

A graphic with a grey background and a white rounded rectangle in the center. Inside the rectangle, the text 'Loogootee High School' is in a bold serif font, and 'School Improvement Plan' is in a cursive font. Below this, three lines of text are enclosed in large curly braces: 'BE INTENTIONAL', 'BE SOLUTION-ORIENTED', and 'BE INSPIRING'.

Loogootee High School
School Improvement Plan

BE INTENTIONAL
BE SOLUTION-ORIENTED
BE INSPIRING

Loogootee High School #6003
Loogootee Community School Corporation #5525

Mr. Chip Mehaffey, Superintendent
Mr. Christopher Walker, Principal
Mrs. Shelley Christmas, Assistant Principal

TABLE OF CONTENTS

I.	INTRODUCTION	2
	A. Description of the Community, School, and Programs	2
	B. Curriculum Description and Location	3
	C. Assessments Other than ISTEP+	4
II.	MISSION STATEMENT AND BELIEFS	4
	A. Loogootee High School Mission Statement	4
	B. Beliefs	4
III.	SUMMARY OF DATA, DERIVED FROM AN ASSESSMENT OF CURRENT STATUS OF EDUCATION PROGRAMMING	5
	A. Graphs of Data Related to Performance Indicators	5
	B. Data Related to Performance Indicators Other Than Those Included in the Annual Performance Report	8
	C. Other Information about Educational Programming and the Learning Environment	8
IV.	CONCLUSION ABOUT THE CURRENT EDUCATIONAL PROGRAMMING	8
	A. Curriculum Alignment with Indiana Standards/College and Career Ready	8
	B. Instruction That Supports the Indiana Standards/College and Career Ready	9
	C. Analysis of Student Achievement Based on ISTEP+ and Other Strategies	10
	D. Parental Participation	10
	E. Technology as a Learning Tool	11
	F. Safe and Disciplined Learning Environment	11
	G. Professional Development	12
V.	STUDENT ACHIEVEMENT GOALS	13
	A. Attendance	13
	B. Percentage of Students Passing Graduation Qualifying Exam	14
	C. Graduation Rate	14
VI.	SPECIFIC AREAS WHERE IMPROVEMENT IS NEEDED IMMEDIATELY	15
	A. Goal 1: Improve Overall Math ISTEP+ Scores	15
	B. Goal 2: Improve Overall ELA ISTEP+ Scores	16
VII.	BENCHMARKS FOR PROGRESS	17
VIII.	ACADEMIC HONORS DIPLOMA, CORE 40, COLLEGE & CAREER READINESS	17
	A. Provisions to Offer Courses that Allow All Students to Become Eligible to Earn the Academic Honors Diploma	17
	B. Provisions to Encourage All Students to Earn an Academic Honors Diploma or Complete the Core 40 Curriculum	18
IX.	PROFESSIONAL DEVELOPMENT	18
X.	STATUTES AND RULES TO BE WAIVED	18
XI.	TIMELINE FOR IMPLEMENTATION, REVIEW, AND REVISION	19

Loogootee High School submits this school improvement plan update in compliance with Indiana Public Law 221. The plan serves through the 2019-20 school year.

INTRODUCTION

A. Description of the Community, School, and Programs

Loogootee High School is located at 201 Brooks Avenue in Loogootee, Indiana. Loogootee situates itself in southwestern Indiana, 65 miles northeast of Evansville, 35 miles east of Vincennes, and 100 miles southwest of the state capital. The school district spans 31 miles from the northernmost point to the southern region and is in extreme western Martin County, near the eastern fork of the White River. Loogootee represents the largest city in the county with a population of 2,581 as indicated by the 2010 census. Martin county's population totals around 10,000 people, the smallest population of the 14 counties in the southwestern Indiana workforce unit.

Martin County possesses the region's smallest payroll and industry employment count in the workforce unit when excluding federal employment, and the unemployment rate hovers around the 3% range. The county is categorized as 72% rural; NASC, Crane occupies roughly the northern third of the county. Over a quarter of the working residents commute to jobs outside of the county. The median income of Martin County is \$47,024; presently, nearly 14% of citizens in Martin County live below the poverty level.

The U.S. Census Bureau reports that 78.5% of Martin County residents are high school graduates. Eighty-two percent of the county's high school graduates pursue some form of higher education. Only 10% hold a Bachelor's degree or higher.

Loogootee High School is a part of the Loogootee Community School District. This includes Loogootee Elementary, which houses grades kindergarten through fourth, and Loogootee Middle School, which houses fifth through eighth grade. Loogootee Community School Corporation is one of two districts in the county.

Loogootee High School serves 272 students in grades 9-12. Certified personnel who make up the staff and operate the high school include: a superintendent, 1 assistant superintendent, 1 principal, 1 athletic director/assistant principal (shared with Loogootee Middle School), 19 classroom teachers (8 of the 20 are shared with Loogootee Middle School), 3 special education teachers (2 of the 3 are shared with Loogootee Middle School), 1 guidance counselor (shared with Loogootee Middle School), 1 Youth First Social Worker (corporation wide), 1 technology/curriculum director (corporation wide), 1 registered nurse (corporation wide). Support staff

consist of: 3 paraprofessionals (2 general education and 1 special education). Loogootee High School also shares a Graduation and Career Coach with Bloomfield High School. The student to teacher ratio is approximately 18:1.

The Special Education program services students with a wide range of special needs. Each student's least restrictive environment is determined by his or her individualized education plan (IEP). Special services are provided through the school's membership in the Daviess-Martin County Special Education Cooperative, located in Washington, Indiana. These services include: resource rooms, special classes as needed, counseling services, testing services, speech and hearing services, and physical and occupational therapy. The school maintains an environment that is accepting of individual needs and diversity. Furthermore, the Loogootee High School staff support the understanding that all children can learn.

B. Curriculum Description and Location:

1. Overview of Loogootee High School Curriculum

Loogootee High School is a STEM certified school and has a curriculum that is based on academic standards adopted by the Indiana Department of Education (IDOE) in order to prepare students to be College and Career ready when they graduate.

Teachers are utilizing correlation guides created by the IDOE in order to align resources with new standards. The high school offers a blended learning experience since each student is provided with a chromebook. Loogootee High School adopted a digital math series by Pearson for the beginning of the 2016/2017 school year and a techbook for Biology beginning with the 2017/2018 school year. Other courses continue to use current resources along with a multitude of digital resources. Edgenuity and Edmentum both serve as on-line computer-based curriculum options available for grades 7-12. Students may use the curriculum to both get ahead for academic opportunities and for credit recovery.

2. How Curriculum Supports Achievement of Standards

School curriculum is a complicated puzzle that when all of the pieces come together will prove to have a very positive impact on all students. Standards are the glue that hold together and influence decisions on instructional methods, materials, additional resources, and assessment practices. The goal at Loogootee High School is to ensure all students are achieving at the highest level of success with a well-rounded curriculum. In order to meet this goal, teachers have worked with the Southern Indiana Education Center to develop a rigorous curriculum design in English/Language Arts and mathematics. Teachers, parents, and community members have access to

and are welcome to come into the office and learn more about Loogootee's curriculum.

3. Meeting the Needs of All Learners

Loogootee is constantly striving to improve and do more for the students. In order to meet the needs of each learner, data teams analyze formative assessment data in order to plan for remediation and enrichment. Buffer days are built into the curriculum maps to allow teachers the secured time to work with students based on their needs. Students also have 30 minutes of WIN (What I Need) time daily to receive remediation, study, and enrichment. Students receive accommodations through IEPs and 504 plans.

C. Assessments Other than ISTEP+

Loogootee High School understands the importance of monitoring student performance and growth through the use of formative and summative data. In order to best meet the individual needs of students, the following assessments are administered throughout the school year:

- Study Island ELA/math
- NWEA
- Pearson mathXL
- Discovery Education (science)
- Administrator Assistance ECA Tests for Non-Standard Test Areas
- Common Formative Assessments (CFAs)
- SAT
- ACT
- PSAT
- Accuplacer
- Work Keys

Along with instructional planning, these assessments are used for student ranking, college entrance and selection, vocational interest, placement, and counseling involving future student career planning.

II. MISSION STATEMENT AND BELIEFS

A. Loogootee High School Mission Statement

The mission of Loogootee Community Schools, in partnership with our community, is to provide an innovative and technological foundation that will prepare each child for their future. We work to build every student's talent to reach their potential through rigorous curriculum, enhanced one to one technology, and flexible instruction that meets the needs of all learners today to become tomorrow's leaders.

B. Beliefs

The staff brings the following beliefs to the educational environment:

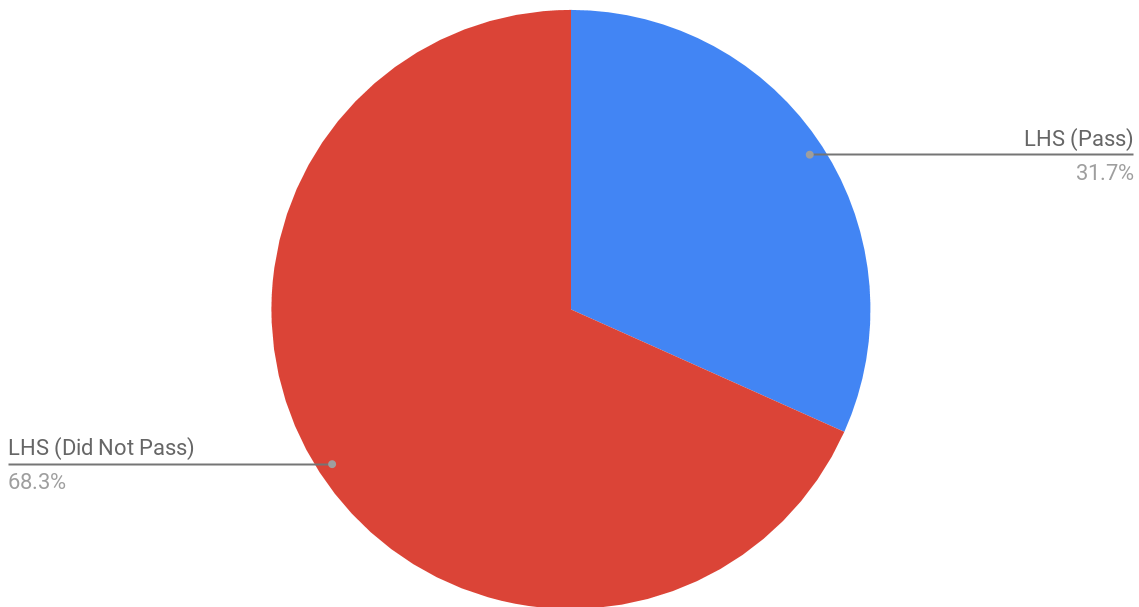
- All children can learn.
- The school provides a safe and clean environment for learning to take place.
- The staff maintains high expectations for all students.
- All student activities are structured to be meaningful, using the students' strengths to facilitate opportunities for student growth.
- All students are challenged to grow academically and socially.
- The school environment nurtures respect for oneself and others in the community.

III. SUMMARY OF DATA, DERIVED FROM AN ASSESSMENT OF CURRENT STATUS OF EDUCATION PROGRAMMING

A. Graphs of Data Related to Performance Indicators

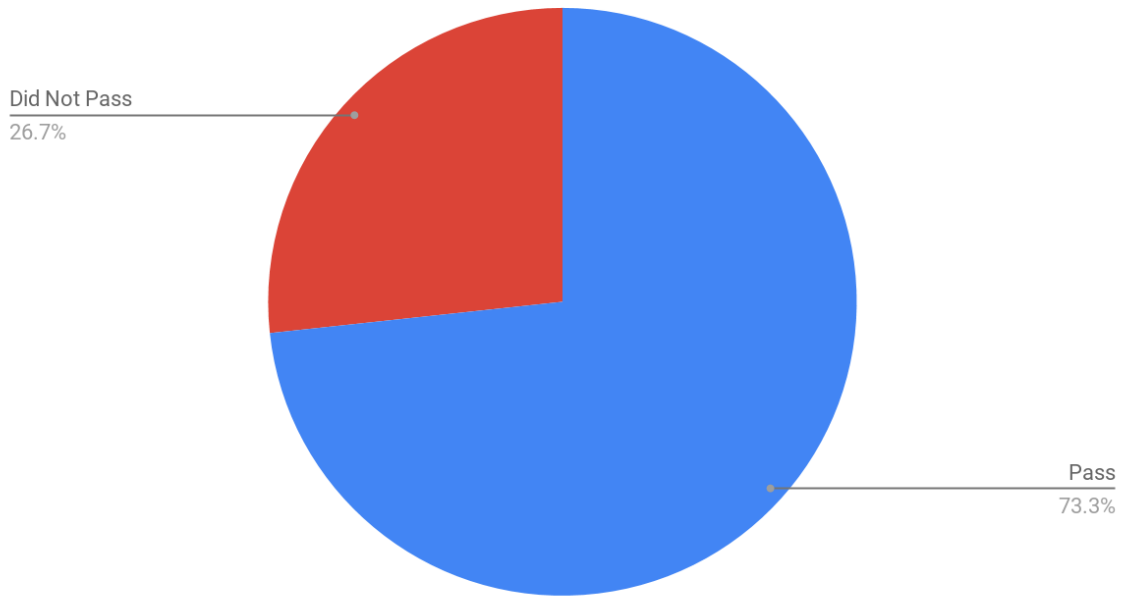
10th GRADE ISTEP+ MATH

ISTEP+ Math (10th Grade) 2019



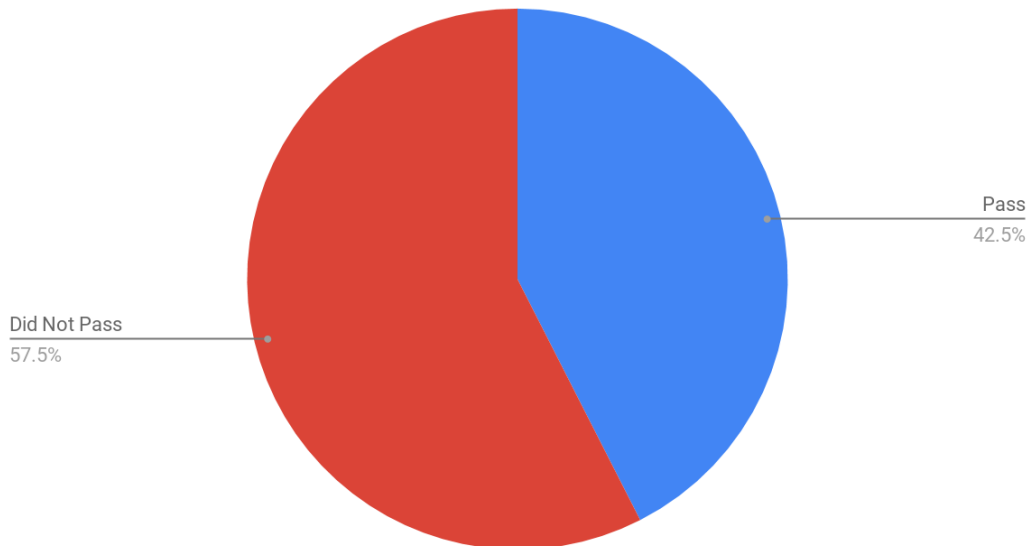
ISTEP+ 10 English/Language Arts

English/Language Arts 10th Grade - 2019



ISTEP+ Science

Biology/Science Battery ISTEP - 2019



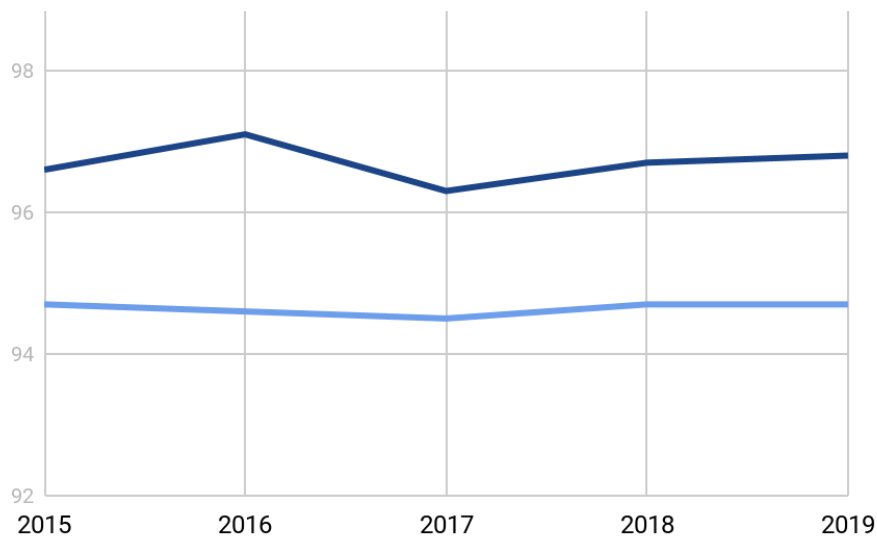
Enrollment

In 2018-2019, the enrollment at Loogootee High School increased by five percent from 275 to 289 students. It was the first enrollment increase for the school in five years.

Grade	2014-15	2015-16	2016-17	2017-18	2018-19
Grade 9	69	83	77	66	66
Grade 10	66	64	77	71	71
Grade 11	88	64	63	76	76
Grade 12	79	76	61	59	59
Grade 12+/Adult	2	2	3	3	2
Total Enrollment	304	289	281	275	289

Attendance

Loogootee High School consistently maintains excellent student attendance that exceeds the state average (the last four years). The 2018-19 annual attendance rate was 96.7 (dark blue - Loogootee High School/light blue - Indiana High School).



B. Data Related to Performance Indicators Other Than Those Included in the Annual Performance Report

A variable to be considered in the assessment of the ISTEP performance report for the school years would be the addition of scores for students on Free/Reduced Lunches. Loogootee High School has seen an increase in the numbers of Free/Reduced students over the past ten years from 30% who qualified for Free/Reduced lunches in 2005 to 38% in 2019 who currently qualify for assistance.

C. Other Information about Educational Programming and the Learning Environment

- Job Shadowing, Student Internships, and Performance-Based Testing

Loogootee High School puts a strong emphasis on school-to-work related activities as reflected in the curricular offerings. Assessment tools used are the ASVAB (Armed Services Vocational Aptitude Battery), VRI (Vocational Research Institute), and LearnmoreIndiana.org for vocational exploration and interest surveys. Each student is provided with a Career Portfolio that allows an individual to keep a record of his or her school-to-work activities.

A strong effort is made to help each student make an informed higher educational or vocational choice based on each individual's unique abilities and interests. Loogootee has enjoyed many success stories related to student achievement in job placement and vocational training after the student's high school career.

IV. CONCLUSION ABOUT THE CURRENT EDUCATIONAL PROGRAMMING

A. Curriculum Alignment with Indiana Standards/College and Career Ready

The district curriculum, under which Loogootee High School functions, is based on the Indiana Academic Standards. With the continual revision of the state standards, realignment and development of local curriculum has become a major focus. The following plans are in place to address this issue:

- 2014 Indiana College and Career Ready Standards are used in English Language/Arts, mathematics, and social studies.
- The science department transitioned to the 2016 Indiana Academic Standards.
- All other content areas are being taught using the most recent Indiana Academic Standards.

- Classroom teachers are expected to align their instruction with College and Career Ready Standards and list them in their daily lesson plans.
- Participation in the SIEC Curriculum Consortium.
- Participation in the SIEC Master Teacher Certification for Science.
- Supplemental activities are used to address areas not covered or not sufficiently covered by state approved textbooks.
- Teachers utilize Learning Connection to support curriculum.
- Teachers utilize DOE websites on instruction and assessment to support curriculum.

B. Instruction That Supports the Indiana Standards/College and Career Ready

In 2019, Loogootee High School was designated by the Indiana Department of Education as a STEM certified school. The school maintains five graduation pathways that prepare students for education and careers beyond high school.

Each faculty member has a copy of the current Indiana Academic Standards in his/her classroom. Teachers in the same department work together during professional development time to ensure vertical alignment within their instruction.

Loogootee High School ELA and Math Departments have been participating in the Southern Indiana Education Center Curriculum Consortium to develop ELA and Math Curriculum and Pacing Guides. Teachers have been unpacking Indiana Standards, creating pacing guides, writing unit planning organizers, and developing common formative assessments.

Loogootee High School Science Department has been participating in the Southern Indiana Education Center Master Teacher Certification to analyze and unpack the 2016 Indiana Academic Science Standards and learn best practices for instruction and development of 21st century learning skills. The science department continues to use the Rigorous Curriculum Design model.

Teachers utilize resources on the DOE websites to ensure that students will be adequately prepared for the type of testing they will undergo during ISTEP+ testing. Students in grades 9-11 utilize Study Island as their formative assessment tool. Data from these tests are used to help adjust curriculum to the individual needs of students and provide remediation.

Teachers at Loogootee use a variety of instructional methods to engage students and increase achievement in several different settings. Technology is being utilized in all courses in order to provide students with multiple ways to interact with their lessons. Along with technology, teachers use a variety of instructional strategies to promote real world scenarios and 21st century learning skills. Some strategies include: differentiated instruction, direct instruction, class discussions,

check for understanding, cooperative learning, and hands-on learning. Loogootee High School is also piloting a workplace simulation and offers many internship opportunities for students.

C. Analysis of Student Achievement Based on ISTEP+ and Other Strategies

Teachers analyze grade level ISTEP+ results. Released items are also analyzed and improvement plans are put into place. Throughout the school year, teachers individually and collaboratively analyze relevant data that will be used to drive instruction and thus increase student achievement.

D. Parental Participation

Loogootee High School provides many opportunities for parents to become involved in both educational and extracurricular activities. Educationally, parents are an integral part of our career awareness programs. They act as guest speakers, sharing their work-related experiences with students in various classes. They act as models to students who participate in the job-shadowing program. In many cases, the businesses that provide internships for our students are owned and operated by parents within our school community.

Additionally, parents are given every opportunity to become active in their child's academic success. The school hosts an annual open house; parents and teachers conference regarding student progress. Parents serve as substitute teachers and as members of committees in Career and Technical Education (CTE) classes. Teachers post homework assignments online allowing parents and students to access assignments on a daily or weekly basis. A phone in each classroom allows parents to keep in direct contact with individual teachers.

In addition, parents may go online to access pertinent information from the school's website, which also provides links to teachers' email accounts, should parents wish to communicate through this avenue. Parents can also participate in the Family Access program through the school student information system. Attendance, grades, homework, class schedule, fees immunization records, cafeteria purchases, personal and medical information can be accessed and updated allowing constant flow between school employees and parents. Student handbooks/planners are also a valuable tool for parents.

Parents of Loogootee High School students are also active in our extracurricular programs. Loogootee High School participates in NASC's School Partnership

Program where Crane workers may serve as tutors for our students. Formally organized groups, such as the Band Boosters, the Lion Backers, and the Post Prom committee just to name a few provide support to specific organizations. Other parents chaperone field trips, help with club fundraisers, work on athletic facilities, assist with drama productions, and generally provide support when asked to do so.

E. Technology as a Learning Tool

A comprehensive district technology plan places major emphasis on staff development. A director of technology/curriculum and a computer technician cover two buildings serving nearly 800 students in the school district. In addition to providing planned professional development and software training, the tech staff is on call as needed between the buildings. Each teacher's computer, a newer Dell with Windows 7 & XP Professional and an AMD Athlon processor, is connected to a main frame maintained by the director of technology.

In 2016, Loogootee High School went 1:1 last year by providing each student with a chromebook. The school also has a computer lab and a library equipped with a dozen computers. Classrooms have TVs, projectors, whiteboards, some have Smartboards, DVD/VCR capabilities, Learn 360 video streaming, Teacher Channel, CNN, YouTube, USATestprep, TenMarks, Edgenuity Credit Recovery software, NWEA Skills Navigator, Pearson Realize, Pearson MathXL, Skyward School Management system, GAFE, Planbook.com, Canvas, etc.

The school has specialized computer capability related to specific vocational programming and training.

F. Safe and Disciplined Learning Environment

Our school operates under the safe school policy adopted by our school corporation. It utilizes web-based professional development for custodians, bus drivers, cafeteria staff, teachers, assistants, and administrators.

A Crisis Response and Procedure Guide has been adopted and approved by the school board. Each staff member is instructed to have this document located in a place where they can access it at a moment's notice. The manual helps staff respond consistently and predictably to crisis. Drills for fire, weather, and safety are reviewed and practiced monthly or bi-yearly.

Every student/parent may access the student handbook online and signs the Code of Conduct agreeing to abide by school regulations. A discipline chart is included in the handbook and used by discipline officer. Cameras are installed in the hallways and parking lots for security and are monitored in the office. Teachers monitor the hallways during passing periods and are assigned to monitor the bathrooms and exits.

A corporation social worker paid through a Youth First Grant is available to all students in the corporation. The social worker implements individual and group counseling as well as classroom guidance based on student needs.

Anti-bullying procedures are in place to foster a disciplined learning environment.

We strive to provide our students with school-wide programs on character education, bus safety, drug awareness, fire safety, conflict management, building healthy relationships, and hygiene.

In order to maintain safety, Loogootee High School is committed to the following: a closer monitoring of discipline referrals that allows for more accurate record keeping and comparison data in Skyward, especially when it comes to documenting cases of bullying; annual review and update of student handbook by parents, students, teachers, and administrators prior to changes being made; and Board approved random drug testing.

G. Professional Development

Loogootee High School staff supports and develops the educational goals of the school. This ongoing process encourages the implementation of several teaching styles and strategies. Professional development includes:

Technology

- Five-Star Technology/Assessment/Instructional practices
- Using technology in the classroom - SAMR model
- Online lesson plan books
- Website and Skyward training

Language Arts

- Review curriculum mapping for ELA
- Review Common Formative Assessments
- Department collaboration during early release time
- Department data team meetings - monthly
- Study Island Assessment/Data
- Common Formative Assessment data meetings
- Smekens Writing

Math

- Review curriculum mapping for Math
- Review Common Formative Assessments
- Department collaboration during early release time
- Department data team meetings - monthly
- Study Island Assessment/Data
- Common Formative Assessment data meetings
- ISTEP+ Grade 10

Science

- Rigorous Curriculum Design
- Discovery Education

General

- Crisis prevention training – Defusing student behavior
- Safe Schools training
- Online Bullying Prevention

V. **STUDENT ACHIEVEMENT GOALS**

A. **Attendance**

The attendance policy at Loogootee High School is based on the premise that something important happens each day in each class. The faculty and staff believe there is a direct relationship between good attendance and successful academic achievement. The attendance rates for the past eight years indicate LHS consistently ranks above the state average. LHS will work to maintain and improve this high attendance rate for all students with a goal of reaching 97% in 2019-20.

B. **Percentage of Students Passing Graduation Qualifying Exam**

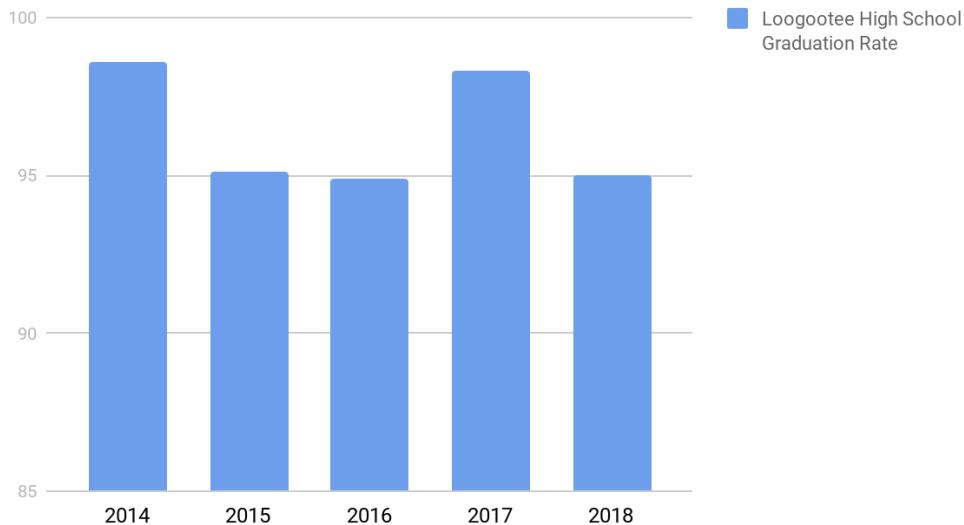
LHS ISTEP+ English scores were significantly above the state average in 2018-19, but the math scores did not meet the state mark. The administration will work closely with the faculty to identify areas of improvement needed within the math curriculum to improve student performance. LHS will continue to strive through our curriculum mapping work, data analysis, and remediation programs to raise the passing rates to a long-term goal of 100% passing by graduation.

C. Graduation Rate

Prior to 2005-06, Indiana used a uniform measure for high school graduation rates based on a calculation that was recommended by the National Center for Education Statistics and adopted by many states. This graduation rate was not a four-year high school completion rate. It calculated the percentage of students who persisted in school from one year to the next, regardless of their educational progress. Calculating a four-year completion rate required a method for following individual students from entry into Grade 9 through graduation, which first became possible in Indiana with the 2005-06 school year (Class of 2006).

Beginning in 2005-06 and later amended in 2006-07, Indiana began utilizing the four-year completion rate to determine graduation rate. Since 2009-2010, LHS had been below the graduation rate state average, hovering in the low-to-mid 80% region. The 2013 graduation rate jumped to above 93%, nearly double-digit increase from the year prior due to a determined administrative focus to get every senior to commencement for their diploma. More than 95% of students in the 2015 cohort graduated and that rate has consistently been at or above that percentage the last three school years. LHS will work hard to push toward a 100% graduation rate.

Graduation Rate



VI. SPECIFIC AREAS WHERE IMPROVEMENT IS NEEDED IMMEDIATELY

In-depth analysis of ISTEP scores, NWEA assessments, teacher made tests, student progress reports, and teacher observations indicate student weaknesses in the areas of:

- Math reasoning
- Mathematical process standards
- Writing: Conventions of Standard English
- Ability to obtain full points for questions on the ISTEP+10 Part 1
- Discrepancy between the number of paid lunch students who passed ISTEP compared to free/reduced lunch students
- Discrepancy between the number of special education students who passed ISTEP compared to general education students

Therefore, the following goals have been developed to address weaknesses.

Goal 1: Improve Overall Math ISTEP Scores

- Objective: Loogootee High School students will ambitiously work to exceed the state average (36%). The following measurements are to be utilized.
 - 2019-20 ISTEP+ Grade 10 Math - 40%
- Strategies:
 - Use assessment criteria guidelines when creating assessments
 - Use item samples from IDOE to familiarize students with question formats
 - Use assessment vocabulary from IDOE
 - Use ISTEP+10 scoring guides to grade student assignments
 - Assign process standards to curricular units
 - Assess process standards
 - Require students to explain their thinking both verbally and written
 - Provide students with opportunities to critique the work of others
 - NWEA and Study Island assessment/data
 - Hold quarterly department data analysis meetings
 - Analyze data from unit common formative assessments to drive instruction for planned buffer days
 - Use flexible groupings for remediation during WIN time and instruction based upon individual student data
 - Special education students mainstreamed into general education math classrooms
 - Co-teaching experiences with math and special education teacher
 - Utilize course sequence which places all grade 10 students in an algebra class during their sophomore year
 - Curriculum vertical alignment and vertical discussions
 - Differentiate bell ringers

Goal 2: Improve Overall ELA ISTEP Scores

- Objective: Loogootee High School students will improve by three percentage points on the 2020 ISTEP+10 ELA Assessment.
- Strategies:
 - Continue curricular alignment work through ATLAS Mapping
 - Use assessment criteria guidelines when creating assessments
 - Use item samples from IDOE to familiarize students with question formats
 - Use assessment vocabulary from IDOE
 - Use ISTEP+10 scoring guides to grade student assignments
 - Use a tracking system to identify consistent grammatical errors of students and provide mini-lessons (daily/weekly)
 - Provide students with opportunities to critique the work of others
 - Switch from the teacher “approving” the answer to the students “approving” the answer
 - NWEA and Study Island Assessment/Data
 - Hold quarterly department data analysis meeting.
 - Use flexible groupings for remediation during WIN time and instruction based upon individual student data
 - Special education students mainstreamed into general education English classrooms
 - Co-teaching experiences with English and special education teacher
 - Curriculum vertical alignment and vertical discussions
 - Differentiate bell ringers

VII. BENCHMARKS FOR PROGRESS

Benchmarks (stated above) will be reviewed annually and student progress determined in order to make continuous progress in all areas. Diagnostic data will be reviewed three times a year to ensure continuous improvement of all students.

VIII. ACADEMIC HONORS DIPLOMA, CORE 40, AND COLLEGE & CAREER READINESS

Academic Honors Diploma (AHD) and Core 40 curriculum plans are encouraged at Loogootee High School. Preparation begins with orientation meetings for 7th and 9th graders. High School seniors at Loogootee outrank many of their counterparts throughout the State of Indiana as their percentages in obtaining A/T HD and Core 40 diplomas are greater. Loogootee staff members have also

been proponents of College and Career Readiness. The guidance counselor continues to place students in college dual credit courses, and program and licensing updates amongst the teachers focus on readying students for careers. Loogootee High School is in the very early stages of aligning their course offers to be an Early College High School.

A. Provisions to Offer Courses that Allow All Students to Become Eligible to Earn the Academic Honors Diploma

1. The requirements are stated in the course-offering brochure/curriculum booklet.
2. Courses may be rotated to provide student opportunity to take required classes.
3. Counseling of students and parents through the scheduling process.
4. A yearly review of course offerings is made to assure that student needs are met.
5. Online coursework will be provided to ensure students meet necessary requirements.

B. Provisions to Encourage All Students to Earn an Academic Honors Diploma or Complete the Core 40 Curriculum

1. Four-Year Plan counseling through the Career Class promotes both the Academic Honors curriculum and the Core 40 plan.
2. A \$500 school-based scholarship is provided to students who complete an Academic or Technical Honors Diploma.
3. Students are advised as to which Indiana state colleges and universities offer scholarships for a student having attained an Academic/Technical Honors Diploma
4. Students are advised that the State of Indiana offers need-based grants for students who complete Academic Honors or Core 40 diploma requirements.

IX. PROFESSIONAL DEVELOPMENT

Professional development is an ongoing process. Much of the professional development at LHS is done “in house”. The principal and the director of curriculum meet with teachers to develop and strengthen instruction and integrate technology into the daily classroom lessons. Two times a month LHS has early release time when students dismiss forty minutes early to provide staff with one hour of professional development time. Staff members also share information from workshops or conferences during early release with other faculty members and teachers also collaborate during this time. Teachers are encouraged to participate in webinars, register for online educational resources,

use social media to learn from other educators, attend workshops, and to visit other teachers' classrooms.

The focus this school year is:

- Continued curriculum development and mapping
- PBL Training
- Discovery Education Science
- Study Island
- Creating a Culture of Assessment
- School safety

X. STATUTES AND RULES TO BE WAIVED: None

XI. TIMELINE FOR IMPLEMENTATION, REVIEW, AND REVISION

CONTINUOUS IMPROVEMENT TIMELINE
FOR 2019-2020

SESSION	MONTH	FOCUS
1	August through October 2019	Review and revise SIP as needed after ISTEP+ results are released in September. Approve 2019-20 Plan
2	Summer 2020	Annual Update Session (June) Review Updated Achievement Data Adjust Data Targets Adjust Improvement Plan as Needed