grade. The areas of focus will include: The Lucy Calkins Units of Study Learning Progressions for narrative and informational texts.	General Education Teachers, Special Education Teachers, and Administrators	September, 2021	Ongoing	Using updated and current assessments, the teacher will plan reading lessons for a sixty minute block of time. He/She will utilize the LC Units of Study Learning Progressions in conjunction with the Indiana Academic Standards when planning lessons. He/She will utilize whole group,	The students will listen, participate, and practice during: whole group instruction, mini-lessons, independent reading, small group reading, and various other reading practices during the scheduled 60 minute reading block. They will develop an	Lucy Calkins Units of Study Learning Progressions, Lucy Calkins Units of Study Performance Assessments, TCRWP Running Record Assessments, Reading Logs, Reading Eggspress, and Leveled Readers

				small group, and individual instruction during the reading block.	understanding of the differences among genres and develop an enjoyment of reading.	
3a. All students, in grades kindergarten through six, will receive 15-20 minutes within, or in addition to, the ELA block, daily, for grammar, spelling, and writing. Lessons will be differentiated to meet the needs of the students.	Teachers and Administrators	September 2021	Ongoing	Teachers will use Indiana Academic Standards as a resource tool for planning writing, grammar, and spelling lessons. Each will provide his/her students with lessons that develop writing skills in the areas of: Opinion, Information, and Narrative Writing. Through mini lessons, the teachers will instruct the students as to how to use the writing process. Teachers will also confer with students on a regular basis.	Students will practice the various steps of the writing process and write for many purposes. They will confer with teachers and learn to "make their writing better." Spelling and grammar will be taught in context, through writing.	Lucy Calkins Units of Study in Phonics, Lucy Calkins Units of Study Learning Progressions, Lucy Calkins Units of Study Performance Assessments, TCRWP Running Record Assessments, Reading Logs, Writers Workshop Model, No Red Ink, Expanding Expression Tool Kit, Reading Eggs, Reading Express, and Leveled Readers

3b.All students in grades K-6, performing in the lowest 30% of the class in the area of Reading, will receive Rtl or Title 1 services.	Classroom teachers and Title 1 Reading Specialists	August 2021	Ongoing	Third grade classroom teachers along with the Title 1 Reading Specialist will assess and prioritize student needs based on running records, previous grade student performance, and teacher recommendations.	Students will actively participate in individual and small group instruction where lessons are prepared to meet their individual areas of weakness in reading. Students will read, write, and work on literacy skills needed to be successful as a reader at their grade level.	TCRWP Running Record Assessments, Leveled Literacy Intervention, Reading Logs, Leveled Readers, Reading Eggs, and Rtl documentation
4. Teachers will hold weekly, grade level collaboration meetings to review student progress, analyze data, share best practices, and plan for future instruction in the area of literacy instruction.	General Education Teachers, Special Education Teachers, and Administrators	August 2021	Ongoing	Teachers will meet to fine tune their teaching skills in the area of literacy instruction. They will work together as they learn to navigate Lucy Calkins Units of Study for Reading.		Professional development, professional articles, literature, and videos pertaining to best practices in literacy education.
5. All Tier 2 ELA students will receive additional reading interventions for 25 - 30 minutes daily within the classroom.The areas of focus may include: phonics, phonemic awareness, vocabulary, fluency, comprehension, and/or the Units of Study Learning Progressions.	General Education Teachers, Paraprofessionals, and Parents	September 2021	Ongoing	Based on various, teacher created and standardized assessments, teachers will plan additional 25 - 30 minute reading lessons that meet the needs of individual students who are not performing at grade level in the area of reading. Lessons will focus on the student's weaknesses and will vary as progress is made. Teachers will meet	Students will actively participate in small group instruction where lessons are prepared to meet their individual areas of weakness in reading. Students will read, write, and work on literacy skills needed to be successful as a reader at their grade level.	Lucy Calkins Units of Study Learning Progressions, Lucy Calkins Units of Study Performance Assessments, TCRWP Running Record Assessments, Reading Logs, Leveled Readers, Reading Express, and Rtl documentation

				with 3-5 students at a time for small group instruction.		
6. All Tier 3 ELA students will receive intensive, individualized interventions for a minimum of 20 minutes, four days a week during Tiger Time.	General Education Teachers, Parents, and Interventionist	October 2021	Ongoing	Teachers, parents, and interventionists will work together to devise a plan of instructional support for individualized learning for students who were not successful during Tier 2 instruction. Classroom teachers will support students during core instruction.	Students will actively participate in individualized lessons prepared to meet their individual areas of weakness in reading. Students will read, write, and work on literacy skills needed to be successful as a reader at their grade level.	Lucy Calkins Units of Study Learning Progressions, Lucy Calkins Units of Study Performance Assessments, TCRWP Running Record Assessments, Reading Logs, Leveled Readers, and Rtl documentation
7. Special education teachers will work alongside general education teachers to plan and facilitate learning goals for special needs students that promote high expectations, clear learning goals, and high levels of learning. The percentage of special education students will be kept at 41% or below in order to provide students the support needed to be successful.	General Education and Special Education Teachers	August 2021	Ongoing	Special Education Teachers and General Education Teachers will plan lessons with all students' ability levels in mind. The lessons will include appropriate rigor for growth and development.	Students will participate in lessons that general education peers participate in , however, with modifications.	Lucy Calkins Units of Study Learning Progressions, Lucy Calkins Units of Study Performance Assessments, TCRWP Running Record Assessments, Reading Logs, Leveled Readers, Reading Express, Reading A-Z, Raz-Kids, and Rtl documentation
Staff Professional Development and Timeline						
All ELA teachers will be provided professional development in the areas of: developing effective reading instruction throughout the 2021-2022 school year. Teachers will receive consultation from a TCRWP representative. Additionally, ELA teachers will participate in a monthly collaboration meeting pertaining to the Units of Study.						
Assessments: NWEA, ILEARN, IREAD, and teacher created assessments	All classroom (ELA) teachers	August 2021	May 2022	The teachers will work with a consultant to learn specific strategies for providing effective reading	The students will demonstrate a better understanding of how to read	

				instruction. Teachers will practice using the strategies and then reflect and share during monthly collaboration meetings.	for understanding. They will also gain reading stamina.	

PERFORMANCE GOAL #2

Goal #2: By May, 2022, 75% of AMES students in grades K-6 will perform at or above grade level as measured by iReady Math Overall Placement End of Year Assessment, therefore increasing the overall ILEARN pass rate for mathematics.

Support Data/Findings from Data: Challenges - AMES special education population is showing little growth in the area of mathematics

Greatest Progress - AMES third, fifth, and sixth grade students have shown a significant amount of progress in math as measured by past NWEA assessments.

Targeted Subgroup(s): AMES Special Education population

Standardized Assessments: iReady Diagnostic Assessment, ILEARN

Interventions:	Research Supporting Instructional Strategies
Teachers will use time specified in the Master Schedule for improved math instruction. They will also utilize time for Response to Intervention (RtI) within their daily schedule to meet the needs of students who fall below grade level in the area of mathematics.	Mathematics Resources: Principles to Actions, Routines for Reasoning, In the Moment, and But Why Does it Work?

Strategies for Implementation	Person(s) Responsible	Start Date	End Date	"The teacher will..."	"The students will..."	Resources
1. Create a Master Schedule that allows for 60 minutes of uninterrupted time for math instruction for students in grades kindergarten through six.	Teachers and Administrators	August 2021	Updated, if necessary	The principal will create a new Master Schedule allowing for specified times for math instruction.	Staff members will follow the Master Schedule provided.	Past teachers' schedules and Master Contract

2. All students will receive a daily minimum of 60 minutes of math instruction in grades kindergarten through six.	Teachers and Administrators	September, 2021	Ongoing	Using updated and current assessments, the teacher will plan math lessons for a sixty minute block of time. He/She will utilize the Indiana Academic Standards and Ready Math when planning lessons. He/She will utilize whole group, small group, and individual instruction during the math block. Areas of focus will include: number sense, computation, algebraic thinking, geometry, measurement, and data analysis.	The students will listen, participate, and practice during: whole group instruction, mini-lessons, independent work, small group work, and various other math practices during the scheduled 60 minute math block. They will develop an understanding of number sense, computation, algebraic thinking, geometry, measurement, and data analysis.	Indiana Academic Standards, iReady assessments, teacher created math assessments, Ready Math Toolbox, Edgenuity, and Khan Academy reports
3. Update math pacing guides/instructional calendars, using Indiana Academic Standards and Ready Math, across grade levels for grades kindergarten through six.	Teachers and Administrators	August 2021	Ongoing	Teachers will work in teams to update instructional calendars that outlines skills to be taught and a timeline for teaching. They will also collaborate to align the skills across grade levels.	Students will work through math skills/strategies as planned on the instructional calendar.	Ready Math, Indiana Academic Standards, NWEA assessments, Principles to Action
4. Teachers will hold weekly, grade level collaboration meetings to review student progress, analyze data, share best practices, and plan for future instruction in the area of math instruction.	Teachers and Administrators	August 2021	Ongoing	Teachers will meet to improve their teaching skills in the area of math instruction. They will work together as they begin to explore new resources in the area of math education and develop a plan for		Ready Math Professional development, professional articles, literature, and videos pertaining to best practices in math education.

				future math instruction.		
5. All Tier 2 math students will receive additional math interventions for 25 - 30 minutes within the classroom, daily. The areas of focus may include: number sense, computation, algebraic thinking, geometry, measurement, and data analysis and statistics.	General Education Teachers, Paraprofessionals, and Parents	September, 2021	Ongoing	Based on various, teacher created and standardized assessments, teachers will plan additional 25 - 30 minute math lessons that meet the needs of individual students who are not performing at grade level in the area of math. Lessons will focus on the student's weaknesses and will vary as progress is made.	Students will actively participate in individualized lessons prepared to meet their individual areas of weakness in math. Students will work on skills pertaining to: number sense, computation, algebraic thinking, geometry, measurement, and data analysis.	Indiana Academic Standards, Ready Math, Edgenuity, Khan Academy, and Routines for Reasoning
6. All Tier 3 math students will receive intensive, individualized interventions, in the area of math instruction, for a minimum of 20 minutes, four days a week	General Education Teachers, Parents, Interventionist, and Administrators	October, 2021	Ongoing	Teachers, parents, and interventionists will work together to devise a plan of instructional support and individualized learning for students who were not successful during Tier 2 instruction.	Students will actively participate in individualized lessons prepared to meet their individual areas of weakness in math. Students will be working on skills pertaining to: number sense, computation, algebraic thinking, geometry, measurement, and data	Indiana Academic Standards, Ready Math, Edgenuity, Khan Academy, and Routines for Reasoning

7. Special education teachers will work alongside general education teachers to plan and facilitate learning goals for special needs students that promotes high expectations, clear learning goals and high levels of learning. The percentage of special education students will be kept at 41% or below in order to provide students the support needed to be successful.	General Education and Special Education Teachers	August 2021	Ongoing	Special Education Teachers and General Education Teachers will plan lessons with all students' ability levels in mind. The lessons will include appropriate rigor for growth and development.	Students will participate in lessons that general education peers participate in, however, with modifications.	Indiana Academic Standards, Ready Math Edgenuity, Khan Academy, and Routines for Reasoning
8. Teachers will implement the Ready Indiana Math curriculum in order to create continuity across grade levels.	General Education and Special Education Teachers	August 2021	Ongoing	Teachers will utilize new curriculum to drive instruction.	Students will learn and show growth in the area of math.	Ready Indiana Math, iReady Teacher Toolbox
9. Teachers will utilize common assessments to monitor student progress.	Teachers and Administrators	August 2021	Ongoing	Teachers will be responsible for tracking student data using common assessments and aligning instruction to the results of the data.		Ready Indiana Math, Materials provided via Heinemann Publications, Principles in Action, Edgenuity, and various others to be determined

Staff Professional Development and Timeline

All teachers will receive access to math teaching resources to pilot and/or explore. They will also be given time to collaborate and create academic instructional calendars to guide and pace their instruction. Teachers will receive training from a Ready Math representative in order to effectively implement the new curriculum. Additionally, math teachers will participate in a monthly collaboration meeting pertaining to the implementation of the Ready Math curriculum.

Assessments: iReady Placement and Diagnostic Assessments, ILEARN, and teacher created assessments						

PERFORMANCE GOAL #3

Goal #3: By June, 2022, AMES students will maintain an attendance rate of at least 95% or higher.

Support Data/Findings from Data: Challenges - No current plan is in place to address issues surrounding students who are tardy to school.

Greatest Progress - AMES is currently at a 95.9% attendance rate.

Targeted Subgroup(s): Students who experience repeated absenteeism

Standardized Assessments: AMES Attendance Reports

Interventions: **Research Supporting Instructional Strategies**

School personnel will communicate with students, parents, and other agencies regarding attendance and provide incentives to students for good attendance.

What Works In Schools by Robert Marzano

Strategies for Implementation	Person(s) Responsible	Start Date	End Date	"Responsible party will..."	"Responsible party will..."	Resources
1. AMES's staff will encourage and reward students for exceptional attendance, every nine weeks with a school wide celebration.	PBIS Team, classroom teachers, and attendance secretary	August 2021	Ongoing	Classrooms will be recognized for having the highest attendance rate weekly. Teachers will create lessons and assignments that actively engage students in their own learning.	AMES students will improve their attendance rate and, therefore, perform better in their classrooms.	Harmony, PBIS documents, and students
2. School social workers will identify and work with students/families who are experiencing attendance issues.	Social Worker	August 2021	Ongoing	The social worker will work directly with the attendance secretary to identify students with attendance issues.	The targeted students will improve their attendance rate.	Harmony, students, and parents
3. Students identified as "attendance problems" will participate in the schoolwide celebration for improved attendance.	Social Worker, attendance secretary, and building administrators	August 2021	Ongoing	The social worker will identify incentives and/or issues that will encourage identified students to come to school daily.	The targeted students will improve their attendance rate.	Harmony, students, and parents

Staff Development

Staff will continue to learn, teach, practice, and follow through with PBIS strategies. The PBIS team will offer support throughout the year.

Assessments: Periodic School Climate Audits and AMES attendance reports

PERFORMANCE GOAL #4

Goal #4: By May, 2022, AMES will improve Rtl practices by utilizing a Rtl digital folder that includes all forms, parent letters, and plans of action for student academic and/or behavior interventions when core instruction is not meeting the needs of the child.

Support Data/Findings from Data: Challenges - Inadequate written documentation of interventions

Greatest Progress - AMES teaching staff is utilizing Tiger Time and additional time for small group instruction - on and above the scheduled reading and math blocks

Targeted Subgroup(s):	Teachers who deal with students who are not performing, academically, at grade level					
Interventions:	Research Supporting Instructional Strategies					
AMES staff will create a Rtl Binder that includes all important documentation to be used to track student progress and data. By creating these resources, AMES will be able to provide individualized education for students who are not performing, academically or behaviorally, on grade level.	IDOE website, IDOE INview, Indiana State Standards, www.interventioncentral.org					
Strategies for Implementation	Person(s) Responsible	Start Date	End Date	"Responsible party will..."	"Responsible party will..."	Resources
1. AMES will form a Rtl team that will help make educational decisions pertaining to behavior and/or academic interventions for students who are not being successful in the classroom.	General Education Teachers, Special Education Teachers, and Administrators	September, 2021	Ongoing	The Principal, school social worker, and assistant principal will work with a volunteer from each grade level to form the AMES Rtl team.		
2. AMES Rtl team will explore different Rtl handbooks, practices, and procedures.	General Education Teachers, Special Education Teachers, and Administrators	November 2021	Ongoing	The Rtl team will explore various Rtl plans that are currently in place elsewhere and refer to the IDOE website for the latest information		IDOE Website, Various other Rtl documents from surrounding school districts

				pertaining to the Rtl procedures.		
3. Based on research, and support from the IDOE, the AMES Rtl team will create a school Rtl Handbook including copies of all procedures, forms, documentation, and parent letters to be used.	General Education Teachers, Special Education Teachers, and Administrators	November 2021	Ongoing	The Rit team will create and use the Rtl procedures across grade levels.		Various IDOE Rtl forms
4. The Rtl process will be evaluated each nine weeks to make sure the needs of students are truly being met.	General Education Teachers, Special Education Teachers, and Administrators	January 2022	Ongoing	The team will share and discuss student progress. The team will also determine the needs of the school in order to provide the best education for struggling students.		Rtl Binder and Data Collection
Staff Development						
The staff will be provided with regular staff development in the area of determining student strengths, weaknesses and academic or behavioral needs. Staff members will also be provided with staff development in the area of data disaggregation.						
Assessments: Rtl forms and documents						