

Creating School Improvement

Using a Trimester Schedule

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MME Results

Reading
76% (2011)
74% (2010)
67% (2009)
58% (2008)
The state average for Reading was 63% in 2011.

Science
69% (2011)
63% (2010)
57% (2009)
53% (2008)
The state average for Science was 61% in 2011.

Writing
62% (2011)
58% (2010)
41% (2009)
22% (2008)
The state average for Writing was 47% in 2011.

Math
48% (2011)
38% (2010)
46% (2009)
29% (2008)
The state average for Math was 52% in 2011.

ACT Results

2008 - 17.95
2009 - 20.3
2010 - 20.7
2011 - 21.1

Teacher Merit Pay

1 to 1 computer program

3 to 1 millage vote

Secondary Parental Advisory Group

Attendance high at events

Major Facilities Renovations

Class of 2012 Profile—Here are some quick facts about the 54 students in the Class of 2012:

- 50% male/female
- District wide, 50% of students qualify for free and reduced lunch
- Average GPA: 3.2 (8 Summa cum laude, 10 Magna cum laude, 3 Cum laude, 16 Honor Roll)
- Average ACT Score: 21 (32 at state average or above)
- On average, each completed at least six college credits.
- On average, each received two varsity letters.
- Have completed an EDP (87% college bound)
- On average, each participated in five extracurricular activities and completed at least 20 hours of community service.

• College Admittance:

University of Michigan
Loyola of Chicago
Notre Dame
Wayne State
Grand Valley State University
Central Michigan University
Ferris State University
Western Michigan University
Northern Michigan University
Michigan State University
Indiana University
Manchester College
Valparaiso University
Hope College
St. Mary's College
Texas Christian University
Butler University
Purdue North Central
Marion College
Baker College
Cornerstone University
Landmark College
Community Colleges
SMC/KVCC/LMC/

Beating the Odds - Middle School - 2011

Schools to Watch - Middle School 2012

Rewiring the Brain K-5

MASBA

No Grievances/Contracts Renewed

Model Trimester District

How did this happen ?

- Changing the Culture
- Board of Education Vision
- Open communication of plans
- Trimester Schedule magic
- Trimester policy and practices
- Promoting Academics
- Professional Development
- Technology Plans / Data

Keys to Success

A focus on academic achievement. (Culture)

Clear curriculum choices.

(Scope and Sequence of classes flowchart and content maps)

Frequent Assessment of student progress and multiple opportunities for improvement. (Homework change)

Creative policy and practice focusing on student achievement. (Attendance, student recognition, bonus period, PD, RTI, etc.)

External scoring. (State / National / or 3rd Party)

What it is, and what it is not!

School Improvement

Changing the Culture

Implemented based on needs

Change based on common sense

Works for Staff & Students

Promote quality instruction

Change course sequence for testing

Performance dictates opportunity

Create a bigger wind of opportunity

Miracle Cure

Just a time schedule

Another program that goes away

It what we've always done

This is what everyone else does

Make good teacher bad

Believe your demographics

The rules are the rules

These kids choose to be unsuccessful

3 X 5 TRIMESTER

	FALL	WINTER	SPRING
1st Hr.	1	6	11
2nd Hr.	2	7	12
3rd Hr.	3	8	13
4th Hr.	4	9	14
5th Hr.	5	10	15

Periods Range
68-75 Minutes

60 Days long
12 Weeks Long

60 Days long
12 Weeks Long

60 Days long
12 Weeks Long

“A” classes

First Semester
Classes
or
1 term only
Classes

“A”and“B”classes

First and Second
Semester Classes
or
1 term only
Classes

“B”and“C”classes

Second Semester
Classes
or
1 term only
Classes

***AP classes, Band and Choir only have a part “C” that is in the spring term.**

Teachers teach 4 out of 5 classes and 12 blocks a year. For teachers fewer performances, preps, and less students to be responsible for. This will reduce paperwork, performances, conferences and material cost. The schedule is easier on students less classes, homework, and teachers to interact with. This is a college quarter system without the summer term.

Sample Traditional Freshmen Schedule

	Fall	Winter	Spring
1 st Hour	Art	U.S. Hist. A	U.S. Hist. B
2 nd Hour	English A	English B	Spanish I B
3 rd Hour	Band	Band	Band
4 th Hour	Algebra 1 A	Algebra 1 B	Phy. Ed.
5 th Hour	Biology A	Spanish I A	Biology B

9th Class Placement Policy

3 cores
2 Electives

3 cores
2 Electives

3 cores
2 Electives

Sample 4 Year Plan	Fall	Winter	Spring
9th Grade	1. English 9A 2. U.S. History A 3. Band A 4. Algebra 1 A 5. Computers	1. Physical Education 2. Biology A 3. Band B 4. Algebra 1 B 5. Spanish 1 A	1. English 9B 2. U.S. History B 3. Band C 4. Biology B 5. Spanish 1 B
10th Grade	1. English 10A 2. Intro. Physics 3. Band A 4. Geometry A 5. Spanish 2 A	1. English 10 B 2. Economics 3. Band B 4. General Business 5. Earth Science	1. Government 2. Intro. Chemistry 3. Band C 4. Geometry B 5. Spanish 2 B
11th Grade	1. Adv. Composition 2. Chemistry A 3. Band A 4. Algebra 2 A 5. Accounting 1 A	1. Sur. Of Amer. Lit. 2. Chemistry B 3. Band B 4. World Geography 5. ACT Prep	1. Speech 2. Accounting 1 B 3. Band C 4. Algebra 2 B 5. Art
12th Grade	1. AP English A 2. Trig. A 3. Band A 4. AP Biology A 5. Cont. Hist. Lecture	1. AP English A 2. Trig. B 3. Band B 4. AP Biology B 5. Adv. Phy. Ed.	1. AP English A 2. Parenting & Child. 3. Band C 4. AP Biology C 5. Arch. Drawing
Totals	English 4.5 Math 4.0 Science 5.0 Social Studies 3.0	Foreign Lan. 2.0 Business 1.5 Music 6.0 Phy. Ed. 1.0	Electives 3.5 Required Classes Total Credits 30

School Day Schedule

New Buffalo Bonus Period

1st period – 7:50 – 9:02

2nd period – 9:06 – 10:18

3rd period – 10:22 – 11:34

“A” Lunch – 11:34 – 11:59

“B” Lunch – 12:13 – 12:38

4th Hour – 11:38 – 1:15

5th Hour – 1:19 - 2:31

Bonus – 2:35 - 3:10

(M-1st, T-2nd, W-3rd, Th-4th, F-5th)

Periods 72 minutes

Lunch 25 minutes

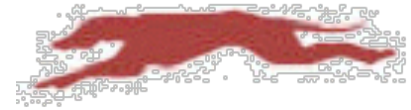
Passing Time 5 minutes

Bonus 35 minutes



TRIMESTER TIME SCHEDULE

Meeting Period Day Schedule



First Hour	7:30	-	8:30	(60 Minutes)
Second Hour	8:34	-	9:38	(64 Minutes) <small>4 min. for Announcements</small>
Third Hour	9:42	-	10:42	(60 Minutes)
<i>Lunch 1</i>	10:42	-	11:04	(22 Minutes)
Fourth Hour A	11:07	-	12:07	(60 Minutes)
Fourth Hour B	10:46	-	11:46	(60 Minutes)
<i>Lunch 2</i>	11:46	-	12:08	(22 Minutes)
Fifth Hour	12:11	-	1:11	(60 Minutes)
Meeting Period	1:15	-	2:00	(45 Minutes)

Meeting period / Seminar / X period / Assemblies / Etc.

The key in a Trimester is to change the sequence of classes to get students more test ready.

9th Grade

10th Grade

Sample Connecticut Schedule

Fall

Literature 9
Algebra 1 A
Life Science 9
Health
Band

Literature 10
Geometry A
Chemistry A
Foreign Lan. A
Band

Winter

English 9
Algebra Essentials
Physical Science 9
US History A
Band

English 10
Geometry B / Geo. Ess.
General Science
CAPT Prep Test out
for students
Band

Spring

Composition 9
Algebra 1 B
Earth Science 9
US History B
Band

Elective
Phy. Ed. A
Social Studies
Foreign Lan. B
Band

Essentials is based on less than a “C” on the A Section final exam.

Composition 9/10 either year

Earn additional English and Math credits when they help the student.

ELL instruction goes all 3 terms and test out of For. Lan. Requirement but must take ELL instruction instead.

English classes can go in any order.

Social Studies move to 12 week classes not A & B

Pros

- Lots of choices for students
- Appropriate block time for classes
- Ability to repeat classes
- No more staff required
- Fewer classes for students
- Managed teacher preparation
- AP classes are given more time
- Classes are given time based on content
- Natural change times seasonally and athletically

Cons

- It is harder for the administration to build the schedule initially.
- The Guidance Department has two times when schedules change in a year.
- It is difficult for some to break old paradigms of not having math instruction everyday.

I guarantee you will be singing it's praises!

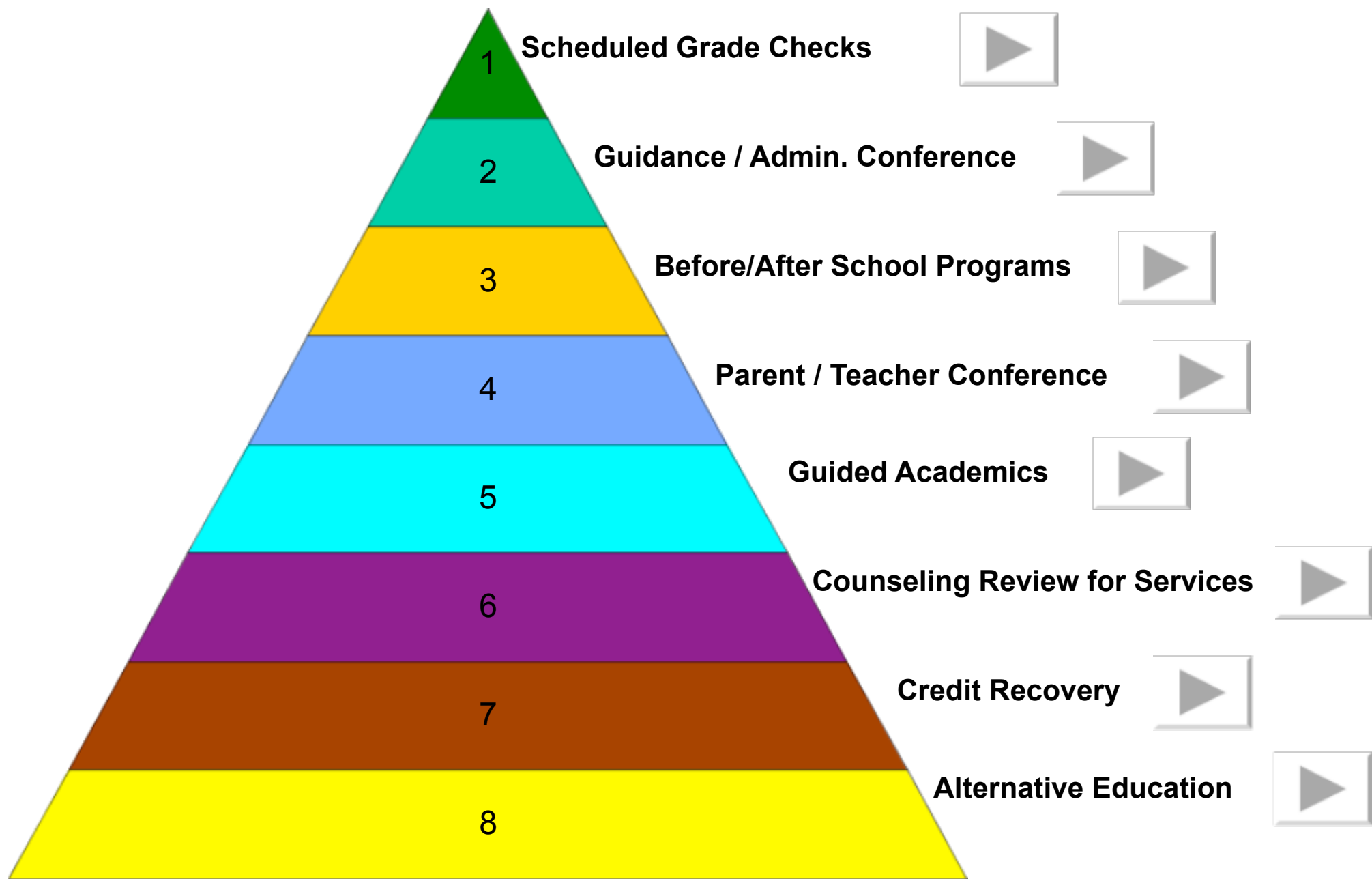


Special Education Setup

- **A course rotation system must be put in place.**
- **Special education should not be teaching the same curriculum as the core.**
- **Two types of students - In resource classes for cores or in regular education with resource help.**
- **Co-teaching seldom works.**
- **Special education language arts should be a reading program.**
- **Special education language arts should meet all three terms.**

RTI

Pyramid of Interventions



IEP at a Glance – 9th Grade Placement of students – Powerschool Logs – Email Parents

Bonus Period Details

- ◆ Tier 2 RTI (Response to Intervention)
- ◆ No scheduling necessary
- ◆ No new instruction
- ◆ Reteach or remediation
- ◆ Make up assignments
- ◆ Students who are on track work on homework for this class or any other class.
- ◆ Teachers have 4 of the 5 bonus periods to help students stay on track.
- ◆ Students have no reason not to connect with the teacher as well.

Essentials Classes

- This is also an RTI strategy used to help students stay on pace with required classes.
- Essentials classes are offered in Math, English, and Science. (Social Studies tend to not need them.)
- The classes consist of students from grades 9-12 that need to pick up a credit in that area.
- Generally these are spring trimester offering to deal with the failure as soon as possible.
- Math tends to focus on ACT math skills, English on writing and science is usually a general science review. This allows for a wider selections of teachers who can teach it.

	Fall	Winter	Spring
1st Hour	English 9A	Art	U.S. History B
2nd Hour	Band A	Band B	Band C
3rd Hour	Algebra 1 A	Algebra 1 B	English 9B
4th Hour	Phy. Ed.	French 1 A	French 1 B
5th Hour	Biology A	U.S. History A	Biology B

- One of the major functions of the schedule is to require students to retake class immediately.
- Guided Academics classes are used to help students just as a resource room helps special education students.
- Guided Academic classes can be used to enroll students into multiple online classes.
- Additional information available at www.trimesters.org

Guided Academics Class

The same setup as resource room classes

This course can be taught by anyone.

18 to 1 ration

This is taken as an elective as many times as necessary.

Who can take the class.

Intervention strategy.

Special education is the caboose not the repair shop.

SAT PREP CLASS

Student Academic Transitions

JUNIORS ONLY	Winter	Term	
1 st Hour	English Reading Fluency / Vocab.	Math Sample items / Calculator Usage	
2 nd Hour	English	Math	
Required of all 11 th grade students in the Winter Term.	6 Weeks •	6 Weeks •	

<http://sat.collegeboard.org/practice/sat-question-of-the-day>

SAT	ACT
<ul style="list-style-type: none"> • no science section 	<ul style="list-style-type: none"> • science reasoning section
<ul style="list-style-type: none"> • no trigonometry section 	<ul style="list-style-type: none"> • math sections include trigonometry
<ul style="list-style-type: none"> • vocabulary emphasized 	<ul style="list-style-type: none"> • vocabulary less important
<ul style="list-style-type: none"> • non multiple-choice questions included 	<ul style="list-style-type: none"> • entirely multiple choice
<ul style="list-style-type: none"> • guessing penalty 	<ul style="list-style-type: none"> • no guessing penalty
<ul style="list-style-type: none"> • no English grammar 	<ul style="list-style-type: none"> • English grammar tested
<ul style="list-style-type: none"> • math accounts for 50% of your score 	<ul style="list-style-type: none"> • math accounts for 25% of your score
<ul style="list-style-type: none"> • questions go from easy to hard in most sections 	<ul style="list-style-type: none"> • easy and hard questions mixed within sections
<ul style="list-style-type: none"> • all your SAT scores reported to colleges 	<ul style="list-style-type: none"> • report scores only from the test dates you choose

Why not 3 terms for Algebra?

	Fall	Winter	Spring
Just like testing out	Algebra 1 A Grade of C+ or Higher →	Algebra 1 B	Algebra 1 B (If necessary)
Needs help or the next term will be even worse	Algebra 1 A Grade of “C” or Less →	Algebra Essentials (Transition Class) →	Algebra 1 B
Required to repeat	Algebra 1 A Grade of “F” →	Algebra 1 A →	Algebra 1 B

Let performance dictate opportunity. The Algebra Essentials can count towards the four years of math. It is critical to have the placement of 9th grade students policy in effect.

Looping of Classes

The trimester allows the possibility to loop through classes. For example:

	Fall	Winter	Spring
9th Grade	Spanish 1 A	Spanish 1 B	Spanish 2 A
10th Grade	Spanish 2 B	Spanish 3 A	Spanish 3 B
11th Grade	Spanish 4 A	Spanish 4 B	

At 1200 students it is possible without creating too many teacher preparations.

Graduation Recognition

Senior Scholars - ACT + GPA (1700 pts.) Will receive Medallions be recognized in the local paper, stand and be recognized individually during the graduation ceremony and be noted in a special part of the graduation program.

Summa Cum Laude - (3.9 and above GPA's) Will receive a gold cord to wear during the ceremony, stand and be recognized individually during the graduation ceremony, and be noted in a special part of the graduation program.

Magna Cum Laude - (3.7 up to 3.9 GPA's) Will receive a gold cord to wear during the ceremony, stand and be recognized individually during the graduation ceremony, and be noted in a special part of the graduation program.

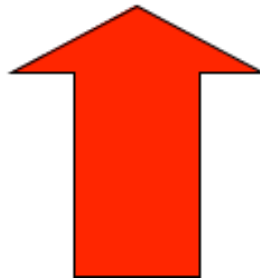
Cum Laude - (3.5 to 3.7 GPA's) will stand and be recognized individually during the graduation ceremony, and be noted in a special part of the graduation program.

Honor Roll - (3.0 to 3.5 GPA's) will be noted in the program.



1	2	3	4	5	6	7	8	9	10	11	12
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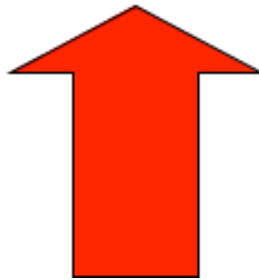
Grading System



**Progress
Report
For every
student in
every class**



**Parent / Teacher
Conferences**



**Only one
final grade is
given**

- Grades are based on 80% class work and 20% final exam.
- Only one grade is posted per class at the end of each term.
- Report Card comments state if exams helped or hurt the final grade.
- Progress reports are a chronological printout of all the student's work.
- Progress reports are collated and mailed to the parents.

Excessive Absence

- On a student's eighth (8th) absence, the student will be required to achieve at least a C+ on the final exam to have his/her grade calculated for the term. **(Testing In)**
- If the student does not attain a C+ grade on the exam, the student will receive no credit for the course.
- On a student's 12th absence from a class, they will not receive credit in the course (NC).

Retaking Classes

- Students are encouraged to retake required classes.
- Students who pass a course and choose to retake it will have CR (credit) placed on the lower grade on their transcript. The credited course does not apply toward the content graduation requirements, but is used in elective credit necessary for graduation.
- A failed class that is repeated is given an NC (no credit). Both NC and CR do not change a student's GPA. Students are not permitted to retake classes in which they have received a “B-” or higher. For example, my son received a “D+” in the first part of geometry and the second time received a “B-” as his grade. The “D+” turned into a credit (CR) because he, indeed, passed the class and the CR was applied to elective credit.
- Students and parents should not be given the choice about retaking failed classes. Their schedules should just be changed. The week before a term ends, counselors should be given a note from the teachers telling them students who are not able to pass at this point.
- During the one-week period of class changes, student failures need to be addressed. Students need to be removed from elective classes and have their schedule rebuilt based on required classes being taken.

Fall

Geometry A - ~~D~~

CR

Winter

Geometry A - B

Common Classroom Expectations

A set of classroom expectations should be developed by the staff and then be approved by the principal.

The expectations should be on a poster in every room with the principal's name on it.

**This will be a guideline for administration to use
In helping to establish a change in climate.**

Content Areas Basics

- **All curricular areas should have a natural rotation of class offerings established. Not every class should be offered each year.**
- **A staff member should own every term of every course. It is their professional obligation to be totally responsible for the setup and updating of it.**
- **The goal of all instruction should be teaching for retention. It doesn't matter how far you get, it matters what students remember.**
- **Book series are not curriculum. They are reference sources.**
- **Technology and videos should be used for efficiency in small time frames for remediation, not as filler. All videos should have an assessment piece with them.**
- **All courses for each term have a syllabus and final exam developed prior to teaching them.**
- **All elective classes should state in the syllabus how they enhance the core curriculum.**
- **Each department should have a well-designed scope and sequence of classes that will ensure proficiency when students pass the designed courses.**
- **Required classes should be the same for all students - no remedial or honors classes.**
- **Junior and senior classes should have developed in a proficiency and non-proficient tracking system.**
- **Gifted students are moved up to the next level, not stagnated or off on a different track.**
- **Classes should be determined to be state testing preparation level or ACT preparation level. Teachers should know if their warm-up board work should be sample ACT or sample MEAP questions.**
- **Departmental meetings should be encouraged to work on variety of instruction and retention strategies being shared.**
- **All reading assignments have an assessment piece with them to work on reading comprehension in all classes.**
- **No writing assignments will be accepted by the teacher if the penmanship is poor and or has numerous grammatical errors.**

BELL SCHEDULE 2011-2012

Regular Day Schedule					
Period	Beginning Time	Ending Time	Instructional Minutes	Pass Time	Lunch Time
1 st Period	7:50	8:55	65		
Pass				4	
2 nd Period	8:59	10:04	65		
Pass				4	
3 rd Period	10:08	11:13	65		
LUNCH	11:13	11:38			25
Pass				4	
4 th Period	11:42	12:47	65		
Pass				3	
5 th Period	12:50	1:35	45		
Pass				3	
6 th Period	1:38	2:22	45		
Pass				3	
7 th Period	2:26	3:10	44		

Student Recognition

Progressive Honor Roll

Any student who attains a .5 higher term GPA in comparison to their cumulative GPA, makes the Progressive Honor Roll.

*Athletic Passes – In the local paper – On the wall of the office –
dance ticket – Lunch tickets*

**Academic Awards – Reverse of Athletic Letter
Program**

**Students of the
Month**

Good News from School Cards

(EMAIL)

Classroom Essentials

- **The personality of the teacher is everything.**
 - Teachers make or break the class usually in the first 5 minutes.
- **Variety of instruction is the key.**
 - Every 10 to 15 minutes there should be a classroom transition.
- **Class size is the third critical factor.**
 - Class size has a direct impact on variety of instruction.
- **Scope and sequence of classes needs to be benchmark driven.**
 - Students should be on a path to proficiency based on the required classes.
- **The number of class preparations needs to be managed to as few as possible per term.**
 - When teachers have 2 or less class preparations per term our expectations for them should go up.

A teacher's instructional day is based on how many performances a day, the number of different performances, and the number of students they are asked to manage.

Non-Negotiables for Creating a Culture for Learning

1. We believe and act on the belief that all students can learn!
2. We collectively develop clearly articulated norms that we adhere to in our work.
3. We accept learning as the fundamental purpose of the school and examine all our practices in light of their impact on learning.
4. We engage in, model, and promote collaborative practice.
5. All the students belong to all of us.
6. We establish and maintain an atmosphere of mutual respect.
7. Isolation is not an option. Collaboration is a right and responsibility.
8. All adults are committed to the success of all other adults.
9. We focus on results: That means we analyze assessment results together, make data-driven decisions, establish goals for specific measurable skills and knowledge, identify improvement strategies, and adapt instruction to meet student needs.