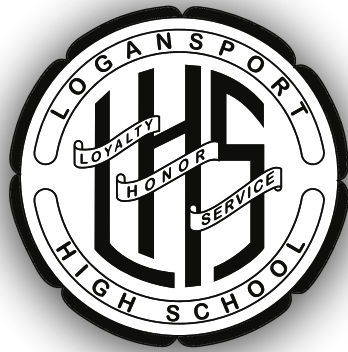


Logansport High School

Logansport Community School Corporation



Mr. Matt Jones, Principal

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Logansport, IN 46947

lhs.lcsc.k12.in.us

School Improvement Plan

2022-2025

Logansport High School and Community Profile

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 18,366 residents (2020 Census). According to the 2020 Census, approximately 66% of the residents are White, 28% Latinx, 4.1% multi-racial, 1.5% African-American, and 1.8% 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 influenced the city's history. Today, the community's industry is diversified, with a Tyson Foods plant serving over 1800 employees as the largest employer. 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. The board-appointed Superintendent of Schools carries out administrative functions. 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 150 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 member of the oldest conference in Indiana, the North Central Conference (NCC, 1926).

Logansport High School is honored 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 its 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 in the uniqueness that both Felix and a Berry bring to the school's rich history.

The current LHS campus (built-in 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, 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. Outdoor 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 was added to 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, significant 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
- New Century Career Center attached to LHS replacing the off-campus El-Tip-Wa.

In 2015, significant 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 south side of the campus is a fantastic 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.
- This new Life Fitness area brings additional expansion to 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, 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 to 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, the facility manager since the fall of 1976, retired after 42 years in June 2018. Mr. John Vales is the current Manager. The facility impacts the lives of Logansport High School students and the entire community. It is truly a shared facility.

Logansport High School (enrollment 1236) 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 comprises 77 certified teachers, 67 non-teaching staff, five counselors, and four administrators. 93% of the teaching staff is Caucasian, with 7% Asian and Latinx.

Staff years of experience breakdown:

20+ (36.0%)

16-20 (21.3%)

11-15 (14.7%)

6-10 (16.0%)

0-5 (12.0%)

The demographic makeup of the student population mirrors the community. In this impoverished community, 53% of LHS qualify for federal free and/or reduced lunch assistance. This is up from 20% in 2001. The diverse student body is made up of over 30 different countries. The student population is 42% White, 52% Latinx, 2.7% multi-racial, 3% Asian, and 3% African-American. 26.2% of the students are English Learners (EL). In the last five years, we have seen an increase in the corporation's Burmese and Haitian student population. Some migrant students come to LHS with little formal education and speak no English.

In preparing for the 2015 AdvancED Accreditation visit, we reviewed the 1998 NCA report, and it was noted that the Hispanic population increased from 36 to 67 from 1997 to 1998. It was suggested that a committee should study the growth and its future impact. Since then, we currently have 596 Latinx students enrolled, a 789% increase. That said, we have a dynamic English Learners program in place at LHS and throughout the corporation.

Until the 2019-2020 school year, LCSC has been a hub for the Logansport Area Joint Special Services Cooperative (LAJSSC). The special education population is 12.6% and includes mild, moderate, severe-profound mentally and/or physically handicapped, learning disabled, and emotionally disabled. LAJSSC serves seven other school corporations. Beginning in 2019, LCSC is no longer be part of LAJSSC and will now run its Special Needs Department, called Logansport Special Services (LSS)

Logansport High School operates on a traditional 7-period day schedule with classes at 48 minutes. Logansport High School students will report to a 30-minute IMPACT Period every Friday between the 2nd and 3rd periods. Students are assigned to a teacher whom they have all four years.

This adviser-advisee period is utilized:

- To build positive relationships with teachers.

- Naviance is a comprehensive college and career readiness solution that helps districts and schools align student strengths and interests to postsecondary goals, improving student outcomes and connecting learning to life.

- Teachers 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.

The first period has two extra minutes 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 must take at least six courses per semester and earn one credit per course.

School's Purpose

LHS VISION STATEMENT

We empower each student to achieve success and nothing less.

LHS MISSION STATEMENT

The mission of the Logansport Community School Corporation is to successfully educate all students by preparing them to be productive and responsible members of a global community.

MOTO

Success. Nothing Less.

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 can 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 mastery of their subject area.
- Teachers who are organized and prepared daily explain the material well and assign meaningful work.
- A well-rounded education where they graduate college and are career ready.

Improvement Planning Process

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

The School Improvement Plan works 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 indeed about. The LHS Vision, Mission, and Core Beliefs derive from the corporation's 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 an evaluation of the strategy to measure its effectiveness. Logansport High School-related goals and strategies were directly implemented into our School Improvement Plan.

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 plan's creation.

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.

Curriculum

The comprehensive curricula available to students include core subject areas with college preparatory, advanced placement, world language, physical education, and fine art courses. In partnering with the Century Career Center on the new Graduation Pathways, LHS students have every opportunity to individualize their graduation plans to align with their postsecondary goals. Over 95% of our students take courses at the Career Center- The highest in the state- and when combined with our dual credits, it gives our students a significant advantage over their peers regarding college and career readiness. Local support has been successful in many endeavors, from academics to education-based athletics. Activities are available for every student who chooses to become involved. Twenty-two varsity sports, academic teams, thespian troupe, speech team, the marching band, jazz bands, and 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 in 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 constantly strive to have more students graduate with the more rigorous Academic Honors Diploma. The percentage of LHS students earning Academic Honors Diplomas has averaged 30% in 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 courses appropriate for their interests/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
2021	40	60
2020	34	30
2019	62	56
2018	35	58
2017	34	52
2016	36	63
2015	25	56
2014	34	53
2013	33	53

Dual credits and Advanced Placement (AP) have been offered for several years, 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 250 credits available in the 2020-21 school year. Dual credits offer 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 considerable savings to students and their families. Since the program was implemented in 2005, students have earned over 16,000 dual credits. For 2021–2022, students earned 3090 and saved over \$1 million in potential college tuition savings. Logansport is proud of its extensive dual credit partnerships with Indiana University, Ball State University, Ivy Tech Community College, Vincennes University, and the College Board.

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 credit opportunities as LCSC moves forward with developing future Early College and career and technical education programs.

Dual Credit Courses

IU American History I (H105)
IU American History II (H106)
IU Biology (L100)
IU Physics (P221)
IUK Education Professions I
IUK Education Professions II
Ivy Tech ASTR 101 Solar System Astronomy
Ivy Tech Art Appreciation (ARTH 110)
Ivy Tech Political Science (POLS 101)
Ivy Tech Psychology (PSYC 101)
Ivy Tech Spanish (S101, S102)
Ivy Tech Spanish (S201, S202)
Ivy Tech Speech (COMM 101)
Ivy Tech Composition (ENGL111)
Ivy Tech Composition II (ENGL215)
Ivy Tech Literature (ENGL206)
Ivy Tech College Algebra (M136)
Ivy Tech Trigonometry (M137)
Ball State Chinese (C101, C102)
Ball State Chinese (C201, C202)
Ivy Tech MacroEcon (ECO223)
Ivy Tech Sociology (SOC103)

Advanced Placement (AP)

Biology
Chemistry
Calculus
Government
Language & Composition
Literature & Composition
Physics (Concurrent with P221)
Statistics
Studio Art
World History

The entire Logansport High School program of studies (curriculum guide) (is given to students each year before scheduling and is also available for students and parents on the LHS webpage at https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/290249/LHS_Program_of_Studies_2022-2023.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 Language Arts and Math ISTEP 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 after 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 throughout the regular school day. This program is designed as an academic intervention opportunity for students with specific 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 APEX

The highest grade a student may receive in Credit Recovery via APEX is a 80% B-.

Alternative School and Credit Recovery

The Academy uses Apex Learning, a web-based learning platform that provides a standard public school curriculum based on the Indiana State Standards. Apex is an industry leader in secondary instructional solutions, offering comprehensive libraries of rigorous, interactive courses and assessments. Students residing in Cass County are issued a laptop computer, on which they complete daily modules for a particular subject. Upon completion of each required class, a credit is earned.

To be eligible for enrollment, students must demonstrate a need for a non-traditional educational experience. We exist to serve students who, for example, have been expelled from school; who have not found success in the traditional learning environment; have chronic absences from school; are pregnant; or those who must be employed in order to support themselves or their families.

Logansport High School and Logansport Junior High School administrators and teachers may recommend students to The Academy for any of the reasons listed above. Parents or guardians may also inquire whether their students can benefit, but must meet with the Academy Principal and Counselor prior to acceptance in the program.

Logansport High School offers three summer school options: Credit Recovery 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 exams. 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 is done with the course.

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

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 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 acknowledgment of the importance of good citizenship, school attendance, and diligent study habits. Upon satisfactory fulfillment of the plan, students will be enabled to graduate and 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: PLAN, PSAT/NMSQT, ACT, SAT, ASVAB 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 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.

Quick Facts

Established: 1871

Enrollment: 1236

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 (since fall, 2011)

Conference: North Central IHSA Class: 4A

Notable Achievements and Areas of Improvement

Our school letter grades:

2011- D
2012- C
2013- A
2014- B
2015- B
2016- B
2017- A
2018- A
2019- A
2020- A
2021-N/A
2022-N/A

Since 2011, our graduation rate has increased by over 13% to 97% in 2018. 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 90%
2017-18 97%
2018-19 91%
2019-20 82%* (*Homeschool students brought back on cohort)
2020-21 85%
2021-22 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 9.5%
2017-18 8.3%
2018-19 9.6%

2019-20 0.0%
2020-21 2.5%
2021-22 TBD

Our students requiring a waiver for graduation have seen a significant decrease.

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 74.4%
2017-18 75.6%
2018-19 76.2%
2019-20 79.6%
2020-21 N/A
2020-21 N/A

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 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. In October 2014, 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.

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 can stop by the center for help and information on college applications, scholarships, essay help, FASFA, transcripts, dual credits, 21st Century Scholar program, ASVAB, and more. Since 1999, LHS has had 21 Lilly Endowment Community Scholarship Winners, the most in Cass County.

In fall 2019,

Logansport High School will receive \$150,000 in grant funding over the next five years to support the implementation of an Early College program as part of an award given to the Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis. CELL is the recipient of a \$7.9 million grant through the Education Innovation and Research (EIR) program administered by the U.S. Department of Education's Office of Elementary and Secondary Education.

CELL will establish a Rural Early College Network (RECEN) to help rural Indiana schools more quickly implement the Early College (EC) high school model. EC targets underserved students and allows them to earn both high school diplomas and up to two years of credits toward a bachelor's or associate degree through rigorous dual credit classes supported by wrap-around services.

We now have three cohorts of an average of 18 students within the EC initiative- Class of 2024, 2025, and 2026.

Logansport High School is always striving for:

- 90% of our students will graduate in four years.
- 70% of each cohort will earn 3 or more dual credits upon graduation.
- 100% of our graduating seniors will be college and career ready.
- Upon graduation, students will either be Enrolled, Employed, or Enlisted leading to service.

Additional Information

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 assist 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 a computer to complete daily modules for a particular subject. Upon completion of the required coursework, 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 community members.

LHS also implements period-by-period credit recovery labs 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 online (APEX) and consists of 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

- PE

-Intro to Agriculture

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

We offer over 30 extra-curricular and club activities.

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

Attendance Rate

The attendance rate at LHS has been consistently above the state average. We continue to implement our school policy. We have a full-time attendance officer who is bilingual.

All Grades

2017-18 95.3%

2018-19 95.8%

2019-20 96.2%

2020-21 93.5% (Pandemic influenced drop)

Attendance and punctuality are essential to all our students at LHS. Students with poor attendance often lose interest in school, feel alienated from school activities, and have a lesser chance of graduating. Research indicates that there is a direct correlation between attendance and academic success.

LHS is also concerned that students develop a high standard of work ethic, which will be a significant factor when working with future employers. Dependability and punctuality are qualities that all employers look for in retaining or promoting future employees.

ABSENCE DEFINED

Absence is defined as missing the entire school day or any part (period) of a day for any reason. If a student is tardy to class beyond 10 minutes, this is considered an unexcused absence.

Chronic absenteeism due to health-related symptoms complicates the provision of educational services and the ability of a student to learn in an organized manner. Schools report that chronic absenteeism due to alleged health problems is a significant issue for administrators and teachers. In addition, both federal and state law require schools to have written procedures for the identification, location, and evaluation of students with disabilities as defined by the various statutes (See Section 504 of the Rehabilitation Act of 1973 (34 CFR & 104.32)), the Individuals with Disabilities Education Act (20 USCA & 1412 (a) (3)) and 511 IAC 7-25-2 (Indiana Administrative Code).

E-LEARNING

On days when students are not in school, referred to as E-Learning days, students are required to participate in the Google Meet, check Schoology for assignments and attendance, and make sure they are checking in with their teacher by the assigned time to get credit for the day. If WIFI isn't available, the student must call the main office at school by noon to get credit for the day.

LIMIT ON ABSENCES

LHS policy allows each student to have ten (10) absences per semester/per class. ALL absences **must be verified** by the parent/guardian, so students are not counted as truants. Unexcused absences count toward this maximum of ten days. After the tenth absence in a single class

period, the student will be removed from class and placed in a study hall. Continuation of school attendance after the tenth absence may be subject to the student complying with conditions (e.g. a doctor's note will 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 bonafide religious holiday by Policy **5223**
- 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.
- Such other good cause as may be acceptable to the Superintendent or permitted by law

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. 20509 by 9:30 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 or it will result in an unverified/unexcused absence. 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. 20509 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 absences count toward the total allowed

per class period. Any student reaching the eleventh (11th) absence in any class will be removed from the class and placed in study hall.

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:

3 (three) unexcused absences:

The school will attempt to contact the parent, guardian, or custodian by phone. If phone contact fails, the school will issue a letter to the address it has on record for the student. All attempts to contact the family will be recorded in Power School.

When contact is made, review the dates and reasons for all absences

5 (five) unexcused absences:

Remind the parent, guardian, or custodian of the limit on absences being excused by phone.

Determine whether a Certificate of Incapacity is indicated and review those requirements.

Remind the parent, guardian, or custodian that a meeting with a school administrator, social worker, and juvenile probation officer will be required if the student reaches 5 (five) unexcused absences.

The school will schedule the family meeting that may include the school administrator, social worker, and Cass County Juvenile Probation.

The school will attempt to contact the parent, guardian, or custodian by phone. If phone contact fails, the school will issue a letter to the address it has on record for the student. All attempts to contact the family will be recorded in Power School.

During the meeting, the parent, guardian, or custodian will be reminded that further absences require medical documentation.

During the meeting, the school administrator, social worker, juvenile probation officer, and parents, guardians, or custodians will develop a written plan for addressing the attendance issue and will include any referrals to family services for further assistance and support.

If included in the meeting, the juvenile probation officer will complete an intake report based on the content of the meeting. This may also include a recommendation for an Informal Adjustment, if indicated.

A juvenile subject to an Informal Adjustment will be expected to participate in the Cass County Juvenile Probation Department's truancy supervision, separate and apart from any further involvement by the school or any service provider.

Parents, guardians, or custodians will also be notified that if the student accumulates 8 (eight) or more unexcused absences, the school may make a referral for the filing of a delinquency petition.

The school may refer the student to Cass County Juvenile Probation for a delinquency petition. This referral will include a recommendation for a Parental Participation Order, if indicated.

Cass County Juvenile Probation will submit the referral to the Prosecutor's Office, including any recommendation for a Parental Participation Order.

The Court may hold an expedited Initial hearing within 2 (two) business days of the filing of a formal petition upon request.

The Cass County Circuit Court will notify all parties of the date and time of the Initial Hearing.

A juvenile subject to Formal Probation for the delinquent act of truancy will be expected to participate in the Cass County Juvenile Probation

8 (eight) unexcused absences:

10 (ten) unexcused absences:

Department's truancy supervision, separate and apart from any further involvement by the school or any service provider.

Once the child has accumulated 10 (ten) or more unexcused absences, the school *shall* refer the matter to Cass County Juvenile Probation for a delinquency petition, or to the Department of Child Services, pursuant to IC 20-33-2-25.

A juvenile subject to Formal Probation who has been expelled may nonetheless be expected to continue with supervision by the Cass

County Juvenile Probation with respect to further unexcused absences From school, separate and apart from any further involvement by the school or any service provider.

A juvenile who has been expelled from school but remains on probation may be enrolled in the Family Opportunity Center Education Center.

Students absent (unexcused) 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)**

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:

- Serving as a page in the Indiana General Assembly.
- Appearance in court pursuant to a judge’s order.
- Serving active duty for the Indiana National Guard for not more than ten (10) days in a school year pursuant to orders.

- Working at the polls on Election Day with prior approval of the Principal and written verification from poll official.
 - Religious holidays or observances; request must be made in writing by the parent/guardian prior to the absence.
 - Such other good cause as maybe permitted by law.
- 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.

EXIT INTERVIEW

According to State law (IC 20-33-2-28.5, Section B), students between the ages of 16 and 18 must have the approval of parents and Principal to withdraw from school and can only withdraw for these reasons:

financial hardship and the individual must be employed to support the individual's family or a dependent; or illness; or by an order by a court that has jurisdiction over the child

The student, the student's parent/guardian, and the Principal are required to be present at an exit interview. All must agree to the withdrawal or the student will remain in school.

At least five (5) days before holding an exit interview LCSC shall give notice that the exit interview will include a hearing to determine if the reason for the student's withdrawal is due to one of the reasons listed above. If the Principal determines that the reason for the student's withdrawal is not due to one of the above reasons, both the student and the parent/guardian will receive a copy of the determination. State law requires principals to "deliver" by certified mail or personal delivery to the Bureau of Child Labor a record of the individual's failure to return to school so that the Bureau of Child Labor revokes any employment certificates issued to the individual and does not issue any additional employment certificates to the individual. Students who drop out before age 18 without parent's and/ or school's permission also risk losing their driver's licenses.

LEAVING SCHOOL PRIOR TO DISMISSAL TIME

No student will be allowed to leave school prior to dismissal time without a written request signed by the parent, a phone call to the dean's office, or without the parent coming to the Dean's Office to request the release. No student will be released to a person other than a custodial parent without a phone call or permission note signed by the custodial parent or other legal authorization. Students on attendance probation and/or county probation who, at the Nurse's discretion, present a measurable, objective symptom of illness (e.g. elevated temperature), shall be sent home only through the Nurse's Office.

RE-ENROLLMENT

A student who wishes to enroll at LHS and has a prior pattern of not completing the semester is subject to an administrative decision prior to allowing enrollment. The student and/or parent/guardian will receive a written determination of the administrative decision. The parent/guardian or student in accordance with the provisions set out in IC 20-8 may make an appeal of

the administrative decision. 1-5-14. Factors to be considered in the determination will include but not be limited by the following:

- The number of times the student has been enrolled in high school
- The reasons the student did not complete the prior enrollment
- The age of the student
- The number of credits the student needs to obtain a diploma from LHS **REMOVAL FROM CLASS**

Students removed from four (4) or more classes in any semester or students with four (4) study halls, will be considered chronic absentees. Expulsion procedures may be initiated at this point. The eleventh (11th) unexcused absence and/or fifteenth (15th) tardy will result in the student being removed from class and placed in study hall for the remainder of the semester. Students removed from class due to absenteeism or tardiness shall not receive credit in that class. Students removed from class for attendance/tardy violations will not start credit recovery until the class from which they were removed has been completed.

LHS (as issuing officer of Employment Certificates) may deny an Employment Certificate to a student:

- whose attendance is not in good standing; or
- whose academic performance does not meet LCSC standards.

A student may appeal the denial of the certificate under subsection (a) to the school Principal.

(As amended by Acts 1977, P.L. 244, SEC. & P.L. 37-1985, SEC. 7; P.L. 106-1992, SEC. 3.)

An Employment Certificate issued under this chapter may be revoked by the LHS (as issuing officer) if there has been a significant decrease in any of the following since the issuance of the permit:

- The student's grade point average (below 1.7).
- The student's attendance at LHS.

A student whose employment certificate is revoked under subsection (a) is entitled to a periodic review of the student's grade and attendance record, or both, to determine whether the revocation should continue. A periodic review may not be conducted less than one (1) time each school year.

If upon review the issuing officer determines that the student's grade point average or attendance, or both, have improved substantially, the issuing officer may reissue an employment certificate to the student.

A student may appeal the revocation of an employment certificate under subsection (a) or the refusal to reissue an employment certificate under subsection (c) to the Principal.

An issuing officer who revokes an employment certificate shall immediately send written notice of the revocation to the child's employer.

(As added by P.L. 126-1990, SEC. 9. Amended by P.L. 106-1992, SEC. 9.)

TARDY POLICY

Tardiness is considered a serious disruption of the educational process. A student will be considered tardy whenever he or she appears unauthorized or unexcused beyond the scheduled time that class or assigned activity is scheduled to convene and/or not being prepared for class at the designated start time.

Teachers will record all tardies at the beginning of each period.

Tardies accumulate each semester. Students will start each new semester with a “clean slate”.

School begins promptly at 8:35 A.M. Students must plan to arrive at LHS early enough to get to their class and be seated before the bell rings. Students arriving after 8:35 must sign in at the Main Office. Students arriving more than ten minutes late for first period will be counted as an unexcused absence unless legal or medical documentation is presented to the Attendance Office

Technology as a Learning Tool

The mission of the LCSC Information Technology Services is to provide technology services to administration, staff, and students in meeting 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 vital for not only teaching digital learners. We want our students to learn beyond the three Rs and 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 nine years ago, has also greatly improved the ability of students and teachers to communicate outside of regular classroom hours. Every LHS student has their own Lenovo Chromebook that they utilize in their classes. All computers use the Google (G) Suite.

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

Year 1- Substitution- Substituting some components of your teaching with technology and with 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 CleverTouch Interactive TV's and document cameras 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 instruction modification. Students are regularly and immediately notified of their progress through the various software programs used in each classroom (Schoology, Quia, Quizlet, Turnitin.com, etc.), as well as through teacher interaction and PowerSchool. We want every teacher to have a website with 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 can access various technologies within these elective and career pathways.

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

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

The Information Technology Services Department comprises a 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, meets throughout the year to discuss corporation-wide use of technology, the impact of technology in the classroom, new hardware, and the corporation technology plan.

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, texts, and voicemails.

In addition to these are below:

School Improvement Team

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

Parent Surveys

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 of our school community. Parental input is greatly valued. The data is analyzed and shared with staff. We always look for ways to improve 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 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 for students to succeed.

We have bilingual Spanish-speaking staff at the receptionist's desk and principal's secretary in the main office and the secretary in the Dean's/Attendance/Special Needs/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 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 the department to introduce and facilitate the implementation of WIDA concepts and will continue to delve deeper into Model Performance Indicators.

Sheltered Instruction Observation Protocol (SIOP)

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.

Migrant Summer School

LCSC provides migrant students with a four-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 four 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 Tutoring

A certified staff provides after-school tutoring for migrant students at Logansport High School twice weekly. Transportation is provided.

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 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

In 2017-18, LHS staff received LGBTQ+ Cultural Competency Training with Graham Brinklow. He has been Indiana Youth Group's (IYG) Youth Outreach Coordinator since September 2008. He works to start, support, and sometimes resuscitate LGBTQ youth groups in communities and schools across Indiana. He also presents LGBTQ sensitivity training to a wide range of organizations and businesses, serves on the Indiana Equality Fieldwork Team, the National Safe

Schools Coalition, the National Association of GSA Networks, and is helping to start the Indiana Safe Schools Coalition.

In 2017-18, LHS staff received 1/2 day training, "Quick Wins for Working with EL's" Jessica Feeser from IPS- Sol Ed consultants.

Dr. Annela Teemant

Dr. Teemant, Associate Professor of second language education at IUPUI, led LCSC staff in Pedagogic Leadership training throughout the 2018-19 school year. The training goal is for teachers and administrators to self-evaluate their effectiveness in terms of their role with EL students and, based on that reflection, to construct a meaningful plan for improvement. The goals the staff develops will ultimately dovetail with the LCSC Strategic Plan, also being written in the fall of 2018. With English Learners at the fore of our entire corporation's planning and vision, real improvement is anticipated in our work with EL instruction.

Hispanic Heritage and Black History Month

During September and October, Logansport High School celebrates Hispanic Heritage Month. Students do class and club projects that include the decorating of the school, a soccer tournament, an art show, food tasting of nations, and music over the PA. In February, we celebrate Black History Month with a student-created art gallery show.

Multicultural Festival

In May, Logansport High School, in conjunction with our World Language Department of Chinese and Spanish teachers, hosts the festival in our gymnasium. Food vendors of the nations of Logansport High School and cultural-related fashion are sold. We have performances on the gym floor by students, staff, and the Purdue Chinese Performing Art Troupe. The mayor of Logansport and the Superintendent of Schools speak.

Professional Learning (PL)

Professional Learning 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 PL, as requested and needed. Professional Learning at LHS focuses on best practices in technology integration, English Learner (EL-WIDA), SIOP, professional learning communities (PLCs), and instructional strategies. These areas are conducted during an annual two-hour PL session before the first day of school. PLCs develop a common curriculum and administer common assessments, and analyze results through a culture of collaboration.

During 2018-19, we had two built-in PL days, September 19 and January 23. On September 19, Google Certified trainer- Duke Lines is providing G Suite training for half the day, and the staff received Pedagogic Leadership based on the teaching of Dr. Annela Teemant, Associate Professor of second language education at IUPUI, led by LHS admin on the other half.

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

LCSC is a member of the Wabash Valley Education Center in Lafayette, and our staff attends 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.

Overall, and reflected in our 2015 AdvancED visit, PL time has been a challenge to give more professional learning opportunities for our adult learners. With a revamped Strategic Plan, LCSC is looking at best practices to increase PL time for staff.

As a result of the need to increase Professional Learning (PL) time, as suggested from the 2015 AdvancED visit and during the 2018-2019 school year via the Corporation Strategic Plan, staff surveys yielded a need for more time to grow as professional educators. This need to have resulted in a change to the daily schedule with an 8:35am - 3:25PM school day. PL is embedded every Wednesday and Thursday from 7:55am - 8:25am for staff. Monthly department meetings increase collaboration/Professional Learning Community development.

In the fall semester of the 2022 school year, we have a full day of PL and one day of PM, along with another half day in the spring of asynchronous learning. Staff does bullying training, learning the depth of knowledge (DOK) strategies, SAT/PSAT test data dive, and other required safety training.

To assist with improving teaching and learning, we added a full-time Instructional Coach to work with staff as well as corporation trainers.

Example Staff PL initiatives:

- Teacher book study of Focus by Mike Schmoker.
- Incorporating EL best practices
- Ed Leaders Network and the Teacher Calibration Series- The videos are tagged to specific Charlotte Danielson Domains and Components.
- On-going administrative and instructional technology training
- Rick DeFour, Professional Learning Communities

Safe and Disciplined Learning Tool

Safety is the top priority at LHS. The Safe Schools Emergency and Crisis Intervention Plan for Teachers and Staff include staff development and coping procedures related to 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.

Our school has three Indiana Department of Education School Safety Specialists: The principal, the Assistant Principal of Student Services, and the full-time School Resource Officer (SRO). This officer assists 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 PL during staff meetings.

All emergency procedures and school safety plans are in place and communicated. The staff is trained, and the plan is discussed at the beginning and throughout the school year. A safety walkthrough is annually done by one of the non-LHS Safety Specialists, 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 Lockdown (active shooter).

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 of 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 Plan was updated for 2018-2019. The revamped Plan was developed in collaboration between the LCSC School Safety Specialists and the Logansport Police Department. The updated Plan included, from the I Love Guys, The Standard Response Protocol (SRP). The SRP is based not on individual scenarios but on the response to any given situation. SRP demands a specific vocabulary but also allows for great flexibility. The SRP is based on four actions: Lockout, Lockdown, Evacuate, and Shelter. The SRP is used nationwide and is even the adopted protocol for JEFFCO Public Schools, including Columbine High School.

The LHS Student Handbook is reviewed and revised annually and includes all codes 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" to prevent 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 and Vice-President and the Secret Service.

In 2019, we now use the Raptor® Visitor Management System Screen and track everyone coming into school and keep unwanted entrants out. The Raptor® Visitor Management school security system screens for sex offenders, alert staff of custody violations, and provides districtwide reporting for all visitors.

In 2019, all staff underwent mandatory safety training via the Safe Schools online system.

Assessments Instruments

LHS utilizes various assessments to measure learning and testing, including:

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 allows students 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 (Spring 2022, accountability test)

The SAT Reasoning Test consists of critical reading, mathematics, and writing sections. It measures 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 ability to complete college-level work. The tests cover four skills: 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 must take the national exam at the end of the second semester. Failure to take this exam will fail to receive credit for the second semester.

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 given to students who enroll for the first time in Indiana. 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 in 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, which 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.

Logansport High School

Goal-Action Plan 2022–2025

Goals

To increase the percentage passing the 11th grade SAT Test.

Graduation Rate

Attendance Rate

LCSC will ensure students graduate from high school and are college and career ready and ready to enroll, employ, or enlist, leading to service.

Goal 1: To increase the percentage of passing the 11th-grade SAT Test.

Strategy 1:

After-School Math Tutoring - After-school math tutoring will be provided Monday-Thursday from 3:30- 4:15 all school year. One teacher will be available on those days.

Strategy 2:

Teachers will incorporate cross-curricular SAT prep strategies as a concerted, all-school effort. Teachers of math and English will focus on IDOE-provided SAT power standards in English 9-11 and Algebra 1, Geometry, and Algebra II. Training will be provided by the instructional coach on the depth of knowledge (DOK) and SAT question bank.

Strategy 3:

The director of guidance will lead professional learning on interpreting PSAT/SAT data with the staff.

Goal 2: Graduation Rate- Maintain the annual rate at 90% or above as measured by each cohort.

Strategy 1:

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 acknowledgment of the importance of good citizenship, school attendance, and diligent study habits. Upon satisfactory fulfillment of the plan, students will be enabled to graduate and 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 PSAT/NMSQT, ACT, SAT, ASVAB, in grades 9 through 12.

Strategy 2:

Directed Studies - At-risk students are pulled to have a period in the day with a classroom teacher. The teacher monitors the student's grades, helps with homework, and communicates with other teachers and parents. We have two sections, 9th and 10th grade and 11th and 12th grade.

Strategy 3:

Extended Semester - The Extended Semester gives students more time to complete their credit in a class that failed the previous semester. This is accomplished by using online courses via APEX and assigning tasks representing 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 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.

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.

Strategy 4:

Alternative School - The Academy uses Apex Learning, a web-based learning platform that provides a standard public school curriculum based on the Indiana State Standards. Apex is an industry leader in secondary instructional solutions, offering comprehensive libraries of rigorous, interactive courses and assessments. Students residing in Cass County are issued a laptop computer, on which they complete daily modules for a particular subject. Upon completion of each required class, a credit is earned.

To be eligible for enrollment, students must demonstrate a need for a non-traditional educational experience. We exist to serve students who, for example, have been expelled from school; who have not found success in the traditional learning environment; have chronic absences from school; are pregnant; or those who must be employed in order to support themselves or their families.

Logansport High School and Logansport Junior High School administrators and teachers may recommend students to The Academy for any of the reasons listed above. Parents or guardians may also inquire whether their students can benefit, but must meet with the Academy Principal and Counselor prior to acceptance in the program.

Strategy 5:

Graduation Spreadsheet - A shared spreadsheet includes tabs for each cohort. The spreadsheet lists each student and includes Credits Earned, GPA, and Graduation Pathway information. This spreadsheet is shared among the administration, counselors, and graduation pathway specialist. 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.

Strategy 6:

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

Note:

Credit recovery is seen as a last resort vs. 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 APEX.

The highest grade a student may receive in Credit Recovery via APEX is an 80% B-.

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 from Study Hall for the remainder of the semester.

Have the opportunity to transfer the course to APEX.

Have the opportunity to take the course on APEX during the following semester. Have the opportunity to take the course on APEX during Summer School.

Note: If the student does not complete the course by the end of the 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) of their credit recovery schedule may be expelled or sent to an alternative school.

Strategy 7:

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 supports students' steps toward graduation based on developing employability skills. The curriculum is centered on 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.

Strategy 8:

FAST Friday - A positive academic success program. This program is intended to reward and reinforce students who already exhibit good grades as well as motivate students to improve academically. Additionally, FAST Fridays will provide students with academic interventions and teacher support during the regular school day instead of requiring students to make arrangements before or after school.

On FAST Fridays, LHS operates on the early dismissal (2:13PM) bell schedule. Students with all grades of C- (70%) or higher can leave campus. All buses will still run on the regular dismissal schedule. If students ride the bus and do not have a ride at 2:13PM, they can stay and study until buses arrive at 3:25PM. Once students leave, they are not to return until after school for extracurricular activities.

Students with a grade of D+ (69%) or below in any class (even if weighted) for the semester grade are required to stay until the normal 3:25PM dismissal time. From 2:17 to 3:25 PM, students will meet with their teachers to improve their grades. This intervention time will provide students with the opportunity to work on missing assignments, make test corrections, do makeup work, do test prep, and do extra practice.

Goal 3: Attendance Rate

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 Pathways Specialist, who also works with students on attendance. Our School Resource Officer assists Student Services with truancy issues and making home visits. Our new Attendance Officer (2021) is bilingual as a Spanish speaker. 52% of our student population speaks Spanish.

The Attendance Policy is reviewed and updated annually to match the goals and policies of the school corporation. See the policy in the earlier part of the SIP.

Goal 4: LCSC will ensure students graduate from high school and are college and career ready and ready to enroll, employ, or enlist, leading to service.

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 planning and implementing 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

Strategy 2:

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

LHS CCR Scores-

2013- 42.7%

2014- 58.9%

2015- 67.8%

2016- 66.8%

2017- 74.4%

2018- 75.6%

2019- 75.6

2020- 79.6%

2021- N/A

Strategy 4:

ACHIEVE Center Visits - The senior English classes will annually tour the ACHIEVE Center, and the coordinator, Abby Lundy, will speak throughout the year to the senior and junior English classes. Abby discusses College admission, application, college visits, SAT/ACT testing, scholarships, etc.

Strategy 4:

College and Career Fair - Annually, in the spring, in partnership with Ivy Tech Community College, Logansport High School will host a College and Career Fair in your gym. Grades 10-12 will attend throughout the day.

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.