

School Improvement Plan - 2011-2012

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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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Table of Contents

- School Improvement Plan Introduction 3
- Who Wrote this School Improvement Plan? 4
- Vision Statement 6
- Academic Goals 7
- Needs Assessment / Areas of Concern 10
- Strategies 11
- Strategy Data 13
- To-Do List 15
- Professional Development Summary 18
- Relationship Report: Areas of Concern / Strategies / Achievement Goals 21
- Force Field Excerpt 23
- Continuous Improvement Timeline 24

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
- Indiana Rules and Regulations

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
- Julie Utter - Community Representative

Strategy Chairs

- Joanie Beck
- Joe Dilts
- Mike Grenard
- Chris Middleton
- Susan Mordenti
- John Richards
- Lorese Sharp
- Kim Steele

Community Council

-
- Julie Baldini - Educator/Parent
- Alan Biggs - Business
- Kevin Bostic - Education
- Kurt Brandstatter - Business
- Arden Cramer - Business
- Bill Cuppy - Business
- Craig Currier - Business
- Dee Ann Daniels - Teacher
- Bob Dunderman - Business
- Mike Fincher - Government
- Chad Gear - Business
- Helen Gray - Community
- Randy Head - Government
- Barb Hildebrandt - Parent
- Scott Kraud - Government
- Skip Kuker - Community
- Haley Ladow - Education
- Obie Martin - Business
- Mike McCord - Business/Parent
- Judy McNary - Business
- Brian Morrill - Business/Parent
- Stephanie Patacsil - Parent
- Nadine Pearson - Education
- Rosie Shafer - Parent
- Lisa Swaim - Government
- Sharon Tharp - Education
- Jim Turner - Community
- Julie Utter - Parent
- David Workman - Owner/Parent

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.

Free/reduced lunch - Passing Reading Prompts

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
				67%		67%		83%		83%		100%

Freshmen - Earning 10 Cumulative Credits

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
92%	87%	89%	92%	92%		93%		95%		97%		100%

Hispanic - Passing Reading Prompts

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
				67%		67%		83%		83%		100%

Juniors - Earning 30 Cumulative Credits

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		89%	87%	91%		93%		95%		97%		100%

Sophomores - Earning 20 Cumulative Credits

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		89%	88%	91%		93%		95%		97%		100%

Sophomores - Passing ECA in Language Arts - 10th grade

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		60%	56%	62%		64%		66%		68%		100%

Students Graduating from High School - Percent Graduating

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
94%	79.5%	82%	79%	81%		86%		88%		89%		100%

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
70%	33%	42%	58%	61%		63%		65%		67%		100%

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		44%	24%	35%		40%		45%		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... students receive extra time extra help when needed.

Students at Logansport High School are not scoring at or above the state averages on end of course assessments (ECAs).

We are concerned that... students with personal and attendance issues are not graduating.

Need to reduce expulsion rate and increase graduation rate.

Required Areas of Concern

F. Encourage Rigorous Curriculum

I. Focused Academic Area

U. Focused Student Group

X. Graduation Plan

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:

Local Strategies

Alternative School

Administrators will identify students with academic concerns, personal/emotional/behavior problems, or tardy and absence issues and place them in the Alternative School. These students will receive instruction in subjects needed for them to progress toward graduation. Instruction will be provided using PLATO, a software providing students the curriculum and assessments needed for them to gain credit for completing classwork.

Impact Level: High Impact - Outside

Focus: Specific

Extended Semester

Students who fall just below the passing mark in a class for the semester will be given the opportunity to finish work in order to receive a passing grade in that class. Students will complete work in the Learning Center using PLATO software.

Impact Level: High Impact - Outside

Focus: Specific

Learning Center

Students at risk for not passing core academic courses will be identified by guidance and teachers. These students will be scheduled to stay after school for additional instruction by NHS, community members, and teachers. The days for this will be from Tuesday through Thursday.

Impact Level: High Impact - Outside

Focus: General

Required Strategies

F. Encourage Rigorous Curriculum: Simple Six Writing

All teachers at LHS will implement the Simple Six writing method. All students in all classes will be required to complete four Simple Six assessments each semester.

Impact Level: High Impact - Inside

Focus: Specific

G. Attendance

Parents/guardians are requested to call the Dean's Office at 753-0441 ext. 4244 by 8:30 A.M. if a student will be absent, tardy, or plans to leave school for an appointment. Parents/guardians who are unable to call on the day of the absence MUST call the Dean's Office by 8:30 A.M. of the following school day. All doctors' and/or medical excuses are to be turned in to the Dean's Office immediately upon the student's return to class. Failure to provide doctors' and/or medical excuses shall result in an

unexcused absence. LHS policy allows each student to have seven unexcused absences per semester/per class. All absences must be verified by the parent/guardian so students are not counted as truant. Students are permitted days during which they may visit colleges or universities. Juniors are permitted one such day, while seniors are permitted two. Attendance is taken each period of the day. Absences are defined as missing the entire school day or any part (period) of a day for any reason. If a student is tardy to class beyond 10 minutes, this is considered an unexcused absence. All unexcused absences count toward the total allowed per class period. Any student reaching the eighth unexcused absence in any class may be removed from the class and placed in study hall. Prior to removal, the Principal or designee will review the student's record and a determination will be made if the student remains in class.

Impact Level: Low Impact

Focus: General

I. Focused Academic Area: Algebra That Works

Teachers will require students to master the skill-sets necessary for Algebra 1 - ECA success. Students only are able to test after completing all homework. Students not testing at mastery level will be required to remediate. Teachers will provide students not testing at mastery level additional assignments and materials in order for the student to master material in which there is a deficiency. Students may attend the Learning Center after school to receive tutoring in order to master material. Students will then retest to indicate they have achieved mastery level of competency.

Impact Level: High Impact - Inside

Focus: Specific

U. Focused Student Group: Free/Reduced students

Free and reduced lunch students represent the majority of the students who are reading below grade level. Prompts will be provided by our reading specialist and used by teachers to provide additional reading instruction. Reading prompts provided by our corporation reading specialist will be conducted once per month by teachers. Instructions for the reading prompt (ways for students to improve reading skills and correctly respond to questions) will be broadcast to each classroom using LCTV, our school television channel. Teachers will distribute reading prompts and scantrons (for student assessment). After students complete the reading prompt assessment, the scantrons will be collected by each teacher. Each teacher will then review the assessments with students to provide immediate feedback on responses by students.

Impact Level: High Impact - Inside

Focus: Specific

U. Focused Student Group: Hispanic students

Hispanic students represent a large number of the students who are reading below grade level. Prompts will be provided by our reading specialist and used by teachers to provide additional reading instruction. Reading prompts provided by our corporation reading specialist will be conducted once per month by teachers. Instructions for the reading prompt (ways for students to improve reading skills and correctly respond to questions) will be broadcast to each classroom using LCTV, our school television channel. Teachers will distribute reading prompts and scantrons (for student assessment). After students complete the reading prompt assessment, the scantrons will be collected by each teacher. Each teacher will then review the assessments with students to provide immediate feedback on responses by students.

Impact Level: High Impact - Inside

Focus: Specific

X. Graduation Plan

Eighth grade students will develop a "Graduation Plan" by working with parents and school counselors. The Graduation Plan includes subject and skill areas of interest to the student. Students will have a plan for life after high school and take a Core 40 program of study that meets the student's aptitudes and interests. Upon satisfactory fulfillment of the plan, students will be enabled to graduate, have taken at least the minimum variety and number of courses necessary to gain admittance to a state educational institution. The Graduation Plan indicates tests the students plan to take such as: PLAN, PSAT/NMSQT, ACT, SAT, ASVAB, and WorkKeys in grades 10 through 12.

Impact Level: High Impact - Outside

Focus: General

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.

Required Strategies

F. Encourage Rigorous Curriculum: Simple Six Writing

Percent of teachers who have students write across the curriculum at least once each semester

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
	100%		100%	

I. Focused Academic Area: Algebra That Works

Percentage of teachers requiring students to master each step of Algebra

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
	100%		100%	

U. Focused Student Group: Free/Reduced students

Count the percentage of teachers and staff members observed implementing the school-wide reading prompt assessment with fidelity using the video broadcasts, assessments and corrective feedback to students.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
70	100		100	

U. Focused Student Group: Hispanic students

Count the percentage of teachers and staff members observed implementing the school-wide reading prompt assessment with fidelity using the video broadcasts, assessments and corrective feedback to students.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
70	100		100	

X. Graduation Plan

% of counselors tracking student progress.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
100	100		100	

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.

Alternative School

May 4, 2011: Discuss the advantages of having an off-site alternative program **Person:** Christopher Middleton

Aug 15, 2011: Assign instructor to the alternative school **Person:** Matt Jones

Aug 31, 2011: Identify students who are eligible for the alternative school **Person:** Matt Jones

Aug 31, 2011: Schedule eligible students into the alternative school **Person:** Lisa Andrews

Dec 20, 2011: After students complete the requirements of the alternative school they receive credit for the class or return to the high school **Person:** Dee Ann Daniels

Jan 3, 2012: Identify students who are eligible for the alternative school for second semester **Person:** Matt Jones

Jan 3, 2012: Schedule eligible students into the alternative school **Person:** Lisa Andrews

May 25, 2012: After students complete the requirements of the alternative school, they receive credit for the class **Person:** Dee Ann Daniels

May 25, 2012: Calculate the percent of students who complete the requirements to obtain credit **Person:** Christopher Middleton

Encourage Rigorous Curriculum

Apr 1, 2011: April 1, 2011: Simple Six training **Person:** Jack Gardner

Apr 1, 2011: Collect baseline data: **Person:** Lorese Sharp

Apr 1, 2011: Collect baseline data: Percent of teachers who have students write across the curriculum at least once each semester **Person:** Lorese Sharp

May 4, 2011: May 4, 2011: Faculty Meeting discussion on Simple Six **Person:** Lorese Sharp

Oct 3, 2011: October 3, 2011: Remind/discuss with teacher staff that the school wide simple six essay will be due at the end of the first nine weeks grading period **Person:** Lorese Sharp

Oct 10, 2011: October 10, 2011 send out a school wide e-mail reminding teachers that the first nine weeks simple six essay will be due on October 14, 2011 **Person:** Lorese Sharp

Oct 14, 2011: October 14, 2011: Collection from all teachers the first simple six essay of the 2011 school year **Person:** Lorese Sharp

Nov 30, 2011: Collect fall data: **Person:** Lorese Sharp

Nov 30, 2011: Collect fall data: Percent of teachers who have students write across the curriculum at least once each semester **Person:** Lorese Sharp

Nov 30, 2011: Nov.30, 2011: Remind/Discuss with the teaching staff that the second school wide simple six essay will be due Dec. 12. **Person:** Lorese Sharp

Dec 7, 2011: Dec. 7, 2011: Send out a mass e-mail reminding teachers that the second simple six essay will be due on Dec. 12, 2011 **Person:** Lorese Sharp

Dec 12, 2011: Dec. 12, 2011: Collection from all teaching staff of the second school wide simple six essay **Person:** Lorese Sharp

Feb 1, 2012: Feb. 1, 2012: Remind Discuss with the entire teaching staff that the third school side simple six essay will be due March 9. **Person:** Lorese Sharp

Feb 29, 2012: Feb. 29, 2012: Send out a mass e-mail to all teachers reminding them that the third simple six essay will be due on March 9, 2012. **Person:** Lorese Sharp

Mar 9, 2012: March 9, 2012: Collection of third simple six essay for the school year. **Person:** Lorese Sharp

Apr 18, 2012: April 18, 2012: Discuss/remind all teachers that the fourth simple six essay will be due May 14. **Person:** Lorese Sharp

May 2, 2012: May 2, 2012: Send out a mass e-mail to all teachers reminding them that the fourth school wide simple six essay will be due on May 14, 2012 **Person:** Lorese Sharp

May 14, 2012: May 14, 2012: Collection of the fourth simple six essay data and cumulative data **Person:** Lorese Sharp

Jun 30, 2012: Collect spring data: **Person:** Lorese Sharp

Jun 30, 2012: Collect spring data: Percent of teachers who have students write across the curriculum at least once each semester
Person: Lorese Sharp

Extended Semester

May 5, 2011: Meet with counselors to discuss the importance of students receiving additional time to complete course work **Person:** Joe Dilts

Jan 6, 2012: Identify students needing additional time to complete course work for semester one **Person:** Joe Dilts

Jan 12, 2012: Schedule target students into the learning center to complete course work **Person:** Joe Dilts

Jan 13, 2012: Provide list of students needing course work to Kim Steele **Person:** Joe Dilts

Mar 19, 2012: Calculate the percentage of students who successfully gained credit for their course work. **Person:** Joe Dilts

Mar 19, 2012: Collect Plato course work completion document from the Learning Center **Person:** Joe Dilts

Mar 23, 2012: Present grade change forms to the registrar to be entered into powerschool **Person:** Joe Dilts

Focused Academic Area

Jan 5, 2011: Observe Algebra that works at Huntington High School **Person:** Mike Grenard

Mar 14, 2011: Meet with the school board to discuss implementation of algebra that works **Person:** Jack Gardner

Mar 31, 2011: Departmental Meeting to discuss how students will achieve mastery level **Person:** Mike Grenard

Apr 1, 2011: Collect baseline data: **Person:**

Apr 1, 2011: Collect baseline data: Percentage of teachers requiring students to master each step of Algebra **Person:**

Jun 2, 2011: Distribute materials to algebra 1 teachers **Person:** Mike Grenard

Jun 2, 2011: Meet with Danville High School teachers and administrators for training and materials for algebra that works **Person:** Jack Garner

Aug 10, 2011: Coordinate with learning center chairperson availability for students to complete algebra that works tests and assignments **Person:** Mike Grenard

Aug 10, 2011: Develop standards atlas **Person:** Mike Grenard

Aug 12, 2011: Training on Algebra that works **Person:** Mike Grenard

Nov 30, 2011: Collect fall data: **Person:**

Nov 30, 2011: Collect fall data: Percentage of teachers requiring students to master each step of Algebra **Person:**

May 31, 2012: Calculate percentage of students passing the ECA for Algebra 1 **Person:** Mike Grenard

Jun 30, 2012: Collect spring data: **Person:**

Jun 30, 2012: Collect spring data: Percentage of teachers requiring students to master each step of Algebra **Person:**

Focused Student Group

✓ **Apr 1, 2011:** Collect baseline data: **Person:** Joanie Beck

✓ **Apr 1, 2011:** Collect baseline data: **Person:** Joanie Beck/Angela Crook

✓ **Apr 1, 2011:** Collect baseline data: Count the percentage of teachers and staff members observed implementing the school-wide reading prompt assessment with fidelity using the video broadcasts, assessments and corrective feedback to students. **Person:** Joanie Beck/Angela Crook

✓ **Apr 1, 2011:** Collect baseline data: Count the percentage of teachers and staff members observed implementing the school-wide reading prompt assessment with fidelity using the video broadcasts, assessments and corrective feedback to students. **Person:** Joanie Beck/Angela Crook

✓ **Apr 21, 2011:** Scheduled School-wide Reading Prompt Assessments for 2011-12 **Person:** Joanie Beck

✓ **Apr 21, 2011:** Scheduling of School-wide Reading Prompt Assessments **Person:** Joanie Beck

✓ **May 16, 2011:** Year-end analysis of School-wide Reading Prompt Assessments for 2010-11 **Person:** Joanie Beck

✓ **May 16, 2011:** Year-end analysis of School-wide Reading Prompt Assessments for 2010-11 **Person:** Joanie Beck

Aug 17, 2011: Explain to teachers and staff how to implement the school-wide reading prompt assessment with fidelity **Person:** Joanie Beck, Angela Crook

Aug 17, 2011: Explain to teachers and staff how to implement the school-wide reading prompt assessment with fidelity **Person:** Joanie Beck, Angela Crook

Aug 17, 2011: Faculty meeting to explain strategy implementation **Person:** Joanie Beck, Angela Crook

Aug 17, 2011: Faculty meeting to explain strategy implementation **Person:** Joanie Beck, Angela Crook

Nov 30, 2011: Collect fall data: **Person:** Joanie Beck/Angela Crook

Nov 30, 2011: Collect fall data: **Person:** Joanie Beck/Angela Crook

Nov 30, 2011: Collect fall data: Count the percentage of teachers and staff members observed implementing the school-wide reading prompt assessment with fidelity using the video broadcasts, assessments and corrective feedback to students. **Person:** Joanie Beck/Angela Crook

Nov 30, 2011: Collect fall data: Count the percentage of teachers and staff members observed implementing the school-wide reading prompt assessment with fidelity using the video broadcasts, assessments and corrective feedback to students. **Person:** Joanie Beck/Angela Crook

Jun 30, 2012: Collect spring data: **Person:** Joanie Beck/Angela Crook

Jun 30, 2012: Collect spring data: **Person:** Joanie Beck/Angela Crook

Jun 30, 2012: Collect spring data: Count the percentage of teachers and staff members observed implementing the school-wide reading prompt assessment with fidelity using the video broadcasts, assessments and corrective feedback to students. **Person:** Joanie Beck/Angela Crook

Jun 30, 2012: Collect spring data: Count the percentage of teachers and staff members observed implementing the school-wide reading prompt assessment with fidelity using the video broadcasts, assessments and corrective feedback to students. **Person:** Joanie Beck/Angela Crook

Graduation Plan

Apr 1, 2011: Collect baseline data: **Person:**

Apr 1, 2011: Collect baseline data: % of counselors tracking student progress. **Person:** Susan Mordenti

May 19, 2011: Counselor meeting to discuss the importance of a graduation plan for all students. **Person:** Susan Mordenti

Jun 6, 2011: Review updated graduation plans with all counselors for all assigned students. **Person:** Susan Mordenti

Aug 19, 2011: Review the timeline and requirements to ensure timely postsecondary admission for seniors. **Person:** Susan Mordenti

Aug 30, 2011: Review standardized testing plan with all students. **Person:** Susan Mordenti

Sep 30, 2011: Discuss graduation information in the On Track Magazines with students. **Person:** Susan Mordenti

Oct 18, 2011: IACAC Conference for high school counselors **Person:** Susan Mordenti

Nov 30, 2011: Collect fall data: **Person:**

Nov 30, 2011: Collect fall data: % of counselors tracking student progress. **Person:** Susan Mordenti

Nov 30, 2011: Indiana School Counselors Association **Person:** Susan Mordenti

Dec 2, 2011: Discuss scholarships with seniors at scholarship night. **Person:** Susan Mordenti

Jan 6, 2012: Review graduation progress for all students. **Person:** All Counselors

Jan 20, 2012: Discuss the importance of completing the FAFSA form in a timely manner. **Person:** Susan Mordenti

Feb 15, 2012: Articulate the courses necessary for graduation with 8th grade students and parents. **Person:** Susan Mordenti

Feb 15, 2012: Review and adjust four -year plans with students. **Person:** All Counselors

Mar 23, 2012: Instruct students on the process of e-Transcript and Docufide. **Person:** Susan Mordenti

Mar 30, 2012: ACT State Conference **Person:** Susan Mordenti

Jun 8, 2012: Review graduation progress with all students. **Person:** All Counselors

Jun 15, 2012: Review student graduation plans with all counselors. **Person:** Susan Mordenti

Jun 30, 2012: Collect spring data: **Person:**

Jun 30, 2012: Collect spring data: % of counselors tracking student progress. **Person:** Susan Mordenti

Learning Center

May 2, 2011: Discuss importance with Algebra I and English 10 teachers of identifying students in need of additional instruction (in order to pass ECA) **Person:** Kim Steele

Sep 8, 2011: Teachers identify students who need assistance in Algebra I and English 10 **Person:** Kim Steele

Sep 15, 2011: National Honor Society students and teachers are scheduled into Learning Center to assist instructing students **Person:** Kim Steele

Sep 15, 2011: Students who need assistance in Algebra I and English 10 are scheduled into the Learning Center **Person:** Kim Steele

Jan 25, 2012: Teachers identify students who need assistance in Algebra I and English 10 **Person:** Kim Steele

Feb 1, 2012: National Honor Society students and teachers are scheduled into Learning Center to assist instructing students **Person:** Kim Steele

Feb 1, 2012: Students who need assistance in Algebra I and English 10 are scheduled into the Learning Center **Person:** Kim Steele

May 22, 2012: Number of students scheduled and attending Learning Center **Person:** Kim Steele

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 to 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.

Alternative School

No professional development is needed for this strategy.

Extended Semester

No professional development is needed for this strategy.

Learning Center

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: Simple Six Writing

April 1, 2011: Simple Six training

Brief Description: Teachers, counselors, and administrators will participate in Simple Six training.

Intended Participants: Teachers, Counselors, Administrators

Date: Apr 1, 2011

Activity Purpose: Information, Skill Building, Feedback/Support, Refinement

Activity Format: Talk to, Presentation, Peer Coaching, Professional Reading

Funding:

Does this activity occur during the school day? Yes

I. Focused Academic Area: Algebra That Works

Observe Algebra that works at Huntington High School

Brief Description: Teachers, counselors, and administrators will observe Algebra that works at Huntington High School

Intended Participants: Teachers, Counselors, Administrators

Date: Jan 5, 2011

Activity Purpose: Information, Skill Building

Activity Format: Talk to, Presentation, Peer Coaching, Action Research, Site Visit

Funding: LCSC

Does this activity occur during the school day? Yes

Training on Algebra that works

Brief Description: Introduction to materials and training on the methods used in the algebra that works program.

Intended Participants: Teachers, Counselors, Administrators

Date: Aug 12, 2011

Activity Purpose: Information, Skill Building, Feedback/Support

Activity Format: Talk to, Presentation, Study Group, Collaborative Problem Solving

Funding: LCSC

Does this activity occur during the school day? Yes

U. Focused Student Group: Free/Reduced students

Faculty meeting to explain strategy implementation

Brief Description: Explain how to implement school-wide reading prompt assessment with fidelity.

Intended Participants: Teachers, Administrators

Date: Aug 17, 2011

Activity Purpose: Information, Feedback/Support, Refinement

Activity Format: Talk to

Funding: none

Does this activity occur during the school day? Yes

U. Focused Student Group: Hispanic students

Explain to teachers and staff how to implement the school-wide reading prompt assessment with fidelity

Brief Description: Explain to teachers and staff how to implement the school-wide reading prompt assessment.

Intended Participants: Teachers, Administrators

Date: Aug 17, 2011

Activity Purpose: Information, Feedback/Support, Refinement

Activity Format: Talk to, Peer Coaching

Funding: None

Does this activity occur during the school day? Yes

X. Graduation Plan

ACT State Conference

Brief Description: Counselors from our school will attend the ACT State Conference.

Intended Participants: Counselors

Date: Mar 30, 2012

Activity Purpose: Information, Feedback/Support, Refinement

Activity Format: Talk to, Professional Reading, Collaborative Problem Solving, Site Visit

Funding: Logansport Community School Corp

Does this activity occur during the school day? Yes

IACAC Conference for high school counselors

Brief Description: Counselors will attend the IACAC Conference for high schools.

Intended Participants: Counselors

Date: Oct 18, 2011

Activity Purpose: Information, Skill Building, Feedback/Support, Refinement

Activity Format: Talk to, Professional Reading, Collaborative Problem Solving, Action Research, Site Visit

Funding: LCSC

Does this activity occur during the school day? Yes

Indiana School Counselors Association

Brief Description: Counselors will receive and use the information from the Indiana School Counselors Association

Intended Participants: Counselors

Date: Nov 30, 2011

Activity Purpose: Information, Skill Building, Feedback/Support, Refinement

Activity Format: Talk to, Professional Reading, Collaborative Problem Solving, Site Visit

Funding: Logansport Community School Corp.

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... students receive extra time extra help when needed.

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:

- Extended Semester
- Learning Center

We are concerned that... students with personal and attendance issues are not graduating.

Data Targets Influenced by This Concern:

- Freshmen -- Earning 10 Cumulative Credits
- Juniors -- Earning 30 Cumulative Credits
- Sophomores -- Earning 20 Cumulative Credits
- Students Graduating from High School -- Percent Graduating

Strategies to Impact This Concern:

- Alternative School
- G. Attendance

Required Areas of Concern

F. Encourage Rigorous Curriculum (IN Rules)

Data Targets Influenced by This Concern:

- Free/reduced lunch -- Passing Reading Prompts
- Hispanic -- Passing Reading Prompts

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Simple Six Writing

I. Focused Academic Area (IN Rules)

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:

- Learning Center
- I. Focused Academic Area: Algebra That Works

U. Focused Student Group (IN Rules)

Data Targets Influenced by This Concern:

- Freshmen -- Earning 10 Cumulative Credits
- Juniors -- Earning 30 Cumulative Credits
- Sophomores -- Earning 20 Cumulative Credits
- Students Graduating from High School -- Percent Graduating

Strategies to Impact This Concern:

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

X. Graduation Plan (IN Rules)

Data Targets Influenced by This Concern:

- Students Graduating from High School -- Percent Graduating

Strategies to Impact This Concern:

- G. Attendance
- X. Graduation Plan

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"> ● Identify the specific statute and and/or rule you wish to waive. ● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. ● Explain the benefit to student achievement. ● Describe the evaluation process that would be used to measure the success of these strategies. 	None
C. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?	Yes
D. 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 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
First Year: Rationale + Organizational Structure After First Year: 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