

## *A Tardy Victory*

In October, 2005, The average number of tardies per week at Hill Classical Middle School was nearing 40, an altogether unacceptable number. Because the administration keeps tardy data in order to track and compare it with student success, it became obvious that something had to be done to decrease the number of students who were late to class. After reviewing the data, the plan was to reduce the number of tardies to 15 per week or less. Administration shared the plan with several student body representatives, and their input resulted in an action plan including “music on Fridays at lunch” if the number of total weekly tardies was 15 or fewer in one week. The first few weeks after the implementation of the plan, there were fewer than 15 tardy students each week, and the student body enjoyed music at lunch on Friday. But by April, the tardies had increased to the level they were in October.

A new or changed plan was needed. Again, administration asked for help from the students. Students suggested two things; fifteen or fewer tardies per week was an unrealistic goal, and the music that was played on Fridays



PDSA = *improved performance*

needed to be more current. So a new plan was made.

The weekly goal would be 20 tardies or less, and the music would be selected by the student body through the use of a suggestion box on campus and an e-suggestion box online.

Since September, 2006, there have been only five weeks that students have *not* earned music on Fridays at lunch. In fact, the weekly tardy rate has frequently been below the previous goal of 15 or fewer.

The success of the new plan was studied by students and the administration, and the students suggested another challenge: If the student body can achieve four weeks of “music on Fridays” in a row, then all students earn a “jeans” day on the fifth week. They earned that reward on January 19<sup>th</sup>. Congratulations to the staff and students for effectively using a PDSA cycle for continuous improvement.



## *Survey Respondents needed: Baldrige Professional Development Opportunities*

The following classes are being considered for future professional development opportunities. Please take a moment to log onto our survey website and tell us what your needs or interests are. All classes will be offered for salary credit.

- ✓ Plan Do Study Act (PDSA)
- ✓ Goal Setting/Action Planning in the Classroom
- ✓ Using Data in the Classroom
- ✓ Developing Student Leadership Roles
- ✓ Tool Book Training
- ✓ Using Feedback to Make Decisions
- ✓ Developing Classroom Culture
- ✓ Baldrige Basics
- ✓ Setting up a Baldrige Based Classroom
- ✓ Using Short Cycle Assessments
- ✓ Using “Making the Grade” for Data
- ✓ Creating Data Sheets on the Computer

To give your input regarding these offerings, go to the LBUSD website, click on “B” and then Baldrige Excellence.



## ***Baldrige Mission: To Improve Student Achievement in Academics and Behavior Through a District-Wide Commitment to Continuous Improvement.***

You can reach the district Baldrige trainers at: HFiguroa, LFiguroa, RJongerius, KMaine, ESeto, MTaylorFitoussi, and MTraver all at [lbusd.k12.ca.us](http://lbusd.k12.ca.us)

## ***Small Rewards Can Be Big Motivators***

By Megan Traver

I got the chance to speak with one of the students from Cesar Sanchez's 3<sup>rd</sup> grade class at Grant Elementary school. Sanchez's class has reaped many benefits from the use of Baldrige strategies in his classroom, including a proficiency rate of 79% on the most recent District trimester test. Sanchez and his students were able to reach that goal by creating a long-term plan together and then developing weekly plans that would lead them towards their goal. He utilizes class goals, action plans and rewards to drive students towards success and also has his students track their individual progress in portfolios. Here's what Jacob Green, age 8, had to say about the use of Baldrige in Sanchez's class:

**Q:** Tell me about one of the goals you set in your class recently.

**A:** My goal was to get advanced proficient or proficient on my math facts test.

**Q:** What did you do to achieve your goal?

**A:** I practiced at home and my mom made practice problems for me.

**Q:** How did setting a goal help you?

**A:** I think I did better because setting a goal made me try my best.

**Q:** Did you reach your goal?

**A:** Yes!

**Q:** How did it feel to reach your goal?

**A:** It felt like I had pride in myself.

**Q:** Tell me about a goal that you and the other students set as a class goal.



***Jacob and his portfolio***

**A:** Our goal was to get 14 out of 19 students to be proficient on the Trimester test.

**Q:** Did you reach your goal?

**A:** We did. Fifteen out of 19 kids got threes and fours on the test. Our celebration was to make snow!

**Q:** Snow?

**A:** We got to make snow! (Sanchez elaborated that the students got to make snow from this special powder that when mixed with water made a substance almost exactly like snow.)

**Q:** Wow! That sounds like fun. Do you keep track of your own scores?

**A:** Yes, I write my scores in my progress notebook. That's where we have our math scores, our Open Court scores and our Trimester scores.

**Q:** How does tracking your own scores help you?

**A:** It helps me because I know where I'm at and what I need to practice.

**Q:** What does Mr. Sanchez do in his class that helps you the most?

**A:** He gives us rewards and he teaches us what we need to know to go to the 4<sup>th</sup> grade.

**Q:** If you had one piece of advice for other teachers, what would it be?

**A:** Give rewards!



## ***Shout-outs***

**Lisa Gaa**, a 2<sup>nd</sup> grade teacher at **Emerson**, fully utilizes the Baldrige criteria and tools to help her students improve. Her class is using Plan, Do, Study, Act cycles and she is making changes throughout the year to continually improve on her classroom environment and instruction. She is always willing to try something new and is more than willing to share her learning with other people.

**Barbara Bearden and Mercy Curiel at Cleveland** have implemented the use of Baldrige strategies with Student Council and have seen the group really take on the leadership role in a huge way. The Student Council is currently running the school-wide awards assemblies! Wow! Keep up the great work, team!

**Carina Rodriguez at Franklin Classical Middle School** is taking Baldrige strategies to new heights in her classroom. She tracks and graphs almost everything that goes on in her classes! She has also really taken to sharing leadership roles with her students and puts them in charge of classroom behavior. Lead on, Carina!



**“Winning isn't everything, but wanting to win is.”**

**--Vince Lombardi**



***Don't forget to take our online survey on the LBUSD website. Go to “Baldrige Excellence”***

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