

# **School Improvement Plan - 2014-2015**

Generated on May 19, 2014 at 2:40 PM

## **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:



*American Student Achievement Institute*  
3925 E. Hagan St. Suite 105  
Bloomington, IN 47401  
Phone: 812-349-4142  
Email: [asai@asainstitute.org](mailto:asai@asainstitute.org)  
Website: <http://www.asainstitute.org>

# Table of Contents

- School Improvement Plan Introduction . . . . . 3
- Who Wrote this School Improvement Plan? . . . . . 4
- Vision Statement . . . . . 6
- Academic Goals . . . . . 7
- Comprehensive Needs Assessment / Areas of Concern . . . . . 11
- Strategies . . . . . 12
- Strategy Data . . . . . 14
- To-Do List . . . . . 15
- Professional Development Summary . . . . . 17
- Relationship Report: Areas of Concern / Strategies / Achievement Goals . . . . . 20
- 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 American 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:

- American 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 Representative (Business)
- Claire Grostefon - Teacher
- Lindsey Hagerty - Administrator
- Matt Jones - Administrator
- Kasia Minnick - Teacher
- Susan Mordenti - School Counselor
- Frank Patacsil - Teacher
- Deb Piercy - School Counselor
- Rosie Schafer - Parent/Guardian
- Kim Steele - Teacher

## Strategy Chairs

- Mike Grenard
- Chris Middleton
- Susan Mordenti
- Jitka Nelson
- Lorese Sharp
- Pat Skaggs

## Community Council

- Chris Armstrong - Government/Parent
- Julie Baldini - Business
- Kevin Bostic - Education
- Jim Callaghan - Business
- Cami Ciotta - Parent
- Arden Cramer - Business
- Bill Cuppy - Business
- Bob Dunderman - Business
- Chad Geer - Business
- Emily Graham - Education
- Helen Gray - Community
- Randy Head - Government
- Milt Hess - Board Member
- Barb Hildebrandt - Parent
- Josh Hopper - Business
- Scott Kraud - Parent/Board Member
- Haley LaDow - Education
- Hayley Ladow - Education
- Dawn Long - Education
- Obie Martin - Business
- David McClure
- Mike McCord - Business/Parent
- Judy McNary - Business
- Cinda Milan - Education
- Kelly Minks - Parent
- Brian Morrill - Business/Parent
- Nadine Pearson - Education
- Tammy Remley - Education
- Annette Servies - Parent
- Rosie Shafer - Parent
- Sharon Tharp - Education
- Jim Turner - Community

# 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:**

to be college and career ready. Students deserve teachers who care and are eager to teach. 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:**

are respectful, disciplined, and trustworthy. Adults in our community are committed to equal opportunities, responsibility, and recognition for everyone. Adults show caring and concern for people around them. The adults in Logansport have lives that are balanced and structured. Adults in our community provide a safe and positive environment by expecting others to be accountable for their actions. Adults in our community seek to become life long learners.

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

have a strong desire for learning and are challenged academically. All students are self-disciplined, have positive attitudes, and are respectful to others. 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. Students have different choices for personal success, receive one-on-one assistance, and are heard when they speak.

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

- % of students who pass English 10 ECA: 100%
- % of students who pass Algebra 1 ECA: 100%
- % of students who pass Biology ECA: 100%
- % of students who graduate with obtaining either a 3, 4, or 5 on an AP Exam and/or 3 college dual credits: 100%
- % of students who graduate in 4 years or less: 100%
- % of students who earn a Core 40 Diploma or higher: 100%
- % of students who score 21 or above on ACT: 100%
- % of students who score 1500 or above on SAT: 100%

# 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.

## 10th Grade Students - Percent of 10th Grade Students in English ECA Lab Classes who pass English 10 ECA by the end of 10th Grade

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75%	55%	70%	52%	60%		63%		66%		70		100%

## 12th Grade Students - Percent of 12th Grade Students in Algebra 1 ECA Lab Classes who pass the Algebra 1 ECA by graduation

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		63%	56%	60%		63%		70%		75		100%

## 12th Grade Students - Percent of 12th Grade Students in English ECA Classes who pass the English 10 ECA by graduation

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		60%	46%	50%		53%		56%		60		100%

**9th and 10th Grade Students - Percent of students in 9th and 10th Developmental Reading Class who pass English 10 ECA by the end of 10th Grade**

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		20%	25%	27%		30%		32%		35		100%

**Algebra 1 Students - Graphing and Interpreting Linear and Non-linear Relations**

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
54%	54%	78%	85%	85%		87%		90%		93		100%

**Free/reduced lunch - English 10 Students Passing ECA by the end of the 10th grade**

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
38%	37%	40%	67%	68%		70%		72%		75		100%

**Freshmen - Earning 10 Cumulative Credits**

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
88%	84%	90%	90%	92%		94%		96%		97		100%

**Graduation Cohort - College & Career Readiness- Percent of Graduation Cohort obtaining either a 3, 4, or 5 on an AP Exam and/or earning three (3) college credits**

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
27%	42.7%	43%	n/a	44%		45%		47		50		100%

**Graduation Cohort - Percent of Graduation Cohort passing both ECA's by graduation**

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
81%	77%	82%	83%	84%		86%		88%		90		100%



**Graduation Cohort - Percent of Graduation Cohort who do not dropout**

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
88%	95%	95%	97%	97%		98%		98%		98		100%

**Graduation Cohort - Percent of students graduating with a Core 40 Diploma or Higher**

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
85%	81.3%	86%	86%	87%		88%		89%		90		100%

**Juniors - Earning 30 Cumulative Credits**

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
90%	86%	92%	95%	95%		95%		96%		97		100%

**Sophomores - Earning 20 Cumulative Credits**

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
91%	83%	92%	88%	93%		94%		95%		96		100%

**Sophomores - Passing ECA in Algebra 1 by the end of 10th grade**

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
70%	81.3%	83%	85.3%	86%		87%		88%		89%		100%

**Sophomores - Passing ECA in English by the end of 10th grade**

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
64%	71.2%	73%	75.7%	76%		77%		78%		79%		100%

**Students Graduating from High School in 4 years or less - Percent Graduating**

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
86%	91.1%	91%	92.91%	92%		93%		94%		95%		100%

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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
40%	32%	41%	33%	35%		37%		40%		43		100%

# Comprehensive 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.

## Areas of Concern

**We are concerned that... Some students need an alternative instructional environment to achieve academic success**

**We are concerned that... Some students need extended time to complete credits**

**We are concerned that... Encourage Rigorous Curriculum**

**We are concerned that... Attendance**

**We are concerned that... Focused Academic Area**

**We are concerned that... Focused Student Group**

**We are concerned that... 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:

## 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 GradPoint, a software providing students the curriculum and assessments needed for them to gain credit for completing classwork. The GradPoint instructor will guide at-risk students on methods of completing course requirements in the alternative instructional setting.

**Impact Level:** High Impact - Outside

**Focus:** Specific

### Attendance

**ABSENCE DEFINED** Absence is 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. Chronic absenteeism due to health related symptoms complicates the provision of educational services and the ability of a student to learn in an organized manner. Schools report that chronic absenteeism due to alleged health problems is a significant issue for administrators and teachers. In addition, both federal and state law require schools to have written procedures for the identification, location, and evaluation of students with disabilities as defined by the various statutes (See Section 504 of the Rehabilitation Act of 1973 (34 CFR & 104.32)), the Individuals with Disabilities Education Act (20 USCA & 1412 (a) (3)) and 511 IAC 7-25-2 (Indiana Administrative Code). **ATTENDANCE PROCEDURE** Verification of student absences is the responsibility of the parents (IC 20-8.1-3). 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 (7) 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. Extenuating circumstances, such as but not limited to family emergencies, death in the immediate family, may be resolved simply by calling the Attendance Officer at 753-0441, ext. 4244 to discuss the situation. Written documentation by the student's physician is required to confirm a contagious, chronic, or debilitating condition that would cause them to exceed five (5) unexcused days. 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 (8th) 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 the class.

**Impact Level:** Low Impact

**Focus:** General

## Encourage Rigorous Curriculum: Writing Across the Curriculum

All teachers at LHS will implement the writing method developed for each department. All students in all classes will be required to complete four writing assessments each semester. These writing assessments will occur at the discretion of teachers so that the timing of writing assessments will be spread over each semester. All current teachers have been receiving in-service training in writing assessments from Kay Davidson and new teachers next year will be trained by either Kay Davidson or peer teachers on how to assess student writing assignments.

**Impact Level:** High Impact - Inside

**Focus:** Specific

## Extended Semester

The extended semester program is simply giving students more time to complete their credit. This is accomplished by using on-line courses via GradPoint and assigning tasks that represent material the student did not master during the semester. How it works: (After School - Mr. Middleton T/Thurs. 3:20-4:20 in room G222) o Passing at LHS is 60%. o Each grade between 55% and 59% is coded in the gradebook as an "F". o By receiving an "F" or failure, students are given a grace period in which to show proficiency in the subject. o Mr. Middleton will provide a GradPoint assignment checklist to teachers in the qualified Extended Semester classes. The teacher will review the student's record and indicate on the checklist (circle) the needed assignments/standards to complete for a passing grade. o GradPoint assignment checklists for qualifying students are to be given to Diana Ross in the main by the end of the day on Records Day. o Mr. Middleton will meet with each student and then assigns them tasks based on teacher recommendations from the standards checklist. o Each student signs a contract (which is also included in the instructions) and home is contacted. o Students have from until the end of the 1st nine weeks of the 2nd semester and end of Summer School (2nd semester) to receive a passing grade. If all work is not completed, then the "F" will remain and the student must repeat the whole course. o Mr. Middleton will complete all grade change forms with the Guidance Department. o Parent assistance in making sure that the necessary work is completed and turned in within the allotted time frame is greatly appreciated. ¶¼

**Impact Level:** High Impact - Outside

**Focus:** Specific

## Focused Academic Area: Algebra 1

Teachers will require students to master the skill-sets necessary for Algebra 1 - ECA success. Teachers continue to partner with Danville High School on action steps in the Algebra 1 initiative. Teachers who have received training on providing students with mastery learning will mentor teachers who have not yet received training. This training will occur during the school day and during department meetings. 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 will then retest to indicate they have achieved mastery level of competency.

**Impact Level:** High Impact - Inside

**Focus:** Specific

## Focused Student Group: Developmental Reading Class

Developmental Reading instruction will be implemented for 30, identified, struggling readers to strengthen their abilities to become better readers (fluency, comprehension, and vocabulary). The focused student group will be the free and reduced lunch group. The secondary reading specialist, in conjunction with the instructor, will work with these students in scheduled reading classes. The instructor is currently taking professional development classes at Purdue University to implement this strategy.

**Impact Level:** High Impact - Inside

**Focus:** Specific

## 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 and is part of the student's permanent record. 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. The Graduation Plan includes the student's intent to graduate from high school and acknowledgement of the importance of good citizenship, school attendance, and diligent study habits. 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:** Low Impact

**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.

## Encourage Rigorous Curriculum: Writing Across the Curriculum

The percentage of teachers who have students write across the curriculum at least once each semester.

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
98	100		100	

## Focused Academic Area: Algebra 1

Percentage of teachers requiring students to master each step of Algebra

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
100	100		100	

## Graduation Plan

% of counselors tracking student progress.

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
	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

**Aug 1, 2014:** Identify students who are eligible for the Alternative School. **Person:** JD Dubes

**Aug 11, 2014:** Schedule eligible students into the Alternative School. **Person:** Susan Mordenti

**Dec 19, 2014:** Credits earned at the Alternative School will be transferred to LHS. **Person:** Chris Middleton

**May 26, 2015:** Credits earned at the Alternative School will be transferred to LHS. **Person:** Chris Middleton

**May 28, 2015:** Calculate the percent of students who complete the requirements to obtain credit. **Person:** Chris Middleton

## Encourage Rigorous Curriculum: Writing Across the Curriculum

**Aug 8, 2014:** Training for new teachers on the initiative. **Person:** Lindsey Hagerty

**Aug 12, 2014:** Discuss writing across the curriculum initiative at opening staff meeting. **Person:** Lindsey Hagerty and Lorese Sharp

**Sep 26, 2014:** E-mail reminder that school-wide assessments will be due at the end of the 1st 9 weeks. **Person:** Lorese Sharp

**Oct 3, 2014:** Collect from all teachers the first writing assessment data. **Person:** Lorese Sharp

**Nov 25, 2014:** E-mail reminder to teachers that the school wide writing assessment data will be due at the end of the second nine week grading period. **Person:** Lorese Sharp

**Nov 30, 2014:** Collect fall data: The percentage of teachers who have students write across the curriculum at least once each semester. **Person:** Lorese Sharp

**Dec 12, 2014:** Collect from all teachers the second writing assessment data. **Person:** Lorese Sharp

**Feb 12, 2015:** E-mail reminder that school-wide assessments will be due at the end of the 3rd 9 weeks. **Person:** Lorese Sharp

**Feb 27, 2015:** Collect from all teachers the third writing assessment data. **Person:** Lorese Sharp

**Apr 17, 2015:** E-mail reminder to teachers that the final school-wide writing assessment data will be due on May 15 **Person:** Lorese Sharp

**May 18, 2015:** Collect from all teachers the fourth writing assessment data. **Person:** Lorese Sharp

**Jun 30, 2015:** Collect spring data: The percentage of teachers who have students write across the curriculum at least once each semester. **Person:** Lorese Sharp

## Extended Semester

**Jan 6, 2015:** Identify students needing additional time to complete course work for semester one. **Person:** Chris Middleton

**Jan 6, 2015:** Teachers provide standards checklists of students' work to Mr. Middleton. **Person:** LHS Teachers

**Jan 12, 2015:** Chris Middleton meets with every student who has qualified for Extended Semester. **Person:** Chris Middleton

**Mar 13, 2015:** Present grade change forms to guidance for PowerSchool entry. **Person:** Chris Middleton

**Mar 20, 2015:** Calculate the percent of students who complete the requirements to obtain credit. **Person:** Chris Middleton

**May 28, 2015:** Identify students needing additional time to complete course work for semester two. **Person:** Chris Middleton

**May 28, 2015:** Teachers provide standards checklists of students' work to Mr. Middleton. **Person:** LHS Teachers

**May 29, 2015:** Students who qualified will be contacted so they can complete in Summer School. **Person:** LHS Counselors/Middleton

**Jul 31, 2015:** Calculate the percent of students who complete the requirements to obtain credit. **Person:** Chris Middleton

## Focused Academic Area: Algebra 1

**Aug 11, 2014:** Meet with new Algebra 1 teachers **Person:** Mike Grenard

**Aug 12, 2014:** Departmental meeting to discuss how students will achieve mastery level. **Person:** Mike Grenard

**Sep 5, 2014:** Review with Algebra teachers that any student not achieving 80% on Algebra modal assessment will receive remediation until that student does achieve 80% mastery on the assessment. **Person:** Mike Grenard

**Nov 30, 2014:** Collect fall data: Percentage of teachers requiring students to master each step of Algebra **Person:** Mike Genard  
**Dec 19, 2014:** Collect fall data: Percentage of teachers requiring students to master each step of Algebra. **Person:** Mike Grenard  
**May 22, 2015:** Collect spring data: Percentage of teachers requiring students to master each step of Algebra. **Person:** Mike Grenard  
**May 28, 2015:** Calculate percentage of students passing the ECA for Algebra 1. **Person:** Mike Grenard  
**Jun 30, 2015:** Collect spring data: Percentage of teachers requiring students to master each step of Algebra **Person:** Mike Grenard

## Focused Student Group: Developmental Reading Class

**Apr 25, 2014:** Students in 9th grade will be assessed through the DRA/IRI reading assessments to determine instructional reading levels. **Person:** Mistine Weisenberger  
**May 15, 2014:** Students in 10th grade will be assessed through the DRA/IRI reading assessments to determine instructional reading levels. **Person:** Mistine Weisenberger  
**Aug 18, 2014:** All students enrolled in Achieve3000 will be assessed on their initial Lexile reading level. **Person:** Jitka Nelson  
**Aug 19, 2014:** Students will be assessed through the DRA/IRI reading assessments to determine instructional reading levels and growth. **Person:** Jitka Nelson  
**Dec 10, 2014:** All students enrolled in Achieve3000 will be re-assessed through the Achieve3000 Interim Test. **Person:** Jitka Nelson  
**Dec 12, 2014:** Students will be assessed through the DRA/IRI reading assessments to determine instructional reading levels and growth. **Person:** Jitka Nelson  
**May 13, 2015:** Students will be assessed through the DRA/IRI reading assessments to determine instructional reading levels and growth. **Person:** Jitka Nelson  
**May 14, 2015:** All students enrolled in Achieve3000 will be re-assessed through the Achieve3000 Final Test. **Person:** Jitka Nelson  
**May 22, 2015:** The LCSC reading coach will administer ONGOING and AS NEEDED training support for the Developmental Reading classroom instructor in various areas. **Person:** Mistine Weisenberger  
**May 22, 2015:** The top 10% of the bottom 30% of 9th and 10th grade struggling readers will be identified as students needing enrolled in the Developmental Reading class. **Person:** Jitka Nelson  
**May 29, 2015:** The goals of the Developmental Reading Class will be established. **Person:** Jitka Nelson  
**Aug 13, 2015:** Targeted students, as defined by May 22, 2015, will be enrolled in Developmental Reading at LHS. **Person:** Jitka Nelson  
**Aug 18, 2015:** All students participating in the Reading Development class will be enrolled in Achieve3000 (online-based, nonfiction-oriented, lexile-leveled reading program) **Person:** Jitka Nelson

## Graduation Plan

**Aug 22, 2014:** Review the timeline and requirements to ensure timely postsecondary admissions for seniors. **Person:** Susan Mordenti  
**Sep 26, 2014:** Review standardized testing plan for all students. **Person:** Susan Mordenti  
**Oct 8, 2014:** Discuss graduation information in the On Track Magazines with students. **Person:** Felix Homerom teachers  
**Oct 28, 2014:** IACAC Conference for high school counselors. **Person:** Susan Mordenti  
**Nov 19, 2014:** Discuss scholarship with seniors at scholarship night. **Person:** Susan Mordenti  
**Nov 28, 2014:** Collect fall data: % of counselors tracking student progress. **Person:** Susan Mordenti  
**Nov 30, 2014:** Collect fall data: % of counselors tracking student progress. **Person:** Susan Mordenti  
**Jan 14, 2015:** Articulate the courses necessary for graduation with 8th grade students and parents. **Person:** Susan Mordenti  
**Jan 23, 2015:** Discuss FAFSA completion with students. **Person:** All Counselors  
**Jan 31, 2015:** Review graduation progress for all students. **Person:** All Counselors  
**Feb 13, 2015:** Review and adjust four year plans for all students. **Person:** All Counselors  
**Mar 4, 2015:** ACT State Conference **Person:** Lisa Andrews/Counselors  
**Mar 20, 2015:** Instruct students on the process of Parchment (online transcripts) **Person:** Susan Mordenti  
**May 22, 2015:** Review graduation progress with all students. **Person:** All Counselors  
**Jun 30, 2015:** Collect spring data: % of counselors tracking student progress. **Person:** Susan Mordenti



## Professional Development Summary

**Alignment with the School Improvement Plan:** The Professional Development Summary 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 Summary 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.

## Encourage Rigorous Curriculum: Writing Across the Curriculum

**Training for new teachers on the initiative.**

**Brief Description:** New teachers will be provided training during teacher orientation.

**Intended Participants:** Teachers

**Date:** Aug 8, 2014

**Activity Purpose:** Information, Skill Building

**Activity Format:** Talk to

**Funding:**

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

## Extended Semester

No professional development is needed for this strategy.

## Focused Academic Area: Algebra 1

**Meet with new Algebra 1 teachers**

**Brief Description:** Go over the details of the Algebra 1 program at LHS.

**Intended Participants:** Teachers

**Date:** Aug 11, 2014

**Activity Purpose:** Information

**Activity Format:** Talk to

**Funding:**

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

## **Focused Student Group: Developmental Reading Class**

The LCSC reading coach will administer ONGOING and AS NEEDED training support for the Developmental

**Brief Description:** The LCSC reading coach will administer ONGOING and AS NEEDED training support for the Developmental Reading classroom instructor in various areas.

**Intended Participants:** Teachers

**Date:** May 22, 2015

**Activity Purpose:** Information, Skill Building

**Activity Format:** Talk to

**Funding:**

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

## **Graduation Plan**

### **ACT State Conference**

**Brief Description:** ACT State Conference

**Intended Participants:** Counselors

**Date:** Mar 4, 2015

**Activity Purpose:** Information, Skill Building

**Activity Format:** Presentation

**Funding:**

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

### **IACAC Conference for high school counselors.**

**Brief Description:** IACAC Conference for high school counselors.

**Intended Participants:** Counselors

**Date:** Oct 28, 2014

**Activity Purpose:** Information, Skill Building

**Activity Format:** Presentation

**Funding:**

**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.

### **We are concerned that... Some students need an alternative instructional environment to achieve academic success**

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

- Freshmen -- Earning 10 Cumulative Credits
- Graduation Cohort -- Percent of Graduation Cohort who do not dropout
- Juniors -- Earning 30 Cumulative Credits
- Sophomores -- Earning 20 Cumulative Credits
- Students Graduating from High School in 4 years or less -- Percent Graduating

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

- Alternative School

### **We are concerned that... Some students need extended time to complete credits**

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

- Freshmen -- Earning 10 Cumulative Credits
- Graduation Cohort -- Percent of Graduation Cohort who do not dropout
- Juniors -- Earning 30 Cumulative Credits
- Sophomores -- Earning 20 Cumulative Credits
- Students Graduating from High School in 4 years or less -- Percent Graduating

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

- Extended Semester

### **We are concerned that... Encourage Rigorous Curriculum**

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

- 10th Grade Students -- Percent of 10th Grade Students in English ECA Lab Classes who pass English 10 ECA by the end of 10th Grade
- 12th Grade Students -- Percent of 12th Grade Students in English ECA Classes who pass the English 10 ECA by graduation
- 9th and 10th Grade Students -- Percent of students in 9th and 10th Developmental Reading Class who pass English 10 ECA by the end of 10th Grade
- Graduation Cohort -- College & Career Readiness- Percent of Graduation Cohort obtaining either a 3, 4, or 5 on an AP Exam and/or earning three (3) college credits
- Graduation Cohort -- Percent of Graduation Cohort passing both ECA's by graduation
- Sophomores -- Passing ECA in Algebra 1 by the end of 10th grade
- Sophomores -- Passing ECA in English by the end of 10th grade
- Students taking Biology I -- Percent of Students passing the Biology ECA

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

- Encourage Rigorous Curriculum: Writing Across the Curriculum

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

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

- 10th Grade Students -- Percent of 10th Grade Students in English ECA Lab Classes who pass English 10 ECA by the end of 10th Grade
- Students Graduating from High School in 4 years or less -- Percent Graduating

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

- Alternative School
- Attendance

## **We are concerned that... Focused Academic Area**

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

- Algebra 1 Students -- Graphing and Interpreting Linear and Non-linear Relations
- Sophomores -- Passing ECA in Algebra 1 by the end of 10th grade
- Sophomores -- Passing ECA in English by the end of 10th grade
- Students taking Biology I -- Percent of Students passing the Biology ECA

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

- Focused Academic Area: Algebra 1

## **We are concerned that... Focused Student Group**

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

- 12th Grade Students -- Percent of 12th Grade Students in Algebra 1 ECA Lab Classes who pass the Algebra 1 ECA by graduation
- Free/reduced lunch -- English 10 Students Passing ECA by the end of the 10th grade
- Freshmen -- Earning 10 Cumulative Credits
- Juniors -- Earning 30 Cumulative Credits
- Sophomores -- Earning 20 Cumulative Credits
- Students Graduating from High School in 4 years or less -- Percent Graduating

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

- Focused Student Group: Developmental Reading Class

## **We are concerned that... Graduation Plan**

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

- Freshmen -- Earning 10 Cumulative Credits
- Graduation Cohort -- Percent of Graduation Cohort who do not dropout
- Graduation Cohort -- Percent of students graduating with a Core 40 Diploma or Higher
- Juniors -- Earning 30 Cumulative Credits
- Sophomores -- Earning 20 Cumulative Credits
- Students Graduating from High School in 4 years or less -- Percent Graduating

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

- Alternative School
- Extended Semester
- 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"> <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. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?	Yes, with our attendance policy and attendance officer.
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	Acuity is an online assessment administered three times per year. It mimics the Algebra and English 10 ECAs, and predicts whether or not students are on track to pass the upcoming assessment. Acuity is administered to all Algebra 1 and English 10 students, as well as those students in Algebra and English 10 Labs. ECA assessments are given in Algebra I, English 10, and Biology. 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.

## Continuous Improvement Timeline

DISCUSSION TOPIC	FACILITATOR TRAINING (Steering Teams)			FACULTY AND COMMUNITY COUNCIL DISCUSSIONS
	ORIGINAL PLAN	REVIEW & REVISE		
	1st Year Schools	2nd Year Schools	Alumni Schools	
Annual Update Meeting	n/a	n/a	Session AM - Sept	n/a
New Principal and Steering Team Member Training	n/a	n/a	Session PM - Sept	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	Aug Webinar	Sept
Vision	Session 2 – Sept	n/a	Sept Webinar	Oct*
Data Targets	Session 3 - Oct	Session 1 - Aug	Oct Webinar	Nov
Areas of Concern	Session 4 - Dec	n/a	Nov Webinar	Jan*
Conference on Learning	Jan	Jan	Jan	n/a
Strategy Selection	Session 5 - Jan	Session 2 - Jan	Jan Webinar	Feb
Strategy Title & Description	Session 5 - Jan	Session 2 - Jan	Feb Webinar	Mar
Strategy Implementation Plans	Mar Strategy Chair Training	Mar Strategy Chair Training	Mar Webinar	Apr

\* Our school will complete these tasks every three years  
We are next scheduled to complete these tasks during the 2015-2016 school year