

School Improvement Plan - PL221 Version - 2009-2012

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Logansport Comm High Sch (0701)

Logansport Community Sch Corp

Logansport, IN

This plan will be revised annually. Updates may be found each June at <http://www.asainstitute.org/publicsip>. The plan was developed with assistance from the:



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School Improvement Plan Introduction

Logansport Comm High Sch

This school improvement plan was developed using a vision-based and data-driven process called *Vision-to-Action* that was developed by the Indiana Student Achievement Institute. In addition to containing the strategies our school and community identified as key to raising student achievement and closing achievement gaps in our school, this plan contains strategies that meet the expectations of:

- Indiana Student Achievement Institute
- PL221
- NCA

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

Those involved in developing this School Improvement Plan participated in a series of discussions related to the *Vision-to-Action* steps:

1. Establish a local culture of high expectations
2. Create a common vision for student success
3. Analyze achievement data and set realistic data targets for each of the next three years
4. Analyze force field data and identify concerns within the following areas.
 - Academic expectations
 - Curriculum content
 - Instructional practices
 - Classroom assessment
 - Extra help
 - Student guidance
 - Learning environment
5. Research strategies to address our concerns and select high-leverage strategies to implement
6. Develop a to-do list for each strategy

Using Data for Decision-Marking

The Vision-to-Action process relies heavily on data as a foundation for decision-making.

1. Achievement Data – To what degree are students prepared for success at the next educational level, and ultimately for success in postsecondary education and a global economy?
2. Force Field Data – What conditions in the school and community interfere with high student achievement?
3. Strategy Data – Is the strategy having the desired impact on adults and students?

Implementation Next Year

Our work next year will be guided by the to-do list that we have developed for each strategy. We will also maintain an Implementation Binder for each strategy that contains the following documents:

1. Strategy Plan
2. Evidence that the strategy was implemented
3. Progress reports (containing strategy evaluation data)

Questions about the School Improvement Plan should be directed to the building principal.

Reviewer Guide

Indiana Public Law 221

The following table directs the reviewer to the section of the School Improvement Plan PDF File that contains each component required by Indiana Public Law 221. An expanded copy of the School Improvement Plan containing the actual data used in the creation of this School Improvement Plan may be found at www.asainstitute.org/publicsip. During the implementation of this plan, the school will be able to present a "School Improvement Implementation" binder including documentation that the strategies described in this plan were implemented as planned.

PL221 REQUIREMENT		Required	Location in this Plan
1	Description and location of curriculum	✓	Force Field Excerpt *
	Titles and descriptions of assessment instruments to be used in addition to ISTEP+	✓	Force Field Excerpt *
2	Statement of mission, vision, or belief (suggested but not required)		Vision Statement
3	Summary of data derived from an assessment (implied but not required)		May be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip
4	Conclusions about the school curriculum, instructional strategies, and student achievement (implied but not required)		May be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip
	Conclusion - Parent involvement	✓	Strategy Summary (Strategy A)
	Conclusion - Technology as a learning tool	✓	Strategy Summary (Strategy B)
	Conclusion - Safe and discipline learning environment	✓	Strategy Summary (Strategy C)
	Conclusion – Professional development	✓	Professional Development
5	Goal – Attendance rate	✓	Strategy Summary (Strategy D)
	Goals - % meeting ISTEP Standards	✓	Academic Goals
	Goals - % graduating (high schools only)	✓	Academic Goals
6	Specific areas where improvement is needed immediately	✓	Academic Goals Areas of Concern Strategies
7	Benchmarks for progress	✓	Academic Goals
8	Academic Honors Diploma and Core 40 – course offerings	✓	Strategy Summary (Strategy E)
	Academic Honors Diploma and Core 40 – encouragement	✓	Strategy Summary (Strategy F)
9	Proposed interventions / strategies (suggested but not required)		Strategy Summary (All strategies)
10	Professional development that a) emphasizes improvement of student learning and performance, b) supports research-based, sustainable school improvement efforts, c) aligns with the core principles of professional development, includes methods to improve cultural competency.	✓	Professional Development
11	Statutes and rules to be waived	✓	Force Field Excerpt *
12	Three (3) year time line for implementation, review, and revision	✓	Continuous Improvement Timeline To-Do List
13	Exceptional Learners – Gifted **	✓	Strategy Summary (Strategy G1)
14	Exceptional Learners – Special Education **	✓	Strategy Summary (Strategy G2)

* The full Force Field Report may be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip

** In 2006 DOE began asking schools to report how they were addressing the needs of exceptional learners on the DOE School Improvement Plan Review and Revise Report. Therefore, InSAI requires schools to create strategies to meet the needs of "exceptional learners." DOE defines exceptional learners as both "gifted" and "special education" students.

Who Wrote this School Improvement Plan?

Many individuals were involved in the creation of this school improvement plan. The Steering Team facilitated discussions involving all teachers, all students, and community representatives including parents. Once these groups came to consensus on the Data Targets, Areas of Concern, and Strategies, strategy chairs and task forces were established to 1) develop a comprehensive implementation plan and 2) ensure that the plan is implemented next year.

Steering Team

- Dee Ann Daniels - Teacher
- Jack Gardner - Administrator
- Mike McCord - Community Representative (Business)
- Deb Miller - Teacher
- Susan Mordenti - School
- Frank Patacsil - Teacher
- Deb Piercy - Administrator
- John Richards - Teacher
- Sherry Spencer - Parent/Guardian

Strategy Chairs

- Cory Cripe
- Dee Ann Daniels
- Jack Gardner
- Claire Grostefon
- Matt Jones
- Deb Miller
- Frank Patacsil
- Mary Lou Smith
- Kim Steele

Community Council

-
- Dave Arnold - Community Services Specialist
- Larry Arnold - US Army Recruiter
- Greg Baldini - Police Office
- Jill Baughman - Executive Director
- Alan & Melissa Biggs - Hospital Administrator/Parent
- Keith & Theresa Binkerd - Analyst
- Ned & Jean Boyd - Music Teacher
- Dianne Brown - Optometrist
- Cathy Bryan
- Leo Burns - Attorney
- Susan Cahalan - Teacher
- Deanna Crispen - Executive Director
- Dee Ann Daniels - Teacher
- Theresa Deitrich - Owner
- Cyle Dibble - Account Executive
- Barb Dingeldein - Program Coordinator
- Rev. Scott Ellison - Chaplin
- Jan Fawley - Parks Administrator
- Mike Fincher - Mayor
- Dawn Fisher - Owner/Parent
- Joyce Gebhardt - Executive Director
- Helen Gray - Juvenile Probation Officer

- Pam Gregory - Human Resources Manager
- Reyna Hernandez - Pastor
- Mark Hetz - Insurance Agent
- Dan Hockney - Dean-Logansport Campus
- James Jacobs - Planet Accountant
- Teresa Keay - Formation Coordinator
- Dan Kendall - President
- Linda Klinck - Deputy Mayor
- Scott Kraud - City Councilman
- Randy Martin - Chief Financial Officer
- Dolores Mateo - Meat Cutter
- Robyn McCloskey - Publisher
- Judy McNary - Realtor/Former Teacher
- Sebastian Mateo Miquel
- Maria Montalvo - Mother
- Gabriela Moore - Community Liaison
- Linda Musselman - Vice President of Human Resources
- Lynne Ness - Sales Manager
- John & Traci Nikitaras - Secretary
- Craig & Laura Overway - Owner
- Stephanie Patacsil - Sales Manager
- Nadine Pearson - Assistant Coordinator
- Connie Peattie - Teacher
- Herb Price, OD - Optometrist
- Christine Riley - Loan Officer
- Teri Riley
- Juan Rivera - Meat Cutter
- Eric Rogers - Owner
- Cindy Rose - Secretary
- Margo Sears - Carrier
- Rosie Shafer - Mother
- Don Shelhart - Cass County Councilman
- Tim Sholty - Salesperson
- Annette Spear - para professional middle school
- Diana Strite - Bookkeeper
- Terry Tharp - Risk Manager
- Jason & Julie Utter - Administrative Assistant
- Donald Wiekle, Jr. - Executive Director
- Dave Wihebrink - President
- David Workman - Financial Planner
- Arin Zehner - County Planner

Vision Statement

The Vision Statement was developed by all teachers, all students, and members of the community. The foundation of the statement identifies the core convictions upon which this school improvement plan is built and answers the question, "What do our students deserve in order to be successful learners, responsible citizens, and productive members of a global economy?" The second part of the vision statement describes ideal adults who are striving to provide students with the things they deserve. The third part of the vision statement describes the ideal students in a school and community where adults live by their convictions. The last part of the vision statement includes ideal data that represent the community's dreams. This lofty data serves as the focal point for the remainder of the school improvement plan and requires the school and community to work toward every student succeeding at a high level.

We believe all students deserve:

Logansport High School Vision Statement

We believe all students deserve:

teachers who care. Teachers at Logansport High School will continue to be creative and enthusiastic to provide every student with the expertise they deserve. Students deserve a safe and secure learning environment where morals matter and students are held accountable for their actions within a structured environment. Students should be challenged and provided opportunities to develop their talents and abilities by being exposed to stimulating, meaningful learning experiences. Every student deserves the chance to master fundamentals and examine post high school options.

All adults in our community are living by these core convictions daily and as a result, show the following attitudes and actions:

All adults in our community are living by these core convictions daily and as a result, show the following attitudes and actions:

are respectful, disciplined, and trustworthy. Adults in our community are committed to equal opportunities, responsibility, and recognition for everyone. The adults in Logansport have lives that are balanced and structured. Adults in our community provide a safe environment by expecting others to be accountable for their actions and providing consistent consequences which are positive and practical. Adults in our community seek to become life-long-learners.

In this environment where all adults are living by their core convictions, all students:

In this environment where all adults are living by their core convictions, all students:

are challenged academically. All students are self-disciplined and have positive attitudes. All Logansport High School students have access to caring, passionate, positive teachers in safe learning and living environments. All students are held responsible by consistent teacher and parent involvement. All students have recognition for their accomplishments and opportunities for their present and future. Students have different choices for personal success, receive one-on-one assistance, and are heard when they speak.

All students deserve:

to be treated with respect to learn to become balanced as individuals to be safe discipline structure equal opportunity equal responsibility equal respect to get and to give consistent consequences: positive, assurance and praise, behavior a chance for a better life to be held accountable for their actions to be guided (not a sink or swim mentality) support that extends beyond the classroom walls to be believed in to be told that they are important recognition for their accomplishments a quiet/peaceful environment to learn in a nonracial environment treated equally discipline guidelines teachers who care (not just paycheck collectors) current curriculum manners morals to be taught truth (not just a theory like evolution) love high expectations disciplines approach- doing things the right way every time consistency quality leadership respect equality amazing role models effective/safe environment parent involvement demand for excellence pushed beyond comfort zone (in a positive way)

As a result of these efforts, our school's student achievement data is as follows:

- % of students who pass ISTEP: 100%%
- % of students who receive extra assistance: 100%%

Academic Goals

After analyzing longitudinal data that was disaggregated by the student groups identified in No Child Left Behind, teachers, students, parents, and community members identified achievement data targets for the next three years. These targets represent academic areas (subjects) which we wish to improve and specific groups of students we have targeted for improvement (e.g. 6th graders). Our vision data represents our "dream" for all students. The data targets listed below each school year represent realistic steps toward that dream.

10th Grade - Pass ISTEP Math - 10th grade

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	60%	70%	62.9%	75%	62%	82%		84%		85%		100%

All ISTEP Tests - Average Percent Passing Algebra and Functions Math Standard 4

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	60%	70%	65%	77%	58%	70		75		80		100%

All ISTEP Tests - Average Percent Passing Reading Comprehension Language Arts Standard 9.2.1

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	58%	70%	68%	77%	58%	70%		75%		80		100%

All Students (126 days) - ISTEP PL221 Category Placement Performance

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	58%	70%	68.6%	75%		78%		80%		82%		100%

English Language Learners - Average Percent Passing ISTEP Math and Language Arts

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	30%	50%	24%	55%	34%	55%		60%		70%		100%

Freshmen - Earning 10 credits

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
95%	95	97%	90%	92%		94%		96%		98%		100%

Freshmen - Pass ISTEP Language Arts - 10th grade

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	58%	70%	66%	75%	63	76		76%		80		100%

Freshmen -- Passing ECA in Language Arts - 10th grade - 100%

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
						70%		72%		74%		100%

Percentage of students who pass Algebra I ECA - 100%

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
				70%		75%		78%		80%		100%

Special Education Students - Average Percent Passing ISTEP Math and Language Arts

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	14%	50%	26.8%	53%	18	56%		58%		60		100%

Students Graduating from High School - Percent Graduating

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
90%	81%	92%	81%	94%		95%		96%		98%		100%

Students on Free and Reduced Lunch - Average Percent Passing ISTEP Math and Language Arts

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	46%	60%	46.5	62%	46.5	62%		63%		64		100%

Areas of Concern

Teachers, students, parents, and community members analyzed data in seven areas known to impact student achievement: 1) expectations, 2) curriculum content, 3) instructional practices, 4) classroom assessments, 5) extra help, 6) student guidance, and 7) the learning environment. We identified areas that we must address in order to reach our academic goals. Those areas are listed below as "Local Areas of Concern". Organizations outside of our school (e.g. the Indiana General Assembly) have identified areas of concern for all schools and have required schools to address those areas. These are listed below as "Required Areas of Concern." Each Area of Concern listed below is followed by the condition in our school or community that led us to believe that this is an Area of Concern.

Local Areas of Concern

Concern: Students not reading at grade level

Low student reading levels and students not scoring well on STAR reading assessment. Teachers were not using reading strategies in their classroom.

Required Areas of Concern

F. Encourage Rigorous Curriculum

I. Focused Academic Area

U. Focused Student Group

Strategies

After identifying areas of concern, teachers, students, parents, and community members researched proven strategies and selected strategies that our school and/or community will implement to impact our areas of concern. Local strategies are those identified by our teachers, students, parents, and community to address our areas of concern. Required strategies meet various state and/or federal regulations.

Local Strategies

Content Area Reading —

Based on last year's data, Logansport High School will continue to attempt to achieve 100% participation of LHS teachers implementing an additional reading activity from the Teacher's Reading Toolbox PowerPoint into their content area lesson plans each week. This will again be evaluated at the end of the first and the second semester 2009-2010 school year. The activity chosen by the teachers will depend upon the content area, the needs of the student and the discretion of the teacher.

Targeted Assistance - Freshman English/Reading Class —

Freshman students reading comprehension levels will increase at least one grade level by the end of their freshman year. Freshman English teachers will focus their instructional methods to a focus on reading comprehension to cover the 9th grade English Standards in 2009-2010.

Required Strategies

F. Encourage Rigorous Curriculum: Common Assessments for English 10 —

Targeted core 40 classes in English 10, will establish common assessments based on Indiana Academic Standards which will be given to students every six weeks.

I. Focused Academic Area: Pre-Algebra Course —

This is a math strategy that will offer a Pre-Algebra course. The course will be taught by certified math teachers to targeted 9th grade students. The course will better prepare the students to succeed in Algebra I the following year and pass the Algebra I End of Course Assessment. The students will be identified by middle school math teachers, 8th grade ISTEP scores, and middle and high school counselors.

U. Focused Student Group: Incoming freshman lab —

Incoming freshman who almost passed ISTEP in 8th grade class will be placed in the lab class by their 8th and 9th grade counselors. Freshman lab teachers will work with these students on a daily basis to master Indiana Academic Language Arts Standards.

Professional Development

Alignment with the School Improvement Plan: The Professional Development Plan is directly aligned with strategies found in the School Improvement Plan. Professional development activities enhance educator’s knowledge within one or more of the following areas: a) expectations, b) curriculum content, c) classroom instruction, d) classroom assessment, e) extra help, f) guidance, and g) the learning environment. The amount of funding allocated for each professional development activity and the funding source is listed for each professional development activity.

Effective Learning Process: The Professional Development Plan was written by teacher-leaders and includes activities that will help teachers develop the knowledge and skills needed to successfully implement the strategies listed in the School Improvement Plan. The plan includes a variety of formats for professional development. Activities have been embedded in the school day as appropriate. The plan also includes activities designed to provide teachers with feedback over time. Finally, "strategy data" is collected for comprehensive strategies that identifies the degree to which the strategy has brought about a positive changes in adult practices.

Professional Growth Environment: Each strategy is supported by a "strategy chair." Strategy chairs are responsible for 1) writing (with support from colleagues) a strategy plan including on-going professional development activities, anti-resistance, and evaluation activities, 2) providing on-going mentoring their colleagues in the implementation of the strategy, 3) analyzing the effectiveness of the strategy, and 4) making a recommendation to the faculty with respect to whether or not the strategy should be sustained.

Content Area Reading

Professional Development Activity	Funding	Activity Purpose
<i>Present Revised Toolbox to faculty</i>	Source: Professional Development Amount: \$500.00	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
DeeAnn Daniels will present revised toolbox to faculty.	Teachers Counselors Administrators	Talk to Peer Coaching Collaborative Problem Solving

Professional Development Activity	Funding	Activity Purpose
<i>Developing vocabulary strategies for inclusion in toolbox</i>	Source: Amount: \$00	Information Skill Building Refinement
Brief Description	Intended Participants	Activity Format
Discovering vocabulary strategies for inclusion in toolbox.	Teachers Counselors Administrators	Talk to Professional Reading Collaborative Problem Solving Action Research

Professional Development Activity	Funding	Activity Purpose
<i>Present revised Teacher's Toolbox for new staff members and members who missed the activity at the b</i>	Source: Amount: \$00	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Present revised teacher's toolbox for new staff members and members who missed the activity at the beginning of the year.	Teachers Counselors Administrators	Talk to Peer Coaching

Professional Development Activity	Funding	Activity Purpose
<i>Survey Faculty for area of Toolbox to update for next school year</i>	Source: Amount: \$00	Information Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Survey faculty for area of Toolbox to update for next school year.	Teachers Counselors Administrators	Talk to Presentation/Workshop Study Group Collaborative Problem Solving

Targeted Assistance - Freshman English/Reading Class

Professional Development Activity	Funding	Activity Purpose
<i>Professional Day for Freshman English teachers to plan strategy for 09-10</i>	Source: professional development Amount: \$500	Information Skill Building Refinement
Brief Description	Intended Participants	Activity Format
Freshman English teachers will plan their strategy for including reading in their classes.	Teachers	Study Group Peer Coaching Professional Reading Collaborative Problem Solving

F. Encourage Rigorous Curriculum: Common Assessments for English 10

Professional Development Activity	Funding	Activity Purpose
<i>Assessments</i>	Source: Professional Development Amount: \$500.00	Information
Brief Description	Intended Participants	Activity Format
Teachers will participate in break out sessions concerning the assessment portion of curriculum mapping.	Teachers Counselors Administrators	Presentation/Workshop Peer Coaching Collaborative Problem Solving

Professional Development Activity	Funding	Activity Purpose
<i>Professional Development</i>	Source: Professional Development Amount: \$500.00	Information Skill Building
Brief Description	Intended Participants	Activity Format
Teachers will participate in break out sessions concerning curriculum mapping.	Teachers Counselors Administrators	Presentation/Workshop Peer Coaching Collaborative Problem Solving

I. Focused Academic Area: Pre-Algebra Course

No professional development is needed for this strategy.

U. Focused Student Group: Incoming freshman lab

Professional Development Activity	Funding	Activity Purpose
<i>IRI Training</i>	Source: professional development Amount: \$500	Information Skill Building Refinement
Brief Description	Intended Participants	Activity Format
Teachers will attend training on individual reading assessments.	Teachers	Presentation/Workshop

Relationship Report -- Areas of Concern / Strategies / Data Targets

Former Areas of Concern Summary

This report shows the relationship between the Areas of Concern, Strategies, and Data Targets. This report shows the following for each area of concern: 1) the achievement area(s) that are being negatively impacted by the concern and 2) the strategies we will implement to eliminate the concern. Basically, when we implement the strategies, the areas of concern should disappear. Once the areas of concern are gone, achievement should increase.

Local Areas of Concern

Concern: Students not reading at grade level

Data Targets Influenced by This Concern:

- All ISTEP Tests -- Average Percent Passing Reading Comprehension Language Arts Standard 9.2.1
- Freshmen -- Earning 10 credits
- Freshmen -- Passing ECA in Language Arts - 10th grade -- 100%

Strategies to Impact This Concern:

Required Areas of Concern

F. Encourage Rigorous Curriculum (PL221)

Data Targets Influenced by This Concern:

- All ISTEP Tests -- Average Percent Passing Algebra and Functions Math Standard 4
- All ISTEP Tests -- Average Percent Passing Reading Comprehension Language Arts Standard 9.2.1
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- English Language Learners -- Average Percent Passing ISTEP Math and Language Arts
- Freshmen -- Earning 10 credits
- Percentage of students who pass Algebra I ECA -- 100%
- Students Graduating from High School -- Percent Graduating

Strategies to Impact This Concern:

- Content Area Reading
- F. Encourage Rigorous Curriculum: Common Assessments for English 10

I. Focused Academic Area (PL221)

Data Targets Influenced by This Concern:

- 10th Grade -- Pass ISTEP Math - 10th grade
- All ISTEP Tests -- Average Percent Passing Algebra and Functions Math Standard 4
- English Language Learners -- Average Percent Passing ISTEP Math and Language Arts
- Percentage of students who pass Algebra I ECA -- 100%
- Special Education Students -- Average Percent Passing ISTEP Math and Language Arts
- Students on Free and Reduced Lunch -- Average Percent Passing ISTEP Math and Language Arts

Strategies to Impact This Concern:

- Content Area Reading
- Targeted Assistance - Freshman English/Reading Class
- I. Focused Academic Area: Pre-Algebra Course
- U. Focused Student Group: Incoming freshman lab

U. Focused Student Group (PL221)

Data Targets Influenced by This Concern:

- Freshmen -- Earning 10 credits
- Freshmen -- Pass ISTEP Language Arts - 10th grade
- Freshmen -- Passing ECA in Language Arts - 10th grade -- 100%

Strategies to Impact This Concern:

- Content Area Reading
- Targeted Assistance - Freshman English/Reading Class
- U. Focused Student Group: Incoming freshman lab

Force Field Excerpt

The Force Field reports are lengthy reports analyzed by the teachers, students, parents, and community members to help identify the areas of concern. The Force Field excerpt found below contains information that must be included in the School Improvement Plan to meet the requirements of Indiana Public Law 221.

Description and location of curriculum:	Logansport High School Main Office	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	We do not give a mandatory standardized test to all grade levels. ISTEP is given at Grade 10. End of Course Assessments are given in Algebra I, Algebra II, English 11. Appropriate college-bound students take the PSAT, SAT, and ACT.	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	None	Force Field Report G: Environment Additional Data #2

To-Do List

This to-do list includes implementation, professional development, anti-resistance, and evaluation action steps for each strategy and will serve as a road map as we implement our School Improvement Plan.

Report by strategy. Showing completed and yet-to-be-completed action steps.

Content Area Reading

Apr 8, 2009: Faculty Survey

Person: Dee Ann Daniels

Activity: Collect baseline data

Apr 30, 2009: Survey faculty for best practices for vocabulary development

Person: DeeAnn Daniels

Activity: Developing vocabulary strategies for inclusion in toolbox

May 15, 2009: Collect feedback on new vocabulary ideas from LHS faculty

Person: Dee Ann Daniels

Activity: Preview of additions to Vocabulary sections of Teachers' Reading Toolbox

Aug 20, 2009: Print and distribute faculty surveys

Person: Dee Ann Daniels

Activity: Collect data on use of reading strategies in content areas

Aug 25, 2009: Present updated version of Reading Tool Box

Person: Dee Ann Daniels

Activity: Reading Tool Box

Aug 25, 2009: Revise Vocabulary section of Reading Tool Box

Person: Dee Ann Daniels

Activity: Reading Tool Box

Aug 30, 2009: Faculty survey

Person: Dee Ann Daniels

Activity: Collect data on use of reading strategies in content areas

Aug 30, 2009: Place ideas in toolbox

Person: Dee Ann Daniels

Activity: Developing vocabulary strategies for inclusion in toolbox

Sep 1, 2009: Tabulate Faculty Survey

Person: Dee Ann Daniels

Activity: Collect data on use of reading strategies in content areas

Sep 15, 2009: Reminders to include reading strategies in classrooms

Person: Dee Ann Daniels

Activity: Reminder to include reading strategies in classrooms

Sep 20, 2009: Reserve room/technology for presentation

Person: Dee Ann Daniels

Activity: Present Revised Toolbox to faculty

Sep 30, 2009: Faculty Survey

Person: Dee Ann Daniels

Activity: Collect baseline data

Sep 30, 2009: Present Revised Toolbox to faculty

Person: Dee Ann Daniels

Activity: Present Revised Toolbox to faculty

- Sep 30, 2009:** Present revisions and additions of the vocabualry section of the Teachers' Reading Toolbox to the LHS faculty
Person: Dee Ann Daniels
Activity: Preview of additions to Vocabulary sections of Teachers' Reading Toolbox
- Oct 15, 2009:** Reminders to include reading strategies in classrooms
Person: Dee Ann Daniels
Activity: Reminder to include reading strategies in classrooms
- Nov 15, 2009:** Reminders to include reading strategies in classrooms
Person: Dee Ann Daniels
Activity: Reminder to include reading strategies in classrooms
- Dec 1, 2009:** Print and distribute Faculty Survey
Person: Dee Ann Daniels
Activity: Collect data on use of reading strategies in content areas
- Dec 15, 2009:** Faculty survey
Person: Dee Ann Daniels
Activity: Collect data on use of reading strategies in content areas
- Dec 15, 2009:** Faculty Survey
Person: Dee Ann Daniels
Activity: Collect first semester/trimester follow up data
- Dec 15, 2009:** Reminders to include reading strategies in classrooms
Person: Dee Ann Daniels
Activity: Reminder to include reading strategies in classrooms
- Jan 15, 2010:** Reminders to include reading strategies in classrooms
Person: Dee Ann Daniels
Activity: Reminder to include reading strategies in classrooms
- Jan 20, 2010:** Reserve room/technology for presentation
Person: Dee Ann Daniels
Activity: Present revised Teacher's Toolbox for new staff members and members who missed the activity at the b
- Feb 1, 2010:** Presentation of Toolbox
Person: Dee Ann Daniels
Activity: Present revised Teacher's Toolbox for new staff members and members who missed the activity at the b
- Feb 15, 2010:** Reminders to include reading strategies in classrooms
Person: Dee Ann Daniels
Activity: Reminder to include reading strategies in classrooms
- Mar 15, 2010:** Reminders to include reading strategies in classrooms
Person: Dee Ann Daniels
Activity: Reminder to include reading strategies in classrooms
- Apr 1, 2010:** Print and distribute Faculty Survey
Person: Dee Ann Daniels
Activity: Collect data on use of reading strategies in content areas
- Apr 1, 2010:** Create faculty survey for new area to revise
Person: Dee Ann Daniels
Activity: Survey Faculty for area of Toolbox to update for next school year
- Apr 15, 2010:** Reminders to include reading strategies in classrooms
Person: Dee Ann Daniels
Activity: Reminder to include reading strategies in classrooms

Apr 30, 2010: Faculty survey
Person: Dee Ann Daniels
Activity: Collect data on use of reading strategies in content areas

Apr 30, 2010: Faculty Survey
Person: Dee Ann Daniels
Activity: Collect final semester/trimester follow up data

May 15, 2010: Reminders to include reading strategies in classrooms
Person: Dee Ann Daniels
Activity: Reminder to include reading strategies in classrooms

Jan 9, 2011: Tabulate Faculty Survey
Person: Dee Ann Daniels
Activity: Collect data on use of reading strategies in content areas

Jan 15, 2011: Present toolbox revision for new staff and staff who missed it in September
Person: Dee Ann Daniels
Activity: Reading Tool Box

Apr 25, 2011: Faculty survey
Person: Dee Ann Daniels
Activity: Survey Faculty for area of Toolbox to update for next school year

May 10, 2011: Tabulate Faculty Survey
Person: Dee Ann Daniels
Activity: Collect data on use of reading strategies in content areas

Encourage Rigorous Curriculum

Apr 16, 2009: Curriculum mapping and common assessments sessions
Person: Jack Gardner
Activity: Professional Development

Apr 30, 2009: Contact targeted English Teachers
Person: Jack Gardner
Activity: Educate teachers

May 30, 2009: Development of common assessments in targeted classes
Person: Jack Gardner
Activity: Assessments

May 30, 2009: Discussion among targeted English classes to develop common assessments.
Person: Jack Gardner
Activity: Discussion

Jul 11, 2009: Development of common assessments in targeted classes
Person: Jack Gardner
Activity: Assessments

Aug 22, 2009: Development of common assessments in targeted classes
Person: Jack Gardner
Activity: Assessments

Oct 3, 2009: Development of common assessments in targeted classes
Person: Jack Gardner
Activity: Assessments

Nov 14, 2009: Development of common assessments in targeted classes
Person: Jack Gardner
Activity: Assessments

Dec 26, 2009: Development of common assessments in targeted classes

Person: Jack Gardner

Activity: Assessments

Feb 6, 2010: Development of common assessments in targeted classes

Person: Jack Gardner

Activity: Assessments

Mar 20, 2010: Development of common assessments in targeted classes

Person: Jack Gardner

Activity: Assessments

May 1, 2010: Development of common assessments in targeted classes

Person: Jack Gardner

Activity: Assessments

May 30, 2010: Number of common assessments developed

Person: Jack Gardner

Activity: Collect baseline data

Focused Academic Area

, 2006: NA

Person:

Activity: Collect final semester/trimester follow up data

Oct 9, 2008: Asking administration to offer a pre-algebra course

Person: Jane David

Activity: Offering a Pre-Algebra Course

Nov 15, 2008: High school guidance counselors contact middle school counselors to inform about the pre-algebra course

Person: Susan Mordenti

Activity: Offering a Pre-Algebra Course

Jan 10, 2009: Middle school counselors inform students about the pre-algebra course

Person: James Marshand and Steph Voorhees

Activity: Offering a Pre-Algebra Course

Jan 21, 2009: Inform parents of pre-algebra course through meetings

Person: Jane David

Activity: Offering a Pre-Algebra Course

Apr 1, 2009: Percent of parents who enroll their child as 9th graders in the pre-algebra course.

Person: Frank Patacsil

Activity: Collect baseline data

Apr 2, 2009: Assign a teacher

Person: Jane David

Activity: Setting up the class

May 30, 2009: Order books and materials for class.

Person: Patacsil and David

Activity: Setting up the class

May 30, 2009: Teacher look at book and material options.

Person: Frank Patacsil

Activity: Setting up the class

Aug 15, 2009: 8th grade students are placed in the pre-algebra course by middle school counselors

Person: Marchand and Voorhees

Activity: Offering a Pre-Algebra Course

Aug 15, 2009: Map out curriculum for course

Person: Patacsil

Activity: Setting up the class

Sep 15, 2009: Percent of parents who enroll their child as 9th graders in the pre-algebra course.

Person: Frank Patacsil

Activity: Collect first semester/trimester follow up data

Sep 15, 2009: Adjustments made to students schedules at the beginning of the school year.

Person: Tammy Remley

Activity: Offering a Pre-Algebra Course

Focused Student Group

May 10, 2009: Contact trainer

Person: Claire Grostefon

Activity: IRI Training

Aug 20, 2009: Secure date/location for training

Person: Claire Grostefon

Activity: IRI Training

Aug 20, 2009: Secure materials for training/class implementation

Person: Claire Grostefon

Activity: IRI Training

Sep 2, 2009: Attend IRI training

Person: Claire Grostefon, Tammy Minks, Jessica Kranz

Activity: IRI Training

Targeted Assistance - Freshman English/Reading Class

May 24, 2006: Meet with Tammy Minks and discuss how often and how many of the freshman english teachers are teaching reading comprehension

Person: Tammy Minks and Cory Cripe

Activity: Collect baseline data

May 25, 2009: Discussion of The strategy with Freshman English Teachers

Person: Cory Cripe

Activity: Meeting with Freshman English Teachers

May 25, 2009: Discussion of The strategy with Freshman English Teachers

Person: Cory Cripe

Activity: Meeting with Freshman English Teachers

May 26, 2009: Professional Day for Freshman English teachers to plan strategy for 09-10

Person: Tammy Minks

Activity: Professional Day for Freshman English teachers to plan strategy for 09-10

Jan 14, 2010: Meet with Freshman English teachers

Person: Cory Cripe

Activity: Collect first semester/trimester follow up data

May 24, 2010: Meet with Freshman English teachers

Person:

Activity: Collect final semester/trimester follow up data

Continuous Improvement Timeline

	First Year Schools	Second Year Schools	Third Year and Beyond Schools
Oct	<p>Session 1: <u>Getting Started</u> <i>Local Mtgs: Rationale for Change</i></p>	<p>New Steering Team Member (optional) Session 1: <u>Improvement Plan Implementation</u></p>	<p>New Steering Team Member (optional) Session 1: <u>Kick-Off / Monitoring / Mentoring</u></p>
Nov	<p><u>Session 2 Visioning</u> <u>Tech Training 1</u> (two people per school) <i>Local Mtgs: Visioning</i></p>	<p><u>Tech Training 1</u> (optional) <i>Local Mtgs – SIP Implementation Roles & Responsibilities</i></p>	<p><u>Tech Training 1</u> (optional) <i>Local Mtgs – SIP Implementation Roles & Responsibilities</i></p>
Dec	<p>Session 3: <u>Achievement Data Analysis</u> <i>Local Mtgs: Achievement Data Targets</i></p>		<p>Session 2: <u>SIP Evaluation & Revision</u> <i>Local Mtgs: Sch. Imp. Plan Revision</i></p>
Jan	<p>Session 4: <u>Areas of Concern & Research Assignments</u> <i>Local Mtgs: Areas of Concern</i></p>	<p>Session 2: <u>SIP Review & Revision</u> <i>Local Mtgs: Sch. Imp. Plan Revision</i></p>	
	<p>Session 5:</p>		
Feb 3	<p>Session 6: <u>InSAI Conference on Learning</u> <i>Strategy Research Group Meetings: Local Mtgs – Strategy Selection</i></p>	<p><u>InSAI Conference on Learning</u> (optional)</p>	<p><u>InSAI Conference on Learning</u> (optional)</p>
Feb / Mar	<p>Session 7: (strategy chairs only) <u>Strategy Plans</u> <u>Tech Training 2</u> (two people per school) <i>Strategy Task Force Mtg – Strategy Plans</i></p>	<p>Session 3 (strategy chairs only): <u>Writing Strategy Plans</u> <u>Tech Training 2</u> (optional) <i>Strategy Committees – Strategy Plans</i></p>	<p>Session 3: (strategy chairs only): <u>Writing Strategy Plans</u> <u>Tech Training 2</u> (optional) <i>Strategy Committees – Strategy Plans</i></p>
Apr	<p><i>1st Fri. in April: All submissions due online</i></p>	<p><i>1st Fri. in April: All submissions due online</i></p>	<p><i>1st Fri. in April: All submissions due online</i></p>
	<p>Session 7: <u>Strategy Plan Review:</u> One hour individual appointment</p>	<p>Session 4: <u>Strategy Plan Review:</u> One hour individual appointment</p>	<p>Session 4: <u>Strategy Plan Review:</u> One hour individual appointment</p>
May	<p><i>1st Fri in May: Revisions due online</i> <i>3rd Fri in May: Schools mail hardcopies</i> <i>(after status of all submissions is “meets criteria”)</i></p>	<p><i>1st Fri in May: Revisions due online</i> <i>3rd Fri in May: Schools mail hardcopies</i> <i>(after status of all submissions is “meets criteria”)</i></p>	<p><i>1st Fri in May: Revisions due online</i> <i>3rd Fri in May: Schools mail hardcopies</i> <i>(after status of all submissions is “meets criteria”)</i></p>