2021-2022 Alexandria-Monroe Junior Senior High School
School Improvement Plan

Our goal at Alexandria Monroe Junior Senior High School is to prepare our students for a successful life after high school and to be good citizens in a local and global capacity. We are constantly looking at our curriculum and extra-curricular offerings to provide opportunities for our students to become successful, hardworking individuals who will contribute positively to our society. Our faculty is committed to the students of Alexandria, and we look to challenge and develop our students into well-rounded individuals. We welcome all feedback about how we can improve our programming and offerings. You can contact us at 765-724-4413 or the principal, Mr. Tom Johns, by email at tjohns@alex.k12.in.us.

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.

School and Community Narrative:

Alexandria Community School Corporation (ACSC) is a rural school district comprising an elementary and junior / senior high school in east central Indiana serving approximately 1500 students in grades Pre K - 12. The district draws students from the town of Alexandria as well as the surrounding rural area. Enrollment has declined each year by approximately twenty students; however, there has been a slight increase in enrollment this current school year. The student population is characterized by 46 percent free and reduced lunch and is mainly composed of white and Latino students. The Latino population is unique because it is predominantly migrant students who travel to Indiana for Red Gold's tomato and pepper

harvesting and manufacturing season. After harvest is finished, most migrant students return to their home states while others move on to the next harvest location.

Alexandria-Monroe Junior Senior High School's current enrollment in grades 7-12 is 739 and our current teaching faculty is at 50 which puts our student to teacher ratio roughly 20:1. We currently have a 46% free and reduced lunch rate and our special education rate is approximately 17%.

Alexandria is a small, peaceful town in east central Indiana with a friendly atmosphere and a genuine love for basketball. Located about 50 miles northeast of Indianapolis, our community is in the heart of the Midwest farmland where a short drive in any direction leads to lots of tomato, corn and soybean fields. Alexandria's approximate 5,000 residents include those who work locally, those who travel daily to jobs in Anderson, Muncie, or even Indianapolis, and many retirees. The average median household income in Alexandria is just shy of the average Indiana household income. On the flip side of that, Alexandria was recently ranked as one of the "Most Affordable" communities to live in the United States and Indiana.

Curriculum Information

All of our coursework is available to access online at the following link under the Academics/Guidance tab: http://amhs.alexandriacsc.alex.k12.in.us/

The goal at the Junior Senior High School is to have students take a wide range of courses in junior high and then start to specialize in a specific post secondary career pathway once they enter high school. Programming ranges from many Project Lead the Way courses, Dual Credit, and AP courses as well as some special needs Life Skills and Cooperative teaching classes. Some new and innovative class additions are the following:

7th and 8th grade Computer Science PLTW, Medical Detectives PLTW, Design and Modeling PLTW, Robotics PLTW

High School: Principles of Biomedical PLTW, Computer Science Essentials PLTW, Computer Science Principles PLTW, Multicultural Studies & a CNA course in partnership with Essential health.

The state is using a different platform for presenting their data and some data isn't consistent with how they have reported it in the past. Lastly some data reported on the InView website is a year old.

School Population Data
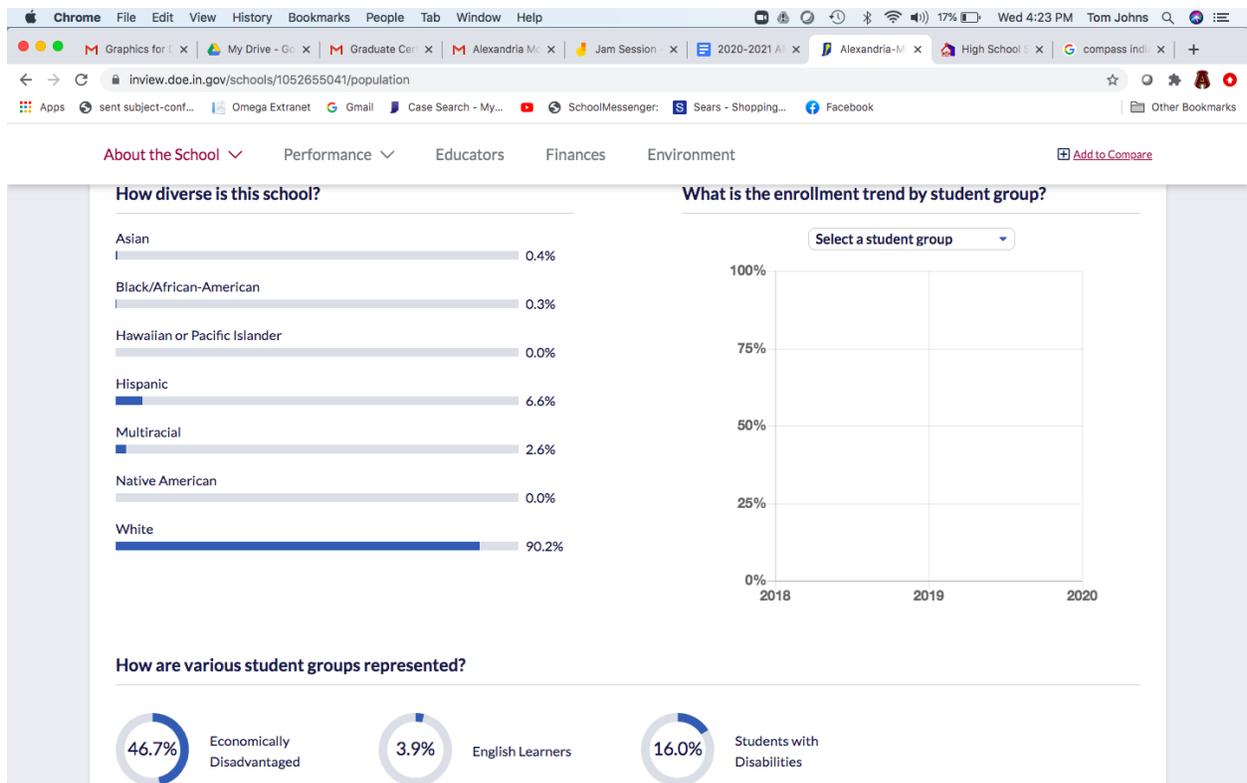
2020/2021 Not Available
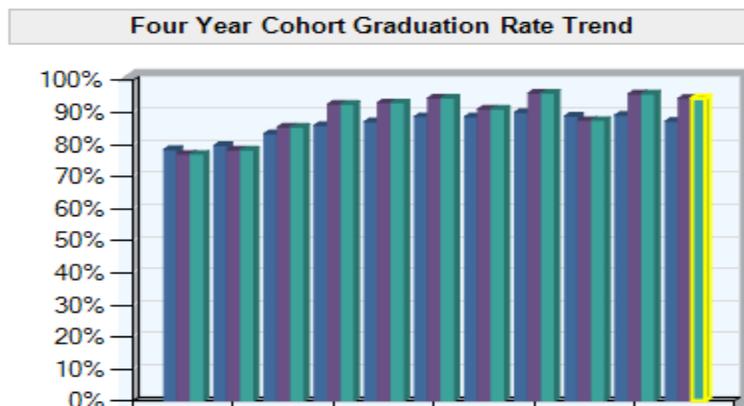
2019/2020- 95.7%

2018/2019-98.6%

2017/2018-**98.5%**

The state Average this year is 86.4% and we are well above the state average. Our Graduation rate has typically increased due to our ability to better place students in various educational programs. Identifying "at risk" students and getting them into our Credit Recovery program or placing them in Alternative School enables students to be more successful.

What diploma designations are graduates from this corporation earning?

Information on Indiana diploma requirements may be found at https://www.doe.in.gov/graduation-pathways

General		21.5%	View Details
State Average 9.0%			
Core 40		45.8%	View Details
State Average 50.8%			
Honors		32.7%	View Details
State Average 40.3%			
Waiver Graduates		0.0%	View Details
State Average 0.2%			
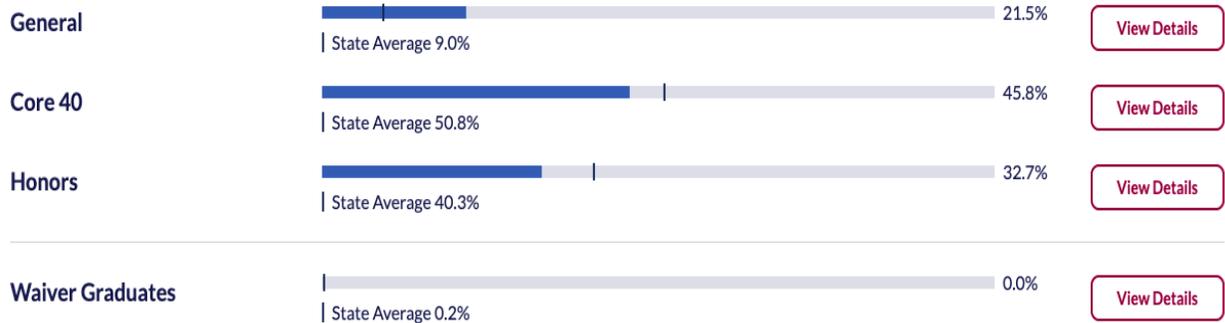
What are the federal graduation rates for this corporation?

Graduation measures whether students successfully completed all requirements to move on from high school. Diploma strength measures whether students completed the requirements of Indiana's Core 40 diploma designation or higher, and did not receive a waiver from any graduation requirements.

Students graduating within 4 Years		89.9%	View Details
State Average 87.0%			
Diploma Strength		70.6%	View Details
State Average 79.1%			

What percentage of students in this school participate in the SAT and ACT?

● Description for SAT and ACT participation

	Alexandria-Monroe High School (5041)	Alexandria Community School Corp (5265)	Indiana	Schools like this one
SAT	21.1	21.1	33.6	37.1
ACT	7.8	7.8	22.5	30.4

How are various student groups represented?

52.1% Economically Disadvantaged

3.7% English Learners

19.4% Students with Disabilities
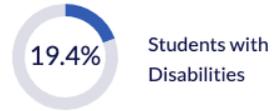
How diverse is this corporation?

Asian
0.3%

Black/African-American
0.3%

Hawaiian or Pacific Islander
0.0%

Hispanic
7.0%

Multiracial
3.8%

Native American
0.0%

White
88.6%
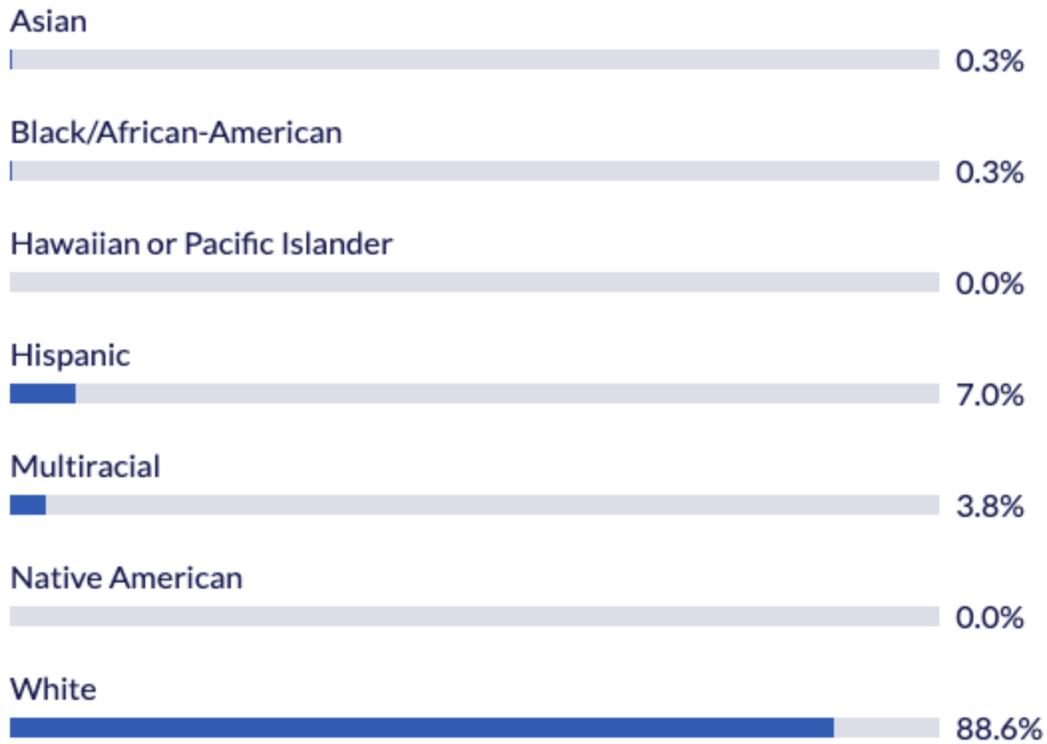
SAT & ACT Data:

Graduates Taking the SAT

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
64.3%	54.7%	63.7%	60.9	62.4

Graduate SAT Average Score

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020

968	1044	1080	No Data	1120

Many nearby colleges require the SAT for entrance to college. The spike in scoring and graduates taking the SAT is attributed to a school wide mandate the past 2 years to take the PSAT in the fall and then meeting with students individually to discuss scores. Workshops have been offered in the past two years on how to improve scores and there has been a concerted effort in junior and senior courses to prepare for the test.

Graduate ACT Average Score

2015-2016	2016-2017	2017-2018	2018-2019	
22	24	25	No Data	

Although the numbers of students taking the ACT are low, the average score has been higher than the state average the past 3 years. Many schools are getting away from SAT and ACT scores as a condition for enrollment. Schools are looking at each individual's "body of work" through their high school coursework.

Number of Discipline Referrals

2016-2017	2017-2018	2018-2019	2019-2010	2020-2021
2389	2585	2234	1784	735

90% of referrals are tardy related. Currently there is a focus on exploring ways to diminish tardy issues. We are below the state average in ISS assignments however we are above the state average in OSS.

NWEA Data:

	Low Growth	Low Avg Growth	Average Growth	Hi Avg Growth	Hi Growth			
7th Math						99	47%	
	18	34	20	24	3	47		
7th English	Low Growth	Low Avg Growth	Average Growth	Hi Avg Growth	Hi Growth	95	75%	

	4	19	43	21	8	72

8th Math

	Low Growth	Low Avg Growth	Average Growth	Hi Avg Growth	Hi Growth
8th Math	8	47	20	11	15

8th English

	Low Growth	Low Avg Growth	Average Growth	Hi Avg Growth	Hi Growth
8th English	10	16	51	19	7

9th English

	Dropped	Stayed the Same	Average Growth	At Grade
9th English	29	5	68	86

10th English

	Dropped	Stayed the Same	Average Growth	At Grade
10th English	30	1	55	67

11th English

	Dropped	Stayed the Same	Average Growth	At Grade	Teacher was virtual
11th English	32	2	26	31	

12th English

	Dropped	Stayed the Same	Average Growth	At Grade
12th English	28	6	40	55

Algebra

	Low Growth	Low Avg Growth	Average Growth	Hi Avg Growth	Hi Growth
Algebra					

	15	32	16	12	8			
Alg 2	Low Growth	Low Avg Growth	Average Growth	Hi Avg Growth	Hi Growth			
	12	26	16	6	3			
Geometry	Logic/Proofs	Points, Lines	Triangles	Quadrilaterals/Poly		Circles		
Proficiency	78%	71%	66%	59%		64%		

iLearn data

ELA	2018-2019	2019-2020	2020-2021
7th	30.8	COVID	30.0
8th	42.3	COVID	35.0
Math	2018-2019	2019-2020	2020-2021
7th	33.3	COVID	25.0
8th	34.6	COVID	24.0

Dual Credits Earned 20/21

52 Total in Health Science
4 Total in Collision Repair
20 Total in Welding
3 Total in Graphic Imaging
4 Total in Culinary arts
54 Chemistry
15 Psychology
16 Spanish 3 & 4
24 Literature and Comp.
20 Environmental
14 Calculus
7 US History
12 Biology
17 Language and Comp

Certifications and Enlistments

13 CNA Certifications
5 Welding
2 Cosmetology
1 Visual Graphics
1 Metal Working
8 Enlisted in the Military

Alexandria Community Schools
School Improvement Action Plan

Goal	Develop a dual credit, SEAL approved partnership with local business in the advanced manufacturing and other skilled trade jobs	
Benchmarks	Develop business partners in skilled trade field, develop DWD credentialing criteria and secure instructors for courses	
Supporting Data	**Areas of Greatest Progress**	**Areas of Greatest Challenge**
	-Aggressively looking for business partners -Past conversations with business -Target 15% of the current junior and sophomore class to enroll in this program	- buy-in from staff, community - staff surveys - maintaining and growing relationships with PS/B - growth and retention of community partners - accountability
Targeted Subgroups	Pathways teachers, PS/B (Post Secondary and Business), students	Non pathway teachers, community members, parents, PS/B, implementation personnel,

Instructional Strategies (*Teachers will…*)	Learning Outcomes (*Students will…*)
Utilize the Career Smart software through NC3T in classrooms	know the specifics of the pathways, potential jobs and education.
continue to attend workshops in Vocational trainings	make progress and obtain certifications and licensing in a post secondary world.
implementation personnel will create panel and continue programing	meet with their counselors consistently to establish a schedule and make regular progress towards post secondary goals.

Research Supporting Instructional Strategies	Talk with d26 in Anderson ro re-evaluate their programming for partnership Talk with Economical Development commission to help in partnerships

Professional Development	
Action	Timeline
-Meet with Construction Companies, Advanced Manufacturing and Criminal Justice to learn certifications: Carter Express, Perfecto, Magna Power, Nestle and Redgold -Talk with PS, DOE, DWD, Career centers -Work with NC3T and Hans Meeder	-December secure credentialing with PS and DWD -December meet with N3TB

Monitoring System	
Action	Review and Revision
-Establish flowchart and framework of duties and responsibilities assessment-Delegation of responsibilities	-Committee for all pathways -Circling back around to businesses to see how we can help them. What can we do for you?? -Weekly discussions

Assessments: Standardized and/or locally developed measures of progress toward the goal
-ASVAB, Career Cruising, tracking post secondary landing spots for graduates -Post Secondary Check

Alexandria Monroe-Junior Senior High School
School Improvement Action Plan

Goal	**English:** Increase our students' abilities to write using evidence to support ideas across all grades and classes. (Expository Writing)	
Benchmarks	Writing in all classrooms focusing on expository writing.	
Supporting Data	**Areas of Greatest Progress**	**Areas of Greatest Challenge**
	Our English teachers currently use TEPAC. We hope to see a rise in our SAT and ACT scores as a result	Using TEPAC method among all grade and classes (Topic, Evidence, Paraphrasing, Analysis, Conclusion)
Targeted Subgroups	Sped. Students, Free & reduced	

Instructional Strategies (*Teachers will…*)	Learning Outcomes (*Students will…*)
English teachers will work with all subjects to write in context in their classes	Make this a consistent daily/weekly task in all classes.
Acquire and teach common reading comprehension strategies and writing strats.	Increased and more effective writing.

Research Supporting Instructional Strategies	The TEPAC method of reviewing the writing process is a highly successful strategy. Teachers will develop quick checks to allow them to quickly and effectively measure student progress to give them feedback.

Professional Development	
Action	Timeline
English teachers will do some PD with all teachers over how to implement writing into all classrooms	Early November PD day.
	Monthly
Bi-Monthly PD sessions led by or English department about nonfiction text teaching strategies to all teachers	

Monitoring System	
Action	Review and Revision
Weekly Newsela assessment review daily,weekly writings	Weekly
Quarterly NWEA data review	Quarterly

Assessments: Standardized and/or locally developed measures of progress toward the goal

NWEA, SAT and ACT
iLearn
iREADY

Alexandria Monroe-Junior Senior High School
School Improvement Action Plan

Goal	**Math:** Continue to identify and remediate mathematical learning gaps due to remote learning issues	
Benchmarks	NWEA progress monitoring, Locally developed assessments, Iready benchmark assessments 3 times yearly	
Supporting Data	**Areas of Greatest Progress**	**Areas of Greatest Challenge**
	Recent identification of standards to increase transparency of ALL standards and then using Iready, NWEA and other local assessments to identify learning gaps	Development of local assessments to monitor progress of student achievement
Targeted Subgroups	Sped students, Free & Reduced	

Instructional Strategies (*Teachers will…*)	Learning Outcomes (*Students will…*)
Pre Assessments given each 9 weeks to identify student weaknesses	Understand what gaps they have and work at overcoming them
Individual or small group work sessions to work with students	Quicker and greater ability to overcome learning gaps
Biweekly assessments will be developed and scaffolded when needed	Assessment data will be reviewed by math teachers to monitor students increased understandings of the specific components needed to be successful

Research Supporting Instructional Strategies	Assessment and then remediating

Professional Development	
Action	Timeline
Work on vertical alignment across all grade levels Teachers will have time to work on classroom assessments to help them identify gaps	1/15/21

Monitoring System	
Action	Review and Revision
Assessments will be developed to monitor student progress Data from the weekly assessments will be reviewed NWEA/Iready will be issued quarterly any data will be reviewed	Winter Break of 2021 and revisited quarterly Weekly Quarterly

Assessments: Standardized and/or locally developed measures of progress toward the goal
Locally developed NWEA ISTEP+ iLearn

Alexandria Monroe-Junior Senior High School
School Improvement Action Plan

Goal	School Climate & Culture: Lower the amount of referrals due to Tardies	
Benchmarks	Decrease in discipline referrals and staff absences	
Supporting Data	Areas of Greatest Progress	Areas of Greatest Challenge
	20/21 Discipline data: 700 down 1000 from last year.	Coming up proactive approach to tardies
Targeted Subgroups	Students with chronic discipline issues and repeated failures	

Instructional Strategies (*Teachers will…*)	Learning Outcomes (*Students will…*)
Stand in hallways to deter kids from lingering in the hallways ro reduce tardies.	Less tardies
Try and take a more hands on approach to handling discipline in their rooms.	Less referrals
Reward kids more consistently when they exhibit desired behaviors	Concrete incentives for desired behaviors will help student and teacher attitude, behavior, attendance, and achievement.

Research Supporting Instructional Strategies	Positive behavioral incentive programs increase productivity and attitudes.

Professional Development	
Action	Timeline
Discuss ways to handle tardies differently	Winter PD session 2021
Meetings with school and community members about desired attributes and attitudes to reward	Completed Spring of 2022
Meetings with local community members about developing partnerships to provide incentives for students	

Monitoring System	
Action	Review and Revision
Monitor of discipline referrals	Monthly
Monitor of Failures per 9 weeks	Monthly

Assessments: Standardized and/or locally developed measures of progress toward the goal
School climate survey for staff and students given each 9 weeks