

# **School Improvement Plan - PL221 Version - 2008-2011**

**June 19, 2008 13:36:11**

## **Silver Creek Middle School (0781)**

**West Clark Community Schools**

**Sellersburg, IN**

This plan will be revised annually. Updates may be found each June at <http://www.asainstitute.org/publicsip>. The plan was developed with assistance from the:



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# School Improvement Plan Introduction

Silver Creek Middle School

This school improvement plan was developed using a vision-based and data-driven process called *Vision-to-Action* that was developed by the Indiana Student Achievement Institute. In addition to containing the strategies our school and community identified as key to raising student achievement and closing achievement gaps in our school, this plan contains strategies that meet the expectations of:

- Indiana Student Achievement Institute
- PL221

## **Participation**

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

## **Process**

Those involved in developing this School Improvement Plan participated in a series of discussions related to the *Vision-to-Action* steps:

1. Establish a local culture of high expectations
2. Create a common vision for student success
3. Analyze achievement data and set realistic data targets for each of the next three years
4. Analyze force field data and identify concerns within the following areas.
  - Academic expectations
  - Curriculum content
  - Instructional practices
  - Classroom assessment
  - Extra help
  - Student guidance
  - Learning environment
5. Research strategies to address our concerns and select high-leverage strategies to implement
6. Develop a to-do list for each strategy

## **Using Data for Decision-Marking**

The Vision-to-Action process relies heavily on data as a foundation for decision-making.

1. Achievement Data – To what degree are students prepared for success at the next educational level, and ultimately for success in postsecondary education and a global economy?
2. Force Field Data – What conditions in the school and community interfere with high student achievement?
3. Strategy Data – Is the strategy having the desired impact on adults and students?

## **Implementation Next Year**

Our work next year will be guided by the to-do list that we have developed for each strategy. We will also maintain an Implementation Binder for each strategy that contains the following documents:

1. Strategy Plan
2. Evidence that the strategy was implemented
3. Progress reports (containing strategy evaluation data)

Questions about the School Improvement Plan should be directed to the building principal.

# Reviewer Guide

## Indiana Public Law 221

The following table directs the reviewer to the section of the School Improvement Plan PDF File that contains each component required by Indiana Public Law 221. An expanded copy of the School Improvement Plan containing the actual data used in the creation of this School Improvement Plan may be found at [www.asainstitute.org/publicsip](http://www.asainstitute.org/publicsip). During the implementation of this plan, the school will be able to present a "School Improvement Implementation" binder including documentation that the strategies described in this plan were implemented as planned.

PL221 REQUIREMENT		Required	Location in this Plan
1	Description and location of curriculum	✓	Force Field Excerpt *
	Titles and descriptions of assessment instruments to be used in addition to ISTEP+	✓	Force Field Excerpt *
2	Statement of mission, vision, or belief (suggested but not required)		Vision Statement
3	Summary of data derived from an assessment (implied but not required)		May be obtained from the school's online School Improvement Plan at <a href="http://www.asainstitute.org/publicsip">www.asainstitute.org/publicsip</a>
4	Conclusions about the school curriculum, instructional strategies, and student achievement (implied but not required)		May be obtained from the school's online School Improvement Plan at <a href="http://www.asainstitute.org/publicsip">www.asainstitute.org/publicsip</a>
	Conclusion - Parent involvement	✓	Strategy Summary (Strategy A)
	Conclusion - Technology as a learning tool	✓	Strategy Summary (Strategy B)
	Conclusion - Safe and discipline learning environment	✓	Strategy Summary (Strategy C)
	Conclusion – Professional development	✓	Professional Development
5	Goal – Attendance rate	✓	Strategy Summary (Strategy D)
	Goals - % meeting ISTEP Standards	✓	Academic Goals
	Goals - % graduating (high schools only)	✓	Academic Goals
6	Specific areas where improvement is needed immediately	✓	Academic Goals Areas of Concern Strategies
7	Benchmarks for progress	✓	Academic Goals
8	Academic Honors Diploma and Core 40 – course offerings	✓	Strategy Summary (Strategy E)
	Academic Honors Diploma and Core 40 – encouragement	✓	Strategy Summary (Strategy F)
9	Proposed interventions / strategies (suggested but not required)		Strategy Summary (All strategies)
10	Professional development that a) emphasizes improvement of student learning and performance, b) supports research-based, sustainable school improvement efforts, c) aligns with the core principles of professional development, includes methods to improve cultural competency.	✓	Professional Development
11	Statutes and rules to be waived	✓	Force Field Excerpt *
12	Three (3) year time line for implementation, review, and revision	✓	Continuous Improvement Timeline To-Do List
13	Exceptional Learners – Gifted **	✓	Strategy Summary (Strategy G1)
14	Exceptional Learners – Special Education **	✓	Strategy Summary (Strategy G2)

\* The full Force Field Report may be obtained from the school's online School Improvement Plan at [www.asainstitute.org/publicsip](http://www.asainstitute.org/publicsip)

\*\* In 2006 DOE began asking schools to report how they were addressing the needs of exceptional learners on the DOE School Improvement Plan Review and Revise Report. Therefore, InSAI requires schools to create strategies to meet the needs of "exceptional learners." DOE defines exceptional learners as both "gifted" and "special education" students.

# Who Wrote this School Improvement Plan?

Many individuals were involved in the creation of this school improvement plan. The Steering Team facilitated discussions involving all teachers, all students, and community representatives including parents. Once these groups came to consensus on the Data Targets, Areas of Concern, and Strategies, strategy chairs and task forces were established to 1) develop a comprehensive implementation plan and 2) ensure that the plan is implemented next year.

## Steering Team

- Reid Bailey - Administrator
- Jennifer Bradley - Teacher
- Al Eckert - Teacher
- Bryan Grangier - Community
- Rhonda Grangier - Teacher
- Gwen Haas - Parent/Guardian
- Gary Hawn - School Counselor
- Rick McDonald - Teacher

## Strategy Chairs

- Mindy DeWeese
- Jill Goodman
- Kim Hardin
- Matt Horton
- Christy Nunn
- Julie Posante
- Cindy Weber

## Community Council

- Doug Coffman - Management
- John Crase - Doctor
- Tracy Crase
- Rick Durham - Factory Worker
- Cindy Ehringer
- Mark Ehringer - Lay worker
- Teresa Ellenbrand
- Paula Forehand
- Sandy Gettlefinger
- Gwen Haas
- Todd Haas - Administrator
- Robert Smith
- Sherry Smith

# Vision Statement

The Vision Statement was developed by all teachers, all students, and members of the community. The foundation of the statement identifies the core convictions upon which this school improvement plan is built and answers the question, "What do our students deserve in order to be successful learners, responsible citizens, and productive members of a global economy?" The second part of the vision statement describes ideal adults who are striving to provide students with the things they deserve. The third part of the vision statement describes the ideal students in a school and community where adults live by their convictions. The last part of the vision statement includes ideal data that represent the community's dreams. This lofty data serves as the focal point for the remainder of the school improvement plan and requires the school and community to work toward every student succeeding at a high level.

## **We believe all students deserve:**

We believe all students deserve a drug free, safe, clean, technologically modern, well-equipped, well-staffed and trained learning environment in which to perform. We believe all students deserve a respectful, caring school community, which encompasses family, peers, support staff, and teachers to provide our young adults with an atmosphere to realize their full potential and exceed mandated standards. We believe all students deserve positive opportunities and challenging curriculum to enhance educational endeavors.

## **All adults in our community are living by these core convictions daily and as a result, show the following attitudes and actions:**

All adults in our community are living by these core convictions daily and as a result show the following attitudes and actions. Silver Creek Middle School faculty members stress the importance of maintaining our safe school environment by providing a modern, technologically advanced physical environment for all students, as well as supporting a drug-free, safe, and clean building. Adults also provide instruction and outside opportunities that challenge and motivate students to learn, maximize their potential and accept responsibility for actions. By setting the examples themselves, faculty, staff and parents ensure students are given the respect they deserve, and students in turn are respectful to others.

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

In the environment where all adults are living by their core convictions, all students have high expectations of themselves. Students fully participate in the educational process by taking advantage of all opportunities to enhance learning. Students maintain and maximize the physical resources provided for their education and are respectful, positive role models. All students support a safe environment by abstaining from the use of drugs, alcohol, and tobacco, while exemplifying mature behavior in making rational, responsible decisions. As a result of living by these core convictions, students understand accountability for actions. In the school where both students and adults are living to core convictions, 100% of the student body will achieve an A+ in citizenship, enroll in rigorous curriculum, complete all homework, master standards in all areas, pass ISTEP, and participate in extra-curricular athletic and academic activities.

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

- % of students who pass ISTEP in all tested grades.: 100%
- % of students who pass all core classes.: 100%
- % of students who pass language arts ISTEP in all tested grades.: 100%
- % of students who pass math ISTEP in all tested grades.: 100%
- % of students who enroll in and pass pre-algebra or higher in 8th grade.: 100%

# Academic Goals

After analyzing longitudinal data that was disaggregated by the student groups identified in No Child Left Behind, teachers, students, parents, and community members identified achievement data targets for the next three years. These targets represent academic areas (subjects) which we wish to improve and specific groups of students we have targeted for improvement (e.g. 6th graders). Our vision data represents our "dream" for all students. The data targets listed below each school year represent realistic steps toward that dream.

## All Students (126 days) - ISTEP PL221 Category Placement Performance

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75.4%	78.9%	80.9%	75.4%	77.4%	72.0%	79.4%		81.4%		83.4%		100%

## All Tested Grades - Percent Passing Reading Comprehension ISTEP

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			72%	74%	77%	79%		81%		83%		100%

## Special Education - Percent Passing Language Arts ISTEP

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			12%	49%	25%	51%		53%		55%		100%

## Special Education - Percent Passing Math ISTEP

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			34%	49%	68%	70%		72%		74%		100%

# Areas of Concern

Teachers, students, parents, and community members analyzed data in seven areas known to impact student achievement: 1) expectations, 2) curriculum content, 3) instructional practices, 4) classroom assessments, 5) extra help, 6) student guidance, and 7) the learning environment. We identified areas that we must address in order to reach our academic goals. Those areas are listed below as "Local Areas of Concern". Organizations outside of our school (e.g. the Indiana General Assembly) have identified areas of concern for all schools and have required schools to address those areas. These are listed below as "Required Areas of Concern." Each Area of Concern listed below is followed by the condition in our school or community that led us to believe that this is an Area of Concern.

## Local Areas of Concern

## Required Areas of Concern

**A. Parent Involvement**

**B. Technology Coordination**

**C. Safe and Disciplined Learning Environment**

**D. Attendance**

**G1. Exceptional Learners - Gifted**

**G2. Exceptional Learners - Special Education**

**H. Cultural Competency**



# Strategies

After identifying areas of concern, teachers, students, parents, and community members researched proven strategies and selected strategies that our school and/or community will implement to impact our areas of concern. Local strategies are those identified by our teachers, students, parents, and community to address our areas of concern. Required strategies meet various state and/or federal regulations.

## Required Strategies

### A. Parent Involvement: Time To Read

Students enrolled in our regular education reading labs and special education reading labs will keep a weekly reading log. Parents will be asked to encourage and help document the time their child spends in daily reading at home. Also, parents will monitor their child's summary sentences(over what they have read).

### B. Technology Coordination: Reading Counts

The language arts teachers, reading teachers, and the librarian will be involved in increasing student reading time. Through our computer based "Reading Counts" program, students (grades 6,7,8) will be tested over reading comprehension of what has been read. Nine week prizes will be awarded based upon the most tests passed and most points obtained. Students will also be able to enter their names into a drawing every 4 weeks. The winning prize will be lunch for two at a local fast food restaurant.

### C. Safe and Disciplined Learning Environment: Bullying Program

A school wide bully awareness program will be implemented by our teachers and counselors during our daily advisor/advisee program time.

### D. Attendance: Study Club

All students will be provided the opportunity to attend a tutor-centered study club after school from 3-4:00 pm. The Study Club will meet in the cafeteria under the supervision of a counselor, administrator, and/or teacher's aide. According to West Clark Policy, students may make up days in which they were absent by attending an after school program. During Study Club, students may receive help with homework and complete missed assignments.

### G1. Exceptional Learners - Gifted: Offering Spanish II as an elective to qualifying 8th graders

Spanish II will be offered as an elective course to qualified 8th grade students in 2008-2009. The Spanish course is for high school credit and will allow students to take Spanish V and Spanish VI as high school juniors and seniors. Spanish V and VI are AP courses.

### G2. Exceptional Learners - Special Education: Advisor/Advisee ISTEP Remediation

Special education students will be scheduled with their special education teachers during their den time (Adviser/advisee). During this daily den time, sixth, seventh, and eighth grade special education students will receive extra time/help with ISTEP skills. Instruction in ISTEP writing, reading, and math skills will be covered.

### H. Cultural Competency: Writing across the curriculum

Teachers will use writing prompts concerning Black History Month as part of their classroom curriculum and assessment. Teachers in science will discuss black accomplishments in this discipline and issue prompts; math teachers will discuss black mathematicians, etc.. Such prompts could center around essay questions on tests, opinion essays, narrative writings, lab reports, and a summary of a video/movie/book.

## Professional Development

These professional development activities will be implemented to help participants develop the knowledge and skills they need to successfully implement the strategy.

### H. Cultural Competency: Writing across the curriculum

Professional Development Activity	Funding	Activity Purpose
<i>Distribute materials</i>	Source: grant Amount: \$200.00	Information Skill Building
Brief Description	Intended Participants	Activity Format
Faculty will receive ISTEP data, samples of writing prompts, and suggestions/sample of writing rubric.	Teachers Counselors Administrators	Talk to Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Faculty fieldtrip</i>	Source: grant Amount: \$600.00	Skill Building
Brief Description	Intended Participants	Activity Format
Faculty will be given the opportunity to do research, create lesson plans, and prepare writing assignments.	Teachers Counselors Administrators	Action Research Networking/Site Visit

Professional Development Activity	Funding	Activity Purpose
<i>Select study/support groups</i>	Source: grant Amount: \$200.00	Feedback/Support
Brief Description	Intended Participants	Activity Format
Teachers will evaluate and revise their writing assignments with the guidance of our language arts teachers.	Teachers Counselors Administrators	Peer Coaching Collaborative Problem Solving

# Relationship Report -- Areas of Concern / Strategies / Data Targets

## Former Areas of Concern Summary

This report shows the relationship between the Areas of Concern, Strategies, and Data Targets. This report shows the following for each area of concern: 1) the achievement area(s) that are being negatively impacted by the concern and 2) the strategies we will implement to eliminate the concern. Basically, when we implement the strategies, the areas of concern should disappear. Once the areas of concern are gone, achievement should increase.

## Local Areas of Concern

### Required Areas of Concern

#### A. Parent Involvement (PL221)

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

- All Tested Grades -- Percent Passing Reading Comprehension ISTEP

##### Strategies to Impact This Concern:

- A. Parent Involvement: Time To Read

#### B. Technology Coordination (PL221)

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

- All Tested Grades -- Percent Passing Reading Comprehension ISTEP

##### Strategies to Impact This Concern:

- B. Technology Coordination: Reading Counts

#### C. Safe and Disciplined Learning Environment (PL221)

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

- All Tested Grades -- Percent Passing Reading Comprehension ISTEP

##### Strategies to Impact This Concern:

- C. Safe and Disciplined Learning Environment: Bullying Program

#### D. Attendance (PL221)

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

- All Tested Grades -- Percent Passing Reading Comprehension ISTEP

##### Strategies to Impact This Concern:

- D. Attendance: Study Club

## **G1. Exceptional Learners - Gifted (PL221)**

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

- All Tested Grades -- Percent Passing Reading Comprehension ISTEP

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

- G1. Exceptional Learners - Gifted: Offering Spanish II as an elective to qualifying 8th graders

## **G2. Exceptional Learners - Special Education (PL221)**

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

- Special Education -- Percent Passing Language Arts ISTEP
- Special Education -- Percent Passing Math ISTEP

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

- G2. Exceptional Learners - Special Education: Advisor/Advisee ISTEP Remediation

## **H. Cultural Competency (PL221)**

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

- All Tested Grades -- Percent Passing Reading Comprehension ISTEP

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

- H. Cultural Competency: Writing across the curriculum

## Force Field Excerpt

The Force Field reports are lengthy reports analyzed by the teachers, students, parents, and community members to help identify the areas of concern. The Force Field excerpt found below contains information that must be included in the School Improvement Plan to meet the requirements of Indiana Public Law 221.

Description and location of curriculum:	Library	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	yes - ISTEP	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	none	Force Field Report G: Environment Additional Data #2

# To-Do List

This to-do list includes implementation, professional development, anti-resistance, and evaluation action steps for each strategy and will serve as a road map as we implement our School Improvement Plan.

Report by strategy. Showing completed and yet-to-be-completed action steps.

## Cultural Competency

- Sep 5, 2008:** Present new standards for Math and Language arts  
**Person:** Gary Hawn  
**Activity:** Discuss the importance of writing across the curriculum
- Sep 5, 2008:** Present testing dates for Fall and Spring ISTEP  
**Person:** Gary Hawn  
**Activity:** Discuss the importance of writing across the curriculum
- Sep 5, 2008:** Review past ISTEP results  
**Person:** Gary Hawn  
**Activity:** Discuss the importance of writing across the curriculum
- Sep 5, 2008:** Distribute ISTEP data  
**Person:** Gary Hawn  
**Activity:** Distribute materials
- Oct 14, 2008:** Distribute and discuss ISTEP writing standards  
**Person:** Julie Posante  
**Activity:** Develop criteria for implementation of writing assignment
- Oct 14, 2008:** Distribute sample of writing rubric for grading  
**Person:** Julie Posante  
**Activity:** Develop criteria for implementation of writing assignment
- Oct 14, 2008:** Distribute samples of writing prompts  
**Person:** Julie Posante  
**Activity:** Develop criteria for implementation of writing assignment
- Oct 14, 2008:** Distribute writing samples  
**Person:** Julie Posante  
**Activity:** Distribute materials
- Dec 5, 2008:** coordinate site, date, and cost of fieldtrip  
**Person:** Rhonda Grangier  
**Activity:** Establish time line
- Dec 5, 2008:** discuss possible site and date for topic research  
**Person:** Reid Bailey  
**Activity:** Establish time line
- Dec 5, 2008:** select window for writings to be completed  
**Person:** Reid Bailey  
**Activity:** Establish time line
- Dec 5, 2008:** secure funding for food, admissions, and transportation  
**Person:** Reid Bailey  
**Activity:** Faculty fieldtrip
- Dec 5, 2008:** select site for fieldtrip  
**Person:** Rhonda Grangier  
**Activity:** Faculty fieldtrip

- Jan 19, 2009:** attend a local library, museum, or internet sites  
**Person:** Rhonda Grangier  
**Activity:** faculty fieldtrip or research activity
- Jan 30, 2009:** discuss pros and cons of fieldtrip  
**Person:** Gary Hawn  
**Activity:** Evaluate writing activity
- Jan 30, 2009:** discuss pros and cons of prompts  
**Person:** Gary Hawn  
**Activity:** Evaluate writing activity
- Jan 30, 2009:** discuss pros and cons of rubric  
**Person:** Gary Hawn  
**Activity:** Evaluate writing activity
- Jan 30, 2009:** identify standards which students demonstrated strengths and weaknesses  
**Person:** Julie Posante  
**Activity:** Evaluate writing activity
- Mar 13, 2009:** reevaluate prompts and rubric  
**Person:** Julie Posante  
**Activity:** Preparation for ISTEP testing
- Mar 13, 2009:** suggestions for improving weaknesses  
**Person:** Julie Posante  
**Activity:** Preparation for ISTEP testing
- Mar 13, 2009:** Divide faculty into groups with language arts teachers  
**Person:** Gary Hawn  
**Activity:** Select study/support groups

## Continuous Improvement Timeline

The table below shows the timeline we will follow in reviewing and revising our School Improvement Plan each year.

	<b>First Year Schools</b>	<b>Second Year Schools</b>	<b>Third Year and Beyond Schools</b>
Oct	Session 1: <u>Getting Started</u> <i>Local Mtgs: Rationale for Change</i>	<u>New Steering Team Member</u> (optional) Session 1: <u>Improvement Plan Implementation</u>	<u>New Steering Team Member</u> (optional) Session 1: <u>Kick-Off / Monitoring / Mentoring</u>
Nov	<u>Session 2 Visioning</u> <u>Tech Training 1</u> (two people per school) <i>Local Mtgs: Visioning</i>	<u>Tech Training 1</u> (optional) <i>Local Mtgs – SIP Implementation Roles &amp; Responsibilities</i>	<u>Tech Training 1</u> (optional) <i>Local Mtgs – SIP Implementation Roles &amp; Responsibilities</i>
Dec	Session 3: <u>Achievement Data Analysis</u> <i>Local Mtgs: Achievement Data Targets</i>		Session 2: <u>SIP Evaluation &amp; Revision</u> <i>Local Mtgs: Sch. Imp. Plan Revision</i>
Jan	Session 4: <u>Areas of Concern &amp; Research Assignments</u> <i>Local Mtgs: Areas of Concern</i>	Session 2: <u>SIP Review &amp; Revision</u> <i>Local Mtgs: Sch. Imp. Plan Revision</i>	
Jan 31	Session 5: <u>InSAI Conference on Learning</u> <i>Strategy Research Group Meetings: Local Mtgs – Strategy Selection</i>	<u>InSAI Conference on Learning</u> (optional)	<u>InSAI Conference on Learning</u> (optional)
Feb / Mar	Session 6: (strategy chairs only) <u>Strategy Plans</u> <u>Tech Training 2</u> (two people per school) <i>Strategy Task Force Mtg – Strategy Plans</i>	Session 3 (strategy chairs only): <u>Writing Strategy Plans</u> <u>Tech Training 2</u> (optional) <i>Strategy Committees – Strategy Plans</i>	Session 3: (strategy chairs only): <u>Writing Strategy Plans</u> <u>Tech Training 2</u> (optional) <i>Strategy Committees – Strategy Plans</i>
Apr	<i>1st Fri. in April: All submissions due online</i> Session 7: <u>Strategy Plan Review:</u> One hour individual appointment	<i>1st Fri. in April: All submissions due online</i> Session 4: <u>Strategy Plan Review:</u> One hour individual appointment	<i>1st Fri. in April: All submissions due online</i> Session 4: <u>Strategy Plan Review:</u> One hour individual appointment
May	<i>1st Fri in May: Revisions due online</i> <i>3rd Fri in May: Schools mail hardcopies</i> <i>(after status of all submissions is “meets criteria”)</i>	<i>1st Fri in May: Revisions due online</i> <i>3rd Fri in May: Schools mail hardcopies</i> <i>(after status of all submissions is “meets criteria”)</i>	<i>1st Fri in May: Revisions due online</i> <i>3rd Fri in May: Schools mail hardcopies</i> <i>(after status of all submissions is “meets criteria”)</i>