

# **School Improvement Plan - 2010-2011**

Generated on May 28, 2010 at 9:29 AM

## **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:



*Indiana Student Achievement Institute*  
931 25th Street  
Columbus, IN 47201  
Phone: 812-669-0009  
Email: [asai@asainstitute.org](mailto:asai@asainstitute.org)  
Website: <http://www.asainstitute.org>

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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-Making**

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.

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

# Who Wrote this School Improvement Plan?

Many individuals were involved in the creation of this school improvement plan.

## Groups and Roles

The **Steering Team** is comprised of educators, a parent, and a business representative. The Steering Team's role is to help the Full Faculty and Community Council 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus in decisions related to school improvement.

The **Full Faculty** is made up of all educators. The role of the Full Faculty is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus with each other and the Community Council for decisions related to school improvement.

The **Community Council** is comprised of parents and representatives of community stakeholder groups. All parents were invited to be part of the Community Council and any interested parent was welcome to join the Council. The role of the Community Council is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus with each other and the Full Faculty in decisions related to school improvement.

The **Student Body** includes every student enrolled in the school. The role of the Student Body is to 1) review data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) provide input for the Full Faculty and Community Council.

## Discussion Topics

The Full Faculty, Community Council and Student Body participated in guided discussions about the following topics. Written summaries of all discussions were developed and are on file at the school.

- Discussion 1: Global Economics
- Discussion 2: Vision for Student Success
- Discussion 3: Achievement Data Analysis and Achievement Goals
- Discussion 4: Force Field Data Analysis (student needs) and Areas of Concern
- Discussion 5: Strategy Selection

## Steering Team

- Bill Cuppy - Community
- Dee Ann Daniels - Teacher
- Jack Gardner - Administrator
- Deb Miller - Teacher
- Susan Mordenti - School
- Frank Patacsil - Teacher
- Deb Piercy - Administrator
- John Richards - Teacher
- Wendy Shoemaker - Parent/Guardian
- Erin Zehner - Community

## Strategy Chairs

- Joanie Beck
- Cory Cripe
- Frank Patacsil

## Community Council

- 
- Dave Arnold - Administrator
- Larry Arnold - Government
- Greg Baldini - Parent
- Jill Baughman - Community

- Alan & Melissa Biggs - Business
- Keith & Theresa Binkerd - Parent
- Ned & Jean Boyd - Parent
- Dianne Brown - Parent
- Cathy Bryan - Parent
- Leo Burns - Business
- Susan Cahalan - Teacher
- Deanna Crispen - Community
- Bill Cuppy - Business
- Dee Ann Daniels - Teacher
- Theresa Deitrich - Parent
- Cyle Dibble - Administrator
- Barb Dingeldein - Government/Retired Teacher
- Rev. Scott Ellison - Church
- Jan Fawley - Parent - Special Needs Student
- Mike Fincher - Government
- Dawn Fisher - Parent
- Joyce Gebhardt - Community
- Helen Gray - Community
- Pam Gregory - Government
- Reyna Hernandez - Parent
- Mark Hetz - Administrator (School Board Member)
- Dan Hockney - Education
- James Jacobs - Business
- Teresa Keay - Church
- Dan Kendall - Business
- Linda Klinck - Government
- Scott Kraud - Government
- Skip Kuker - Community
- Randy Martin - Business
- Dolores Mateo - Parent
- Robyn McCloskey - Business
- Judy McNary - Business
- Sebastian Mateo Miquel - Parent
- Maria Montalvo - Parent
- Gabriela Moore - Business
- Linda Musselman - Business
- Lynne Ness - School Board Member
- John & Traci Nikitaras - Parent
- Craig & Laura Overway - Parent
- Stephanie Patacsil - Parent
- Nadine Pearson - Education
- Connie Peattie - Parent
- Herb Price, OD - Business
- Christine Riley - Business
- Teri Riley - Business
- Juan Rivera - Parent
- Eric Rogers - Parent
- Cindy Rose - Parent
- Margo Sears - Parent
- Rosie Shafer - Parent
- Don Shelhart - Government
- Tim Sholty - Parent
- Annette Spear - Parent
- Diana Strite - Parent
- Terry Tharp - Government
- Jason & Julie Utter - Parent

- Donald Wiekle, Jr. - Community
- Dave Wihebrink - Business
- David Workman - Owner/Parent
- Arin Zehner - Government

# Vision Statement

The Vision Statement was developed by all educators, all students, and members of the community and is reviewed and updated annually. 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 in order to achieve at a rigorous level. The third part of the vision statement describes 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:

Experience the excellence every day.

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.

Logansport High School will become the highest performing high school in northern Indiana.

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

- % of students who pass end of course assessment in English 10.: 100%%
- % of students who pass end of course assessment in algebra 1: 100%%
- % of students who pass end of course assessment in biology.: 100%%
- % of students who score 3 or higher on advanced placements tests: 100%
- % of students who score 21 or above on ACT: 80%
- % of students who score 1500 or above on SAT: 80%

# Academic Goals

The academic goals were established after a thorough analysis of multiple achievement data assessments including the state math assessment, state English / language arts assessment, student mastery of each Indiana Academic Standard, and report card grades. A full list of academic assessments is found in the "Force Field Excerpts" section of this plan. Other types of data are discussed in the Needs Assessment section of this plan.

The Full Faculty, Community Council (including parent representatives), and Student Body were involved in the analysis of the achievement data. The following questions were addressed during the data analysis.

- How does this data compare to our vision (ideal) data?
- What specific data fields disturb us?
- What specific data fields please us?
- Where do we observe achievement gaps?

Using a consensus based decision-making model, the Full Faculty and Community Council (including parents) first identified a small number of broad academic areas on which the school and community agreed to focus their energy next year. Then, the teachers and Community Council members "drilled down" the data within those areas and identified specific courses or academic standards that, if improved, would impact the broader academic areas. Both the broad academic areas and the specific academic areas are included as goals below. Data targets that the educators and community members felt most strongly about were then provided to the students for their input. Finally, the educators and community members agreed to numerical goals that the school would strive to reach by the end of next school year. These goals fall between the current student data and the vision (ideal) data.

When reading the data tables below, please note that the title of each table includes:

- The group of students targeted to meet the goal
- The benchmark that those students will reach

The numbers in the tables reflect baseline data for past years and the target data for future years. The vision data represents our ideal data. It is the mission of our school to work toward this ideal.

## Freshmen - Earning 10 Cumulative Credits

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
97%	90%	92%	87%	89%		91%		93%		95%		100%

## Juniors - Earning 30 Cumulative Credits

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
				89%		91%		93%		95%		100%

## Sophomores - Earning 20 Cumulative Credits

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
				89%		91%		93%		95%		100%



**Sophomores - Passing ECA in Language Arts - 10th grade**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
				60%		63%		66%		70%		100%

**Students Graduating from High School - Percent Graduating**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
92%	81%	94%	79.5%	82%		84%		86%		88%		100%

**Students taking Algebra I - Percentage of students who pass Algebra I ECA**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		70%	33%	42%		44%		46%		48%		100%

**Students taking Biology I - Percent of Students passing the Biology ECA**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
				44%		46%		48%		50%		100%

## Needs Assessment / Areas of Concern

The Areas of Concern were established after a comprehensive needs assessment that included a survey of all educators, all students, parents and community members. Survey data for students and parents were disaggregated by ethnicity and economic level. The needs assessment also included a collection of data that reflected specific student needs (e.g. attendance rate), and a summary of discussion responses to inquiry questions about areas that might be interfering with learning in the school and community. The collection of data provided information about the school's expectations for student achievement, curriculum, instruction, classroom assessment, extra help, student guidance and the learning environment.

All educators and the Community Council (including parent representatives) were involved in the analysis of the student needs data. Specific attention was given to areas within the classroom that are interfering with learning. The following questions were addressed during the data analysis.

- What data indicate an area that is interfering with achievement in our targeted academic areas for improvement?
- What data indicate an area that is interfering with achievement for the student group we have targeted for improvement?

The student body was asked to respond to an open ended question, "What is interfering with learning at our school?"

Using a consensus based decision-making model, the Full Faculty and Community Council identified key areas that concerned them because they were interfering with students' ability to reach the established academic goals and more specifically, were interfering with the achievement of the targeted student group. The Full Faculty and Community Council agreed to address these "Areas of Concern" through targeted strategies next year.

The student needs assessment will be conducted again in the future to analyze the impact of the strategies included in this plan.

The Areas of Concern identified by our Full Faculty and Community Council (including parents) are listed below.

### Local Areas of Concern

#### **We are concerned that... Graduation rate is dropping.**

Graduation rate is dropping.

#### **We are concerned that... 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

Strategies were established after identifying 1) Achievement Goals (see the Achievement Goals section), and 2) Areas of Concern (see the Needs Assessment & Areas of Concern section). Educators researched possible strategies for addressing each Area of Concern and then presented possible strategies to Full Faculty and Community Council for their consideration. The student body was provided with a list of Areas of Concern and asked to provide their input regarding strategies the school and community could employ to address the concerns. Using a consensus based decision-making model, the Full Faculty and Community Council (including parent representatives) agreed to several strategies to implement next year.

**Strategy Data:** Strategy data will help the Full Faculty and Community Council determine the degree to which the strategy has changed adult practices. Baseline data was collected this year. Follow-up data will be analyzed at the end of each semester next year. Combined with the needs assessment data (including student surveys) and the achievement data, our school will have a good understanding of the success of the strategies in meeting student needs. The strategy data tables can be found in the Strategy Data section of this plan.

**Strategy To-Do Lists:** Each strategy has been assigned a Strategy Chair. In some cases, the Strategy Chair asked others to form a Strategy Task Force. For almost all strategies, the Strategy Chair developed a detailed "To-Do" list that includes activities related to 1) implementation, 2) professional development, 3) anti-resistance (helping those impacted by the strategy to embrace the strategy), and 4) strategy evaluation. The strategy to-do lists can be found in the Strategy To-Do List section of this plan.

The strategy titles and descriptions are listed below:

## Required Strategies

### F. Encourage Rigorous Curriculum: Common Assessments for Biology

Core 40 biology teachers will develop common assessments for each six week grading period based on Indiana Academic Standards.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### I. Focused Academic Area: Common Assessments for Algebra 1

Core 40 algebra 1 teachers will develop common assessments for each six week grading period based on Indiana Academic Standards.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### U. Focused Student Group: Free/Reduced students

Reading prompts provided by our corporation reading specialist will be conducted twice per month by teachers. Prompts will be used by teachers to provide additional reading instruction found in our Reading Toolbox within their lesson plans for students below reading grade level.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### U. Focused Student Group: Hispanic students

Reading prompts provided by our corporation reading specialist will be conducted twice per month by teachers. Prompts will be used by teachers to provide additional reading instruction found in our Reading Toolbox within their lesson plans for students reading below grade level.

**Impact Level:** High Impact - Inside

**Focus:** Specific

## Strategy Data

Strategy data will help the teachers and Community Council determine the degree to which the strategy has changed adult practices. Baseline data was collected this year. Follow-up data will be analyzed at the end of each semester next year. Combined with the needs assessment data (including student surveys) and the achievement data, our school will have a good understanding of the strategy's success in meeting student needs. The strategy data tables below indicate 1) the group of adults or students that are expected to change as a result of this strategy, 2) the desired practice(s), and 3) what the school will count to determine the degree to which the practice(s) changed.

Due to the nature of our strategies, we have decided not to monitor strategy data. Instead, the impact of our strategies will be determined through the analysis of Achievement Data and Force Field Data.

## To-Do List

After the strategies were selected for next year, each strategy was assigned to a Strategy Chair. In some cases, the Strategy Chair asked others to form a Strategy Task Force. For almost all strategies, the Strategy Chair developed a detailed "To-Do" list that includes activities related to 1) implementation, 2) professional development, 3) anti-resistance (helping those impacted by the strategy to embrace the strategy), and 4) strategy evaluation. At the beginning of next year, each strategy chair will go over their strategy's "To-Do" list with the entire faculty. Throughout the year, each strategy chair will check off each strategy activity as it is completed. At the end of the first semester, each strategy chair will present the percentage of completed activities to the Full Faculty and Community Council. If the strategy activities were not fully implemented, the chair will facilitate a discussion about changes that will occur during the second semester to ensure that all activities are completed.

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

## Encourage Rigorous Curriculum

- Apr 10, 2010:** Meeting with all biology teachers to discuss the implementation of common assessments for biology. **Person:** Cory Cripe
- May 26, 2010:** Create common assessments that cover biology 1 standards that will be given at the end of every grading period  
**Person:** Cory Cripe
- Oct 10, 2010:** Biology teachers will give common assessments to every student in biology at the end of the first grading period  
**Person:** Laura Fissel
- Oct 16, 2010:** Biology teachers will report the scores for common assessments in biology at the end of the first grading period  
**Person:** Laura Fissel
- Dec 16, 2010:** Biology teachers will give common assessments to every student in biology at the end of the second grading period  
**Person:** Laura Fissel
- Dec 20, 2010:** Biology teachers will report the scores for common assessments in biology at the end of the second grading period  
**Person:** Laura Fissel
- Mar 14, 2011:** Biology teachers will give common assessments to every student in biology at the end of the third grading period  
**Person:** Laura Fissel
- Mar 17, 2011:** Biology teachers will report the scores for common assessments in biology at the end of the third grading period  
**Person:** Laura Fissel
- May 25, 2011:** Biology teachers will give common assessments to every student in biology at the end of the fourth grading period  
**Person:** Laura Fissel
- May 25, 2011:** We will measure the number of biology teachers giving common assessments **Person:** Cory Cripe
- May 27, 2011:** Biology common assessment evaluation of number of student mastering the standards **Person:** Cory Cripe
- May 27, 2011:** Biology teachers will report the scores for common assessments in biology at the end of the fourth grading period  
**Person:** Laura Fissel

## Focused Academic Area

- Apr 23, 2010:** Meeting to discuss the importance of the common assessments. **Person:** Frank Patacsil
- May 1, 2010:** Review options of software to create a common assessment benchmark exam. **Person:** Mike Grenard
- May 15, 2010:** Select the software that will be used to create the benchmark assessments **Person:** Mike Grenard
- May 16, 2010:** Place the order for the software **Person:** Frank Patacsil
- May 25, 2010:** Assign teachers for the Algebra I Course **Person:** Math Department Head
- Aug 15, 2010:** Algebra I teachers need to review the program over the summer. **Person:** Frank Patacsil
- Sep 1, 2010:** Assign each of the algebra I teachers a grading period that they are responsible for creating the benchmark test.  
**Person:** Frank Patacsil
- Oct 10, 2010:** Write the benchmark common assessment exam for grading period 1. **Person:** Frank Patacsil
- Oct 16, 2010:** Collect data from the tests for grading period 1. **Person:** Mike Grenard
- Dec 3, 2010:** Write the benchmark common assessment exam for grading period 2. **Person:** Frank Patacsil
- Dec 20, 2010:** Collect data from the tests for grading period 2. **Person:** Mike Grenard
- Mar 4, 2011:** Write the benchmark common assessment exam for grading period 3. **Person:** Frank Patacsil
- Mar 15, 2011:** Collect data from the tests for grading period 3. **Person:** Mike Grenard
- May 14, 2011:** Write the benchmark common assessment exam for grading period 4. **Person:** Frank Patacsil
- May 25, 2011:** Collect data from the tests for grading period 4. **Person:** Mike Grenard

## Focused Student Group

- ✓ **Jan 5, 2010:** Meeting with school principal **Person:** Joanie Beck
- Jan 5, 2010:** Meeting with school principal **Person:** Joanie Beck
- Jan 11, 2010:** Curriculum meeting **Person:** Joanie Beck, Angela Crook
- Jan 11, 2010:** Curriculum meeting **Person:** Joanie Beck, Angela Crook
- Jan 13, 2010:** Meeting for LCSC Literacy Team/Strategic Plan **Person:** Joanie Beck, Angela Crook, Kelly Minks, Dee Ann Daniels
- Jan 13, 2010:** Meeting for LCSC Literacy Team/Strategic Plan **Person:** Joanie Beck, Angela Crook, Kelly Minks, Dee Ann Daniels
- Jan 14, 2010:** Prosper Assessment System Training **Person:** Kris Felker
- Jan 14, 2010:** Prosper Assessment System Training **Person:** Kris Felker
- Jan 18, 2010:** Discussion at Curriculum meeting of School-wide Reading Prompt Idea **Person:** Joanie Beck,
- Jan 18, 2010:** Discussion at curriculum meeting of School-wide Reading Prompt Idea **Person:** Joanie Beck, Angela Crook, Kelly Minks
- ✓ **Jan 18, 2010:** Meeting with 10th grade English teacher **Person:** Joanie Beck
- Jan 18, 2010:** Meeting with 10th grade English teacher **Person:** Joanie Beck
- Jan 18, 2010:** Meeting with 10th grade English teacher **Person:** Joanie Beck
- Jan 18, 2010:** Meeting with 10th grade English teacher **Person:** Joanie Beck
- ✓ **Jan 25, 2010:** Curriculum meeting **Person:** Joanie Beck
- ✓ **Jan 25, 2010:** Curriculum meeting **Person:** Joanie Beck
- ✓ **Feb 1, 2010:** Curriculum meeting **Person:** Joanie Beck, Angela Crook
- Feb 1, 2010:** Curriculum meeting **Person:** Joanie Beck, Angela Crook
- ✓ **Feb 8, 2010:** Curriculum meeting **Person:** Joanie Beck, Angela Crook
- ✓ **Feb 8, 2010:** Curriculum meeting **Person:** Joanie Beck, Angela Crook
- Feb 15, 2010:** Planning for Faculty Meeting Presentation **Person:** Joanie Beck, Angela Crook
- Feb 15, 2010:** Planning for Faculty Meeting Presentation **Person:** Joanie Beck, Angela Crook
- Feb 17, 2010:** Faculty meeting for high school staff **Person:** Joanie Beck, Angela Crook, Kris Felker
- Feb 17, 2010:** Faculty meeting for high school staff **Person:** Joanie Beck, Angela Crook, Kris Felker
- Feb 17, 2010:** Faculty meeting for high school staff with data "board walk" **Person:** Joanie Beck, Kelly Minks, Dee Ann Daniels
- Feb 17, 2010:** Faculty meeting for high school staff with data "board walk" **Person:** Joanie Beck, Kelly Minks, Dee Ann Daniels
- Feb 18, 2010:** School-wide Reading Prompt #1 (Setting a Purpose for reading, Following Directions, Reading is Thinking)  
**Person:** All teachers
- Feb 18, 2010:** School-wide Reading Prompt #1(Setting a Purpose for Reading, Following Directions, Reading is Thinking)  
**Person:** All teachers
- ✓ **Feb 22, 2010:** Curriculum meeting **Person:** Joanie Beck, Angela Crook
- ✓ **Feb 22, 2010:** Curriculum meeting **Person:** Joanie Beck, Angela Crook
- Feb 22, 2010:** Look at assessment #1 data (data not reliable) **Person:** Joanie Beck, Angela Crook, Kris Felker
- Feb 22, 2010:** Look at assessment #1 data (data not reliable) **Person:** Joanie Beck, Angela Crook, Kris Felker
- Mar 1, 2010:** Curriculum meeting **Person:** Joanie Beck, Angela Crook
- ✓ **Mar 1, 2010:** Curriculum meeting **Person:** Joanie Beck, Angela Crook
- Mar 1, 2010:** Look at assessment data **Person:** Joanie Beck, Angela Crook, Kris Felker
- Mar 1, 2010:** Look at assessment data **Person:** Joanie Beck, Angela Crook, Kris Felker
- Mar 2, 2010:** E-mailed teachers regarding assessment #1 survey responses **Person:** Joanie Beck
- Mar 2, 2010:** E-mailed teachers regarding assessment #1 survey responses **Person:** Joanie Beck
- Mar 3, 2010:** Faculty meeting data "board walk" **Person:** Joanie Beck, Kelly Minks
- Mar 3, 2010:** Faculty meeting with data "board" walk **Person:** Joanie Beck, Kelly Minks, Dee Ann Daniels
- Mar 4, 2010:** E-mailed teachers regarding assessment #1 survey responses **Person:** Joanie Beck
- Mar 4, 2010:** E-mailed teachers regarding assessment #1 survey responses **Person:** Joanie Beck
- Mar 4, 2010:** School-wide Reading Prompt #2 (Main Idea) **Person:** All teachers
- Mar 4, 2010:** School-wide Reading Prompt #2 (Main Idea) **Person:** All teachers
- Mar 5, 2010:** E-mailed teachers regarding assessment #1 survey responses **Person:** Joanie Beck
- Mar 5, 2010:** E-mailed teachers regarding assessment #1 survey responses **Person:** Joanie Beck
- Mar 8, 2010:** Curriculum meeting **Person:** Joanie Beck, Angela Crook, Kris Felker
- Mar 8, 2010:** Curriculum meeting **Person:** Joanie Beck, Angela Crook, Kris Felker
- Mar 8, 2010:** Look at assessment #2 data **Person:** Joanie Beck, Angela Crook, Kris Felker
- Mar 8, 2010:** Look at assessment #2 data **Person:** Joanie Beck, Angela Crook, Kris Felker
- Mar 10, 2010:** LCSC Literacy Team Meeting **Person:** Joanie Beck, Angela Crook, Kelly Minks
- ✓ **Mar 10, 2010:** LCSC Literacy Team Meeting **Person:** Joanie Beck, Angela Crook, Kelly Minks
- Mar 15, 2010:** Curriculum meeting **Person:** Joanie Beck, Angela Crook, Kris Felker

**Mar 15, 2010:** Curriculum meeting **Person:** Joanie Beck, Angela Crook, Kris Felker  
**Mar 15, 2010:** Look at assessment #2 data **Person:** Joanie Beck, Angela Crook, Kris Felker  
**Mar 15, 2010:** Look at assessment #2 data **Person:** Joanie Beck, Angela Crook, Kris Felker  
**Mar 19, 2010:** Meeting with 10th grade English teacher **Person:** Joanie Beck  
✓ **Mar 19, 2010:** Meeting with 10th grade English teacher **Person:** Joanie Beck  
✓ **Mar 19, 2010:** Meeting with school principal **Person:** Joanie Beck  
✓ **Mar 19, 2010:** Meeting with school principal **Person:** Joanie Beck  
**Mar 19, 2010:** Posted Standards Summary data on LHS shared file for assessment #2 **Person:** Joanie Beck, Dee Ann Daniels  
**Mar 19, 2010:** Posted Standards Summary Information on LHS shared file for assessment #2 **Person:** Joanie Beck, Dee Ann Daniels  
✓ **Mar 29, 2010:** Curriculum meeting **Person:** Joanie Beck, Angela Crook  
✓ **Mar 29, 2010:** Curriculum meeting **Person:** Joanie Beck, Angela Crook  
**Mar 29, 2010:** Look at assessment #2 data **Person:** Joanie Beck, Angela Crook, Kris Felker  
**Mar 29, 2010:** Look at assessment #2 data **Person:** Joanie Beck, Angela Crook, Kris Felker  
**Apr 1, 2010:** School-wide Reading Prompt #3 (Subject Matter) **Person:** All teachers  
**Apr 1, 2010:** School-wide Reading Prompt #3 (Subject Matter) **Person:** All teachers  
**Apr 5, 2010:** Look at assessment #3 data **Person:** Joanie Beck, Angela Crook, Kris Felker  
**Apr 5, 2010:** Look at assessment #3 data **Person:** Joanie Beck, Angela Crook, Kris Felker  
**Apr 7, 2010:** Faculty meeting for high school staff **Person:** Joanie Beck, Dee Ann Daniels  
**Apr 7, 2010:** Faculty meeting for high school staff **Person:** Joanie Beck, Dee Ann Daniels  
**Apr 14, 2010:** LCSC Literacy Team Meeting **Person:** Joanie Beck, Angela Crook, Kelly Minks, Dee Ann Daniels  
**Apr 14, 2010:** LCSC Literacy Team Meeting **Person:** Joanie Beck, Angela Crook, Kelly Minks, Dee Ann Daniels  
**Apr 22, 2010:** School-wide Reading Prompt #4 (Supporting Details) **Person:** All teachers  
**Apr 22, 2010:** School-wide Reading Prompt #4 (Supporting Details) **Person:** All teachers  
**Apr 26, 2010:** Look at assessment #4 data **Person:** Joanie Beck, Angela Crook, Kris Felker  
**Apr 26, 2010:** Look at assessment #4 data **Person:** Joanie Beck, Angela Crook, Kris Felker  
**May 5, 2010:** Faculty meeting for high school staff **Person:** Joanie Beck, Dee Ann Daniels  
**May 5, 2010:** Faculty meeting for high school staff **Person:** Joanie Beck, Dee Ann Daniels  
**May 13, 2010:** School-wide Reading Prompt #5 (Conclusion) **Person:** All teachers  
**May 13, 2010:** School-wide Reading Prompt #5 (Conclusion) **Person:** All teachers  
**May 17, 2010:** Look at assessment #5 data **Person:** Joanie Beck, Angela Crook, Kris Felker  
**May 18, 2010:** LCSC Literacy Team Meeting **Person:** Joanie Beck, Angela Crook, Kelly Minks, Dee Ann Daniels  
**May 18, 2010:** LCSC Literacy Team Meeting **Person:** Joanie Beck, Angela Crook, Kelly Minks, Dee Ann Daniels  
**Sep 9, 2010:** School-wide Reading Prompt #6 (Clarifying Devices) **Person:** All teachers  
**Sep 9, 2010:** School-wide Reading Prompt #6 (Clarifying Devices) **Person:** All teachers  
**Sep 13, 2010:** Look at assessment #5 data **Person:** Joanie Beck, Angela Crook, Kelly Minks, Kris Felker  
**Sep 13, 2010:** Look at assessment #6 data **Person:** Joanie Beck, Angela Crook, Kelly Minks, Kris Felker  
**Sep 13, 2010:** Look at assessment #6 data **Person:** Joanie Beck, Angela Crook, Kelly Minks, Kris Felker  
**Sep 30, 2010:** School-wide Reading Prompt #7 (Vocabulary in Context) **Person:** All teachers  
**Sep 30, 2010:** School-wide Reading Prompt #7 (Vocabulary in Context) **Person:** All teachers  
**Oct 4, 2010:** Look at assessment #7 data **Person:** Joanie Beck, Angela Crook, Kelly Minks, Kris Felker  
**Oct 4, 2010:** Look at assessment #7 data **Person:** Joanie Beck, Angela Crook, Kelly Minks, Kris Felker  
**Oct 21, 2010:** School-wide Reading Prompt #8 **Person:** All teachers  
**Oct 21, 2010:** School-wide Reading Prompt #8 **Person:** All teachers  
**Oct 25, 2010:** Look at assessment #8 data **Person:** Joanie Beck, Angela Crook, Kelly Minks, Kris Felker  
**Oct 25, 2010:** Look at assessment #8 data **Person:** Joanie Beck, Angela Crook, Kelly Minks, Kris Felker  
**Nov 18, 2010:** School-wide Reading Prompt #9 **Person:** All teachers  
**Nov 18, 2010:** School-wide Reading Prompt #9 **Person:** All teachers  
**Nov 22, 2010:** Look at assessment #9 data **Person:** Joanie Beck, Angela Crook, Kelly Minks, Kris Felker  
**Nov 22, 2010:** Look at assessment #9 data **Person:** Joanie Beck, Angela Crook, Kelly Minks, Kris Felker  
**Dec 16, 2010:** School-wide Reading Prompt #10 **Person:** All teachers  
**Dec 16, 2010:** School-wide Reading Prompt #10 **Person:** All teachers  
**Jan 3, 2011:** Look at assessment #10 data **Person:** Joanie Beck, Angela Crook, Kelly Minks, Kris Felker  
**Jan 3, 2011:** Look at assessment #10 data **Person:** Joanie Beck, Angela Crook, Kelly Minks, Kris Felker  
**Jan 13, 2011:** School-wide Reading Prompt #11 **Person:** All teachers  
**Jan 13, 2011:** School-wide Reading Prompt #11 **Person:** All teachers  
**Jan 17, 2011:** Look at assessment #11 data **Person:** Joanie Beck, Angela Crook, Kelly Minks, Kris Felker  
**Jan 17, 2011:** Look at assessment #11 data **Person:** Joanie Beck, Angela Crook, Kelly Minks, Kris Felker  
**Feb 3, 2011:** School-wide Reading Prompt #12 **Person:** All teachers  
**Feb 3, 2011:** School-wide Reading Prompt #12 **Person:** All teachers

**Feb 7, 2011:** Look at assessment #12 data **Person:** Joanie Beck, Angela Crook, Kelly Minks, Kris Felker  
**Feb 7, 2011:** Look at assessment #12 data **Person:** Joanie Beck, Angela Crook, Kelly Minks, Kris Felker  
**Feb 24, 2011:** School-wide Reading Prompt #13 **Person:** All teachers  
**Feb 24, 2011:** School-wide Reading Prompt #13 **Person:** All teachers  
**Feb 28, 2011:** Look at assessment #13 data **Person:** Joanie Beck, Angela Crook, Kelly Minks, Kris Felker  
**Feb 28, 2011:** Look at assessment #13 data **Person:** Joanie Beck, Angela Crook, Kelly Minks, Kris Felker  
**Mar 17, 2011:** School-wide Reading Prompt #14 **Person:** All teachers  
**Mar 17, 2011:** School-wide Reading Prompt #14 **Person:** All teachers  
**Mar 28, 2011:** Look at assessment #14 data **Person:** Joanie Beck, Angela Crook, Kelly Minks, Kris Felker  
**Mar 28, 2011:** Look at assessment #14 data **Person:** Joanie Beck, Angela Crook, Kelly Minks, Kris Felker  
**Apr 14, 2011:** School-wide Reading Prompt #15 **Person:** All teachers  
**Apr 14, 2011:** School-wide Reading Prompt #15 **Person:** All teachers  
**Apr 25, 2011:** Look at assessment #15 data **Person:** Joanie Beck, Angela Crook, Kelly Minks, Kris Felker  
**Apr 25, 2011:** Look at assessment #15 data **Person:** Joanie Beck, Angela Crook, Kelly Minks, Kris Felker  
**May 5, 2011:** School-wide Reading Prompt #16 **Person:** All teachers  
**May 5, 2011:** School-wide Reading Prompt #16 **Person:** All teachers  
**May 9, 2011:** Look at assessment #16 data **Person:** Joanie Beck, Angela Crook, Kelly Minks, Kris Felker  
**May 9, 2011:** Look at assessment #16 data **Person:** Joanie Beck, Angela Crook, Kelly Minks, Kris Felker



# Professional Development Summary

**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.

## F. Encourage Rigorous Curriculum: Common Assessments for Biology

### Biology common assessment evaluation of number of student mastering the standards

**Brief Description:** Biology teacher will meet to discuss the best common assessment to assess the areas of focus for biology stadard mastery

**Intended Participants:** Teachers

**Date:** May 27, 2011

**Activity Purpose:** Information, Feedback/Support

**Activity Format:** Talk to, Collaborative Problem Solving

**Funding:** N/A

**Does this activity occur during the school day?** Yes

## I. Focused Academic Area: Common Assessments for Algebra 1

### Algebra I teachers need to review the program over the summer.

**Brief Description:** Get the program to all the algebra I teacher before they leave school this year so they can familiarize themselves with the program over the summer.

**Intended Participants:** Teachers

**Date:** Aug 15, 2010

**Activity Purpose:** Information, Skill Building

**Activity Format:** Other

**Funding:** n/a

**Does this activity occur during the school day?** No

## U. Focused Student Group: Free/Reduced students

### Prosper Assessment System Training

**Brief Description:** To help in the learning and use of Prosper assessment system.

**Intended Participants:** Other

**Date:** Jan 14, 2010

**Activity Purpose:** Information, Feedback/Support

**Activity Format:** Talk to, Presentation

**Funding:** Enhancing Education through Technology Grant

**Does this activity occur during the school day?** Yes

## U. Focused Student Group: Hispanic students

### Prosper Assessment System Training

**Brief Description:** To help in the learning and use of Prosper assessment system.

**Intended Participants:** Other

**Date:** Jan 14, 2010

**Activity Purpose:** Information, Feedback/Support

**Activity Format:** Talk to, Presentation

**Funding:** Enhancing Education through Technology Grant

**Does this activity occur during the school day?** Yes

# Relationship Report:

## Areas of Concern / Strategies / Achievement Goals

This report shows the relationship between the Areas of Concern, Strategies, and Achievement Goals. For each Area of Concern, the report shows 1) the strategies that will enable the school to successfully address the concern and 2) the achievement goals that will be positively impacted when the concern is successfully addressed.

### Local Areas of Concern

#### We are concerned that... Graduation rate is dropping.

##### Data Targets Influenced by This Concern:

- Freshmen -- Earning 10 Cumulative Credits
- Juniors -- Earning 30 Cumulative Credits
- Sophomores -- Earning 20 Cumulative Credits
- Sophomores -- Passing ECA in Language Arts - 10th grade
- Students Graduating from High School -- Percent Graduating
- Students taking Algebra I -- Percentage of students who pass Algebra I ECA
- Students taking Biology I -- Percent of Students passing the Biology ECA

##### Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Common Assessments for Biology
- I. Focused Academic Area: Common Assessments for Algebra 1

#### We are concerned that... Students not reading at grade level

##### Data Targets Influenced by This Concern:

- Freshmen -- Earning 10 Cumulative Credits
- Sophomores -- Passing ECA in Language Arts - 10th grade

##### Strategies to Impact This Concern:

- U. Focused Student Group: Hispanic students
- U. Focused Student Group: Free/Reduced students

### Required Areas of Concern

#### F. Encourage Rigorous Curriculum (PL221)

##### Data Targets Influenced by This Concern:

- Freshmen -- Earning 10 Cumulative Credits
- Juniors -- Earning 30 Cumulative Credits
- Sophomores -- Earning 20 Cumulative Credits
- Sophomores -- Passing ECA in Language Arts - 10th grade
- Students Graduating from High School -- Percent Graduating
- Students taking Algebra I -- Percentage of students who pass Algebra I ECA
- Students taking Biology I -- Percent of Students passing the Biology ECA

##### Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Common Assessments for Biology

## **I. Focused Academic Area (PL221)**

### **Data Targets Influenced by This Concern:**

- Sophomores -- Passing ECA in Language Arts - 10th grade
- Students taking Algebra I -- Percentage of students who pass Algebra I ECA
- Students taking Biology I -- Percent of Students passing the Biology ECA

### **Strategies to Impact This Concern:**

- I. Focused Academic Area: Common Assessments for Algebra 1

## **U. Focused Student Group (PL221)**

### **Data Targets Influenced by This Concern:**

- Freshmen -- Earning 10 Cumulative Credits
- Sophomores -- Passing ECA in Language Arts - 10th grade
- Students taking Algebra I -- Percentage of students who pass Algebra I ECA
- Students taking Biology I -- Percent of Students passing the Biology ECA

### **Strategies to Impact This Concern:**

- U. Focused Student Group: Hispanic students
- U. Focused Student Group: Free/Reduced students

## Force Field Excerpt

The Force Field reports are lengthy data reports that help the Full Faculty and Community Council (including parents) identify Areas of Concern (student needs). The Force Field excerpt found below contains information that must be included in the School Improvement Plan to meet various requirements of Public Law 221 and if applicable, Title I Schoolwide.

A. Where is the public copy of your school's curriculum located?	Logansport High School Main Office
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> <li>● Identify the specific statute and and/or rule you wish to waive.</li> <li>● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule.</li> <li>● Explain the benefit to student achievement.</li> <li>● Describe the evaluation process that would be used to measure the success of these strategies.</li> </ul>	None
C. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	<p>We do not give a mandatory standardized test to all grade levels. GQE is given to the juniors and seniors who have not met this requirement. ECA assessments are given in Algebra I, Biology, and English 10. All sophomores and college-bound juniors took the PSAT. Juniors and seniors planning to go to college took the PSAT, SAT, and/or ACT tests. We offer the ASVAB test to students.</p>

## Continuous Improvement Timeline

DISCUSSION TOPIC	FACILITATOR TRAINING (Steering Teams)			FACULTY AND COMMUNITY COUNCIL DISCUSSIONS
	ORIGINAL PLAN	REVIEW & REVISE		
	1st Year Schools	2nd and 3rd Year Schools	Alumni Schools	
New Principal and Steering Team Member Training	n/a	Aug	Aug	n/a
<b>First Year:</b> Rationale + Organizational Structure <b>After First Year:</b> Kick Off / Year End Data Review (Transcripts / ISTEP / ECA)	Session 1 - Aug	Session 1 - Aug	Session 1 – Aug AM	First 2 weeks of Sept
Vision	Session 2 – Sept	n/a	Session 1 – Aug PM	First 2 weeks of Oct*
Data Targets	Session 3 - Oct	Session 1 - Aug	Session 1 – Aug AM	First 2 weeks in Nov
Areas of Concern	Session 4 - Dec	n/a	Session 2 – Dec PM	First 2 weeks in Jan*
Strategy Selection	Session 5 - Jan	Session 2 - Dec	Session 2 – Dec AM	First 2 weeks in Feb
Conference on Learning	Jan	Jan	Jan	
Strategy Selection: Title & Description	Feb	Feb	n/a	First 2 weeks in Mar
Strategy Implementation Plans	Mar Strategy Chair Training	Mar Strategy Chair Training	Optional Strategy Chair Training	First week of Apr

\* Our school will complete these tasks every three years  
We are next scheduled to complete these tasks during the 2012-2013 school year