

School Improvement Plan - PL221 Version - 2009-2012

May 22, 2009 12:24:52

Lanesville Jr-Sr HS (2613)

Lanesville Community School Corp

Lanesville, 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

Lanesville Jr-Sr HS

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. 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 www.asainstitute.org/publicsip
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 www.asainstitute.org/publicsip
	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

** 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

- Jenny Beach - Community Representative (Business)
- Donna Butler - Parent/Guardian
- Deborah Clark - Teacher
- Melissa Jackson - School Counselor
- Janet Page - Administrator
- Barbara Schmelz - Teacher

Strategy Chairs

- Dane Carter
- Melissa Jackson
- Eric Morgan
- Robin Morgan
- Sharon Rothrock
- Linda Steder

Community Council

- Jane Berkley - Nurse
- Mark Bleecker - Factory
- Judy Ketterer - Teacher Aid
- Connie Leffler - Office Manager
- Judie Moore - Substitute Teacher
- Tammy Richert - Parent
- Ed Roberts - Computer Tech
- Robert Schickel - Self-Employed
- David Schmelz - Bus Driver
- Larry Schmelz - Warehouse
- Brenda Wilson - Owner

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 to be surrounded by a network of caring adults who respect all students. We believe all students deserve to be presented with opportunities to succeed. We believe all students deserve to be accepted as independent thinkers. We believe all students deserve a well-prepared, dynamic faculty who engage students in the learning process and who encourage students to explore, be innovative, be active in the learning process. We believe all students deserve a rich, diverse curriculum, filled with opportunities to recognize and experience different cultures.

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, demonstrate the following attitudes and actions: Each teacher, counselor, administrator, parent and community member has high expectations of all students and work collaboratively to help all students reach those expectations. All adults have overcome preconceived bias in response to a student's behavior/actions in order to maintain a positive learning environment. - Teachers have been trained in differentiated learning and learning style techniques/applications. - Teachers create opportunities to tie learning with real-world experiences using expanded curricula, business alliances and technology. - School and community members continue their commitment to provide facilities and materials/resources to help all students achieve individual, high goals. - Community members and parents are involved not only in activities at schools, but also in the student's lives by 1) mentoring, 2) visibly supporting excellence, 3) modeling conflict resolution, resiliency, and self-esteem skills and 4) exposing students to career exploration and job-shadowing experiences. All adults work together to provide extra time and help for students through tutoring, advising and providing a variety of support initiatives. Adults provide advisory programs for students through homeroom, clubs, athletics, a comprehensive developmental guidance program integrated into regular subject areas, and community service opportunities. Parents are also actively involved with their children's education by volunteering and having regular discussions with their child and/or mentee to compliment classroom learning, career goals, real-world connections, and social development.

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 and are positively and actively engaged in learning. Students are self-motivated, independent thinkers who succeed both in and out of the school by accepting responsibility for their education and focusing on the need to pursue identified plans for the future. Each student exhibits strong personal management, citizenship, and team-building skills. Students demonstrate an appreciation and tolerance for different backgrounds and cultures. These positive attributes are reinforced by a caring student management program that is fair, accountable, and emphasizes individual responsibility and respect. Each student possesses the self-knowledge, career awareness, and skills required to make sound educational and career decisions. Students have meaningful future plans that reflect their desire to become lifelong learners, either in an academic or purely practical sense.

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

- % of students who graduate with a diploma: 100%
- % of students who pass Graduation Qualifying Exam in Grade 10: 100%
- % of students who pass all classes: 100%
- % of students who earn a Core 40 diploma: 100%
- % of students who earn an Indiana Academic Honors Diploma: 100%
- % of students who pass first year Algebra: 100%
- % of students who pass Geometry: 100%
- % of students who pass Algebra II: 100%
- % of students who pass math beyond Algebra II: 100%
- % of students who score 1600 on SAT: 100%
- % of students who earn 3 or above on AP exam: 100%
- % of students who earn post-secondary credit: 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.

12th Grade Students - % earning AHD

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
55	37	60	30	65		70		75		80		100

12th Grade Students - % earning Core 40 Diplomas

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
70	82	85	42	90		95		100		100		100

12th Grade Students - % graduating

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
97	98	98	95	99		100		100		100		100

12th Grade Students - % passing AP exams with a score of 3 or higher

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
40	5	45	20	50		55		60		65		100

All students - % earning Pass+ on ISTEP

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	n/a	n/a	10	15	15	20		25		30		100

All students - % passing Core 40 ECA Algebra I

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
25	25	30	18	35		40		45		50		100

All students - % passing Core 40 ECA English 10

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	n/a	n/a	n/a	n/a	n/a	80		85		90		100

All Students - % passing Indiana Academic Standard "writing process"

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	76	76	82	82	77	83		84		85		100

Free and Reduced Lunch students - % passing ISTEP E/LA across grades

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
57	26	59	0	61	62	65		70		75		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

Concern: Belief that all students can pass all classes

83.5% of freshmen pass all classes.

Concern: Faculty/Staff on-going training and support

Resources Force Field 69% of faculty perceive they have adequate resources to support curriculum.

Concern: Indiana Academic Standard--Writing Process

ISTEP scores at grades 7, 8, 9 show "writing process" as the lowest performance standard

Concern: Parent Involvement

Concern: Safe and Disciplined Learning Environment

Required Areas of Concern

F. Encourage Rigorous Curriculum

I. Focused Academic Area

U. Focused Student Group

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.

Local Strategies

Differentiated Instruction (DI) —

Classroom Teachers and Support Staff will be trained in each of the nine instructional strategies included in Robert Marzano's books, Classroom Instruction That Works, and The Art and Science of Teaching. Training on the nine strategies will occur during half-day and full-day professional development opportunities. Implementation will be on-going with documentation required from teachers at the end of each grading period. When implemented fully, 100% of classroom lessons will be differentiated to meet the needs of all learners.

Parent Involvement —

Conferences, which coincide with the end of the first grading period, and the end of the first semester, are held to review academic progress. Students, parents, and teachers are invited to attend based first quarter performance. Students are trained/coached to lead the conferences, with achievement goals being set and agreed to by the student, parent, and teacher.

Teacher Advisory Program (TAP) —

All students will be involved in a one-on-one advisement session with a teacher. Advisement sessions will be each Friday during TAP meeting time. Sessions will include opportunities for discussion about course sequence/selection, the importance of the GQE, and relevant current topics. Teachers will advise the same students from grade 7 through graduation.

Teacher Assistance Team (TAT) —

The Teacher Assistance Team (TAT), consisting of the InSAI Strategy Chairs, Principal, and Counselor, will meet each mid-term and shortly after the nine weeks when report cards are mailed to identify struggling students. Interventions specific to each student will be identified and implemented for a four week period. At the end of four weeks, TAT will reconvene to determine if the interventions have removed the barriers which are keeping the student from achieving academic success.

Required Strategies

F. Encourage Rigorous Curriculum —

Students will be counseled annually during course selections for the following year and course offerings will be sufficient for students to pursue Core 40 and AHD. A four year course plan is maintained on all students in conjunction with TAP (Teacher Advisory Program).

I. Focused Academic Area —

Emphasis will be placed on the "writing process." Teachers will develop and continue to refine instructional strategies for teaching the "writing process." The instructional strategies will be implemented across all curricular areas.

U. Focused Student Group: Free/Reduced Lunch Population —

Data relevant to the free/reduced lunch population will be disaggregated. Through regular professional development days, teachers and staff will disaggregate the data and develop strategies and interventions to ensure this population of students performs at levels consistent with the total school population.

Professional Development

Alignment with the School Improvement Plan: The Professional Development Plan is directly aligned with strategies found in the School Improvement Plan. Professional development activities enhance educator's knowledge within one or more of the following areas: a) expectations, b) curriculum content, c) classroom instruction, d) classroom assessment, e) extra help, f) guidance, and g) the learning environment. The amount of funding allocated for each professional development activity and the funding source is listed for each professional development activity.

Effective Learning Process: The Professional Development Plan was written by teacher-leaders and includes activities that will help teachers develop the knowledge and skills needed to successfully implement the strategies listed in the School Improvement Plan. The plan includes a variety of formats for professional development. Activities have been embedded in the school day as appropriate. The plan also includes activities designed to provide teachers with feedback over time. Finally, "strategy data" is collected for comprehensive strategies that identifies the degree to which the strategy has brought about a positive changes in adult practices.

Professional Growth Environment: Each strategy is supported by a "strategy chair." Strategy chairs are responsible for 1) writing (with support from colleagues) a strategy plan including on-going professional development activities, anti-resistance, and evaluation activities, 2) providing on-going mentoring their colleagues in the implementation of the strategy, 3) analyzing the effectiveness of the strategy, and 4) making a recommendation to the faculty with respect to whether or not the strategy should be sustained.

Differentiated Instruction (DI)

Professional Development Activity	Funding	Activity Purpose
<i>Bloom's New Taxonomy will be compared to the "old" taxonomy</i>	Source: High Ability Grant Amount: \$850	Skill Building
Brief Description	Intended Participants	Activity Format
All teachers will receive pocket size cards describing "Bloom's New Taxonomy," as well as posters for display in each classroom K-12	Teachers Counselors Administrators Other	Presentation/Workshop Study Group Professional Reading

Professional Development Activity	Funding	Activity Purpose
<i>Building Academic Vocabulary by Marzano will be reinforced</i>	Source: n/a Amount: \$0	Skill Building
Brief Description	Intended Participants	Activity Format
Selected teachers and administrators have the book Building Academic Vocabulary and will be responsible for sharing information with all staff.	Teachers Counselors Administrators Other	Presentation/Workshop Study Group Professional Reading

Professional Development Activity	Funding	Activity Purpose
<i>Marzano's first 6 strategies review</i>	Source: n/a Amount: \$0	Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
All junior-senior high school teachers and staff have A Handbook for Classroom Instruction That Works as well as The Art and Science of Teaching.	Teachers Counselors Administrators Other	Presentation/Workshop Study Group Peer Coaching Professional Reading Reflective Writing

Professional Development Activity	Funding	Activity Purpose
<i>Professional Learning Community Institute (PLC)</i>	Source: DOE Professional Development Grant Amount: \$5,000	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Teachers, counselors, administrators, school board members attend PLC institutes in the summer.	Teachers Counselors Administrators Other	Presentation/Workshop Study Group Peer Coaching Professional Reading Collaborative Problem Solving Action Research Networking/Site Visit

Professional Development Activity	Funding	Activity Purpose
<i>Differentiated Instruction Skill Building</i>	Source: High Ability Grant Amount: \$1125	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Selected teachers and administrators will attend Carolyn Coil's presentation on successful teaching in the differentiated classroom. The trained team will present learned information to the K-12 staff.	Teachers Counselors Administrators	Presentation/Workshop Peer Coaching Networking/Site Visit

Professional Development Activity	Funding	Activity Purpose
<i>Marzano Strategy #6</i>	Source: n/a Amount: \$n/a	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Using Marzano's Classroom Instruction That Works along with The Art & Science of Teaching, teachers will study the strategies, choose and implement at least one strategy in their instruction, and report/discuss the results of use with colleagues.	Teachers Counselors Administrators	Talk to Presentation/Workshop Peer Coaching Action Research

Professional Development Activity	Funding	Activity Purpose
<i>Collaboration with colleagues</i>	Source: n/a Amount: \$n/a	Feedback/Support
Brief Description	Intended Participants	Activity Format
As a K-12 PLC, all staff will meet to share results of implementing Marzano's instructional strategies.	Teachers Counselors Administrators	Talk to Peer Coaching Professional Reading Action Research

Parent Involvement

Professional Development Activity	Funding	Activity Purpose
<i>Student Led Parent Teacher Conferences</i>	Source: n/a Amount: \$0	Refinement
Brief Description	Intended Participants	Activity Format
Teachers and staff will have opportunities to discuss possible scenarios when conferencing with parents and students.	Teachers Counselors Administrators Other	Presentation/Workshop Peer Coaching

Teacher Advisory Program (TAP)

Professional Development Activity	Funding	Activity Purpose
<i>Bullying Workshop for teachers and staff</i>	Source: n/a Amount: \$0	Feedback/Support
Brief Description	Intended Participants	Activity Format
Teachers will continue to be trained in techniques to decrease bullying incidents in our school.	Teachers Counselors Administrators Other	Presentation/Workshop Peer Coaching

Teacher Assistance Team (TAT)

Professional Development Activity	Funding	Activity Purpose
<i>Progress Monitoring</i>	Source: n/a Amount: \$n/a	Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
The TAT will identify targeted interventions for selected students and monitor achievement for a 4 to 9 week period of time	Teachers Counselors Administrators	Talk to Collaborative Problem Solving

F. Encourage Rigorous Curriculum

No professional development is needed for this strategy.

I. Focused Academic Area

No professional development is needed for this strategy.

U. Focused Student Group: Free/Reduced Lunch Population

No professional development is needed for this strategy.

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

Concern: Belief that all students can pass all classes

Data Targets Influenced by This Concern:

- 12th Grade Students -- % graduating
- All students -- % passing Core 40 ECA Algebra I
- All students -- % passing Core 40 ECA English 10

Strategies to Impact This Concern:

- Teacher Advisory Program (TAP)
- Teacher Assistance Team (TAT)
- F. Encourage Rigorous Curriculum
- U. Focused Student Group: Free/Reduced Lunch Population

Concern: Faculty/Staff on-going training and support

Data Targets Influenced by This Concern:

- 12th Grade Students -- % earning AHD
- 12th Grade Students -- % earning Core 40 Diplomas
- 12th Grade Students -- % graduating

Strategies to Impact This Concern:

- Differentiated Instruction (DI)

Concern: Indiana Academic Standard--Writing Process

Data Targets Influenced by This Concern:

- All Students -- % passing Indiana Academic Standard "writing process"

Strategies to Impact This Concern:

- Differentiated Instruction (DI)

Concern: Parent Involvement

Data Targets Influenced by This Concern:

- 12th Grade Students -- % graduating

Strategies to Impact This Concern:

- Parent Involvement

Concern: Safe and Disciplined Learning Environment

Data Targets Influenced by This Concern:

- 12th Grade Students -- % graduating
- Free and Reduced Lunch students -- % passing ISTEP E/LA across grades

Strategies to Impact This Concern:

- Teacher Advisory Program (TAP)
- Teacher Assistance Team (TAT)

Required Areas of Concern

F. Encourage Rigorous Curriculum (PL221)

Data Targets Influenced by This Concern:

- 12th Grade Students -- % earning AHD
- 12th Grade Students -- % earning Core 40 Diplomas
- 12th Grade Students -- % passing AP exams with a score of 3 or higher
- All students -- % earning Pass+ on ISTEP

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum

I. Focused Academic Area (PL221)

Data Targets Influenced by This Concern:

- All Students -- % passing Indiana Academic Standard "writing process"

Strategies to Impact This Concern:

- I. Focused Academic Area

U. Focused Student Group (PL221)

Data Targets Influenced by This Concern:

- Free and Reduced Lunch students -- % passing ISTEP E/LA across grades

Strategies to Impact This Concern:

- U. Focused Student Group: Free/Reduced Lunch Population

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:	In the Principal's office	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	Acuity, SAT, ACT, PSAT, AP, Core 40 ECA	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	None at this time	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.

Differentiated Instruction (DI)

Jun 15, 2009: Find tool for students to use

Person: DI - Robin Morgan/Janet Page

Activity: Academic Vocabulary Binders

Jul 15, 2009: Visit Solution-Tree website for 2010 dates

Person: DI - Janet Page

Activity: PLC Institutes

Jul 27, 2009: Give teachers cards and charts

Person: DI - Robin Morgan/Linda Steder

Activity: Bloom's New Taxonomy introduction

Jul 27, 2009: Pairs of teachers will discuss the similarities and differences in the new and old taxonomies.

Person: DI - Robin Morgan

Activity: Bloom's New Taxonomy will be compared to the "old" taxonomy

Jul 27, 2009: Peer coaching for each vocabulary word

Person: DI - Robin Morgan/Brian Book

Activity: Building Academic Vocabulary by Marzano will be reinforced

Jul 27, 2009: Powerpoint

Person: DI - Robin Morgan/Brian Book

Activity: Building Academic Vocabulary by Marzano will be reinforced

Jul 27, 2009: K-12 corporation discussion using Marzano's books, The Art/Sci of Teaching and A Handbook for Classroom Instruction That Works

Person: DI - Robin Morgan

Activity: Collaboration with colleagues

Jul 27, 2009: Trainers of Dr. Coil's "Successful Teaching in the Differentiated Classroom" will train K-12 staff.

Person: DI - Robin Morgan/Linda Steder

Activity: Differentiated Instruction Skill Building

Jul 27, 2009: Introduce with Powerpoint

Person: DI - Robin Morgan

Activity: Marzano Strategy #6

Jul 27, 2009: Groups formed

Person: DI - Robin Morgan

Activity: Marzano Strategy Survey Most to Least Familiar from March 2009

Jul 27, 2009: Powerpoint

Person: DI - Robin Morgan/David Henke/Aaron Guernsey

Activity: Marzano's first 6 strategies review

Aug 18, 2009: Peer coaching for each vocabulary word

Person: DI - Robin Morgan/Brian Book

Activity: Building Academic Vocabulary by Marzano will be reinforced

Aug 18, 2009: Trainers of Dr. Coil's "Successful Teaching in the Differentiated Classroom" will train K-12 staff.
Person: DI - Robin Morgan/Linda Steder
Activity: Differentiated Instruction Skill Building

Aug 18, 2009: Powerpoint
Person: DI - Robin Morgan/David Henke/Aaron Guernsey
Activity: Marzano's first 6 strategies review

Aug 19, 2009: K-12 corporation discussion using Marzano's books, The Art/Sci of Teaching and A Handbook for Classroom Instruction That Works
Person: DI - Robin Morgan
Activity: Collaboration with colleagues

Sep 15, 2009: Recruit teachers, staff, and others to attend institute
Person: DI - Janet Page
Activity: PLC Institutes

Oct 15, 2009: Secure funding for PLC institute
Person: DI - Janet Page
Activity: PLC Institutes

Jan 18, 2010: Peer coaching for each vocabulary word
Person: DI - Robin Morgan/Brian Book
Activity: Building Academic Vocabulary by Marzano will be reinforced

Jan 18, 2010: K-12 corporation discussion using Marzano's books, The Art/Sci of Teaching and A Handbook for Classroom Instruction That Works
Person: DI - Robin Morgan
Activity: Collaboration with colleagues

Jan 18, 2010: Collect and record number of times teachers use Marzano's first six strategies. Each quarter teachers will submit a record sheet showing the number of times each strategy was used.
Person: DI - Robin Morgan
Activity: Collect first semester/trimester follow up data

Jan 18, 2010: Collect and record percent of teachers who document one vocabulary word taught each quarter using the strategies in Building Academic Vocabulary.
Person: DI - Robin Morgan
Activity: Collect first semester/trimester follow up data

Jan 18, 2010: Collect and record the number of Bloom's New Taxonomy levels used by teachers as reported on their submitted record sheet.
Person: Robin Morgan
Activity: Collect first semester/trimester follow up data

Jan 18, 2010: Trainers of Dr. Coil's "Successful Teaching in the Differentiated Classroom" will train K-12 staff.
Person: DI - Robin Morgan/Linda Steder
Activity: Differentiated Instruction Skill Building

Jan 18, 2010: Groups adjusted
Person: DI - Robin Morgan/Tim Bridges/Martha Beckort
Activity: Marzano Strategy Survey Most to Least Familiar from March 2009

Jan 18, 2010: Powerpoint
Person: DI - Robin Morgan/David Henke/Aaron Guernsey
Activity: Marzano's first 6 strategies review

Jan 18, 2010: Register for summer PLC institute
Person: DI - Janet Page
Activity: PLC Institutes

Feb 8, 2010: Peer coaching for each vocabulary word

Person: DI - Robin Morgan/Brian Book

Activity: Building Academic Vocabulary by Marzano will be reinforced

Feb 8, 2010: Trainers of Dr. Coill's "Successful Teaching in the Differentiated Classroom" will train K-12 staff.

Person: DI - Robin Morgan/Linda Steder

Activity: Differentiated Instruction Skill Building

Feb 8, 2010: Powerpoint

Person: DI - Robin Morgan/David Henke/Aaron Guernsey

Activity: Marzano's first 6 strategies review

Feb 9, 2010: K-12 corporation discussion using Marzano's books, The Art/Sci of Teaching and A Handbook for Classroom Instruction That Works

Person: DI - Robin Morgan

Activity: Collaboration with colleagues

Jun , 2010: Participate in PLC

Person: DI - Janet Page

Activity: Professional Learning Community Institute (PLC)

Jun 3, 2010: Collect and record the number of Bloom's New Taxonomy levels used by teachers as reported on their submitted record sheet.

Person: Robin

Activity: Collect final semester/trimester follow up data

Jun 4, 2010: Collect and record number of times teachers use Marzano's first six strategies. Each quarter teachers will submit a record sheet showing the number of times each strategy was used.

Person: DI - Robin Morgan

Activity: Collect final semester/trimester follow up data

Jun 4, 2010: Collect and record percent of teachers who document one vocabulary word taught each quarter using the strategies in Building Academic Vocabulary.

Person: DI - Robin Morgan

Activity: Collect final semester/trimester follow up data

Encourage Rigorous Curriculum

Aug 1, 2009: Visit DOE website

Person: Encourage Rigorous Curriculum - Melissa Jackson

Activity: Indiana Department of Education website will be monitored for curriculum updates

Sep 1, 2009: Visit DOE website

Person: Encourage Rigorous Curriculum - Janet Page

Activity: Indiana Department of Education website will be monitored for curriculum updates

Oct 1, 2009: Visit DOE website

Person: Encourage Rigorous Curriculum - Melissa Jackson

Activity: Indiana Department of Education website will be monitored for curriculum updates

Nov 1, 2009: Visit DOE website

Person: Encourage Rigorous Curriculum - Janet Page

Activity: Indiana Department of Education website will be monitored for curriculum updates

Dec 1, 2009: Visit DOE website

Person: Encourage Rigorous Curriculum - Melissa Jackson

Activity: Indiana Department of Education website will be monitored for curriculum updates

Jan 1, 2010: Visit DOE website

Person: Encourage Rigorous Curriculum - Janet Page

Activity: Indiana Department of Education website will be monitored for curriculum updates

- Jan 30, 2010:** Update Lanesville Academic Handbook
Person: Encourage Rigorous Curriculum - Janet Page
Activity: Indiana Department of Education website will be monitored for curriculum updates
- Feb 1, 2010:** Visit DOE website
Person: Encourage Rigorous Curriculum - Melissa Jackson
Activity: Indiana Department of Education website will be monitored for curriculum updates
- Mar 1, 2010:** Visit DOE website
Person: Encourage Rigorous Curriculum - Janet Page
Activity: Indiana Department of Education website will be monitored for curriculum updates
- Apr 1, 2010:** Visit DOE website
Person: Encourage Rigorous Curriculum - Melissa Jackson
Activity: Indiana Department of Education website will be monitored for curriculum updates
- May 1, 2010:** Visit DOE website
Person: Encourage Rigorous Curriculum - Janet Page
Activity: Indiana Department of Education website will be monitored for curriculum updates
- Jun 1, 2010:** Visit DOE website
Person: Encourage Rigorous Curriculum - Melissa Jackson
Activity: Indiana Department of Education website will be monitored for curriculum updates

Focused Academic Area

- Aug 1, 2009:** Organize Applied Skills ISTEP books for analysis
Person: Focused Academic Area - Janet Page
Activity: ISTEP results will be analyzed for areas of improvement for the standard "writing process."
- Aug 18, 2009:** Analyze Applied Skills ISTEP books
Person: Focused Academic Area - Janet Page
Activity: ISTEP results will be analyzed for areas of improvement for the standard "writing process."

Focused Student Group

- Aug 18, 2009:** Disaggragate ISTEP data
Person: Focused Student Group - Janet Page
Activity: Disaggragate ISTEP data to analyze Free/Reduced population

Parent Involvement

- Sep 8, 2009:** Committee reviews and revises Conference form
Person: SLPTC - Sharon Rothrock
Activity: Student Led Parent Teacher conferences
- Oct 2, 2009:** Invite Parents to Conferences
Person: SLPTC - Sharon Rothrock
Activity: Student Led Parent Teacher conferences
- Oct 21, 2009:** Inform students of incentive to "drop" one low quiz/test score
Person: SLPTC - Sharon Rothrock/Melissa Jackson
Activity: Student Led Parent Teacher Conferences
- Oct 21, 2009:** Train students to use Conference forms
Person: SLPTC - Sharon Rothrock/Melissa Jackson
Activity: Student Led Parent Teacher conferences

- Oct 21, 2009:** Write newsletter article for Parent Connection
Person: SLPTC - Sharon Rothrock/Michelle Scarber
Activity: Student Led Parent Teacher Conferences
- Oct 29, 2009:** Role play various scenarios to anticipate at student, parent, teacher conferences.
Person: SLPTC - Sharon Rothrock
Activity: Student Led Parent Teacher Conferences
- Oct 30, 2009:** Collect forms from conference and calculate % of parents with students involved in conferences
Person: SLPTC - Sharon Rothrock
Activity: Student Led Parent Teacher Conferences
- Jan 18, 2010:** Committee meets to refer students to TAT based upon current level of academic performance
Person: SLPTC - Sharon Rothrock
Activity: Student Led Parent Teacher conferences

Teacher Advisory Program (TAP)

- Jun 4, 2009:** Collect and record Percent of students rating TAP from a 3-5 on question #3 of survey created by Task Force
Person: TAP Task Force - Dane Carter
Activity: Collect baseline data
- Jun 4, 2009:** Collect and record Survey Data which shows students ability to recognize bullying when it occurs
Person: TAP - Dane Carter/Mary Geswein
Activity: Collect baseline data
- Jun 4, 2009:** Collect and record Survey results which identify the percentage of the adult group who show increased knowledge/awareness of bullying behaviors.
Person: TAP Task Force - Dane Carter
Activity: Collect baseline data
- Jul 27, 2009:** Conduct workshop
Person: TAP - Dane Carter
Activity: Bullying Workshop for teachers and staff
- Jul 27, 2009:** Review Bullying Incident Report form
Person: TAP - Dane Carter
Activity: Explain to teachers and staff the importance of a schoolwide policy against bullying.
- Jul 27, 2009:** Teacher/Staff Attitude Survey on bullying
Person: TAP - Dane Carter
Activity: Explain to teachers and staff the importance of a schoolwide policy against bullying.
- Aug 15, 2009:** 7th grade monthly lesson about bully prevention
Person: TAP - Dane Carter/Tim Bridges
Activity: 7th Grade monthly lesson, 8th grade quarterly lesson about the bully, the victim, the bystander
- Aug 18, 2009:** Explanation to teachers and staff on survey data
Person: TAP - Dane Carter
Activity: Compile and distribute the data from the Bullying Attitude Survey
- Sep 15, 2009:** 7th grade monthly lesson about bully prevention
Person: TAP - Dane Carter/Tim Bridges
Activity: 7th Grade monthly lesson, 8th grade quarterly lesson about the bully, the victim, the bystander
- Sep 30, 2009:** 8th grade quarterly lesson about bully prevention
Person: TAP - Dane Carter/Jeff Hammond
Activity: 7th Grade monthly lesson, 8th grade quarterly lesson about the bully, the victim, the bystander

Oct 2, 2009: Log #1
Person: TAP - Dane Carter/Darcy Kamer
Activity: Pick up TAP Advisement Log

Oct 15, 2009: 7th grade monthly lesson about bully prevention
Person: TAP - Dane Carter/Tim Bridges
Activity: 7th Grade monthly lesson, 8th grade quarterly lesson about the bully, the victim, the bystander

Nov 15, 2009: 7th grade monthly lesson about bully prevention
Person: TAP - Dane Carter/Tim Bridges
Activity: 7th Grade monthly lesson, 8th grade quarterly lesson about the bully, the victim, the bystander

Dec 2, 2009: 8th grade quarterly lesson about bully prevention
Person: TAP - Dane Carter/Jeff Hammond
Activity: 7th Grade monthly lesson, 8th grade quarterly lesson about the bully, the victim, the bystander

Dec 15, 2009: 7th grade monthly lesson about bully prevention
Person: TAP - Dane Carter/Tim Bridges
Activity: 7th Grade monthly lesson, 8th grade quarterly lesson about the bully, the victim, the bystander

Dec 22, 2009: Collect and record Percent of students rating TAP from a 3-5 on question #3 of survey created by Task Force
Person: TAP - Dane Carter
Activity: Collect first semester/trimester follow up data

Dec 22, 2009: Collect and record Survey results which identify the percentage of the adult group who show increased knowledge/awareness of bullying behaviors.
Person: TAP - Dane Carter
Activity: Collect first semester/trimester follow up data

Dec 22, 2009: Log #2
Person: TAP - Dane Carter/Darrell Riggins
Activity: Pick up TAP Advisement Log

Jan 15, 2010: 7th grade monthly lesson about bully prevention
Person: TAP - Dane Carter/Tim Bridges
Activity: 7th Grade monthly lesson, 8th grade quarterly lesson about the bully, the victim, the bystander

Jan 18, 2010: Collect and record Survey Data which shows students ability to recognize bullying when it occurs
Person: TAP - Dane Carter/Mary Geswein
Activity: Collect first semester/trimester follow up data

Feb 3, 2010: 8th grade quarterly lesson about bully prevention
Person: TAP - Dane Carter/Jeff Hammond
Activity: 7th Grade monthly lesson, 8th grade quarterly lesson about the bully, the victim, the bystander

Feb 15, 2010: 7th grade monthly lesson about bully prevention
Person: TAP - Dane Carter/Tim Bridges
Activity: 7th Grade monthly lesson, 8th grade quarterly lesson about the bully, the victim, the bystander

Mar 12, 2010: Log #3
Person: TAP - Dane Carter/Terry Haller
Activity: Pick up TAP Advisement Log

Mar 15, 2010: 7th grade monthly lesson about bully prevention
Person: TAP - Dane Carter/Tim Bridges
Activity: 7th Grade monthly lesson, 8th grade quarterly lesson about the bully, the victim, the bystander

Apr 7, 2010: 8th grade quarterly lesson about bully prevention
Person: TAP - Dane Carter/Jeff Hammond
Activity: 7th Grade monthly lesson, 8th grade quarterly lesson about the bully, the victim, the bystander

- Apr 15, 2010:** 7th grade monthly lesson about bully prevention
Person: TAP - Dane Carter/Tim Bridges
Activity: 7th Grade monthly lesson, 8th grade quarterly lesson about the bully, the victim, the bystander
- May 15, 2010:** 7th grade monthly lesson about bully prevention
Person: TAP - Dane Carter/Tim Bridges
Activity: 7th Grade monthly lesson, 8th grade quarterly lesson about the bully, the victim, the bystander
- Jun 3, 2010:** Collect and record Percent of students rating TAP from a 3-5 on question #3 of survey created by Task Force
Person: TAP - Dane Carter
Activity: Collect final semester/trimester follow up data
- Jun 3, 2010:** Collect and record Survey results which identify the percentage of the adult group who show increased knowledge/awareness of bullying behaviors.
Person: TAP - Dane Carter
Activity: Collect final semester/trimester follow up data
- Jun 4, 2010:** Collect and record Survey Data which shows students ability to recognize bullying when it occurs
Person: TAP - Dane Carter/Mary Geswein
Activity: Collect final semester/trimester follow up data
- Jun 4, 2010:** Log #4
Person: TAP - Dane Carter/Tom Sinex
Activity: Pick up TAP Advisement Log

Teacher Assistance Team (TAT)

- Jun 4, 2009:** Create "Suggested Interventions Check Sheet," which will be a working document
Person: TAT - Eric Morgan
Activity: Collect baseline data
- Jul 24, 2009:** Prepare Progress Monitoring Template
Person: TAT - Eric Morgan
Activity: Progress Monitoring
- Jul 24, 2009:** Update Survey - Student Interventions: Teachers' Current Level of Use
Person: TAT - Eric Morgan
Activity: Progress Monitoring
- Jul 27, 2009:** Conduct first teacher survey - Student Interventions: Teachers' Current Level of Use
Person: TAT - Eric Morgan/Mary Geswein
Activity: Progress Monitoring
- Jul 27, 2009:** Demonstrate how the Progress Monitoring template should be completed.
Person: TAT - Eric Morgan
Activity: Progress Monitoring
- Jul 27, 2009:** Introduce Progress Monitoring for Interventions
Person: TAT - Eric Morgan
Activity: Progress Monitoring
- Aug 18, 2009:** Developmental Assets Workshop
Person: TAT - Eric Morgan/Melissa Jackson
Activity: Progress Monitoring
- Aug 18, 2009:** Review/explain specific interventions to teachers as identified by the survey conducted on July 27
Person: TAT - Eric Morgan/Melissa Jackson
Activity: Progress Monitoring

Sep 1, 2009: TAT meets after school
Person: TAT - Eric Morgan
Activity: Progress Monitoring

Oct 22, 2009: TAT meets after school to identify up to 10 students who could benefit from Tier 2 interventions.
Person: TAT - Eric Mogan
Activity: Progress Monitoring

Nov 19, 2009: TAT meets after school
Person: TAT - Eric Morgan
Activity: Progress Monitoring

Dec 8, 2009: Conduct second teacher survey - Student Interventions: Teachers' Current Level of Use
Person: TAT - Eric Morgan/Mary Geswein
Activity: Progress Monitoring

Dec 22, 2009: Calculate % of interventions used
Person: TAT - Eric Morgan/Robin Morgan/Janet Page
Activity: Progress Monitoring

Jan 14, 2010: TAT meets after school to plan for January 18
Person: TAT - Eric Morgan
Activity: Progress Monitoring

Jan 18, 2010: "Suggested Interventions Check Sheet" will be collected from teachers and staff.
Person: TAT - Eric Morgan
Activity: Collect first semester/trimester follow up data

Jan 18, 2010: 1st Semester Review of student progress using template.
Person: TAT - Eric Morgan
Activity: Progress Monitoring

Jan 18, 2010: Development Assets Workshop
Person: TAT - Eric Morgan/Melissa Jackson
Activity: Progress Monitoring

Jan 18, 2010: Present Data to Staff from 1st semester
Person: TAT - Eric Morgan
Activity: Progress Monitoring

Jan 18, 2010: Review/explain specific interventions to teachers as identified by the survey conducted on December 8
Person: TAT - Eric Morgan/Melissa Jackson
Activity: Progress Monitoring

Feb 8, 2010: TAT meets during 12:30 release day
Person: TAT - Eric Morgan
Activity: Progress Monitoring

Apr 1, 2010: TAT meets after school to identify up to 10 students who could benefit from Tier 2 Interventions
Person: TAT - Eric Morgan
Activity: Progress Monitoring

Apr 29, 2010: TAT meets after school
Person: TAT - Eric Morgan
Activity: Progress Monitoring

May 27, 2010: "Suggested Interventions Check Sheet" will be collected from teachers and staff
Person: TAT - Eric Morgan
Activity: Collect final semester/trimester follow up data

May 27, 2010: Calculate % of interventions used
Person: TAT - Eric Morgan/Robin Morgan/Janet Page
Activity: Progress Monitoring

May 27, 2010: TAT meets after school
Person: TAT - Eric Morgan
Activity: Progress Monitoring

Jun 3, 2010: 2nd Semester Review of student progress using template.
Person: TAT - Eric Morgan
Activity: Progress Monitoring

Jun 3, 2010: Present Data to Staff from 2nd semester
Person: TAT - Eric Morgan
Activity: Progress Monitoring

Continuous Improvement Timeline

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