

## **School Improvement Plan - PL221 Version - 2009-2012**

**May 22, 2009 12:32:09**

### **Whiteland Community High Sch (3421)**

**Clark-Pleasant Com School Corp**

**Whiteland, 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

Whiteland Community High Sch

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
- NCA

## **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

- Marty Bailey - Community Representative
- Jan Fredbeck - Teacher
- Tom Galovic - Administrator
- Dave McMillan - School Counselor
- Carol Miller - Parent/Guardian
- Casey Moeller - Teacher
- Christa Rinehold - Teacher

## Strategy Chairs

- Nicole Fewell
- Mike Gillespie
- Brent Holman
- Jared Huckstep
- Brian Lukich
- Dave McMillan
- Niki Morrison
- Dan Rector
- John Schilawski
- Luke Skobel
- Kate Smola

## Community Council

- Susie Adams
- Marty Bailey - RN consultant
- Kevin Conder
- Susan Coopman
- Art Copeland
- Meg Copeland - Registered Nurse
- Cindie Cottingham
- Phil Cottingham
- Karen Counts
- Maria Curry
- Barbra Divins
- Carmen Dougherty
- Dawn Drury
- Jackie Farris - CPA
- Annie Fletcher
- Kathy Hanger
- Curt Harris
- Becky Haveman
- Angie Knight
- Steve Knight
- Sarah Lipps
- Raul Luna

- Lisa Marrero
- Kathy Meador
- Leah Messer
- Kim Mezger
- Carol Miller
- Cyndy Miller
- Theresa Minton - computer technology
- Dee Ann Nelson
- Melissa Pressler
- Pam Roark
- Laura Showalter
- Amanda Stadick
- Kurt Stucker
- Tammy Stucker
- Melissa Suttles
- Tammy Thompson - Dep U.S. Marshall
- Jill Venter
- John Venter
- Leanne Victory
- Kuldeep Waraitch - ESL
- Tony Waraitch
- Kelli Webb
- Cary Zietlow
- Kay Lynne Zietlow

# 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:**

a safe, positive, pleasant, student-oriented learning environment that promotes responsibility, self-discipline, accountability and respect. Every student deserves a relevant, personalized, and rigorous academic, career, and technical curriculum taught by qualified, dedicated, and enthusiastic teachers. In building a culture of mutual respect and fairness, every student deserves to be treated with dignity and concern by staff and peers.

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

Adults serve as role models, offer positive encouragement and support, and are respectful of others. Personal attention is given to each student in developing personalized learning options, high goals, and a career plan. The curriculum is rigorous, challenging, and supplemented by outside resources. Instruction is delivered by enthusiastic, motivated staff and is varied to reach all learning styles. Expectations are clearly stated. The staff teaches and re-teaches when necessary, offering extra help when needed. There is an environment of pride and cooperation between school and community, with parents being encouraged to take an active and integral role in the learning community. The atmosphere is positive, and discipline is administered fairly, consistently, and with dignity.

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

are assisted in setting, working toward, and attaining high personal goals. Students are eager to learn and take personal responsibility for their actions and learning. They are respectful of each other, staff, school, family, and community. Students are confident and motivated. They encourage and support each other. Students will take part in service learning and show civic responsibility. Students will have no discipline referrals, have a high attendance rate as they pursue a relevant and rigorous curriculum, and are well prepared to continue in their post secondary education.

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

- % of students who graduate: 100%
- % of students who pass Core 40 end or course assessments: 100%
- % of students who pass all classes: 100%
- % of students who graduate with Core 40 diploma: 100%
- % of students who graduate with Academic Honors or Technical Honors diploma: 50%
- % of students who pass GQE or qualify for a waiver: 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.

### 9th grade students - % passing all classes semester 1

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	
80	74	80	80	82		85		88		90		100

### 9th grade students - % passing all classes: semester 2

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	
80	80	82	72	85		88		91		92		100

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

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	
76	73	75	71	73	74.6	76		79		80		100

### AP Students taking an AP exam - % scoring a 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	
	56	60	41	62		65		68		70		100

### ECA Algebra I ENL students - % passing

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		35		40		45		100

**ECA Algebra I all students - % passing**

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	
	22		40	50		55		60		65		100

**ECA Algebra I Exceptional Needs students - % passing**

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		35		40		45		100

**ECA Algebra I Free and Reduced - % passing**

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		40		45		50		100

**ECA Biology I Exceptional needs students - % passing**

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	40		45		50		55		100

**ECA Biology I ENL students - % passing**

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	45		50		55		60		100

**ECA Biology I all students - % passing**

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	60	65		70		75		80		100

**ECA Biology I Free and Reduced students - % passing**

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	50		55		60		65		100

**ECA English 10 Exceptional needs students - % passing**

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	40		45		50		55		100

**ECA English 10 all students - % passing**

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	53	60		70		75		80		100

**ECA English 10 ENL students - % passing**

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	40		45		50		55		100

**ECA English 10 Free and reduced - % passing**

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	50		60		70		75		100

**Seniors - graduation rate**

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	
86.9	86.8	88.9		90.9		92.9		93.0				100

**Students taking English 11 ECA - % correct in reading comprehension**

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	
			53	56		60		63		65		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: Engagement of students, particularly freshmen, males, and lower achieving students**

Force Field survey data indicates that males, and students in the C,D, and F range are more likely to: NOT pay attention in class, NOT turn in homework on a regular basis, and NOT participate in class discussions.

### **Concern: Assessment: re-testing policy and its implementation**

While most students agreed or strongly agreed with the statement, " my teachers let me take tests more than one time," some students are not taking advantage of the re-test opprtunities.

### **Concern: Instruction does not push all students to do their best, and does not incorporate student interests and real world projects on a regular basis**

24% of all students disagreed or strongly disagreed with the statement, "my teachers push me to do my best." Only 58% of all students agreed or strongly agreed with the statement, " my teachers assign real-world projects at least once each marking period." 51% of all students disagreed or stronly disagreed with the statement, "my teachers relate what they are teaching to my personal interests."

### **Concern: The behavior of other students interferes with students' ability to learn.**

56% of all students agreed or strongly agreed with the statement, "the behavior of other students interferes with my ability to learn."

## 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

### Assessment: re-testing policy —

This committee will continue to monitor the success of the re-testing policy. They will make recommendations and tips for encouraging students to participate in the program. An evaluation of the IRP schedule and procedures will be conducted to better implement the re-testing program.

### Bloom's Taxonomy —

Committee members will promote the creation of lessons and assessments that use upper-level cognitive skills during PLC time. The committee will create examples and provide materials for discussion to be used during department professional learning community meetings. These PLC meetings occur approximately every two weeks.

### Cultural Competency —

These efforts are to raise awareness and appreciate the diversity of our community, particularly our increasing population of Punjabi families. A monthly newsletter focused on Punjabi culture will be published, a cultural awareness component will be part of freshman orientation, and our building will participate in the corporation's Cultural Celebration Week in February. John Schilawski will coordinate the planning of dance demonstrations, guest speakers, and ethnic foods.

### Differentiated Instruction: Engagement —

This committee, through professional development, will educate the faculty on methods and ideas that will encourage increased motivation among our freshmen, males, and lower achieving students. Examples of differentiated instruction will be reviewed, and faculty will receive training on how to incorporate new instructional techniques into their classrooms.

### Freshman Interventions: Guided Study Halls —

Teachers and student mentors will teach study skills lessons in guided study halls for freshmen. Guided study hall will consist of freshmen students only, with upperclass mentors and faculty from the core areas present every day. Mentors will assist in study skills, answer questions, give tips on school life, and explain extracurricular activities. Students will be coached on the importance of achievement each year of high school, various forms of assessment, the importance of final exams, and different learning styles and instructional strategies. Guided study hall teachers will make weekly checks of grades and hold informal conferences with the students.

### Real World Interests and Relevance —

Real World Interests & Relevance will focus on increasing student engagement by incorporating more real-world authentic instruction and assessments. The Real World Interests & Relevance committee would like to hold professional development sessions that help encourage and guide teachers in searching and finding how to make their lessons and assessments more authentic. One professional development per semester may be needed.

### Safe and Disciplined Learning Environment —

This committee will continue to monitor the % of students receiving discipline referrals, particularly those due to tardies, and review and make recommendations for the attendance and discipline policies. Expectations for student behavior will be clearly stated by the administration during class meetings in August, and reinforced by reminders from teachers and features on Warrior TV, as needed.

## Required Strategies

### **F. Encourage Rigorous Curriculum —**

Core 40 is the default diploma, and guidance counselors and advisors will encourage the Core 40 and Honors Diploma curriculum during 8th grade scheduling meetings and scheduling conferences with all students. Advisors will encourage students to take a rigorous curriculum in their individual meetings with advisees. A description and expectations packet concerning AP courses is being distributed, with a parent signature required for AP course enrollment.

### **I. Focused Academic Area: Improving Algebra I ECA Performance —**

Math teachers will offer extra help before and after school, and during Instructional Resource Periods. Algebra I teachers will continue to align benchmark tests with the Algebra I ECA. Student performance on benchmark tests will be analyzed and corrective instruction will occur in preparation for the Algebra I ECA.

### **U. Focused Student Group: Closing the Gap: ENL —**

This strategy will focus on successful implementation of ILP's, and provide training on appropriate accommodations for all levels of ENL students. Nicole Fewell and her committee will conduct these training sessions during faculty meetings or professional development sessions.

### **U. Focused Student Group: Closing the Gap: Special Education —**

The Special Education Committee will conduct training on our online system of IEP's at the beginning of each semester (August and January.)The committee will plan and carry out professional development sessions highlighting instructional strategies aimed at special education students. The sessions will be held on the corporation provided professional developments days.

# 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.

## Freshman Interventions: Guided Study Halls

No professional development is needed for this strategy.

## Real World Interests and Relevance

Professional Development Activity	Funding	Activity Purpose
<i>Workshop on developing relevant lessons</i>	Source: NA Amount: \$NA	Skill Building
Brief Description	Intended Participants	Activity Format
Teachers will work in small groups to develop authentic lessons and assessments.	Teachers	Presentation/Workshop Collaborative Problem Solving

## I. Focused Academic Area: Improving Algebra I ECA Performance

No professional development is needed for this strategy.

## U. Focused Student Group: Closing the Gap: ENL

Professional Development Activity	Funding	Activity Purpose
<i>ENL modifications presentation</i>	Source: local Amount: \$0.00	Information Skill Building
Brief Description	Intended Participants	Activity Format
Staff will learn how to modify question types from multiple choice to essays for each level of LEP student. In addition, groups will have the opportunity to modify a test together as well using the advice from the presentation.	Teachers Administrators	Presentation/Workshop

## U. Focused Student Group: Closing the Gap: Special Education

Professional Development Activity	Funding	Activity Purpose
<i>Special Education Teachers will attend training on goal writing</i>	Source: Conference Funds Amount: \$200.00	Information Skill Building
Brief Description	Intended Participants	Activity Format
training on goal writing	Teachers	Presentation/Workshop Peer Coaching

Professional Development Activity	Funding	Activity Purpose
<i>Share goal writing information with entire faculty</i>	Source: Amount: \$NA	Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
Share with faculty how to write more measurable goals in the IEP;s.	Teachers Counselors Administrators	Presentation/Workshop 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

### **Concern: Engagement of students, particularly freshmen, males, and lower achieving students**

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

- 9th grade students -- % passing all classes semester 1
- 9th grade students -- % passing all classes: semester 2

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

- Bloom's Taxonomy
- Differentiated Instruction: Engagement
- Freshman Interventions: Guided Study Halls
- Real World Interests and Relevance

### **Concern: Assessment: re-testing policy and its implementation**

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

- 9th grade students -- % passing all classes semester 1
- 9th grade students -- % passing all classes: semester 2
- Seniors -- graduation rate

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

- Assessment: re-testing policy
- Freshman Interventions: Guided Study Halls

### **Concern: Instruction does not push all students to do their best, and does not incorporate student interests and real world projects on a regular basis**

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

- 9th grade students -- % passing all classes semester 1
- 9th grade students -- % passing all classes: semester 2
- Seniors -- graduation rate

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

- Bloom's Taxonomy
- Freshman Interventions: Guided Study Halls
- Real World Interests and Relevance

## **Concern: The behavior of other students interferes with students' ability to learn.**

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

- 9th grade students -- % passing all classes semester 1
- 9th grade students -- % passing all classes: semester 2

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

- Cultural Competency
- Safe and Disciplined Learning Environment

## **Required Areas of Concern**

### **F. Encourage Rigorous Curriculum (PL221)**

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

- AP Students taking an AP exam -- % scoring a 3 or higher
- ECA Algebra I all students -- % passing
- ECA Biology I all students -- % passing
- ECA English 10 all students -- % passing
- Students taking English 11 ECA -- % correct in reading comprehension

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

- Bloom's Taxonomy
- F. Encourage Rigorous Curriculum

### **I. Focused Academic Area (PL221)**

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

- Students taking English 11 ECA -- % correct in reading comprehension

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

- I. Focused Academic Area: Improving Algebra I ECA Performance

### **U. Focused Student Group (PL221)**

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

- ECA Algebra I ENL students -- % passing
- ECA Algebra I Exceptional Needs students -- % passing
- ECA Algebra I Free and Reduced -- % passing
- ECA Biology I Exceptional needs students -- % passing
- ECA Biology I ENL students -- % passing
- ECA Biology I Free and Reduced students -- % passing
- ECA English 10 Exceptional needs students -- % passing
- ECA English 10 ENL students -- % passing
- ECA English 10 Free and reduced -- % passing

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

- U. Focused Student Group: Closing the Gap: ENL
- U. Focused Student Group: Closing the Gap: Special Education



## 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:	administrative offices	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	ISTEP is given to all 10th graders, and where necessary in grades 11 and 12. The PSAT, SAT, and ACT are given to students in grades 10-12. NWEA testing is used in English and Math Lab classes. Core 40 ECA's are given to all students enrolled in Algebra I, Biology I, Algebra II, Geometry, English 9, English 10, and English 11.	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	*At principal's discretion, waive requirement for instructional time (20-30-2-2) for on-line virtual courses for credit acceleration; and for cooperative educational experiences including CoFACS, Business Coop, and Supervised Agricultural Experience (2008-2009) *This would allow students the opportunity to recover credits or meet pre-requisites more quickly, and to have more time on-site in internship assignments. *Students participating in these options would be more likely to take advance course work and graduate on time. *Administration will monitor the virtual lab program, and review achievement data for the students involved.	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.

## Focused Academic Area

**Sep 15, 2009:** set up rotating schedule of teacher on duty

**Person:** Brian Lukich

**Activity:** Morning Extra Help

**Sep 20, 2009:** teachers schedule students for re-assessment

**Person:** Algebra 1 Team

**Activity:** Offer and encourage re-assessments

**Sep 22, 2009:** review and revise benchmark exams during PLC meetings

**Person:** Mike Gillespie

**Activity:** Refine benchmark exams to match Algebra 1 ECA

**Sep 30, 2009:** Analyze data from tests

**Person:** Algebra 1 team

**Activity:** Review of benchmark tests

**Sep 30, 2009:** Review common errors with students following the benchmark tests

**Person:** Algebra 1 team

**Activity:** Review of benchmark tests

**Oct 20, 2009:** teachers schedule students for re-assessment

**Person:** Algebra 1 Team

**Activity:** Offer and encourage re-assessments

**Oct 30, 2009:** Review common errors with students following the benchmark tests

**Person:** Algebra 1 team

**Activity:** Review of benchmark tests

**Nov 3, 2009:** review and revise benchmark exams during PLC meetings

**Person:** Mike Gillespie

**Activity:** Refine benchmark exams to match Algebra 1 ECA

**Nov 11, 2009:** Analyze data from tests

**Person:** Algebra 1 team

**Activity:** Review of benchmark tests

**Nov 20, 2009:** teachers schedule students for re-assessment

**Person:** Algebra 1 Team

**Activity:** Offer and encourage re-assessments

**Nov 30, 2009:** Review common errors with students following the benchmark tests

**Person:** Algebra 1 team

**Activity:** Review of benchmark tests

**Dec 15, 2009:** review and revise benchmark exams during PLC meetings

**Person:** Mike Gillespie

**Activity:** Refine benchmark exams to match Algebra 1 ECA

**Dec 20, 2009:** teachers schedule students for re-assessment

**Person:** Algebra 1 Team

**Activity:** Offer and encourage re-assessments

**Dec 23, 2009:** Analyze data from tests  
**Person:** Algebra 1 team  
**Activity:** Review of benchmark tests

**Dec 30, 2009:** Review common errors with students following the benchmark tests  
**Person:** Algebra 1 team  
**Activity:** Review of benchmark tests

**Jan 20, 2010:** teachers schedule students for re-assessment  
**Person:** Algebra 1 Team  
**Activity:** Offer and encourage re-assessments

**Jan 26, 2010:** review and revise benchmark exams during PLC meetings  
**Person:** Mike Gillespie  
**Activity:** Refine benchmark exams to match Algebra 1 ECA

**Jan 30, 2010:** Review common errors with students following the benchmark tests  
**Person:** Algebra 1 team  
**Activity:** Review of benchmark tests

**Feb 3, 2010:** Analyze data from tests  
**Person:** Algebra 1 team  
**Activity:** Review of benchmark tests

**Feb 20, 2010:** teachers schedule students for re-assessment  
**Person:** Algebra 1 Team  
**Activity:** Offer and encourage re-assessments

**Mar 2, 2010:** Review common errors with students following the benchmark tests  
**Person:** Algebra 1 team  
**Activity:** Review of benchmark tests

**Mar 9, 2010:** review and revise benchmark exams during PLC meetings  
**Person:** Mike Gillespie  
**Activity:** Refine benchmark exams to match Algebra 1 ECA

**Mar 17, 2010:** Analyze data from tests  
**Person:** Algebra 1 team  
**Activity:** Review of benchmark tests

**Mar 20, 2010:** teachers schedule students for re-assessment  
**Person:** Algebra 1 Team  
**Activity:** Offer and encourage re-assessments

**Apr 2, 2010:** Review common errors with students following the benchmark tests  
**Person:** Algebra 1 team  
**Activity:** Review of benchmark tests

**Apr 20, 2010:** teachers schedule students for re-assessment  
**Person:** Algebra 1 Team  
**Activity:** Offer and encourage re-assessments

**Apr 20, 2010:** review and revise benchmark exams during PLC meetings  
**Person:** Mike Gillespie  
**Activity:** Refine benchmark exams to match Algebra 1 ECA

**Apr 28, 2010:** Analyze data from tests  
**Person:** Algebra 1 team  
**Activity:** Review of benchmark tests

**May 2, 2010:** Review common errors with students following the benchmark tests

**Person:** Algebra 1 team

**Activity:** Review of benchmark tests

**May 20, 2010:** teachers schedule students for re-assessment

**Person:** Algebra 1 Team

**Activity:** Offer and encourage re-assessments

## Focused Student Group

**May 26, 2009:** baseline data on unmodified tests

**Person:** Michelle Kelly

**Activity:** Collect baseline data

**May 26, 2009:** Gather baseline data of percentage of unmodified assessments for month of May 2009

**Person:** Michelle Kelly, Rick McKee, Kuldeep Waraitch, Nicole Fewell

**Activity:** Record percentage of incorrectly modified assessments given to LEP students.

**Aug 14, 2009:** Use LAS Links data to update LEP students levels

**Person:** Nicole Fewell

**Activity:** Send each teacher their individual ILPs at the beginning of each semester

**Aug 15, 2009:** Send each ILP to appropriate teachers

**Person:** Nicole Fewell

**Activity:** Send each teacher their individual ILPs at the beginning of each semester

**Aug 20, 2009:** Create ILPs for new LEP students

**Person:** Nicole Fewell

**Activity:** Send each teacher their individual ILPs at the beginning of each semester

**Aug 30, 2009:** Gather percentage of monthly unmodified assessments for each month of 2009-2010 school year

**Person:** Michelle Kelly, Rick McKee, Kuldeep Waraitch, Nicole Fewell

**Activity:** Record percentage of incorrectly modified assessments given to LEP students.

**Sep 14, 2009:** Goal writing inservice by DOE

**Person:** Niki Morrison

**Activity:** Special Education Teachers will attend training on goal writing

**Sep 29, 2009:** Special services teachers meet to practice writing goals

**Person:** Susan Bass

**Activity:** Special Education Teachers will attend training on goal writing

**Sep 30, 2009:** Gather examples of assessments

**Person:** Larry Lamb

**Activity:** ENL modifications presentation

**Oct 5, 2009:** Choose questions to modify and enter in presentation

**Person:** Shannon Crouch

**Activity:** ENL modifications presentation

**Oct 6, 2009:** Create presentation on creating proper modifications for entire faculty

**Person:** Nicole fewell

**Activity:** ENL modifications presentation

**Oct 6, 2009:** Goal writing inservice by DOE

**Person:** Niki Morrison

**Activity:** Special Education Teachers will attend training on goal writing

**Oct 20, 2009:** Present ENL modifications power point to faculty

**Person:** Nicole Fewell

**Activity:** ENL modifications presentation

- Dec 7, 2009:** Ask faculty for success stories experienced from using modifications with LEP students  
**Person:** Steve Spinks  
**Activity:** ENL modifications presentation
- Dec 15, 2009:** Collect monthly data  
**Person:** Nicole Fewell, Michelle Kelly, Rick McKee, Kuldeep Waraitch  
**Activity:** Collect first semester/trimester follow up data
- Jan 10, 2010:** Send each LEP student's ILP to appropriate teachers  
**Person:** Nicole Fewell  
**Activity:** Send each teacher their individual ILPs at the beginning of each semester
- Jan 15, 2010:** Create ILPs for new students  
**Person:** Nicole Fewell  
**Activity:** Send each teacher their individual ILPs at the beginning of each semester
- Jan 15, 2010:** Give teachers copies of students' goals.  
**Person:** Marianne Hedrick  
**Activity:** Special Educaiton teacher will inform students' Math and English teachers of any applicable IEP goal
- Feb 17, 2010:** Special services teachers will evaluate current IEP's and make changes to goals as needed  
**Person:** Corey Ervin  
**Activity:** Special Education Teachers will attend training on goal writing
- Feb 26, 2010:** General education teachers will give feedback to TOR on progress.  
**Person:** Susan Bass  
**Activity:** Special Educaiton teacher will inform students' Math and English teachers of any applicable IEP goal
- Mar 26, 2010:** General education teachers will give feedback to TOR on progress.  
**Person:** Susan Bass  
**Activity:** Special Educaiton teacher will inform students' Math and English teachers of any applicable IEP goal
- Apr 1, 2010:** Workshop for faculty  
**Person:** Niki Morrison  
**Activity:** Share goal writing information with entire faculty
- May 15, 2010:** Collect monthly data  
**Person:** Nicole Fewell, Michelle Kelly, Rick McKee, Kuldeep Waraitch  
**Activity:** Collect final semester/trimester follow up data

## **Freshman Interventions: Guided Study Halls**

- May 20, 2009:** Collect and record % of students who say help from mentors was helpful or very helpful in enhancing achievement  
**Person:** Brent Holman  
**Activity:** Baseline Strategy Data
- May 20, 2009:** Collect and record % of teachers who hold weekly conferences with freshmen.  
**Person:** Brent Holman  
**Activity:** Baseline Strategy Data
- Aug 4, 2009:** Train upperclassmen to become Mentors  
**Person:**  
**Activity:** Mentor Training
- Aug 21, 2009:** Grade checks twice weekly  
**Person:**  
**Activity:** Facilitate mentors checking freshman grades

**Aug 28, 2009:** Grade checks twice weekly  
**Person:**  
**Activity:** Facilitate mentors checking freshman grades

**Aug 28, 2009:** Facilitate mentors delivering study skills modules  
**Person:** Brent Holman  
**Activity:** Study Skills Modules

**Sep 4, 2009:** Grade checks twice weekly  
**Person:**  
**Activity:** Facilitate mentors checking freshman grades

**Sep 11, 2009:** Grade checks twice weekly  
**Person:**  
**Activity:** Facilitate mentors checking freshman grades

**Sep 18, 2009:** Grade checks twice weekly  
**Person:**  
**Activity:** Facilitate mentors checking freshman grades

**Sep 25, 2009:** Grade checks twice weekly  
**Person:**  
**Activity:** Facilitate mentors checking freshman grades

**Sep 28, 2009:** Facilitate mentors delivering study skills modules  
**Person:** Brent Holman  
**Activity:** Study Skills Modules

**Oct 2, 2009:** Grade checks twice weekly  
**Person:**  
**Activity:** Facilitate mentors checking freshman grades

**Oct 9, 2009:** Grade checks twice weekly  
**Person:**  
**Activity:** Facilitate mentors checking freshman grades

**Oct 16, 2009:** Grade checks twice weekly  
**Person:**  
**Activity:** Facilitate mentors checking freshman grades

**Oct 23, 2009:** Grade checks twice weekly  
**Person:**  
**Activity:** Facilitate mentors checking freshman grades

**Oct 28, 2009:** Facilitate mentors delivering study skills modules  
**Person:** Brent Holman  
**Activity:** Study Skills Modules

**Oct 30, 2009:** Grade checks twice weekly  
**Person:**  
**Activity:** Facilitate mentors checking freshman grades

**Nov 6, 2009:** Grade checks twice weekly  
**Person:**  
**Activity:** Facilitate mentors checking freshman grades

**Nov 13, 2009:** Grade checks twice weekly  
**Person:**  
**Activity:** Facilitate mentors checking freshman grades

**Nov 20, 2009:** Grade checks twice weekly  
**Person:**  
**Activity:** Facilitate mentors checking freshman grades

**Nov 27, 2009:** Grade checks twice weekly  
**Person:**  
**Activity:** Facilitate mentors checking freshman grades

**Nov 28, 2009:** Facilitate mentors delivering study skills modules  
**Person:** Brent Holman  
**Activity:** Study Skills Modules

**Dec 4, 2009:** Grade checks twice weekly  
**Person:**  
**Activity:** Facilitate mentors checking freshman grades

**Dec 11, 2009:** Grade checks twice weekly  
**Person:**  
**Activity:** Facilitate mentors checking freshman grades

**Dec 18, 2009:** Grade checks twice weekly  
**Person:**  
**Activity:** Facilitate mentors checking freshman grades

**Dec 20, 2009:** Collect and record % of students who say help from mentors was helpful or very helpful in enhancing achievement  
**Person:** Brent Holman  
**Activity:** First semester/trimester follow up Strategy Data

**Dec 20, 2009:** Collect and record % of teachers who hold weekly conferences with freshmen.  
**Person:** Brent Holman  
**Activity:** First semester/trimester follow up Strategy Data

**Dec 25, 2009:** Grade checks twice weekly  
**Person:**  
**Activity:** Facilitate mentors checking freshman grades

**Dec 28, 2009:** Facilitate mentors delivering study skills modules  
**Person:** Brent Holman  
**Activity:** Study Skills Modules

**Jan 1, 2010:** Grade checks twice weekly  
**Person:**  
**Activity:** Facilitate mentors checking freshman grades

**Jan 8, 2010:** Grade checks twice weekly  
**Person:**  
**Activity:** Facilitate mentors checking freshman grades

**Jan 15, 2010:** Grade checks twice weekly  
**Person:**  
**Activity:** Facilitate mentors checking freshman grades

**Jan 22, 2010:** Grade checks twice weekly  
**Person:**  
**Activity:** Facilitate mentors checking freshman grades

**Jan 28, 2010:** Facilitate mentors delivering study skills modules  
**Person:** Brent Holman  
**Activity:** Study Skills Modules

**Jan 29, 2010:** Grade checks twice weekly  
**Person:**  
**Activity:** Facilitate mentors checking freshman grades

**Feb 5, 2010:** Grade checks twice weekly  
**Person:**  
**Activity:** Facilitate mentors checking freshman grades

**Feb 12, 2010:** Grade checks twice weekly  
**Person:**  
**Activity:** Facilitate mentors checking freshman grades

**Feb 19, 2010:** Grade checks twice weekly  
**Person:**  
**Activity:** Facilitate mentors checking freshman grades

**Feb 26, 2010:** Grade checks twice weekly  
**Person:**  
**Activity:** Facilitate mentors checking freshman grades

**Feb 28, 2010:** Facilitate mentors delivering study skills modules  
**Person:** Brent Holman  
**Activity:** Study Skills Modules

**Mar 5, 2010:** Grade checks twice weekly  
**Person:**  
**Activity:** Facilitate mentors checking freshman grades

**Mar 12, 2010:** Grade checks twice weekly  
**Person:**  
**Activity:** Facilitate mentors checking freshman grades

**Mar 19, 2010:** Grade checks twice weekly  
**Person:**  
**Activity:** Facilitate mentors checking freshman grades

**Mar 26, 2010:** Grade checks twice weekly  
**Person:**  
**Activity:** Facilitate mentors checking freshman grades

**Mar 28, 2010:** Facilitate mentors delivering study skills modules  
**Person:** Brent Holman  
**Activity:** Study Skills Modules

**Apr 2, 2010:** Grade checks twice weekly  
**Person:**  
**Activity:** Facilitate mentors checking freshman grades

**Apr 9, 2010:** Grade checks twice weekly  
**Person:**  
**Activity:** Facilitate mentors checking freshman grades

**Apr 16, 2010:** Grade checks twice weekly  
**Person:**  
**Activity:** Facilitate mentors checking freshman grades

**Apr 23, 2010:** Grade checks twice weekly  
**Person:**  
**Activity:** Facilitate mentors checking freshman grades

**Apr 28, 2010:** Facilitate mentors delivering study skills modules

**Person:** Brent Holman

**Activity:** Study Skills Modules

**Apr 30, 2010:** Grade checks twice weekly

**Person:**

**Activity:** Facilitate mentors checking freshman grades

**May 7, 2010:** Grade checks twice weekly

**Person:**

**Activity:** Facilitate mentors checking freshman grades

**May 10, 2010:** In order to be able to recruit the positive role models needed to run the program successfully, we are offering a field trip to the Indianapolis Zoo at the end of the year.

**Person:** Heath Harrison

**Activity:** Mentor Field Trip

**May 14, 2010:** Grade checks twice weekly

**Person:**

**Activity:** Facilitate mentors checking freshman grades

**May 20, 2010:** Collect and record % of students who say help from mentors was helpful or very helpful in enhancing achievement

**Person:** Brent Holman

**Activity:** Final semester/trimester follow up Strategy Data

**May 20, 2010:** Collect and record % of teachers who hold weekly conferences with freshmen.

**Person:** Brent Holman

**Activity:** Final semester/trimester follow up Strategy Data

**May 28, 2010:** Facilitate mentors delivering study skills modules

**Person:** Brent Holman

**Activity:** Study Skills Modules

## Real World Interests and Relevance

**May 25, 2009:** Planning Meeting

**Person:** Luke Skobel & Kate Smola

**Activity:** Workshop on developing relevant lessons

**Sep 14, 2009:** Planning Meeting

**Person:** Luke Skobel & Kate Smola

**Activity:** Workshop on developing relevant lessons

**Feb 1, 2010:** Workshop on developing relevant lessons

**Person:** Kate Smola and Luke Skobel

**Activity:** Workshop on developing relevant lessons

## Continuous Improvement Timeline

	<b>First Year Schools</b>	<b>Second Year Schools</b>	<b>Third Year and Beyond Schools</b>
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 &amp; Responsibilities</i></p>	<p><u>Tech Training 1</u> (optional) <i>Local Mtgs – SIP Implementation Roles &amp; 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 &amp; Revision</u> <i>Local Mtgs: Sch. Imp. Plan Revision</i></p>
Jan	<p>Session 4: <u>Areas of Concern &amp; Research Assignments</u> <i>Local Mtgs: Areas of Concern</i></p>	<p>Session 2: <u>SIP Review &amp; 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>