



Indiana School Improvement Plan

Logansport High School
Logansport School Corporation

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Introduction

The comprehensive Indiana School Improvement Plan aligns the improvement requirements for schools under Title I, PL221, and the Student Achievement Plan (SAP) for focus and priority schools.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Logansport High School (LHS) is located in Logansport, Indiana, approximately 75 miles north of Indianapolis, Indiana. Serving as the county seat of Cass County, the city of Logansport has a population of 18,034 residents. According to the 2010 Census, approximately 73.1% of the residents are Caucasian, 21.6% Latino, 2.2% multi-racial, 2.3% African-American, and 1.5% Asian-American. The city of Logansport, established in 1826, has a long history associated with transportation. The Erie Canal, various railroads, and the automotive industry have all been influential in the city's history. Today, the community's industry is diversified with a Tyson Foods plant being the largest employer serving over 1800 employees. The Logansport Community School Corporation consists of the city of Logansport; all of Eel, Clay, and Clinton Townships and portions of Miami, Noble, and Washington Townships. A five-member Board of Trustees governs the school corporation. Administrative functions are carried out by the board-appointed Superintendent of Schools. The corporation has over 800 employees and is the second largest employer in the county.

Logansport High School has a rich tradition of excellence that spans over 146 years starting with our first three graduates at the Mesodian Opera House in 1871, Ann Covalt, Sallie Horn and Sadie Clendenning. Logansport High School is a proud charter member of AdvancEd dating to 1908 (North Central Accreditation) and is a member of the oldest conference in the state of Indiana, the North Central Conference (NCC, 1926).

Logansport High School is privileged to have two unique features associated with the school. First, is our school nickname, the Berries. The second is our mascot, Felix the Cat (1926), which is the oldest mascot in the state of Indiana. In 2016, LHS and the community of Logansport celebrated the 90th birthday of Felix. We brought, Don Oriolo- Felix's artist, as our guest of honor. Graduates of Logansport High School have always taken great pride with the uniqueness that both Felix and being a Berry bring to the rich history of the school.

The current LHS campus (built 1973) is situated on 86 acres of land and divided into eight sections: an athletic wing, Performing Arts Center, music, student services, three academic wings (grouped by area of study), and an attached Career Center. The original athletic wing includes the Berry Bowl, which provides seating for 5,830 people, and the 400-seat, six-lane swimming pool. In addition to the standard locker room facilities, the athletic facility also includes a wrestling room. Outside arenas include Jim Turner Baseball Field, Fincher Softball Field, ten tennis courts, and the "Berry Patch," a wooded area used by the students of LHS as an outdoor classroom and cross country course. The football stadium and track area were constructed in 1950. They are located behind the current administration building on George Street within two blocks of the high school. In 1992, an auxiliary gym with new locker rooms and weight room were added off of the Berry Bowl. In 1996, an observatory was constructed just south of the high school building. This facility is utilized by science classes and is open for public celestial viewing on specific occasions. The off campus El-Tip-Wa Vocational School began in 1971 at the old Pepsi Bottling Company warehouse on Sixth Street.

In 2002, major renovations were done to the current LHS Campus:

- Upgrades to classrooms
- New science and special needs wings
- New main office, guidance department, and dean's office
- New tennis courts

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- New Century Career Center attached to LHS replacing the off-campus El-Tip-Wa

In 2015, major renovations were done to the current LHS Campus:

- Field Turf was added to the football, baseball, and softball fields
- Upgrades to the air-conditioning system with new cooling towers
- The nearly 6000 Sq. Ft. new Life Fitness area on the southside of the campus is a wonderful upgrade to our wellness program and fitness facilities at LHS. The Life Fitness area serves Advanced Physical Conditioning and PE classes, teams, and staff. The facility is housed with cutting-edge Hammer Strength performance training equipment. Hammer Strength offers the "tools needed to build champions." In addition to free and machine weights, students and staff have access to ample cardio trainers.
- With this new Life Fitness area, brings additional expansion within our music program as they absorb the old weight room. This expansion increases the size of the existing band room. The renovation adds offices, practice rooms and a dedicated space for our state-renowned, Percussion Ensemble.
- The two connected multi-purpose buildings between the baseball and softball fields, offer over 21,000 Sq. Ft. of heated indoor space to accommodate all programs year round. Indoor batting cages and pitching mounds give baseball and softball an area to improve skill development. Due to having the netting on a unique track system, the nets can be pulled back to create a larger space for various programs. The larger of the two buildings will accommodate in-season gymnastics for practices and meets. The buildings include two student locker room areas along with restrooms, patron restrooms, coaches offices, and storage. These additional on-campus facilities allow for increased after school practice time slots, so students can get home earlier to be with their families.

Located on the northeast side of the campus, the McHale Performing Arts Center was built in 1975 with a generous \$1.2 million gift from Mr. Frank McHale (Class of 1910), a Logansport native who became a successful attorney. The facility was first dedicated McHale Auditorium on November 7, 1976. It held that name until January 14, 2002, when the LCSC School Board updated the name to the McHale Performing Arts Center. Mr. Ken Fraza has been the facility manager since it opened in the fall of 1976. The facility impacts the lives of not only LHS students, but the entire community. It is truly a shared facility.

Logansport High School (enrollment 1235), is classified as a "small town" school. It is a 9-12 comprehensive high school and serves one junior high and one 6th grade academy (Logansport Junior High School and Columbia Academy), four elementary schools (Columbia Elementary School, Fairview Elementary School, Franklin Elementary School, Landis Elementary School) and the Century Career Center, which is made up of five other school corporations including Logansport. The Logansport High School staff consists of 77 certified teachers, 67 non-teaching staff, 5 counselors, and 4 administrators. 97.6% of the teaching staff is Caucasian with 1.2% Asian and Latino.

Staff years of experience breakdown:

20+	(34.2%)
0-5	(22.0%)
16-20	(18.3%)
11-15	(14.5%)
6-10	(11.0%)

The demographic makeup of the student population mirrors the community. In this impoverished community, 50% of both the school corporation's student population and LHS qualify for federal free and/or reduced lunch assistance. This is up from 21% in 2001. The diverse student body is made up of 25 different countries. The student population is 56.7% Caucasian, 37.3% Latino, 2.5% multi-racial, 2.2% Asian, 1.2% African-American. 30% of the students are English Learners (EL). In the last four years, we have seen an increase in our Burmese (Karen) student population within the corporation. Some migrant students come to LHS with little formal education and speak no English.

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In preparing for the 2015 AdvancED Accreditation visit, we reviewed the 1998 NCA report and it was noted about the increase in the Hispanic population from 36 to 67 from 1997 to 1998 and it was suggested that a committee should study the growth and its future impact. Since then, we currently have 413 Hispanic students enrolled, a 516% increase. With that being said, we have a dynamic English Learners program in place, not only at LHS, but throughout the corporation.

As a hub for the Logansport Area Joint Special Services Cooperative (LAJSSC), the special education population is 12% and includes mild, moderate, severe-profound mentally and/or physically handicapped, learning disabled, and emotionally disabled. LAJSSC serves seven other school corporations.

Logansport High School operates on a traditional 7-period day schedule with classes at 51 minutes. Every Wednesday LHS students will report to a 30-minute Felix Period between 3rd and 4th period. Students are assigned to a teacher whom they have all four years.

This adviser-advisee period is utilized as:

- Building positive relationships with teachers
- Teachers will provide guidance and assist students in establishing the connection between what they are learning in school and their goals beyond high school
- Implement school wide initiatives
- Conduct safety drills, class meetings, club meetings, etc.

First period has four extra minutes built-in to accommodate the Pledge of Allegiance, The Moment of Silence, and school-related announcements.

There are three 30-minute lunch periods during the day. Students are required to take at least six courses per semester and earn one credit per course.

The comprehensive curricula available to students include core subject areas with college preparatory, advanced placement, world language, family consumer science, physical education, and fine art courses. Over 1037 LHS students (83%) take courses at the Century Career Center. Local support has been successful in many endeavors from academics to athletics. Activities are available for every student who chooses to become involved. Twenty-one varsity sports, academic teams, thespian troupe, speech team, the marching band, jazz bands as well as over thirty clubs and activities are available to students.

Minimum diploma requirements are:

8 credits in English/Language Arts (Including a balance of literature, composition and speech)

6 credits in mathematics (2 credits: Algebra I, 2 credits: Geometry, 2 credits: Algebra II)

6 credits science (2 credits: Biology I, 2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics 2 credits: any Core 40 science course)

6 credits in social studies (U.S. History, U.S. Government, Economics, World History/Civilization)

1 credit in health

2 credits in physical education

5 credits in directed electives (World Languages, Fine Arts, Career and Technical Education)

6 credits in electives (College and Career Pathway courses recommended)

40 Total State Credits Required

Academic Honors Diplomas and Core 40

We are always striving to have more students graduate with the more rigorous, Academic Honors Diploma. The percentage of LHS students earning Academic Honors Diplomas has averaged 30% the past five years, while Core 40 Diplomas have increased by 10%.

The curriculum at LHS allows all students to earn an Academic Honors Diploma. Students may select from a variety of courses that are appropriate for their interest/career plans while pursuing an honors diploma. All students at Logansport High School have an active four year plan on file which is reviewed annually. The core 40, academic and technical honors diplomas are encouraged for all students.

	% Academic Honors Diplomas	Core 40
2016	36	52
2015	25	63
2014	34	56
2013	33	53
2012	28	53
2011	32	53

The entire Logansport High School curriculum guide is given to students each year prior to scheduling and is also available for students and parents on the LHS webpage at

http://lhs.lcsc.k12.in.us/UserFiles/Servers/Server_111324/File/Logansport%20High/For%20Students/LHS%20Program%20of%20Studies%202017-2018%20.pdf

Students may elect to graduate from LHS before the end of the 8th semester provided the following conditions and requirements for graduation are met:

- The student has received a passing score on the English 10 and Algebra 1 End of Course Assessments and has met the school requirements for the Core 40 diploma, and has earned the total number of minimum credits. In doing so, the student has met all graduation requirements as prescribed by the Board and the General Commission of the State Board of Education.
- The student must be enrolled as a full-time student.
- The student has completed all correspondence or other sources of credit before the end of the 8th semester.
- The student will receive a diploma during Commencement Exercises at the conclusion of the Spring Semester.

Students are permitted to graduate from Logansport High School after six or seven semesters. This is done only with authorization from the principal and documentation of post-high school plans.

LHS also implements period-by-period credit recovery labs that run throughout the regular school day. This program is designed as an academic intervention opportunity for students who meet certain qualifications.

Note:

Credit recovery is seen as a last resort vs. that of taking a traditional course

Credit recovery on campus is offered only to juniors and seniors

Students on the Academic Honors Diploma (AHD) do not qualify for Credit Recovery via GradPoint

The highest grade a student may receive in Credit Recovery via GradPoint is a 70% C-.

ALTERNATIVE EDUCATION AND CREDIT RECOVERY

The goal of The Academy (offsite Alternative School) is to provide an alternative avenue by which each student attending may pursue excellence in academic knowledge, skills and behavior. The curriculum is standards-based and web-delivered. Each student has his or her own computer that they use to complete daily modules for a particular subject. Upon completion of the required course work, a credit will be given. The Academy strives to prepare students for life after school by helping them finish their academic studies and teaching them to be productive members of the community.

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Students who may qualify for the program are:

- Students who intend to withdraw or have withdrawn from school before graduation
- Students who have been or on the verge of expulsion
- Students who have not succeeded in the traditional learning environment
- Absenteeism or truancy
- Students are a parent or an expectant parent and are unable to regularly attend the traditional school program
- Credit Recovery

The desired outcomes are:

- Students in our program will finish the needed credits and earn their diploma
- Students who are placed temporarily (e.g. alternative to expulsion), will earn credits, stay on track for graduation and earn their way back to the traditional LHS Campus

A student may be removed from The Academy for the following reasons:

- Lack of regular attendance
- Lack of adequate progress
- Lack of respect for other students and staff
- Violation of Logansport High School Student Handbook
- Violation of LCSC Internet policy

Logansport High School offers three summer school options: Credit Recovery, Acceleration (Get Ahead) and Traditional.

Credit Recovery:

These courses are for students repeating the course.

These courses are to be completed with our online curriculum.

Staff is available to assist students via email, phone, and at the LHS Campus.

Students only need to come to the LHS Campus to take quizzes and final exam. Students may come to the campus to get help as needed.

All tutorials may be taken at home.

Once a student meets mastery of all standards, he or she earns the credit and are done with the course.

Courses offered: English 9-12, Algebra 1 and 2, Geometry, Earth Space Science, Biology, Chem/Phys, World History, U.S. History, Government, Economics, Health

Summer Acceleration (Get Ahead):

These courses are for students taking the class for the first time to get ahead, free up their schedules, and fit additional classes in during the school year.

These courses are to be completed traditionally.

Courses offered: English 10-11-12, Algebra 1, Geometry, Earth Space Science, Government, Economics, Health, PE, Advanced Physical Conditioning

Staff is available on the LHS Campus for Credit Recovery. All work at home on Credit Recovery courses requires a computer and Internet access. Students may come to the LHS Campus to work on courses during the designated times for help and/or computer and Internet access.

Bus transportation is provided for summer school.

All students at Logansport High School have an active four-year plan on file which is reviewed annually. Eighth grade students develop a

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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, Accuplacer, and WorkKeys in grades 10 through 12. During the sophomore and junior years, counselors meet with students to review and update their four year plans. Freshman, sophomore and junior students meet with their counselors a second time each year in the spring to schedule courses for the following school year. In the spring of the junior year, in conjunction with scheduling, counselors meet with junior students to discuss post high school plans and goals.

The current campus Administrative Team (principal, two assistant principals, career center director and assistant director) were all hired into those positions in August of 2011 and remain there today.

Quick Facts

Established: 1871

Enrollment: 1235

Grades: 9-12

School/Facility Colors: Red & Black

Song: Logansport High School Fight Song

Mascot: Felix

Nickname: Berries

Yearbook: Tattler

Newspaper: The Magpie

Principal: Matt Jones

Conference: North Central

IHSAA Class: 4A

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

LOGANSPORT HIGH SCHOOL

PURPOSE STATEMENT

LOGANSPORT HIGH SCHOOL VISION

We empower students to achieve excellence every day.

LOGANSPORT HIGH SCHOOL MISSION

The mission of the Logansport Community School Corporation is to educate all students in a tradition of academic excellence, preparing them for productive and responsible citizenship in a global community.

LOGANSPORT HIGH SCHOOL CORE VALUES

Student-Centered-Decision Making

All decisions are made in the best interest of the student.

Collaboration

LCSC is invested in working creatively with all stakeholders.

Accountability

All community members are accountable for the success of our students.

Safe and Nurturing Environment

Students thrive where they are able to take risks without fear.

Continuous Improvement

LCSC continually raises the bar while maintaining high expectations.

LOGANSPORT HIGH SCHOOL BELIEF STATEMENTS

We believe all students deserve:

- To be empowered to achieve excellence every day.
- To thrive where they are able to take risks without fear in a safe, positive, and structured learning environment.
- Teachers who are firm, fair, caring, and consistent with a dynamic, diverse teaching style.
- Teachers who have well-managed classrooms and build excellent rapport.
- Staff who hold students accountable for their actions.
- Teachers who are creative, passionate, and have a mastery of their subject area.
- Teachers who are organized and prepared everyday, explain the material well and assign meaningful work.
- A well-rounded education where they graduate college and career ready.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Our school letter grade:

2011- D

2012- C

2013- A

2014- B

2015- B

2016- B

2017- TBD

Since 2011, our graduation rate has increased over 11% to a high of 95.3% in 2014. The graduation rate for 2016 was 94.2%.

Graduation Rate (A-F)

2011-12 91.1%

2012-13 92.9%

2013-14 95.3%

2014-15 93.8%

2015-16 94.2%

2016-17 TBD

Waiver Rate

2011-12 22.8%

2012-13 16.9%

2013-14 9.2%

2014-15 8.2%

2015-16 7.2%

2016-17 TBD

Percentage of students enrolled in Math and/or English Labs class who passed upon graduation:

Math Lab Class Data

2011-12 62.7%

2012-13 62.6%

2013-14 58.1%

2014-15 59.1%

2015-16 60.3%

2016-17 37.5%

English Lab Class Data

2011-12 62.5%

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2012-13 63.1%
2013-14 73%
2014-15 71.7%
2015-16 72.2%
2016-17 60.0%

Our students requiring a waiver for graduation have seen a great decrease. This is due to more students are passing state exams on the first attempt and student success in mandatory lab class in both math and English in grades 11-12.

ECA Math results have increased from 71% to 80.6% in 2014 with a high of 85.3% in 2013. 2016, the ECA Math rate was 47%.

2011-12 81.3%
2012-13 85.3%
2013-14 80.6%
2014-15 (A-F) 84.1%
2015-16 (A-F) 47% (New ISTEP)
2016-17 (A-F) 30.1%

ECA English results have increased from 58% in 2011 to 72% in 2014 with a high of 75.7% in 2013. 2016, the ECA English rate was 60.9%.

2011-12 71.2%
2012-13 75.7%
2013-14 72%
2014-15 (A-F) 67.8%
2015-16 (A-F) 60.9% (New ISTEP)
2016-17 (A-F) 47.5%

Note: The decrease in the ECA pass rate from 2013 to 2014 resulted from the IDOE's exclusion of summer re-testers in 2014. By the end of summer 2014, ECA Math was 86% and ECA English was 80% passing. Data in 2015 was impacted by the recent changes in standards to include College and Career Readiness. Data of 2016 was impacted by the change to the ISTEP test.

Dual credits and Advanced Placement (AP) have been offered for several years, but starting in 2011 more emphasis was placed on expanding the dual credit options in all academic, career and technical education programs. The dual credits, including AP, available to Logansport students have been expanded from 47 credits in 2011 to more than 220 credits available in the 2015-16 school year. Dual credits offer a significant savings to families when compared to college tuition. A student may earn credit toward both a high school diploma and a college degree as they are prepared for the rigor of college-level work.

Logansport currently offers dual credit programs in nine college and career pathways at Century Career Center. Students can choose programs in engineering, health science, manufacturing, automotive, construction, photography, graphic design, business and many other program areas. Recent LCSC graduates have been transferring well over 30 credits into Indiana colleges and universities at a huge savings to students and their families. Since the program was implemented in 2005, students have earned over 13,000 dual credits. During 2014-15, students earned 3,432 dual credits and saved over \$750,000 in potential college tuition savings. During 2015-2016, we finished with 3,215 dual credits with a potential college tuition savings of \$964,000. For 2016-2017, students earned 3010 and saved over \$903,000 in potential college tuition savings. Logansport is proud of its extensive dual credit partnerships with Indiana University, Ivy Tech Community College, Trine University, Vincennes University, and the College Board.

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There is no doubt these courses better prepare students and allow for an easier transition to college. Students taking dual credit and AP are more successful at the collegiate level and are more apt to complete their higher education, making this program an integral component of LCSC. The plan is to continue to expand career program options and add new dual credits opportunities as LCSC moves forward with developing future Early College and career and technical education programs.

College & Career Readiness (A-F)

2011-12 38.6%

2012-13 42.7%

2013-14 58.9%

2014-15 67.8%

2015-16 66.8%

2016-17 TBD

2011:

We added the JAG-Indiana (Jobs for America's Graduates) which is a national curriculum that is designed to support students' steps toward graduation based on developing employability skills. The curriculum is centered in core competencies that assure success in the labor market. Course activities provide opportunities for students to practice the skills needed to enter the job market. Career counseling, mentoring, and classroom instruction are provided by the JAG specialist.

2012:

LHS implemented a one-to-one laptop initiative where every student has a school issued laptop. We are transitioning into more of a 21st-Century digital learning environment.

2013:

In January of 2013, we signed a sister-school agreement with Jinhua No. 1 High School in Jinhua, China. The LHS girls basketball team visited China for a week in October of 2013. The team did basketball exhibitions at our sister school and the surrounding area. Three years ago, we added the Chinese World Language to our program of studies, which fits seamlessly into our partnership with Jinhua. During the summer of 2013, three LHS English teachers spent a month teaching in China at sister-schools. Just past October, all LCSC principals and the superintendent visited our sister-schools in China.

Due to gains in student achievement, LHS has received back-to-back-to-back years as a Top Gainer school with the School Improvement Institute (SI2, formerly InSAI) in 2013, 2014, and 2015.

LHS is always striving to be 90-90-25.

- 90% of our students will graduate in four years

- 90% of our students will pass both the 10th Grade Math and English/LA ISTEP Tests

- 25% of each cohort will earn 3 or more dual credits upon graduation

-100% of our graduating seniors will be college and career ready

We understand that our biggest challenge is that middle 90% (under the current A-F model) and have multiple strategies in place to help.

2014:

LHS had the Indiana Miss Basketball winner with Whitney Jennings.

2016

Implemented the Work Ethic Certificate for graduating seniors.

2017

Added an ACHIEVE Center with a coordinator. Students will be able to stop by the center for help and information on topics including college applications, scholarships, essay help, FASFA, transcripts, dual credits, 21st Century Scholar program, ACCUPLACER testing, and more.

Since 1999, LHS has 20 Lilly Endowment Community Scholarship Winners, the most in Cass County.

Over the next three years LHS plans to:

- Maintain at least a 90% graduation rate
- Strive to achieve a 90% of our students will pass both the 10th Grade Math and English/LA State Tests
- Point of emphasis that all graduating seniors are college and career ready
- Continue to pursue Dual Credit opportunities with our university/college partnerships
- Explore Early College Program with CELL and Ivy Tech
- Increase the average PSAT, SAT, and ACT scores
- Become transformational in the classrooms with our one-to-one laptop program
- Better the transition from the junior high school to high school
- Add more high school credits to the 8th grade year
- Enhance and expand our facilities to accommodate our vast number of programs
- Continue to look at ways to expand our partnership with Jinhua No. 1 High School
- Through clubs, have LHS students be proactive in community endeavors

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

In partnership with the city of Logansport, we added a full-time School Resource Officer (SRO) to our campus in 2011.

2012:

We added an assistant band director for our expanding band program.

LHS Implemented Flex PE credit to allow students to earn the two mandatory PE graduation credits through participation in extra-curricular activities. In addition to receiving credit for the countless hours spent in a sport/activity, this allows students to take more classes.

We now have Four-County Mental Health associates on campus to provide assistance to students.

We offer an offsite alternative school designed to provide an alternative avenue by which each student attending may pursue excellence in academic knowledge, skills and behavior. The curriculum is standards-based and web-delivered. Each student has his or her own computer that they use to complete daily modules for a particular subject. Upon completion of the required course work, a credit is given. The Academy strives to prepare students for life after school by helping them finish their academic studies and teaching them to be productive members of the community.

LHS also implements period-by-period credit recovery labs that run throughout the regular school day and replaces a student's study hall. Any student who has failed a course has the option of "retaking" the course in the Credit Recovery Class. The curriculum is on-line (GradPoint) and consists of the core courses in English, math, science, and social studies. Upon completion of the required course work, credit is given and the student is reassigned to study hall or begins work on other needed credits.

Logansport High School offers high school credit to all 8th graders at the junior high school:

- High School Health
- Preparing for College and Careers
- Algebra 1
- Earth Space Science

To increase the school to home/community communication, we implement an updated website, call-out system, Facebook and Twitter accounts.

We offer over 30 extra-curricular and clubs activities.

We have a free health clinic on campus for staff and their families.

In the fall of 2014, we added a Graduation Coach to assist with students who are at-risk of graduating on time.

Attendance Rate

The attendance rate at LHS has been consistently above the state average. We continue to implement our school policy. We hired a full time
SY 2017-2018

attendance officer and a graduation coach to assist with our attendance.

All Grades

2011-12 96.5%

2012-13 96.4%

2013-14 95.9%

2014-15 95.6%

2015-16 95.6%

2016-17 TBD

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.

The Attendance Policy is reviewed and updated annually to match the goals and policies of the school corporation.

LIMIT ON ABSENCES

LHS policy allows each student to have twelve (12) absences per semester/per class. ALL absences must be verified by the parent/guardian so students are not counted as truant. Both excused and unexcused absences count toward this maximum of ten days. After the tenth absence in a single class period, the student may be removed from class and placed in a study hall. The school will notify and, if necessary, hold a conference with the student and parent to determine whether the student should be permitted to stay in the class. Continuation of school attendance after the tenth absence may be subject to the student complying with conditions (e.g. a doctor's note may be required) regarding any additional absences.

The Board considers the following for excused absences:

illness verified by a note from a physician

required court attendance

professional appointments - Parents are encouraged to schedule medical, dental, legal, and other necessary appointments other than during school hours. When appointments are necessary during the school day, the student shall report back to school immediately after the appointment with a signed statement from the doctor, dentist, lawyer, counselor, etc.

death in the immediate family or of a relative

observation or celebration of a bona-fide religious holiday in accordance with Policy 5223

maternity

military connected families' absences related to deployment and return

Students are permitted days during which they may visit colleges or universities. Juniors are permitted one such day, while seniors are permitted two.

EXCEPTIONS TO THE COMPULSORY ATTENDANCE LAW Only the following absences authorized by the state of Indiana will be considered exempt from the Compulsory Attendance Law. Absences requiring documentation and/or verification must be on file, within two (2) school days after the student returns, in the Dean's Office to receive the exemption:

service as a page or honoree of the general assembly (I.C. 20-33-2-14)

service on a precinct election board or helper to a political candidate on the date of an election (I.C. 20-33-2-15)

subpoena to appear in court as a witness in a judicial proceeding (I.C. 20-33-2-16)

service in active duty with the National Guard for not more than ten (10) days (I.C. 20-33-2-17)

participating as a member of the Indiana wing of the civil air patrol for not more than five (5) days (I.C. 20-33-2-17.2)

the student or a member of the student's household exhibits or participates in the Indiana State Fair for educational purposes (IC 20-33-2-17.7).

participating in an educationally related non-classroom activity which is consistent with and promotes educational philosophy and goals of the school corporation, facilitates the attainment of specific educational objectives, is part of the goals and objectives of an approved course or curriculum, represents a unique educational opportunity, cannot reasonably occur without interrupting the school day, and is approved in advance by the school principal (I.C. 20-33-2-17.5)

In these cases, class work may be completed for full-credit. It is the student's responsibility to obtain missed assignments and complete all of the work on the due date established by the teacher.

Unexcused Absences

Any absence that is not an excused absence or an exception to compulsory attendance contained in Policy 5200 is an unexcused absence.

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 excused and unexcused absences count toward the total allowed per class period. Any student reaching the twelfth (12th) 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.

LHS firmly believes that with a combined focus by both home and school, our students are capable of good daily attendance and punctuality. The following interventions will be in place so that parents/guardians are aware of the attendance record(s) of their children:

FIRST (1ST) ABSENCE:

The automated phone dialer will contact parent/guardian of absence via telephone.

SECOND (2ND) ABSENCE:

The automated phone dialer will contact parent/guardian of absence via telephone.

THIRD (3RD) ABSENCE:

The automated phone dialer will contact parent/guardian of absence via telephone.

FOURTH (4TH) ABSENCE:

The automated phone dialer will contact parent/guardian of absence via telephone. The Attendance Officer will contact the parent/guardian by telephone and/or letter.

FIFTH (5TH) ABSENCE:

The automated phone dialer will contact parent/guardian of absence via telephone.

SIXTH (6TH) ABSENCE:

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The automated phone dialer will contact parent/guardian of absence via telephone. Parent/guardian and student will meet with or confer by telephone with the Attendance Officer.

SEVENTH (7TH) ABSENCE:

The automated phone dialer will contact parent/guardian of absence via telephone.

EIGHTH (8TH) ABSENCE:

The automated phone dialer will contact parent/guardian of absence via telephone.

NINTH (9TH) ABSENCE:

Student will meet with the attendance officer.

TENTH (10TH) ABSENCE:

Attendance officer will call to set up a conference with student's parents.

ELEVENTH (11TH) ABSENCE:

Student may be removed from class and placed in a study hall.

TWELFTH (12TH) ABSENCE:

Student may be removed from class and placed in a study hall.

CERTIFICATE OF A CHILD'S INCAPACITY Whenever a student, for medical reasons, misses any one class more than three (3) times during any semester, the school can request the parent/guardian to provide the school with a Certificate of Incapacity (I.C. 20-8.1-3-20). A licensed physician must complete the certificate. Forms will be provided by LHS and must be returned following the scheduled conference with the student and parent/guardian.

COMPULSORY ATTENDANCE - DUTY OF PARENTS/GUARDIANS It is unlawful for a parent/guardian to fail, neglect, or refuse to send his or her child to a public school for the full term as required under this chapter unless the child is being provided with instruction equivalent to that given in the public schools. Any person knowingly violating this chapter commits a Class B misdemeanor, which is punishable by imprisonment and/or a fine. (IC 20-8.1-3)

The LHS School Improvement Plan is reviewed and revised annually. The School Improvement Steering Team monitors the implementation of the School Improvement Plan and directs its review and revision. Each year the Team considers directives from the Indiana Department of Education, reviews student data, and revises the plan accordingly.

Summary of Statutes and Rules to be Waived:

The Logansport High School Improvement Plan includes no request for waiver of rules or statutes.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The School Improvement Team at Logansport High School (LHS) consists of administrators, students, staff, and parent/community members. This team collaboratively engages in meaningful discussions focused on driving the school's purpose and plan for improvement.

The School Improvement Plan works in conjunction with the Logansport Community School Corporation Strategic Plan. The strategic plan for Logansport Community School Corporation (LCSC) was developed through a collaborative effort of teachers, administrators, community members, parents and school board members. Through this process, we identified beliefs, strengths, and areas for improvement for LCSC. We utilized this information to create vision and mission statements and core values that we believe reflect what we are truly about. The LHS Vision, Mission, and Core Beliefs derive from the corporation strategic plan.

All members were divided into groups to address the topics below:

- Student Learning
- Curriculum, Instruction, and Professional Development
- Finance and Facilities
- Community Relations

Each team created a minimum of five goals. Each goal has strategies along with a timeline, resources required, and evaluation of the strategy to measure the effectiveness. LHS related goals and strategies were directly implemented into our School Improvement Plan.

LHS is a charter member (est. 1908) of North Central Accreditation (NCA), now called AdvancED. LHS has been fully accredited with AdvancED (NCA) since its inception. An Accreditation External Review team of educators visits our campus every five years for two days. As part of the visit, the review team interviews various stakeholders (parents/community/students/teachers/support staff, etc.). In addition to the interviews, they observe classrooms, review our documents, data, and more. As a comprehensive process, LHS collects and shares various data and completes parents/staff/student/community surveys and analyzes those results. At the end, the review team shares a final report with staff on all the positives aspects of the school as well as Improvement Priorities. These Improvement Priorities must be addressed within the first two years after the visit and accomplished by the next site review. The two Improvement Priorities for LHS are included in our School Improvement Plan Goal-Action Plan (The Accreditation Progress Report was accepted by AdvancED reviewers on May 1, 2017). LHS is fully accredited with AdvancED until June 30, 2020.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Parents, community members, students, teachers, and administrators were all involved in the improvement process. All team members reviewed, analyzed, and interpreted data. This information will drive Logansport High School's Goal-Action Plan and professional development initiatives. All participants had a shared role and contributed to the creation of the plan.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The LHS School Improvement Plan is communicated to all stakeholders through Open House, parent informational nights, brochures, newsletters, emails to parents, local TV aired school board meetings, and posted on the school website.

Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.33

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The process for review, revision, and communication of the school's purpose is clearly documented, and a record of the use and results of the process is maintained. The process is formalized and implemented with fidelity on a regular schedule. The process includes participation by representatives selected at random from all stakeholder groups. The purpose statement clearly focuses on student success.	<ul style="list-style-type: none"> •Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose •Minutes from meetings related to development of the school's purpose •Documentation or description of the process for creating the school's purpose including the role of stakeholders •Purpose statements - past and present 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none"> •Survey results •The school data profile •Agenda, minutes from continuous improvement planning meetings •Communication plan and artifacts that show two-way communication to staff and stakeholders •The school continuous improvement plan 	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Areas of Strength/Actions to Sustain Strength

The purpose and direction are presented to the staff at our opening meeting prior to the students' first day. Administration goes over the current vision and mission as well as the overall school improvement plan. Our vision and mission are located around the school and in classrooms. The purpose statements are found in the student handbook and on the school website.

We annually revisited our purpose statements within our school improvement plan and at the corporation level with the newly adopted three-year Strategic Plan. In formally being a nine year member of the School Improvement Institute (SI2)/American Student Achievement Institute, we utilized the Vision-to-Action process for raising student achievement with data-driven decision making. LHS facilitates data-driven discussions among all stakeholders (teachers, students and community members) and they are engaged in establishing and implementing the vision, goals, root causes, and targeted interventions. After spring reviews of our plan by the Superintendent and the governing body, our continuous school improvement plan is submitted to the IDOE in June. The principal's personal vision of LHS being a 90-90-25 school has been a point of emphasis since he became principal in August 2011 (90% Graduation Rate, 90% pass ECA Math and English/LA, 25% of each class earning three or more dual credits). As recommended by the AdvancED Site Review team during their April 2015 review, the recommendation was made to move to one School Improvement plan initiative, rather than use both the School Improvement Institute and AdvancED. In the fall of 2015, we withdrew from SI2, and now solely focus on AdvancED and INSIP.

Areas of Improvement

We need to improve to promote our vision/mission/core values/beliefs with our students during class meetings and for parents, at open house and 8th grade orientation. It is felt these purpose statements are embedded at LHS, but the actual statements could be communicated better.

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 3.67

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices clearly and directly support the school's purpose and direction and the effective operation of the school. Policies and practices require and have mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> •Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •Communications to stakeholder about policy revisions •School handbooks 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics, and free of conflict of interest. Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility. Members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of student learning.	<ul style="list-style-type: none"> •Governing body minutes relating to training •List of assigned staff for compliance •Proof of legal counsel •Assurances, certifications •Governing body training plan •Historical compliance data •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •Roles and responsibilities of school leadership •School improvement plan developed by the school •Stakeholder input and feedback •Maintenance of consistent academic oversight, planning, and resource allocation •Communications regarding board actions •Survey results regarding functions of the governing body •Agendas and minutes of meetings 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none"> •Examples of collaboration and shared leadership •Survey results •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders consistently communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' proactive and persistent efforts result in measurable, active stakeholder participation; positive engagement in the school; a strong sense of community; and ownership.	<ul style="list-style-type: none"> •Minutes from meetings with stakeholders •Copies of surveys or screen shots from online surveys •Survey responses •Involvement of stakeholders in a school improvement plan •Communication plan 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none">•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation•Governing body policy on supervision and evaluation•Supervision and evaluation documents with criteria for improving professional practice and student success noted•Representative supervision and evaluation reports	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Areas of Strength/Actions to Sustain Strength

The Board of Trustees of the Logansport Community School Corporation are very supportive and have a great working relationship with our superintendent. It is a positive culture and environment. The Board has confidence in the administrators in charge and allows them to work at their buildings free from policy that impedes creativity and out-of-the box thinking. Central office administrators and the Board have worked collaboratively to keep the Corporation's finance positive and fiscally sound. The excellent financial management has enabled the Corporation to add programs and maintain positions.

Due to their support, LHS has been able to implement multiple initiatives to meet the needs of our student population. Offsite Alternative School to adding an Assistant Principal of Curriculum & Instruction are just a few initiatives that have been implemented in the past seven years.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 2.67

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> •Survey results •Lesson plans •Course schedules •Enrollment patterns for various courses •Course descriptions •Descriptions of instructional techniques 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Curriculum guides •Common assessments •Surveys results •Curriculum writing process •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Teacher evaluation criteria •Agenda items addressing these strategies •Professional development focused on these strategies •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Findings from supervisor walk-thrus and observations •Surveys results 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> •Curriculum maps •Documentation of collection of lesson plans and grade books •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Surveys results •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.	<ul style="list-style-type: none"> •Agendas and minutes of collaborative learning committees 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	<ul style="list-style-type: none"> •Examples of learning expectations and standards of performance •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.	<ul style="list-style-type: none"> •Records of meetings and walk thrus/feedback sessions •Professional learning calendar with activities for instructional support of new staff 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in their children's education are available. School personnel provide information about children's learning.	<ul style="list-style-type: none"> •Survey results •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •List of students matched to adult advocate •Master schedule with time for formal adult advocate structure •Description of formal adult advocate structures 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none"> •Evaluation process for grading and reporting practices •Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting •Policies, processes, and procedures on grading and reporting 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.	<ul style="list-style-type: none">•Results of evaluation of professional learning program.•Evaluation tools for professional learning	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	<ul style="list-style-type: none">•List of learning support services and student population served by such services•Training and professional learning related to research on unique characteristics of learning•Data used to identify unique learning needs of students	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Areas of Strength/Actions to Sustain Strength

Logansport High School provides a program of studies that is truly comprehensive. Students enrolled at LHS have opportunities to be remediated or accelerated based on their individual needs. Course offerings include general ed., cross-categorical special ed., honors, dual credits, AP, EL sheltered classes, credit recovery, and an alternative program.

The LHS curriculum is aligned to Indiana Academic State Standards to ensure that students have the necessary content foundation. Description of courses and curriculum can be found in the Program of Studies, in the shared drive on the network, and on the LHS website under "Students" "Parents" and "Program of Studies." Copies are also kept in the Main and Guidance Offices, as well as each department.

Technology as a Learning Tool

The mission of the LCSC Information Technology Services is to provide technology services to administration, staff and students in the meeting of their goals as they apply to the management, teaching, and learning of new information in a technology-based academic environment. Logansport High School believes that technology within our school community is important for not only teaching digital learners. We want our students to learn beyond the three R's and with 21st century skills of: problem solving, critical thinking, communication, and technological literacy. We want them to quickly and accurately find answers to questions synthesize information, communicate and collaborate with colleagues. The technology broadens learning beyond the classroom, increases student engagement, prepares for college and career readiness, and enhances teaching and learning.

The 1:1 laptop program, initiated five years ago, has also greatly improved the ability for students and teachers to communicate outside of the normal classroom hours. Every LHS student has his or her own Lenovo laptop that they utilize in their classes. All computers are equipped with Microsoft Operating System and Office applications with access to OneDrive and Office 365. The student laptops are on a

four-year lease cycle.

For staff, the laptop initiative was implemented with this model:

Year 1- Substitution- Substituting some components of your teaching with technology and with the laptops.

Year 2- Integration- Integrating the power of technology and laptops throughout the day with more depth.

Year 3 and beyond-Transformation- Creating that rich learning environment where activities would be impossible to achieve without technology.

LHS has a robust local area network (LAN) and ample bandwidth, where hallways and every classroom have a wifi access point. All classrooms on campus are equipped with Epson Interactive Whiteboards and document cameras that are connected to staff laptops. Teachers consistently implement both formative and summative common assessments that inform teachers of standards mastery. Once assessments are administered, the resulting data is analyzed to determine the ongoing modification of instruction. Students are regularly, immediately, notified of their progress through the various software programs used in each classroom (Schoolology, Quia, Quizlet, Turnitin.com, etc.), as well as through teacher interaction and PowerSchool. We want every teacher to have a website that includes teacher contact information, syllabi, and class links. This site should be used for regular correspondence with students and parents.

The school library book collection is available online via the Destiny Library System. At our attached Career Center, students have access to an array of technologies within these elective and career pathways.

Rather than cancel school for weather, we implement Virtual Learning Days. Virtual learning occur on days when school is closed due to inclement weather. The work is assigned is simply a continuation of what students would typically do if they were at school. Through the learning management system (LMS) Schoolology, our main mode of digital communication, students are be able to access their assignments and communicate with their teachers.

Technology training is a continuous part of our staff professional development. We want to increase technology instruction on a daily basis. Every summer our technology department hosts multiple days of training at their Tech Summit. We have also brought in outside tech experts to work with staff in the summer and during staff meetings through out the year. In addition to this, we have many in-house experts with best practices utilize "train the trainer" model for technology. LHS staff understands and supports that the proper modeling of the use of technology is an important component of teaching.

The Information Technology Services Department is made up of: Technology Director, Network Administrator, Student Information Specialist, two tech trainers, and four IT Support Specialists.

Technology Department implements a Helpdesk ticket system for both students and teachers. The corporation TAG Team, made up of technology staff, teachers, and administrators, meet throughout the year to discuss corporation-wide use of technology, impact of technology in the classroom, new hardware, and the corporation technology plan.

Having a large population of English Language Learners, LHS provides these students with sheltered courses designed to teach and assess course standards while providing language support. An EL instructional assistant or EL peer tutor are often available to provide these additional supports. EL English courses heavily emphasize improvement in the English Language and improvement in Lexile levels. In fact, some of our own EL students have been TOP national readers on the Achieve3000 program. LHS has two EL teachers and three EL para-professionals on staff.

Dual credit and AP course offerings have more than doubled in the last three years, going from 41 credits to 83 and 104 for 2016-2017. Last

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year LHS students earned 3010 credits. Logansport High School is currently in the process of investigating the ability to offer multiple Associates degrees from Ivy Tech upon graduating as a high school senior. We are currently in Stage 2 with CELL of Emerging.

Through the use of data, Administrators and teachers have up-to-date knowledge of at-risk students. Ongoing communication between Administrators, counselors, graduation coach, and teachers helps ensure students stay on track for graduation. A Felix Homeroom class is scheduled for thirty minutes, once a week. Students remain scheduled with this teacher all four years of high school. Felix is another place staff members are able to keep consistent contact with individual students.

Parental Participation in the School

LHS offers several opportunities for our parents to participate in various programs including 8th grade transition night, FAFSA night, dual credit night, EL Ivy Tech parent night, Open House and scholarship night. Meetings with teachers, counselors, and administration; teacher and corporation websites; Via the PowerSchool Student Information System for parent access to students' grades and attendance; learning management system; electronic newsletters; automated emails and voicemails.

In addition to these are below:

School Improvement Team

Parents serve on the School Improvement committee which collaborates to review the school goals and plan.

Parent Surveys

In an effort to improve system practices at LHS and as part of our Accreditation with AdvancED, parent surveys are conducted online. The survey asks parents for feedback on many facets about our school community. Parental input is greatly valued. The data is analyzed and shared with staff. We always look for ways to improve on areas of concern from parent surveys.

Parent Volunteer

Opportunities are available at the school and many parents actively participate in athletic booster groups, band boosters, and club activities. Logansport High School provides opportunities for our students to be involved in the community, and for the LHS community to be involved in the schools.

Cultural Competency

Diversity training continues to be offered for all faculty and staff members. The Guidance Department focuses on underserved groups of students and their families, providing special services for students who may become first-generation graduates or college students, whose first language is not English, and whose families need extra support in order for students to succeed.

We have bi-lingual Spanish speaking staff at the receptionist's desk in the main office and as the secretary in the Dean's/Attendance/Guidance Offices.

World-Class Instructional Design and Assessment (WIDA)

LHS continues to train teachers in World-Class Instructional Design and Assessment (WIDA) strategies, including the annual Access assessment of EL students and instruction delivered based on the analysis of Access scores. Dr. Trish Morita Mullaney of Purdue University has worked with LHS teachers by department to introduce and facilitate the implementation of WIDA concepts, and will continue to delve deeper into Model Performance Indicators in the 2016-17 school year. \$7,000 in NESP funds are dedicated to Dr. Morita and her work.

Sheltered Instruction Observation Protocol (SIOP)

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The Sheltered Instruction Observation Protocol (SIOP) model is a framework for organizing instruction for English Learners. LHS provided intensive training in SIOP to fifteen teachers in May 2016, and the SIOP work will continue in the form of teacher collaboration. When the eight components of SIOP are implemented with fidelity, research shows that student achievement increases and language skills improve. These components include: Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice & Application, Lesson Delivery, and Review/Assessment.

A focus on the need of special education students and those whose reading skills are severely deficient. The Basic Skills Development course provides direct instruction in a set curriculum of reading and writing. Skills-based Academic Labs will be continued for further support of special education students.

A Developmental Reading instruction class continues to 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, works with these students in scheduled reading classes. The instructor has advanced professional development classes at Purdue University to implement this strategy.

Migrant Summer School

LCSC provides its migrant students with a five-week intensive math and language arts summer program. Migrant students spend four days a week studying math, language arts, and health and safety. One day per week, students participate in an educational field trip to reinforce and experience concepts from each week's theme. A STEM component of the program sponsored by Purdue University supplies drones and other state-of-the-art electronic equipment providing engaging hands-on experiences.

Students begin the program with baseline assessments in reading comprehension, fluency, writing, and math. The results of those assessments are used to individualize instruction for the duration of the five weeks that are delivered by three licensed instructors. Research-based programs such as Achieve 3000, myON, ELL Reading A-Z, and ALEKS will be used to deliver some lessons electronically.

Migrant Mentorship

Logansport Community School Corporation offers a unique service to its migrant students, a one-to-one mentor program. The mentor is a certified teacher whose role encompasses tutoring, facilitating extracurricular activities, community events, and more. The essence of the program is for each migrant student to develop a meaningful relationship with a responsible adult who can connect him or her with the Logansport community. The weekly hours spent are productive and impactful both academically and socially.

Ruby Payne Poverty Training

Over the years, LHS staff have been training in Ruby Payne Poverty Training. This framework's basic premise is that the middle-class understandings of those who work with children and adults in poverty are often ill-suited for connecting with and helping people build up resources and rise out of poverty. As staff retire and leave, and we bring on new staff, we continue to implement future trainings to keep staff current with the framework.

LHS Diversity Club

Open to Grades 9-12

Costs/Dues - \$6.00

Membership - Open to all students

Meetings - First Thursday of each month right after school in Lecture Hall G113

The purpose of Diversity Club is also to celebrate all forms of diversity. They believe that it does not matter who you are or what you believe in, you are still entitled to live a great life without being discriminated against, stereotyped, or judged. The goal of this club is to move people

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to understand and accept everyone for who they are, fundraisers, community service projects, make new friends. This club is dedicated to universal respect including, but not limited to, minorities such as those of race, religion, gender identity, sexual orientation, mental or physical handicap, nationality, appearance, and financial status. They welcome all who are willing to make a statement for what they believe.

LHS Diversity Club participates in Live United, McKinney House, Food/Clothes Drives, Salvation Army Bell, Ivy Tech Events, YMCA, and more.

LHS also offers:

English Learners (EL) Parent Night, EL Parent Scholarship Night

EL Tutoring after school

EL Language Lab for Levels 1 and 2

Professional Development (PD)

Professional development primarily occurs in-house and is administered by paid trainers or our corporation technology trainer. A secondary reading/EL coach also assists teachers as needed. Substitute teachers are provided for staff who attend in-school, on and off campus PD, as requested and needed. Professional development at LHS focuses on best practices in technology integration, English Learner (EL-WIDA), SIOP, and instructional strategies. These areas are conducted during an annual three-hour PD session prior to the first day of school and at monthly staff meetings. Our Professional Learning Communities (PLC) model is done within departments and teachers in common courses (e.g. Algebra 1). Note: We do have common prep periods in English 9, English 10, Algebra 1, and Geometry. PLCs develop a common curriculum and administer common assessments, and analyze results. In implementing our newer LMS, Schoology, this assists in the development of more school-wide PLC. The LHS Admin team have created a Schoology PLC page where all staff are members. This PLC page allows for discussion, sharing of materials, calendar of events, teacher evaluation materials, instructional strategies, etc. The past three years, the LHS staff has gone through the Robert Marzano's, "The Art and Science of Teaching" series. When at all possible and pertinent, we implement a "Teachers teaching Teachers" philosophy, where staff lead PD sessions. This school year, we have two built-in PD days, September 20 and November 1. Matt Miller of "Ditch that Textbook" will be the focus on September 20 and Co-Teaching training on November 1.

Many teachers who teach Advanced Placement and Dual Credit courses attend initial and refresher trainings, as well as various other workshops.

LCSC is a member of the Wabash Valley Education Center in Lafayette and our staff attend PD at their site. The Wabash Valley Education Center provides workshops, institutes, consortiums or school in-services provided on-site PD.

Our corporation technology staff offers annual summer tech training in June and July. The Technology Department hosted another Summer Technology Training Event this summer. Based on the results from a survey, they offered classes based on the grade levels.

During the summer, staff can receive training on:

Windows 10/OneDrive

Schoology.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 3.14

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Clearly defined policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •School budgets for the last three years •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Assessments of staffing needs •Documentation of highly qualified staff 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused solely on supporting the purpose and direction of the school. Instructional time is fiercely protected in policy and practice. School leaders exhaust every option to secure material and fiscal resources to meet the needs of all students. School leaders measurably demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations concentrate on achieving the school's purpose and direction.	<ul style="list-style-type: none"> •Examples of efforts of school leaders to secure necessary material and fiscal resources •School schedule •Alignment of budget with school purpose and direction •School calendar 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment and they have shared these definitions and expectations with all stakeholders. All school personnel and students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.	<ul style="list-style-type: none"> •Records of depreciation of equipment •Survey results •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules •Safety committee responsibilities, meeting schedules, and minutes 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> •Budget related to media and information resource acquisition •Data on media and information resources available to students and staff •Schedule of staff availability to assist students and school personnel related to finding and retrieving information 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> •Technology plan and budget to improve technology services and infrastructure •Assessments to inform development of technology plan •Survey results •Policies relative to technology use 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> •Student assessment system for identifying student needs •Agreements with school community agencies for student-family support •Social classes and services, e.g., bullying, character education •List of support services available to students 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel endeavor to determine the counseling, assessment, referral, educational, and career planning needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	<ul style="list-style-type: none"> •Description of IEP process •Description of referral process 	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Areas of Strength/Actions to Sustain Strength

LHS has established a dynamic and highly qualified staff to meet the needs of our students. From certified classroom teachers to the custodians, the team is going in the same direction. Annually in the spring, the principal meets with the superintendent and controller to go over building and staffing needs for the next school year. We have been able to maintain adequate staffing and keep appropriate class sizes. In being creative with summer school and through attrition, we have been able to add staff in the English and math departments. This has allowed for us to time to analyze data, team collaboration, and planning. In the past four years, we added a Graduation Coach to the staff to focus on our most at-risk students of graduating in four years.

The administration is extremely mindful of instructional time and protects it from entities not within our purpose and direction. Interruptions due to convocations and field trips are kept to a minimum. A thirty-minute homeroom period meets every Wednesday (Felix Day) to avoid disruptions to regular class times (drills, class meetings, surveys, etc.).

Safe and Disciplined Learning Tool

Safety is the top priority at LHS. The Safe Schools Emergency and Crisis Intervention Plan for Teachers and Staff includes staff development and coping procedures related but not limited to, exposure to toxic substances, biological and chemical terrorism, violent intruders, violent students, students with weapons, death of student, parent, or staff, hostage situations, bomb threats and injured students. In addition, follow up or debriefing procedures have been established, as a learning tool, for the crisis team that deals with these situations.

The Safe Schools Emergency and Crisis Intervention Plan has been through many revisions as it evolved into its present form. A committee

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of students, parents, staff, law enforcement, emergency personnel, medical professionals, custodial and maintenance staff, transportation and facility specialists have served to review and oversee the development of the plan and implementation of the safe school plan.

Our school has three Indiana Department of Education School Safety Specialists: Principal, Assistant Principal of Student Services and the full-time School Resource Officer (SRO). This officer serves to assist the professional staff in maintaining a safe environment for our students. In addition to staff safety training at our opening day teachers' meeting, we embed safety PD during monthly staff meetings.

All emergency procedures and school safety plans are in place and communicated. The staff is trained and the plan discussed at the beginning and throughout the school year. A safety walkthrough is annually done by one of the non-LHS Safety Specialist, where they look at the campus in detail and provide feedback and recommendations for improvements.

The appropriate drills are routinely practiced each month and semester including Tornado Drill, Fire Drill, and Code Blue Drill.

All entry points are locked to the building. At the main entrance, visitors may be buzzed in after communicating with office staff on the purpose for the visit. A state-of-the-art digital camera system is in place to monitor the campus.

The Safe Schools Plan is an ongoing effort that is in a constant state of revision, development, and implementation.

The LHS Student Handbook is reviewed and revised annually and includes all Code of Conduct. It is the guide for disciplinary action taken within our school. It describes expected behaviors and consequences. Our assistant principal of student services reviews the handbook policies with our students on the first day of school at class meetings.

Sgt. Terry Hall does a convocation for all students every two years. Sgt. Hall has spent seven years in the Indianapolis Police Department Sex Offense Branch and was the former director of the "Good Touch Bad Touch Program" for prevention of child abuse and neglect. Sgt. Hall has attended training at the FBI Academy and is a certified law enforcement instructor for the State of Indiana. He was named IPD Officer of The Year and was also chosen Officer of the Year for having the highest arrest and conviction rate for five consecutive years. Sgt. Hall was the unit supervisor for several years in the Intelligence Unit, doing the dignitary protection for the President, Vice-President as well as with the Secret Service.

As part of our college and career readiness goals, we are in the fifth year of a one-to-one laptop initiative. Every LHS student has a Lenovo laptop that is implemented within the classroom. Teachers incorporate Schoology to supplement their teaching and learning. As a qualifying school, the Corporation now implements Virtual Learning Days for inclement weather.

Areas of Improvement

As with any technology initiative, the infrastructure is a key component. Due to having over 1200 devices on the network, we immediately had to increase our bandwidth. Since our initial 9-12 one-to-one, the program has expanded to grades 6-12. As hardware tries to stay up with software, technology infrastructure will need to be watched closely and upgraded as needed.

In feedback from surveys, the Guidance Department has come up as an area of concern. LHS has five guidance counselors. Due to some of the needs of our students, guidance counselors are having to focus much of their time on student mental health issues that take away from academic counseling and planning. With that being said, there is a need for better communication by the guidance department. As a point of emphasis this year, the Guidance Department has implemented initiatives for improvement (E.g. Comprehensive Program of Studies, Freshman Guidebook, Twitter Account, meet with individual 8th grade students and parents on scheduling, etc). The Guidance Department, Assistant Principals, Nurse, EL Director, Attendance Officer, and Graduation Coach make up our SAILS Team (Student Assistance in

Logansport Schools). This collaborative group meets weekly to discuss at-risk students and to come up with interventions to assist individuals.

LHS has close partnership with a local mental health facility, the Four County Counseling Center. Four County has multiple staff onsite assisting to serve our needs. A challenge has been that Four County is funded by students who qualify for Medicaid, so they cannot serve non-Medicaid students without parents paying out-of-pocket. We do have a juvenile probation officer in the building two days a week who monitors students on formal and informal probation.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 2.4

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Documentation or description of evaluation tools/protocols •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Evidence that assessments are reliable and bias free 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans.	<ul style="list-style-type: none"> •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	•Documentation of attendance and training related to data use	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> •Agendas, minutes of meetings related to analysis of data •Evidence of student readiness for the next level •Evidence of student growth •Evidence of student success at the next level 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	<ul style="list-style-type: none"> •Minutes of board meetings regarding achievement of student learning goals •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •Executive summaries of student learning reports to stakeholder groups 	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Areas of Strength/Actions to Sustain Strength

Logansport High School has put a tremendous amount of effort into tracking and utilizing data within the classrooms, with the primary focus being in English 10 and Algebra 1 courses.

English 10 teachers analyze student data consisting of student reading levels, WIDA scores, NWEA, and middle school ISTEP+ scores. This data gives the teachers a snapshot of their students' academic history in the subject. Over the course of the school year, teachers and students track student achievement on common assessments, NWEA, and simple six writings which are then used to drive instruction. Those areas deemed as deficiencies are then retaught for mastery on subsequent lessons. Teachers also administer several formative assessments throughout their units in order to guide their instruction leading up to summative assessments. Data is compared amongst teachers in the same department to determine which instructional methods provided the most favorable outcomes for students.

A new curriculum was adopted in 2012 for teaching Algebra 1. This new method consists of teaching and tracking standards based on 80% mastery. Students are taught and assessed over 4-5 indicators per unit. Those standards which are not mastered on the unit assessments are then remediated during the companion Algebra 1 Enrichment class. Once students demonstrate proficiency in enrichment, they are retested over non-mastered standards. Using this method, both teachers and students are knowledgeable of each student's achievement at all times, which allows for individualized instruction during enrichment.

In 2015, we added new curriculum for teaching Geometry with embedded Algebra. Students are doubleblocked in math, with one class's primary focus being on Geometry standards, while the other class remediates and enriches students in Geometry and Algebra as dictated by the data. This method consists of teaching and tracking standards based on 80% mastery. Students are taught and assessed over 4-5 indicators per unit. Those standards, which are not mastered on unit assessments, are then remediated during daily lab classes. Once students demonstrate proficiency in lab, they are retested over non-mastered standards. Using this method, both teachers and students are knowledgeable of each student's achievement at all times, which allows for individualized instruction during tutoring sessions.

Teachers from both departments also meet weekly with the Assistant Principal of Curriculum and Instruction to analyze current student data and identify strategies aimed at keeping at-risk students on track to pass the class and End-of-Course Assessments.

Students and parents have real-time access to our online Student Management System, PowerSchool/PowerTeacher.

LHS Assessments

LHS utilizes various assessments to measure learning and testing includes:

Core 40 End of Course Assessments

As part of Indiana's school accountability system under Public Law 221, Core 40 End-of-Course Assessments (ECAs) are designed to ensure the quality, consistency, and rigor of Core 40 courses across the state. Aligned with Indiana's Academic Standards, End-of-Course Assessments are final exams measuring what students know and are able to do upon completion of targeted Core 40 courses.

Grade 10 ISTEP+

Beginning in 2015-16, the Grade 10 ISTEP+ test replaces End of Course Assessments in Algebra I and English 10 as the assessment used for accountability in high school English/Language Arts and Mathematics. The purpose of the Indiana Statewide Testing for Educational Progress Plus (ISTEP+) Grade 10 program is to measure student achievement in the subject areas of English/Language Arts, Mathematics and Science. In particular, ISTEP+ reports student achievement levels according to the Indiana Academic Standards that were adopted by the Indiana State Board of Education. An Applied Skills (open-ended) Assessment (Part 1) and a Multiple-Choice and Technology-Enhanced item Assessment (Part 2), which are required components of the ISTEP+ program, are used to measure these standards.

PSAT/NMSQT

PSAT/NMSQT stands for Preliminary SAT/National Merit Scholarship Qualifying Test. It is a standardized test that provides firsthand practice for the SAT Reasoning Test™. It also gives students a chance to enter National Merit Scholarship Corporation (NMSC) scholarship programs. The PSAT/NMSQT measures critical reading skills, math problem-solving skills, and writing skills. Test results provide valuable feedback about academic skills and can be used to assist in identifying students for honors classes and the Advanced Placement Program.

SAT

The SAT Reasoning Test consists of critical reading, mathematics and writing sections. It is a measure of the critical thinking skills students need for academic success in college. The SAT assesses how well students analyze and solve problems/skills learned in school and needed in college. The SAT is typically taken by high school juniors and seniors. Each section of the SAT is scored on a scale of 200-800.

ACT

The American College Testing program (ACT) is designed to assess high school students' general educational development and their ability to complete college-level work. The tests cover four skill areas: English, mathematics, reading, and science reasoning.

AP (Advanced Placement)

In addition to our numerous dual credit offerings, LHS offers eight AP classes. Public post-secondary institutions will award credit to students who score "3" or higher on The College Board Advanced Placement Tests. Students electing an Advanced Placement course are required to take the national exam at the end of the second semester. Failure to take this exam will result in failure to receive credit for the second semester.

Accuplacer

The test selected by the Indiana Department of Education for the 2014-15 school year is ACCUPLACER, which is a computer-adaptive testing system developed by The College Board. These exams provide both placement scores for placement into college courses and diagnostic scores that can be used to "drill down" and identify students' strengths and specific areas of need. The results and information from the ACCUPLACER exams provide schools with a detailed assessment of students' skills, which will assist in course selection and remediation plans for students.

Reading:

120-69--Your student is likely prepared for an entry-level college course that is reading intensive. No further recommendation is necessary at this time.

68 and below--Remediation is recommended for your student in the area of reading.

Mathematics:

120-92--Your student is likely prepared for an entry-level college math course. No further recommendation is necessary at this time.

91-45--Your student is likely prepared for a math pathway course if she/he attends a 2-year institution (i.e., Ivy Tech Community College).

Remediation may be recommended depending on your student's chosen program of study.

44 and below--Remediation is recommended for your student in the area of mathematics.

NWEA (Northwest Evaluation Association)

The NWEA assessments are: Measures of Academic Progress® (MAP®) - These computerized tests are adaptive and offered in Reading, Language Usage, and Mathematics. When taking a MAP® test, the difficulty of each question is based on how well a student answers all the previous questions. At the high school we assess students 3 times a year through NWEA and use the scores for scheduling students in appropriate classes, as well as to drive classroom instruction.

ASVAB (Armed Forces Vocational Aptitude Battery)

The Armed Forces Vocational Aptitude Battery (ASVAB) is a series of tests developed by the Department of Defense and is used by the U.S. Army to determine whether you have the mental aptitude to enlist.

WIDA (World-Class Instructional Design and Assessment)

W-APT is the WIDA-ACCESS placement test that is given to students who enroll for the first time in Indiana and their home language survey indicates a language other than English. The W-APT determines whether a student is considered an English learner or is fluent English proficient (FEP). We moved from LAS Links to WIDA testing for our English Learners (EL)

Common Assessments

Teachers in other subjects utilize both formative and summative assessments. Final exams are given at the end of each semester that makes up 20% of each student's semester grade. Common assessments are given in Algebra 1, Geometry, Algebra II, World History, U.S. History, English 9, English 10, Earth/Space Science, Biology I, Spanish 1 & 2, and PE. Teachers use the results of common nine weeks exams to adjust instruction and to determine what material needs to be re-taught before moving forward.

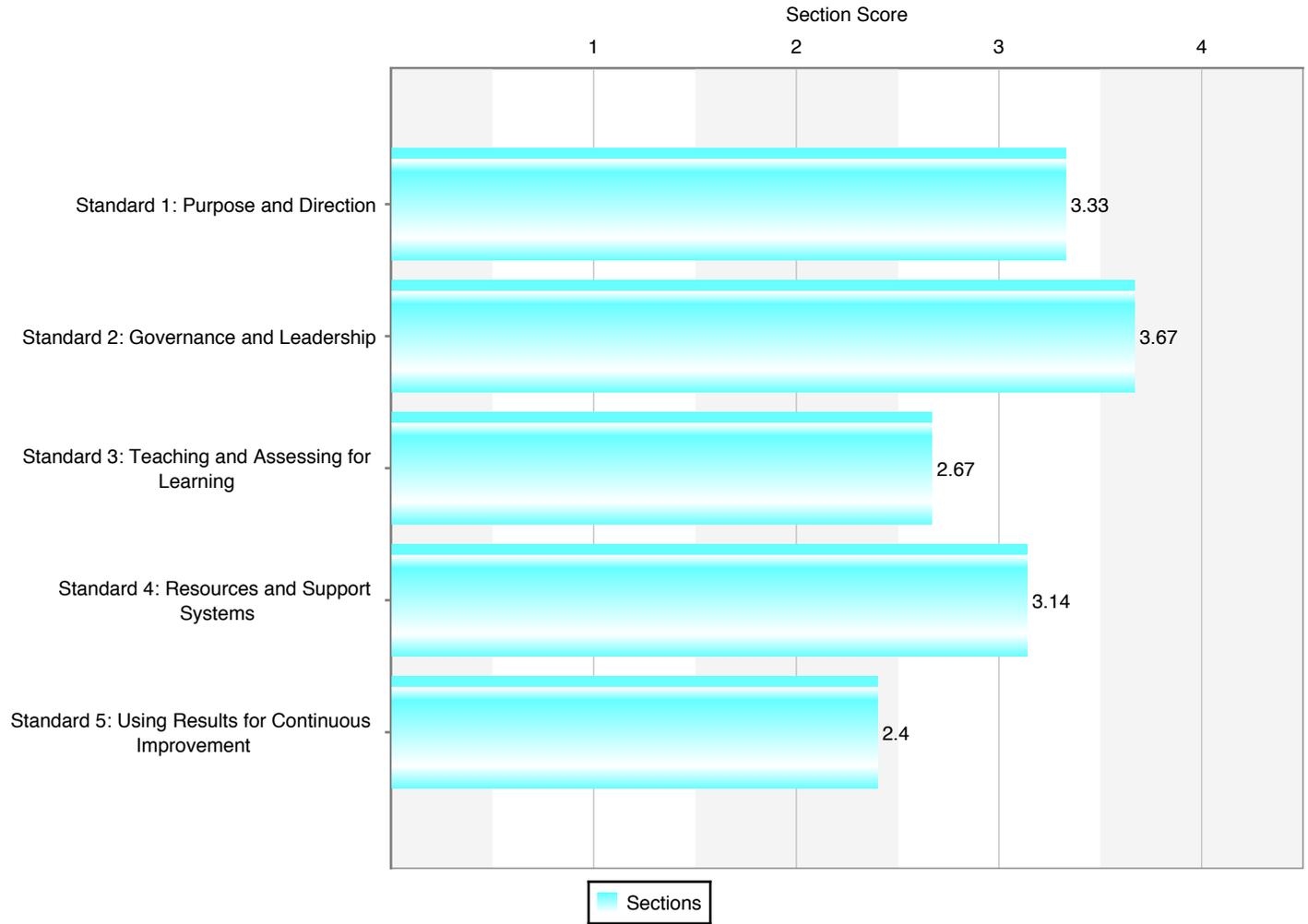
Areas of Improvement

From survey results, an area of improvement is in the need for more communication between teachers and parents on the progress of students. In particular, students who are struggling in classes. This is beyond just keeping the online gradebook current, but more proactive approach in reaching out to the parents.

We are concerned about our college-bound students and their performance on PSAT, SAT, and ACT tests. We feel that our top students can achieve higher scores on these tests. Also, some top students have become wait-listed at colleges/universities, which is concerning due low SAT/ACT scores.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	Also, see the Executive Summary within the INSIP.	

Evaluative Criteria and Rubrics

Overall Rating: 3.25

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

Although we have made strides in our academic performance, we still are below state average in ISTEP Math, English/LA, and Biology.

We have seen above levels of performance in:

Graduation Rate since 2012.

College & Career Readiness (CCR) with our students earning three or more dual credits by graduation increased from 2014: 2015 A-F Report Card (67.8% 2015 vs. 58.9% 2014)

Describe the area(s) that show a positive trend in performance.

Achievement in English 10 and Algebra 1 ECA's taken by the end of the sophomore year show a positive trend. The targeted classes put in place with Algebra 1 Enrichment and English Lab are resulting in more at-risk students passing the End of Course assessments on the first attempt. The percentage of students earning a 42 or greater on the PSAT during their sophomore year has also increased over the past four years. Our special education students have increased in Biology and English 10.

Which area(s) indicate the overall highest performance?

Logansport High School's highest performance is shown in the percent passing the Algebra 1 ECA by the end of their sophomore year. The latest results after the summer ECA re-test were 84% passing.

Which subgroup(s) show a trend toward increasing performance?

Our Limited English Proficiency (LEP) students continue to improve in Algebra 1.

Female and male students continue to improve in Algebra 1 and English 10.

Through the use of Achieve 3000, Lexile levels of our EL levels 1-3 are showing significant gains.

Between which subgroups is the achievement gap closing?

The achievement gap is closing between Free/Reduced and Paid students on standardized testing, sometimes with F/R even surpassing the Paid students.

The achievement gap is closing between the English Learners (EL) and white students on the English 10 ECA.

Which of the above reported findings are consistent with findings from other data sources?

Our Acuity, Achieve 3000 Lexile levels, Common Assessments in both Algebra 1 and English 9 and 10 classes show findings that are consistent with standardized testing results.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

LHS is looking to improve in these areas that are below performance levels:

- To increase the percentage passing 10th Grade ISTEP Math.
- To increase the percentage passing 10th Grade ISTEP English/LA.
- Increase the percentage of Top 20 students in each cohort earning an 1200 or higher on the SAT by graduation.
- Increase the percentage of Top 20 students in 11th grade earning a 170 or higher on the PSAT.

SAT Average Composite Score for Graduates

2011-12 2012-13 2013-14

948 955 967

SAT Math Average Composite Score for Graduates

2011-12 2012-13 2013-14

475 478 478

SAT Reading Average Composite Score for Graduates

2011-12 2012-13 2013-14

470 467 472

SAT Writing Average Composite Score for Graduates

2011-12 2012-13 2013-14

473 478 490

ACT Average Composite Score for Graduates

2011-12 2012-13 2013-14

20 22 20

ACT Math Average Composite Score for Graduates

2011-12 2012-13 2013-14

20 21 20

ACT Reading Average Composite Score for Graduates

2011-12 2012-13 2013-14

21 22 22

ACT English Average Composite Score for Graduates

2011-12 2012-13 2013-14

20 21 19

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ACT Writing Average Composite Score for Graduates

2011-12 2012-13 2013-14

18 17 17

ACT Science Average Composite Score for Graduates

2011-12 2012-13 2013-14

20 22 20

Describe the area(s) that show a negative trend in performance.

Percentage of Top 20 students in each cohort earning an 1800 or higher on the SAT by graduation has seen a negative trend.

Average SAT Score for Top 20

2012-13 2013-14 2014-15 2015-2016

1826 1794 1673 1696

Which area(s) indicate the overall lowest performance?

When looking at testing, our overall lowest is in the Biology ECA and below state average.

Biology ECA

2012-13 2013-14 2014-15

32.6 35% 32.4%

Which subgroup(s) show a trend toward decreasing performance?

Our paid white students continue to underperform on ISTEP/ECA's, SAT's, ACT's, PSAT's.

Between which subgroups is the achievement gap becoming greater?

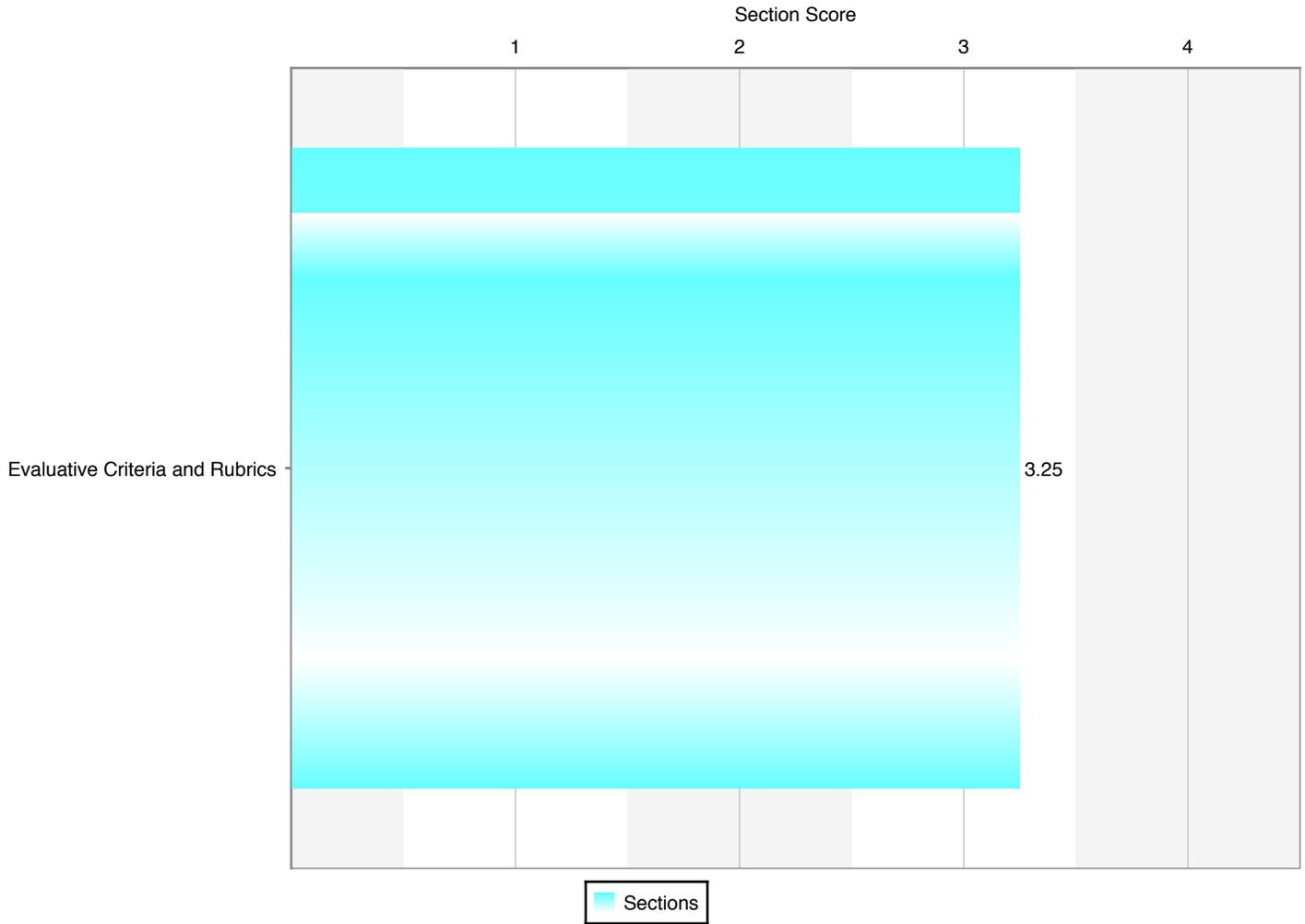
With the initiatives in place within our school improvement plan, there are noticeable increases in our achievement gaps.

Which of the above reported findings are consistent with findings from other data sources?

Our Acuity, Achieve 3000 Lexile levels, Common Assessments in both Algebra 1 and English 9 and 10 classes show findings that are consistent with standardized testing results.

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	Logansport High School administered the student, parent, and staff surveys in January 2015. The overall survey scores: Students 3.69 Parents 3.7 Staff 4.18	

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

The area which indicates the highest overall level of satisfaction is the school administration and leadership. In addition, the stakeholders are satisfied with the positive atmosphere and school culture at Logansport High School as evidenced by the obvious demonstrations of school spirit and pride among the students, the safe, clean working environment for the teachers, and parents/guardians feeling of high expectations for their students. Finally, the stakeholders highly approve of the choices and opportunities presented--specifically dual credit at LHS and those provided by the Century Career Center and the variety and quality of course offerings.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Currently, stakeholders are satisfied with the communication among students, staff and parents/guardians regarding whole-school activities and achievements. In addition, students appreciate teachers who listen, are nice and helpful and teach so that students understand; teachers appreciate the good rapport they have with administration and students, and parents/guardians appreciate knowing what is happening in the halls of LHS. In order to continue to increase the level of satisfaction, all stakeholders need to continue to reach out to and communicate about all aspects of the educational experience.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

The views and comments by stakeholders of Logansport High School, providing a positive learning environment and school culture with strong administrative leadership, are consistent with feedback received from our previous School Improvement stakeholder surveys via the School Improvement Institute (SI2).

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

The areas which indicate the lowest level of overall satisfaction or approval among all groups of stakeholders are the guidance department and technology--particularly Internet and student laptop issues. In addition, stakeholders are concerned about a lack of equity in the treatment of students regarding teaching methods (specifically individualized instruction), and the attendance policy. A final area of concern is communication between staff and parents regarding individual student performance, and between staff members in regards to peer to peer collaboration about teaching strategies, individualized instruction and assessment.

All of these concerns have been addressed and strategies implemented for improvement.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

Teachers needing to communicate with students, parents, and each other.

In adding our new Learning Management System (LMS) Schoology for 2016-2017, we feel this is only going to bridge those gaps in communication.

What are the implications for these stakeholder perceptions?

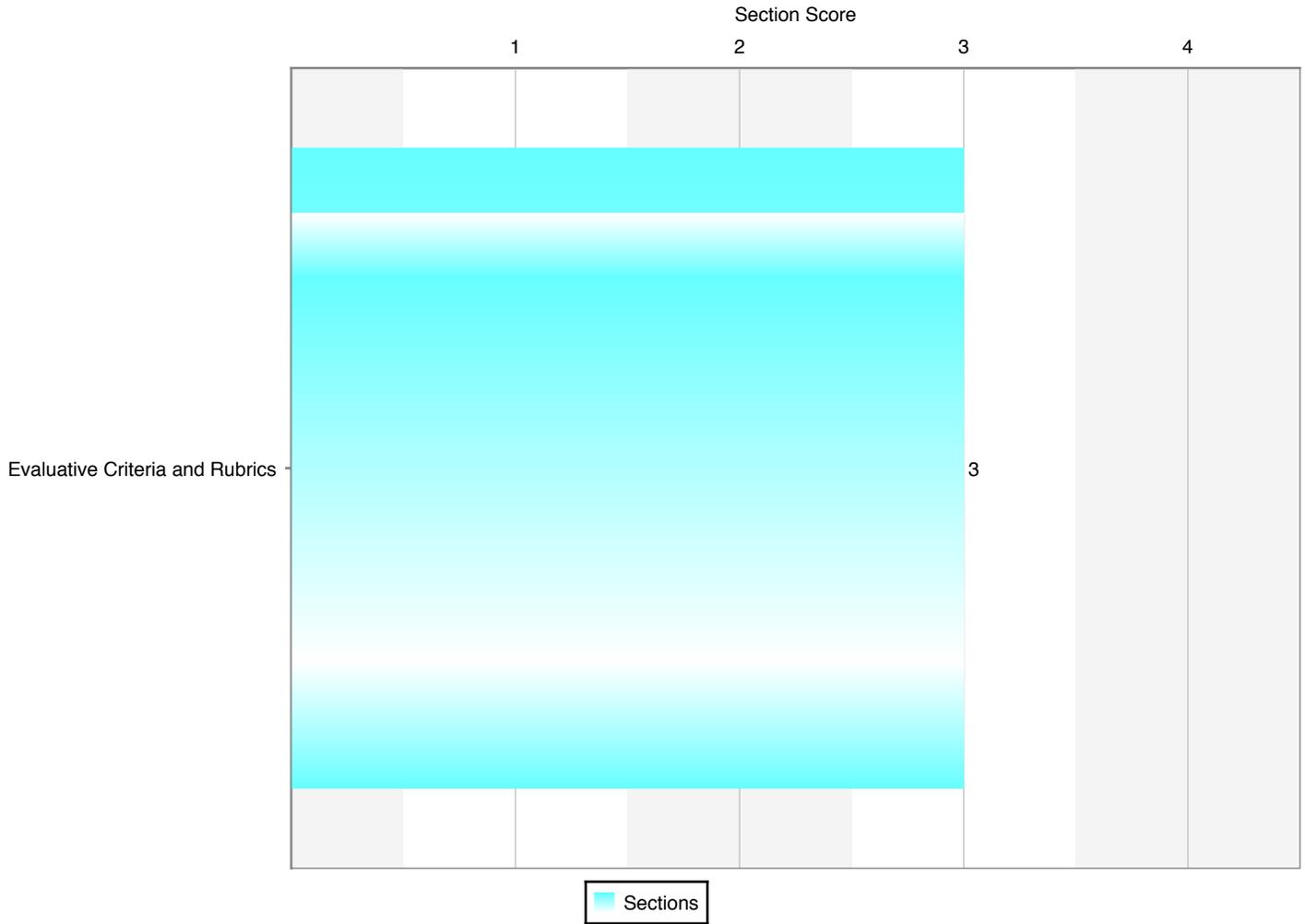
By analyzing the stakeholder surveys, we recognize that although students' grades are posted via the student database PowerSchool, there is far more information that should be shared. These may include students' strengths and weaknesses, college transitions, scholarships, and career planning.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

The views and comments by stakeholders of Logansport High School, providing ongoing communication by teachers and staff, are consistent with feedback received from previous School Improvement stakeholder surveys via the School Improvement Institute (SI2).

Report Summary

Scores By Section



LHS Goal-Action Plan 2017-2020

Overview

Plan Name

LHS Goal-Action Plan 2017-2020

Plan Description

Logansport High School will utilize the IDOE School Letter Grade data and the Standards for Quality School (AdvancED) to drive the 2017-2020 School Improvement and Achievement plan.

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	To increase the percentage passing 10th Grade ISTEP Math.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$18300
2	To increase the percentage passing 10th Grade ISTEP English/Language Arts	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$15100
3	Graduation Rate	Objectives: 1 Strategies: 11 Activities: 15	Organizational	\$181200
4	LCSC will ensure students graduate from high school and are college and career ready	Objectives: 4 Strategies: 4 Activities: 7	Organizational	\$40000
5	Educate teachers in the evaluation, interpretation and use of student data to drive classroom instruction.	Objectives: 1 Strategies: 3 Activities: 6	Organizational	\$17800
6	School-Wide Collaborative Learning Communities	Objectives: 1 Strategies: 3 Activities: 6	Organizational	\$12995
7	Attendance Rate	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$9000

Goal 1: To increase the percentage passing 10th Grade ISTEP Math.

Measurable Objective 1:

80% of Tenth grade students will demonstrate student proficiency (pass rate) on ISTEP in Mathematics by 05/24/2019 as measured by a passing score.

Strategy 1:

Geometry and Algebra 1 Double-Block - Students are double-blocked in Geometry and Algebra 1, with one class's primary focus being on Geometry and Algebra 1 standards, while the other class remediates and enriches students in Geometry and Algebra as dictated by the data. This method consists of teaching and tracking standards based on 80% mastery. Students are taught and assessed over 4-5 indicators per unit. Those standards, which are not mastered on unit assessments, are then remediated during daily lab classes. Once students demonstrate proficiency in lab, they are retested over non-mastered standards. Using this method, both teachers and students are knowledgeable of each student's achievement at all times, which allows for individualized instruction during tutoring sessions. Teachers all use Common Curriculum and Assessments.

Research Cited: We had much success when we implemented this same model for the Algebra 1 ECA.

Evidence of success: By the percentage passing the ISTEP Math at the end of the sophomore year and percentage of students earning 80% mastery on standard assessments.

Activity - After School Math Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school math tutoring will be provided Tuesday and Thursday from 3:10-4:00 all school year. One teacher will be available those days.	Tutoring, Academic Support Program	08/10/2016	05/24/2019	\$4300	General Fund	Lindsey Hagerty Teachers

Activity - NWEA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assessment that measures student growth and learning needs, professional development that fosters educators' ability to accelerate student learning, and research that supports assessment validity and data interpretation. Staff consistently re-evaluates student mastery and the curriculum. Administered three times annually in grades 9-10.	Other - Student Assessment	08/10/2016	05/24/2019	\$14000	State Funds	Mike Grenard Lindsey Hagerty Math Teachers

Goal 2: To increase the percentage passing 10th Grade ISTEP English/Language Arts

Measurable Objective 1:

73% of Tenth grade students will demonstrate student proficiency (pass rate) on ISTEP in English 10 by 05/24/2019 as measured by ISTEP English/LA results.

Strategy 1:

Curriculum Mapping - Curriculum mapping , common planning to align to the state standards.

Research Cited: Heidi Hayes Jacobs’ Mapping the Big Picture: Integrating Curriculum & Assessment (1997)

Grant Wiggins and Jay McTighe’s backward design model from Understanding by Design (1998)

Evidence of success: Results of common assessments and state testing

Activity - Extra Time for English Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers of English 9 and 10 and the English lab classes will receive an extra prep period to focus on lesson planning, instructional strategies, data analysis (formative and summative assessments), curriculum maps/standard alignment, parental involvement and collaboration with colleagues (Professional Learning Communities-PLC) for their Common Curriculum and Assessments.	Professional Learning	08/10/2016	05/24/2019	\$0	General Fund	Tammy Minks Lindsey Hagerty Teachers

Activity - NWEA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assessment that measures student growth and learning needs, professional development that fosters educators’ ability to accelerate student learning, and research that supports assessment validity and data interpretation. Staff consistently re-evaluates student mastery and the curriculum. Administered three times annually in grades 9-10.	Other - Student Assessment	08/23/2017	05/23/2019	\$14000	State Funds	Lindsey Hagerty Tammy Minks English Teaching Staff

Activity - Curriculum Mapping PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English teachers will work on curriculum development	Other - Professional Learning Community (PLC)	08/30/2017	08/30/2017	\$1100	District Funding	Lindsey Hagerty Tammy Minks

Goal 3: Graduation Rate

Measurable Objective 1:

improve graduation rate or maintain annually rate at 93% or above by 05/24/2018 as measured by each cohort.

Strategy 1:

Increase attendance at 8th grade transition night - By increasing attendance at the 8th Grade Transition Night, students and parents will be better informed and connected to the high school prior to scheduling and entering high school.

We will make it a point of emphasis to better promote it with improved communication by School administrators at the middle school level.

Evidence of success: Track the 2021 cohort four year graduation data.

Activity - Translate Materials to Spanish	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will translate all 8th Grade Transition Night promotional materials (call-out, Internet, flyers) to Spanish.	Parent Involvement	11/01/2016	12/21/2018	\$0	No Funding Required	Emily Graham Elisa Banuelos Mercy Mata

Strategy 2:

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, Accuplacer, and WorkKeys in grades 10 through 12.

Activity - Graduation Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Eighth grade students will develop a "Graduation Plan" by working with parents and school counselors.	Career Preparation/Orientation	08/10/2016	05/24/2019	\$0	No Funding Required	LHS Counselors

Strategy 3:

Extended Semester - The Extended Semester gives students more time to complete their credit in a class failed from the previous semester. 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:

Passing at LHS is 60%.

Each grade between 55% and 59% is coded in the gradebook as an "F".

By receiving an "F" or failure (only in selected core classes qualify), students are given a grace period in which to show proficiency in the subject.

Room G222 is open to students on Tuesday & Thursday from 3:20-4:20 with Mr. Middleton/Mrs. Reiff.

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Students have until the end of the 1st nine weeks of the 2nd semester to complete the work and receive a passing grade. If all work is not completed, then the “F” will remain and the student must repeat the whole course.

For the Second Semester courses, students have until Summer Session I to complete.

Research Cited: Success has been shown at another Indiana High School and our prior data.

Evidence of success: The number of credits earned per Extended Semester and the graduation rate.

Activity - Extended Semester Lists	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the end of Semester I and Semester II, Extended Semester teachers communicate with the qualifying classes for the program and provide standards checklists. The class teachers identify those who qualify and mark the standards needed to master to receive the passing grade. Those lists are provided to the Extended Semester teachers who then meet with each student individually.	Academic Support Program	12/21/2016	05/24/2019	\$1200	General Fund	Chris Middleton

Strategy 4:

Alternative School - The goal of The Academy (offsite Alternative School) is to provide an alternative avenue by which each student attending may pursue excellence in academic knowledge, skills and behavior. The curriculum is standards-based and web-delivered. Each student has his or her own computer that they use to complete daily modules for a particular subject. Upon completion of the required course work, a credit will be given. The Academy strives to prepare students for life after school by helping them finish their academic studies and teaching them to be productive members of the community.

Activity - Offsite Alternative School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Maintain our offsite alternative school.	Behavioral Support Program, Academic Support Program	08/10/2016	05/24/2019	\$60000	General Fund	JD Dubes

Strategy 5:

Graduation Spreadsheet - A shared Spreadsheet is kept that includes tabs for each cohort. The spreadsheet lists each student and includes: Credits Earned, GPA, Class Rank, and State Testing results. This spreadsheet is shared among administration, counselors, and the graduation coach. The spreadsheet is updated weekly and students are placed in:

Green- On track and good to go for graduation

Yellow- At-risk of being on track for graduation

Red- Not likely to graduate in 4 years

Research Cited: Since the spreadsheet monitoring in 2012, our graduation rate has gone up 10%.

Evidence of success: We will monitor our graduation rate per cohort.

Activity - Spreadsheet	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The shared spreadsheet will be created, shared and maintained.	Parent Involvement, Academic Support Program	08/10/2016	05/24/2019	\$0	No Funding Required	Matt Jones

Activity - At-Risk Student Conversations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Administration and the Graduation Coach will meet weekly with students who are in the Yellow and Red on the Graduation Spreadsheet.	Behavioral Support Program, Parent Involvement, Academic Support Program	08/10/2016	05/24/2019	\$0	No Funding Required	Matt Jones Jay Jones JD Dubes Lindsey Hagerty

Strategy 6:

Credit Recovery - LHS implements period-by-period credit recovery labs that run throughout the regular school day and replaces a student's study hall. This program is designed as an academic intervention opportunity for students who meet certain qualifications.

Note:

Credit recovery is seen as a last resort vs. that of taking a traditional course

Credit recovery on campus is offered only to juniors and seniors

Students on the Academic Honors Diploma (AHD) do not qualify for Credit Recovery via GradPoint

The highest grade a student may receive in Credit Recovery via GradPoint is a 70% C-.

If a student violates the attendance/tardy policy and/or it becomes mathematically impossible to pass for the semester, in collaboration with the teacher, counselor, and administration, the student may:

Be removed to Study Hall for the remainder of the semester.

Have the opportunity to transfer the course to GradPoint.

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Have the opportunity to take the course on GradPoint during the following semester.

Have the opportunity to take the course on GradPoint during Summer School.

Note: If the student does not complete the course by the end of Summer School of the year in which he or she was enrolled, he or she shall be placed back into the traditional class for the following school year.

Students who do not make adequate progress and/or violate the attendance policy in credit recovery labs shall be removed and placed in study hall for the remainder of the semester. Students who are removed from four periods (or 1/2 if less) their credit recovery schedule may be expelled or sent to the alternative school.

Students shall not be removed from a traditional setting and placed directly into Credit Recovery without the following steps above.

Evidence of success: Annual review of the total number of credits recovered.

Activity - Credit Recovery Staff	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Annually budget in a staff member to teach and maintain the credit recovery lab.	Academic Support Program	08/10/2016	05/24/2019	\$55000	General Fund	Cheryl Reiff

Activity - Summer School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CREDIT RECOVERY: Operates from the day after Graduation until the end of July (Monday-Friday) at LHS from 8:00AM-Noon. These classes are completed online. Certified teachers will be assigned to the G-1 lecture hall. Each student will work at his or her own pace. Students who do not work regularly on their class(es) will not finish. Students will only need to come to the LHS Campus to take the Final: exam and quizzes. Staff will be available to assist students via email, phone, and at the LHS Campus from 8:00AM-12:00PM Monday-Friday until the end of July. Once a student meets mastery of all standards, he or she will earn the credit and be done with summer school.	Academic Support Program	06/06/2016	07/26/2019	\$64000	State Funds	JD Dubes

Strategy 7:

6th grade middle school presentation - Middle school student transition panel go to each elementary school for 6th grade middle school presentation

Evidence of success: Graduation Rate

Activity - 6th grade middle school presentation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Middle school student transition panel go to each elementary school for 6th grade middle school presentation	Other - Student Presenters	05/02/2016	05/01/2019	\$0	No Funding Required	Middle school administrators elementary school administrators school counselors transportation
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Strategy 8:

School-to-Work Partnerships - Continue to investigate and grow business partnerships that can facilitate more internships, apprenticeships, etc.

Evidence of success: Graduation Rate

Activity - Century Career Center (CCC) Partnerships	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Century Career Center (CCC) will continue to explore and expand School-to-Work partnerships with local businesses partnerships that can facilitate more internships, apprenticeships, etc.	Community Engagement, Career Preparation/Orientation	08/10/2016	05/24/2019	\$500	Career and Technical Education Funds	James Little Tim Railey

Activity - Admin Visit FCA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administration of LCSC will visit the Fiat-Chrysler (FCA) Plants in Kokomo and Tipton. This site visit is to tour the two plants and develop a partnership between LHS/CCC.	Career Preparation/Orientation	07/11/2017	07/11/2017	\$0	No Funding Required	Jay Jones

Activity - Jim Wolf FCA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fiat-Chrysler (FCA) Education liaison will meet with our Curriculum team to discuss the partnership with LHS/CCC and development an internship program.	Career Preparation/Orientation	09/18/2017	09/18/2017	\$0	No Funding Required	Jay Jones

Strategy 9:

Graduation Walk - This annual event will be special, important, and impactful! In the afternoon in late May, LHS will take the current graduating seniors to the elementary and middle schools they attended (by bus and in caps and gowns) to walk the halls, get high-fives from younger students, hug their little brother or sister, hug former teachers, get those pictures...influencing younger students on how important and special it is to graduate and to work hard...so they see themselves in that cap and gown in the future.

Research Cited: Nation-wide implementation of the Graduation Walk has shown a lot of positive feedback from school communities.

Evidence of success: Annual feedback by feeder schools and students.

Activity - Graduation Walk Set-Up	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Indiana School Improvement Plan

Logansport High School

Set-up walk by placing on the calendar, communication with feeder schools, students, parents, and transportation department.	Community Engagement, Field Trip	05/01/2017	05/01/2019	\$500	District Funding	Matt Jones Jay Jones
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Strategy 10:

English and Math Lab Classes- 11th and 12th Grade - These classes are for 11th and 12th grade students who have yet to pass the English 10 and Math ISTEP. These students need some extra help and time mastering the standards and will take concurrently with their regular English and Math 11 and 12 classes. Identified students will be based on the English 10 and Math ISTEP results from the sophomore year.

Research Cited: Students who receive extra time/extra help during the school have a better chance of passing state testing.

Evidence of success: The percentage of students passing ISTEP tests upon graduation.

Activity - Enroll students in Lab Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
11th and 12th grade students who have yet to pass ISTEP English and Math will be enrolled in Lab Classes until they pass.	Tutoring, Direct Instruction, Academic Support Program	08/10/2016	05/24/2019	\$0	No Funding Required	Counselors Teachers of Lab Classes

Strategy 11:

JAG (JOBS FOR AMERICA'S GRADUATES) - Students who meet the criteria of JAG, and with the support of both the student and parents, will be enrolled during their junior year and will continue in the program until one year out of high school. The JAG class will be built into their schedule.

JAG-Indiana (Jobs for America's Graduates) is a national curriculum that is designed to support students' steps toward graduation based on developing employability skills. The curriculum is centered in core competencies that assure success in the labor market. Course activities provide opportunities for students to practice the skills needed to enter the job market. Career counseling, mentoring, and classroom instruction is provided by the JAG specialist.

Research Cited: JAG has an annual graduation rate of 90% and above.

Evidence of success: The percentage of students enrolled in JAG graduating on time.

Activity - Maintain JAG Specialist and Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Annually identify students for the program and maintain at least 20-30 enrolled in the program.	Community Engagement, Behavioral Support Program, Academic Support Program	08/10/2016	05/24/2019	\$0	No Funding Required	Ethan Groff Guidance Counselors
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Goal 4: LCSC will ensure students graduate from high school and are college and career ready

Measurable Objective 1:

achieve college and career readiness by 30% of 11th grade and Gifted and Talented students will demonstrate student proficiency (pass rate) of 170 or higher on the PSAT and 40% of 12th grade students earning a 1200 or higher on the SAT by 05/24/2018 as measured by PSAT and SAT results.

Strategy 1:

College-Entrance Preparation Class - College-Entrance Preparation utilizes individual student score reports from the PSAT, PLAN, and/or Accuplacer to prepare students for the SAT, ACT, Accuplacer and/or Compass college readiness assessments. Based on student score reports, students will receive targeted instruction to strengthen their foundations in critical reading, writing, mathematics, and science sections of college admission and placement exams. As appropriate, the course will also encompass test taking strategies to prepare students for success on a high-stakes assessment. Teachers are encouraged to use a curriculum with longitudinal, successful results. Course may also include college selection and application units, to better prepare students for overall college-readiness.

The class will be part of our program of studies. It will be offered to the top 10th grade students during their second semester and 11th and 12th grades. Students will rotate between math and English every other day. We have given the class partial weight (.5) to encourage high achieving students to enroll.

Evidence of success: PSAT results

Activity - College-Entrance Preparation Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Place course in the program of studies.	Direct Instruction, Academic Support Program	01/11/2016	05/24/2019	\$0	No Funding Required	LHS Guidance Department Lindsey Hagerty

Measurable Objective 2:

achieve college and career readiness by 30% of seniors earning the PRIDE Work Ethic Certificate by 05/24/2019 as measured by Number of student graduating with the Work Ethic Certificate.

Strategy 1:

PRIDE - In Logansport Community School Corporation, we believe all students need to learn and master the soft skills necessary to succeed in school and in life. As a result, we have created a PRIDE program that teaches and positively reinforces Persistence, Respectfulness, Initiative, Dependability, and Efficiency to all of our

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students on a daily basis from preschool through 12th grade. The PRIDE program was developed by a team of educators in cooperation with business and community leaders. The goal of PRIDE is to build students of strong character that will not only strengthen our school district, but eventually our entire community.

As a culminating acknowledgement of PRIDE, Logansport Community School Corporation has implemented a Work Ethic Certificate that seniors can earn that will be recognized by area employers. To earn the certificate, a senior must not only possess the PRIDE skills, but also must have 98 percent attendance, have no more than one behavioral referral, have six hours of school or community service, and have at least a “C” grade point average.

Fifth grade and eighth grade students now also have the opportunity to earn the certificate. Eighth grade students follow the same criteria as high school and fifth grade students must earn a total PRIDE grade of 7 or 8 for the school year, as well as other criteria. The PRIDE grade is new this school year and indicates a student’s level of proficiency in terms of Persistence, Respectfulness, Initiative, Dependability, and Efficiency.

Research Cited: Implementation at Greater Clark Schools

Evidence of success: Feedback from local businesses on future employees

Activity - College and Career Specialist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Make the Graduation Coach also the College and Career Ready Specialist to run the PRIDE program at LHS.	Community Engagement	06/01/2017	05/24/2019	\$40000	Career and Technical Education Funds	JD Dubes Jay Jones

Activity - PRIDE Presentation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PRIDE will present to parents at the Senior Boot Camp.	Parent Involvement	08/02/2016	08/02/2016	\$0	No Funding Required	JD Dubes Abby Lundy

Activity - PRIDE Kick-Off	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PRIDE will host a senior class meeting to kick-off for the school year.	Career Preparation/Orientation	08/16/2017	08/16/2017	\$0	No Funding Required	JD Dubes Jay Jones

Measurable Objective 3:

achieve college and career readiness by adding an Associate's Degree by 08/08/2018 as measured by the numbers of graduates who have earned an Associates Degree with Ivy Tech upon graduation. .

Strategy 1:

Early College - Early College High Schools remove the academic, financial, and psychological barriers that prevent too many students from succeeding in college.

These schools create support systems for students to help them aspire to higher learning and achieve academic success. Every Early College adheres to eight Core Principles that serve as a framework for the planning and implementation of this school model. The principles ensure that each school maintains the highest academic standards while providing enhanced support to promote student achievement.

Eight Early College Core Principles Targeted Student Population Curriculum & Plan of Study College-Going Culture

Rigorous Instruction

Supports for Student Success Collaboration & Partnerships Leadership & Staffing

Data Collection, Analysis, and Use

Research Cited: The Early College High School model gives students a head start on the rest of their lives. These small schools allow students to earn both a high school diploma and an associate degree, or up to two years of credit toward a bachelor's degree. While open to all students, the model specifically serves low-income young people, first-generation college students, English language learners, and students of color, all of whom are statistically underrepresented in higher education and for whom society often has low aspirations for academic achievement.

Early College removes many of the barriers that prevent students from advancing to college. Students receive enhanced supports to help them excel both academically and personally. Since students earn college credit while in high school, the time it takes to complete a college degree is condensed. Students and families also benefit from reduced or free tuition costs. Ultimately, Early College High School turns obstacles into opportunities for student success.

Evidence of success: Evidence of success:

Annual cohort graduation rate

The total number of students earning Associate Degrees from Ivy Tech

Percentage of students going to college

Activity - Early College Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementing Early College program	Career Preparation/Orientation	08/08/2018	05/24/2019	\$0	General Fund	Lindsey Hagerty Matt Jones

Activity - Transfer General Education Core	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Statewide Transfer General Education Core (STGEC) was developed in 2012, and enables a student who satisfactorily completes an approved program of general education in any one of those institutions to transfer that coursework to any other state educational institution as a block of 30 credit hours toward the general education core requirements. These courses meet the competency requirements identified by all state public higher education institutions. When an Ivy Tech student completes all requirements of the STGEC, the student's transcript will note that the transfer core has been completed.	Policy and Process	08/09/2017	05/21/2020	\$0	No Funding Required	Karin Ulerick

Measurable Objective 4:

achieve college and career readiness by at least 25% of each cohort earning a college and career readiness measure by 05/24/2018 as measured by the annual IDOE College and Career Readiness Score.

Strategy 1:

College and Career Readiness Measure - Maintain and/or increase the amount of dual credits offered at both Logansport High School and the attached Century Career Center.

Research Cited: LHS CCR Scores-

2013- 42.7%

2014- 58.9%

2015- 67.8%

2016- 66.8%

Evidence of success: Annual IDOE College and Career Readiness Score

Activity - Dual Credit Partnerships	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to maintain or build upon Dual Credit partnerships with Indiana University, Ivy Tech Community College, Trine University and Vincennes University.	Community Engagement	08/10/2016	05/24/2019	\$0	No Funding Required	Matt Jones James Little

Goal 5: Educate teachers in the evaluation, interpretation and use of student data to drive classroom instruction.

Measurable Objective 1:

collaborate to educate teachers in the evaluation, interpretation and use of student data to drive classroom instruction by 05/24/2019 as measured by feedback received by AdvancED after the review of our Progress Assessment (approved, May 2017).

Strategy 1:

WIDA - LHS continues to train teachers in World-Class Instructional Design and Assessment (WIDA) strategies, including the annual Access assessment of EL students and instruction delivered based on the analysis of Access scores. Dr. Trish Morita Mullaney of Purdue University has worked with LHS teachers by department to introduce and facilitate the implementation of WIDA concepts, and will continue to delve deeper into Model Performance Indicators.

Activity - Dr. Morita Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Dr. Morita Professional Development	Professional Learning	08/09/2017	05/24/2018	\$7000	Other	Emily Graham Lindsey Hagerty

Activity - Ellevation Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Ellevation is the tool by which teachers may readily access their EL students' data in order to make informed instructional decisions regarding what they have learned through SIOP and WIDA. LCSC trained staff will continue training through out the school year.	Professional Learning	08/09/2017	05/24/2018	\$3000	Title III	Emily Graham Lindsey Hagerty
Activity - Ellevation Program/Licenses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ellevation Program/Licenses	Technology	08/09/2017	05/24/2018	\$7800	Title III	Emily Graham

Strategy 2:

Schoology Learning Management System (LMS) - Schoology is a learning management system (LMS) creates engaging content, design lessons, and assess student understanding. Schoology is the LMS for Logansport High School and was implemented during the 2016-2017 school year.

Schoology works by:

Informing instruction and high-level assessment are a part of the same workflow, because this integrated solution empowers both. Staff can easily create and distribute standards-aligned assessments from one central location, embed them into the everyday course workflow, and gain deep, real-time insights that help inform more personalized instruction.

Staff will use Schoology analytics and performance tracking filter out the noise to help you discover deeper insights and make well-informed decisions fast. It helps staff make sense of student engagement and performance data at a glance. Schoology goes even further to help you turn that data into tangible results at the course, school, and district levels.

Schoology makes it easy to track student progress against pre-loaded standards—e.g., Common Core and NGSS—and custom learning objectives to quickly identify gaps in learning. Armed with this insight and flexible teaching tools, instructors can tailor learning accordingly.

Schoology's test and quiz analytics are perfect for quick response formative assessments. Schoology provides instructors with immediate results so they can quickly provide targeted feedback to their students and tailor the day's lesson to what their students actually know.

Schoology analytics make it easy to see student and faculty trends throughout your district. Schoology tracks student engagement at the individual, course, school, and district levels, so staff have the hard data needed to develop well-informed district strategies.

Research Cited: "Schoology is a game changer for education"

Dave Eisenmann

Director of Instructional Technology & Media Services

Schoology won the CODiE Award for Best K12 Course/Learning Management Solution

SIIA named Schoology a CODiE winner for fourth consecutive year and seventh time overall

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Evidence of success: Teachers will Educate teachers in the evaluate, interpret and use of student data to drive classroom instruction.

LHS will achieve the accomplishing of this as an Improvement Priority as recommended by the AdvancED Accreditation Review Team (approved, May 1, 2017).

Activity - Staff Schoology Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
LCSC tech staff will provide an hour and forty-five minute training on Schoology to all new staff members prior to the start of school.	Professional Learning	08/04/2017	08/04/2017	\$0	No Funding Required	Brandi Rozzi

Activity - Ongoing Schoology Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
LHS Staff will receive ongoing Schoology training during monthly staff meetings.	Professional Learning	09/07/2016	05/24/2019	\$0	No Funding Required	Matt Jones Lindsey Hagerty Brandi Rozzi

Strategy 3:

Alpine Achievement - Alpine Achievement gives immediate access to all of our data in one place and powerful tools to explore them, so we can have meaning and take action faster and easier than ever before. It consolidates attendance, behavior, grades, state and large scale assessment data, local assessments, performance tasks, 21st century skills, social/emotional learning, competency tracking, standards within our SDS, PowerSchool.

Research Cited: Founder, Dr. Alisabeth Shearn, is a regular presenter at conferences and has won 8 national awards from the American Educational Research Association for assessment results reporting.

Evidence of success: Staff Feedback

AdvancED Accreditation Site Visit

Activity - Alpine Staff Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff training by LCSC Tech trainer.	Professional Learning	09/05/2017	05/24/2018	\$0	No Funding Required	Brandi Rozzi Lindsey Hagerty

Goal 6: School-Wide Collaborative Learning Communities

Measurable Objective 1:

collaborate to develop and implement time for school-wide collaborative learning communities that integrate professional learning and ongoing analysis of student assessment data in order to focus instruction and maximize student learning by 05/24/2019 as measured by feedback received by AdvancED after the review of our Progress Assessment (Approved, May 2017).

Strategy 1:

Department Professional Learning Communities (PLC's) - Math and English teachers who teach the grade level/subject area prior or the actually testing grade level, will

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receive a common prep time to collaborate on lesson plans, student data (both local and state), and curriculum maps daily.

Evidence of success: Increased student achievement on formative and summative assessments

Activity - Teacher Schedules	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop annual teacher schedules to have common prep times.	Technology	08/10/2016	05/24/2019	\$0	No Funding Required	Lindsey Hagerty Department Heads

Activity - Schoology Learning Management System (LMS)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Schoology connects everyone on the same network to boost communication and sharing in the classroom, across the institution, and around the world.</p> <p>Schoology enables faculty to create and join groups that foster a sense of community and increase collaboration across the institution. Group content libraries simplify the sharing of instructional resources and enable faculty to add them to their courses instantly.</p> <p>Schoology is the only LMS with a vibrant professional learning community (PLC) built in rather than tacked on. There's no better vehicle for supporting faculty than a global network of innovators, thought leaders, and instructional coaches ready to help anytime, 365 days a year.</p>	Other - Professional Learning Community (PLC)	08/11/2016	05/24/2019	\$8000	District Funding	Technology Staff Teachers

Strategy 2:

Vertically align curriculum - Each department will review new State Assessment data and compare achievement with curriculum maps. The will make adjustments as needed.

Evidence of success: Increased student achievement on formative and summative assessments

Activity - Review Curriculum Maps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Per department, teachers will receive collaboration time to review curriculum maps and adjust as needed.	Other - Collaboration	08/10/2016	05/24/2019	\$1000	District Funding	Lindsey Hagerty Teachers

Activity - Map Indiana State Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Investigate providing professional development days for grade level teachers, districtwide, to curriculum map the new Indiana Academic Standards (IAS) 2014.	Professional Learning	08/10/2016	05/24/2019	\$1000	District Funding	Curriculum Specialist Principals

Strategy 3:

Professional Development Days - We have two full-day professional development days (September 20 and November 1) built into the master calendar. The students will be at home doing virtual learning on those two days.

Research Cited: Hire high quality PD as researched by conference attendees.

Evidence of success: Follow-up surveys with staff about the PD received.

Activity - Presenter Matt Miller	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
For September 20th, we have national speaker on technology integration into the classroom, Matt Miller of ditchthattextbook.com. Matt is a teacher and presenter from Indiana. He is the author of the book, Ditch That Textbook: Free Your Teaching and Revolutionize Your Classroom. Matt has been named one of the top 10 influencers in educational technology and e-learning worldwide.	Technology	09/20/2017	09/20/2017	\$2995	Title II Part A	Matt Jones
Activity - Co-Teaching Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tonia Brewer and Alisa Stovall from Indiana State U. will provide the training Participants – 28 teachers (14 from the high school and 14 from the junior high; general education teachers and special education teachers) will learn about best practices in co-teaching.	Professional Learning	11/01/2017	11/01/2017	\$0	No Funding Required	Lindsey Hagerty

Goal 7: Attendance Rate

Measurable Objective 1:

demonstrate a proficiency of an attendance rate of 95% or above by 05/24/2018 as measured by as measure by the annual attendance rate from the IDOE Compass site.

Strategy 1:

Attendance Officer - We continue to implement our school policy and have a full-time attendance officer to monitor student attendance. This staff member works out of the Dean's Office in Student Services. Alongside the Attendance Officer is our Graduation Coach who also works with students on attendance. Our School Resource Officer assists Student Services with truancy issues and making home visits.

The Attendance Policy is reviewed and updated annually to match the goals and policies of the school corporation.

LIMIT ON ABSENCES

LHS policy allows each student to have twelve (12) absences per semester/per class. ALL absences must be verified by the parent/guardian so students are not counted as truant. Both excused and unexcused absences count toward this maximum of ten days. After the tenth absence in a single class period, the student may be

removed from class and placed in a study hall. The school will notify and, if necessary, hold a conference with the student and parent to determine whether the student should be permitted to stay in the class. Continuation of school attendance after the tenth absence may be subject to the student complying with conditions (e.g. a doctor's note may be required) regarding any additional absences.

The Board considers the following for excused absences:

illness verified by a note from a physician

required court attendance

professional appointments – Parents are encouraged to schedule medical, dental, legal, and other necessary appointments other than during school hours. When appointments are necessary during the school day, the student shall report back to school immediately after the appointment with a signed statement from the doctor, dentist, lawyer, counselor, etc.

death in the immediate family or of a relative

observation or celebration of a bona-fide religious holiday in accordance with Policy 5223

maternity

military connected families' absences related to deployment and return

Students are permitted days during which they may visit colleges or universities. Juniors are permitted one such day, while seniors are permitted two.

EXCEPTIONS TO THE COMPULSORY ATTENDANCE LAW Only the following absences authorized by the state of Indiana will be considered exempt from the Compulsory Attendance Law. Absences requiring documentation and/or verification must be on file, within two (2) school days after the student returns, in the Dean's Office to receive the exemption:

service as a page or honoree of the general assembly (I.C. 20-33-2-14)

service on a precinct election board or helper to a political candidate on the date of an election (I.C. 20-33-2-15)

subpoena to appear in court as a witness in a judicial proceeding (I.C. 20-33-2-16)

service in active duty with the National Guard for not more than ten (10) days (I.C. 20-33-2-17)

participating as a member of the Indiana wing of the civil air patrol for not more than five (5) days (I.C. 20-33-2-17.2)

the student or a member of the student's household exhibits or participates in the Indiana State Fair for educational purposes (IC 20-33-2-17.7).

participating in an educationally related non-classroom activity which is consistent with and promotes educational philosophy and goals of the school corporation, facilitates the attainment of specific educational objectives, is part of the goals and objectives of an approved course or curriculum, represents a unique educational opportunity, cannot reasonably occur without interrupting the school day, and is approved in advance by the school principal (I.C. 20-33-2-17.5)

In these cases, class work may be completed for full-credit. It is the student's responsibility to obtain missed assignments and complete all of the work on the due date established by the teacher.

Unexcused Absences

Any absence that is not an excused absence or an exception to compulsory attendance contained in Policy 5200 is an unexcused absence.

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.

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 excused and unexcused absences count toward the total allowed per class period. Any student reaching the twelfth (12th) 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.

LHS firmly believes that with a combined focus by both home and school, our students are capable of good daily attendance and punctuality. The following interventions will be in place so that parents/guardians are aware of the attendance record(s) of their children:

FIRST (1ST) ABSENCE:

The automated phone dialer will contact parent/guardian of absence via telephone.

SECOND (2ND) ABSENCE:

The automated phone dialer will contact parent/guardian of absence via telephone.

THIRD (3RD) ABSENCE:

The automated phone dialer will contact parent/guardian of absence via telephone.

FOURTH (4TH) ABSENCE:

The automated phone dialer will contact parent/guardian of absence via telephone. The Attendance Officer will contact the parent/guardian by telephone and/or letter.

FIFTH (5TH) ABSENCE:

The automated phone dialer will contact parent/guardian of absence via telephone.

SIXTH (6TH) ABSENCE:

The automated phone dialer will contact parent/guardian of absence via telephone. Parent/guardian and student will meet with or confer by telephone with the Attendance Officer.

SEVENTH (7TH) ABSENCE:

The automated phone dialer will contact parent/guardian of absence via telephone.

EIGHTH (8TH) ABSENCE:

The automated phone dialer will contact parent/guardian of absence via telephone.

NINTH (9TH) ABSENCE:

Student will meet with the attendance officer.

TENTH (10TH) ABSENCE:

Attendance officer will call to set up a conference with student's parents.

ELEVENTH (11TH) ABSENCE:

Student may be removed from class and placed in a study hall.

TWELFTH (12TH) ABSENCE:

Student may be removed from class and placed in a study hall.

Students absent from study hall shall receive the following consequences:

- 6 – 3 days of Lunch Detention
- 9 – 3 day OSS

CERTIFICATE OF A CHILD'S INCAPACITY Whenever a student, for medical reasons, misses any one class more than three (3) times during any semester, the school can request the parent/guardian to provide the school with a Certificate of Incapacity (I.C. 20-8.1-3-20). A licensed physician must complete the certificate. Forms will be provided by LHS and must be returned following the scheduled conference with the student and parent/guardian.

COMPULSORY ATTENDANCE – DUTY OF PARENTS/GUARDIANS It is unlawful for a parent/guardian to fail, neglect, or refuse to send his or her child to a public school for the full term as required under this chapter unless the child is being provided with instruction equivalent to that given in the public schools. Any person knowingly violating this chapter commits a Class B misdemeanor, which is punishable by imprisonment and/or a fine. (IC 20-8.1-3)

Research Cited: Research demonstrates that chronic absenteeism and truancy result in numerous negative consequences for students (Balfanz & Byrnes, 2012). Chronic absenteeism and truancy negatively impact academic performance (Gottfried, 2009). Moreover, chronic absenteeism also impacts students' personal and social well-being. While students miss school for a variety of reasons, Balfanz and Byrne (2012) suggest that the reasons for student absenteeism can be grouped into three categories. First, students miss school because they cannot attend school due to illness, family responsibilities, housing instability, the need to work, or involvement with the juvenile justice system (p. 4). These students face significant barriers to attending school. Second, students are absent because they will not attend school to avoid bullying, unsafe conditions, harassment, or embarrassment. These students avoid school or refuse to attend to school because of the way that they perceive the school environment. Finally, students are absent because they simply do not attend school. These students choose not to attend school "because they, or their parents, do not see the value in being there, they have something else they would rather do, or nothing stops them from skipping school" (p. 5).

-Indiana Department of Education (Student Services, Attendance)

Evidence of success: Maintaining a 95% rate annually on the IDOE Compass site.

Activity - Review Attendance Rate Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Annually review the Attendance Rate for our school.	Academic Support Program, Policy and Process	08/09/2017	05/24/2018	\$0	No Funding Required	Pat Skaggs JD Dubes
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Activity - SchoolMessenger Call-Out	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The SchoolMessenger system will make an AM call to parents where students have an "A" (Absence in PowerSchool) receive the call. The A indicates no pre-arranged absence or call-in by the parents.</p> <p>After school, a PM call will be sent out to the rest of the remaining Absent (A) students in PowerSchool.</p> <p>We are working to have the system to pre-record a message in English and one in Spanish.</p>	Technology, Parent Involvement	08/09/2017	05/24/2018	\$9000	District Funding	Pat Skaggs Dean's Office Secretary

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Schoology Learning Management System (LMS)	<p>Schoology connects everyone on the same network to boost communication and sharing in the classroom, across the institution, and around the world.</p> <p>Schoology enables faculty to create and join groups that foster a sense of community and increase collaboration across the institution. Group content libraries simplify the sharing of instructional resources and enable faculty to add them to their courses instantly.</p> <p>Schoology is the only LMS with a vibrant professional learning community (PLC) built in rather than tacked on. There's no better vehicle for supporting faculty than a global network of innovators, thought leaders, and instructional coaches ready to help anytime, 365 days a year.</p>	Other - Professional Learning Community (PLC)	08/11/2016	05/24/2019	\$8000	Technology Staff Teachers
Review Curriculum Maps	Per department, teachers will receive collaboration time to review curriculum maps and adjust as needed.	Other - Collaboration	08/10/2016	05/24/2019	\$1000	Lindsey Hagerty Teachers
Map Indiana State Standards	Investigate providing professional development days for grade level teachers, districtwide, to curriculum map the new Indiana Academic Standards (IAS) 2014.	Professional Learning	08/10/2016	05/24/2019	\$1000	Curriculum Specialist Principals
Graduation Walk Set-Up	Set-up walk by placing on the calendar, communication with feeder schools, students, parents, and transportation department.	Community Engagement, Field Trip	05/01/2017	05/01/2019	\$500	Matt Jones Jay Jones
SchoolMessenger Call-Out	<p>The SchoolMessenger system will make an AM call to parents where students have an "A" (Absence in PowerSchool) receive the call. The A indicates no pre-arranged absence or call-in by the parents.</p> <p>After school, a PM call will be sent out to the rest of the remaining Absent (A) students in PowerSchool.</p> <p>We are working to have the system to pre-record a message in English and one in Spanish.</p>	Technology, Parent Involvement	08/09/2017	05/24/2018	\$9000	Pat Skaggs Dean's Office Secretary

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Curriculum Mapping PD	English teachers will work on curriculum development	Other - Professional Learning Community (PLC)	08/30/2017	08/30/2017	\$1100	Lindsey Hagerty Tammy Minks
Total					\$20600	

Title III

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Ellevation Training	Ellevation is the tool by which teachers may readily access their EL students' data in order to make informed instructional decisions regarding what they have learned through SIOF and WIDA. LCSC trained staff will continue training through out the school year.	Professional Learning	08/09/2017	05/24/2018	\$3000	Emily Graham Lindsey Hagerty
Ellevation Program/Licenses	Ellevation Program/Licenses	Technology	08/09/2017	05/24/2018	\$7800	Emily Graham
Total					\$10800	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
After School Math Tutoring	After school math tutoring will be provided Tuesday and Thursday from 3:10-4:00 all school year. One teacher will be available those days.	Tutoring, Academic Support Program	08/10/2016	05/24/2019	\$4300	Lindsey Hagerty Teachers
Extra Time for English Teachers	Teachers of English 9 and 10 and the English lab classes will receive an extra prep period to focus on lesson planning, instructional strategies, data analysis (formative and summative assessments), curriculum maps/standard alignment, parental involvement and collaboration with colleagues (Professional Learning Communities-PLC) for their Common Curriculum and Assessments.	Professional Learning	08/10/2016	05/24/2019	\$0	Tammy Minks Lindsey Hagerty Teachers
Offsite Alternative School	Maintain our offsite alternative school.	Behavioral Support Program, Academic Support Program	08/10/2016	05/24/2019	\$60000	JD Dubes
Early College Program	Implementing Early College program	Career Preparation/Orientation	08/08/2018	05/24/2019	\$0	Lindsey Hagerty Matt Jones
Credit Recovery Staff	Annually budget in a staff member to teach and maintain the credit recovery lab.	Academic Support Program	08/10/2016	05/24/2019	\$55000	Cheryl Reiff

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Extended Semester Lists	At the end of Semester I and Semester II, Extended Semester teachers communicate with the qualifying classes for the program and provide standards checklists. The class teachers identify those who qualify and mark the standards needed to master to receive the passing grade. Those lists are provided to the Extended Semester teachers who then meet with each student individually.	Academic Support Program	12/21/2016	05/24/2019	\$1200	Chris Middleton
Total					\$120500	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
NWEA	Assessment that measures student growth and learning needs, professional development that fosters educators' ability to accelerate student learning, and research that supports assessment validity and data interpretation. Staff consistently re-evaluates student mastery and the curriculum. Administered three times annually in grades 9-10.	Other - Student Assessment	08/10/2016	05/24/2019	\$14000	Mike Grenard Lindsey Hagerty Math Teachers
Summer School	CREDIT RECOVERY: Operates from the day after Graduation until the end of July (Monday-Friday) at LHS from 8:00AM-Noon. These classes are completed online. Certified teachers will be assigned to the G-1 lecture hall. Each student will work at his or her own pace. Students who do not work regularly on their class(es) will not finish. Students will only need to come to the LHS Campus to take the Final: exam and quizzes. Staff will be available to assist students via email, phone, and at the LHS Campus from 8:00AM-12:00PM Monday-Friday until the end of July. Once a student meets mastery of all standards, he or she will earn the credit and be done with summer school.	Academic Support Program	06/06/2016	07/26/2019	\$64000	JD Dubes
NWEA	Assessment that measures student growth and learning needs, professional development that fosters educators' ability to accelerate student learning, and research that supports assessment validity and data interpretation. Staff consistently re-evaluates student mastery and the curriculum. Administered three times annually in grades 9-10.	Other - Student Assessment	08/23/2017	05/23/2019	\$14000	Lindsey Hagerty Tammy Minks English Teaching Staff
Total					\$92000	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Presenter Matt Miller	For September 20th, we have national speaker on technology integration into the classroom, Matt Miller of ditchthattextbook.com. Matt is a teacher and presenter from Indiana. He is the author of the book, Ditch That Textbook: Free Your Teaching and Revolutionize Your Classroom. Matt has been named one of the top 10 influencers in educational technology and e-learning worldwide.	Technology	09/20/2017	09/20/2017	\$2995	Matt Jones
Total					\$2995	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Dr. Morita Professional Development	Dr. Morita Professional Development	Professional Learning	08/09/2017	05/24/2018	\$7000	Emily Graham Lindsey Hagerty
Total					\$7000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
6th grade middle school presentation	Middle school student transition panel go to each elementary school for 6th grade middle school presentation	Other - Student Presenters	05/02/2016	05/01/2019	\$0	Middle school administrators elementary school administrators school counselors transportation
At-Risk Student Conversations	The Administration and the Graduation Coach will meet weekly with students who are in the Yellow and Red on the Graduation Spreadsheet.	Behavioral Support Program, Parent Involvement, Academic Support Program	08/10/2016	05/24/2019	\$0	Matt Jones Jay Jones JD Dubes Lindsey Hagerty
Dual Credit Partnerships	Continue to maintain or build upon Dual Credit partnerships with Indiana University, Ivy Tech Community College, Trine University and Vincennes University.	Community Engagement	08/10/2016	05/24/2019	\$0	Matt Jones James Little

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Maintain JAG Specialist and Program	Annually identify students for the program and maintain at least 20-30 enrolled in the program.	Community Engagement, Behavioral Support Program, Academic Support Program	08/10/2016	05/24/2019	\$0	Ethan Groff Guidance Counselors
Review Attendance Rate Data	Annually review the Attendance Rate for our school.	Academic Support Program, Policy and Process	08/09/2017	05/24/2018	\$0	Pat Skaggs JD Dubes
Graduation Plan	Eighth grade students will develop a "Graduation Plan" by working with parents and school counselors.	Career Preparation/Orientation	08/10/2016	05/24/2019	\$0	LHS Counselors
Admin Visit FCA	The administration of LCSC will visit the Fiat-Chrysler (FCA) Plants in Kokomo and Tipton. This site visit is to tour the two plants and develop a partnership between LHS/CCC.	Career Preparation/Orientation	07/11/2017	07/11/2017	\$0	Jay Jones
Spreadsheet	The shared spreadsheet will be created, shared and maintained.	Parent Involvement, Academic Support Program	08/10/2016	05/24/2019	\$0	Matt Jones
College-Entrance Preparation Class	Place course in the program of studies.	Direct Instruction, Academic Support Program	01/11/2016	05/24/2019	\$0	LHS Guidance Department Lindsey Hagerty
Enroll students in Lab Classes	11th and 12th grade students who have yet to pass ISTEP English and Math will be enrolled in Lab Classes until they pass.	Tutoring, Direct Instruction, Academic Support Program	08/10/2016	05/24/2019	\$0	Counselors Teachers of Lab Classes
PRIDE Presentation	PRIDE will present to parents at the Senior Boot Camp.	Parent Involvement	08/02/2016	08/02/2016	\$0	JD Dubes Abby Lundy
Alpine Staff Training	Staff training by LCSC Tech trainer.	Professional Learning	09/05/2017	05/24/2018	\$0	Brandi Rozzi Lindsey Hagerty

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Transfer General Education Core	The Statewide Transfer General Education Core (STGEC) was developed in 2012, and enables a student who satisfactorily completes an approved program of general education in any one of those institutions to transfer that coursework to any other state educational institution as a block of 30 credit hours toward the general education core requirements. These courses meet the competency requirements identified by all state public higher education institutions. When an Ivy Tech student completes all requirements of the STGEC, the student's transcript will note that the transfer core has been completed.	Policy and Process	08/09/2017	05/21/2020	\$0	Karin Ulerick
Translate Materials to Spanish	We will translate all 8th Grade Transition Night promotional materials (call-out, Internet, flyers) to Spanish.	Parent Involvement	11/01/2016	12/21/2018	\$0	Emily Graham Elisa Banuelos Mercy Mata
Staff Schoology Training	LCSC tech staff will provide an hour and forty-five minute training on Schoology to all new staff members prior to the start of school.	Professional Learning	08/04/2017	08/04/2017	\$0	Brandi Rozzi
PRIDE Kick-Off	PRIDE will host a senior class meeting to kick-off for the school year.	Career Preparation/Orientation	08/16/2017	08/16/2017	\$0	JD Dubes Jay Jones
Co-Teaching Training	Tonia Brewer and Alisa Stovall from Indiana State U. will provide the training Participants – 28 teachers (14 from the high school and 14 from the junior high; general education teachers and special education teachers) will learn about best practices in co-teaching.	Professional Learning	11/01/2017	11/01/2017	\$0	Lindsey Hagerty
Teacher Schedules	Develop annual teacher schedules to have common prep times.	Technology	08/10/2016	05/24/2019	\$0	Lindsey Hagerty Department Heads
Ongoing Schoology Training	LHS Staff will receive ongoing Schoology training during monthly staff meetings.	Professional Learning	09/07/2016	05/24/2019	\$0	Matt Jones Lindsey Hagerty Brandi Rozzi
Jim Wolf FCA	Fiat-Chrysler (FCA) Education liaison will meet with our Curriculum team to discuss the partnership with LHS/CCC and development an internship program.	Career Preparation/Orientation	09/18/2017	09/18/2017	\$0	Jay Jones
Total					\$0	

Career and Technical Education Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
College and Career Specialist	Make the Graduation Coach also the College and Career Ready Specialist to run the PRIDE program at LHS.	Community Engagement	06/01/2017	05/24/2019	\$40000	JD Dubes Jay Jones

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Century Career Center (CCC) Partnerships	The Century Career Center (CCC) will continue to explore and expand School-to-Work partnerships with local businesses partnerships that can facilitate more internships, apprenticeships, etc.	Community Engagement, Career Preparation/Orientation	08/10/2016	05/24/2019	\$500	James Little Tim Railey
Total					\$40500	

Conclusion

The Indiana School Improvement Plan is designed to be comprehensive and for continuous improvement. Systemic use and consistent reflection are encouraged to update the status of the goals in order to make school improvement continuous and actionable.