

Structure, Discipline Put Sky-high Goals in Reach

As a middle schooler, Andrew Franz could not seem to complete simple chores in a timely manner. Taking out the trash, changing the cat litter, finishing assignments on time—none of it seemed to matter.

Then his mother introduced him to Luanne Todd, a certified Strategic Instruction Model Professional Developer.

“I do not know how she found her, but it was just what I needed,” says Franz.

He and Todd worked together on the Assignment Completion Strategy and use of the Quality Quest Planner, a journey that was not without its ups and downs. But through perseverance, says Todd, their efforts began to pay off.

“One morning, according to his mother, Andy had an ‘epiphany’ about knowing what day it was and taking out the garbage without her reminder,” says Todd. “She was thrilled!”

Using the strategy gave Franz structure and discipline that have become intrinsic parts of his life. Even now, as a student at the University of Alabama pursuing a degree in criminal justice, he uses a modified form of the strategy to keep on top of assignments and commitments.

“The Assignment Completion Strategy has by far impacted my scholastic career more than anything else I have learned,” he says. “It not only helped correct my path but gave me the foundation to keep going and succeed on the highest levels.”

When Franz graduates from college, he will be commissioned as an officer in the U.S. Air Force. His academic success has made him a top candidate for a highly competitive position of pilot or navigator within the Air Force.

“I would just like to say that although the Assignment Completion Strategy is great, Luanne was the one that did all the hard work setting it up and teaching me for hours upon hours when I could not understand it,” Franz says. “She not only deserves recognition but a medal! It is safe to say she was the single person who put me on the path I am today, and I owe her a ton.”

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Building College- and Career-Ready Graduates in Florida

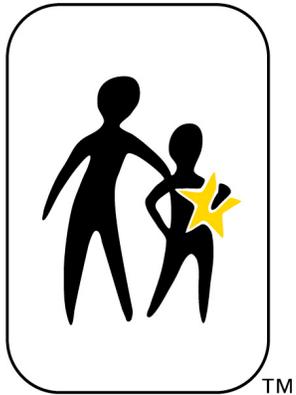


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Project Officer, David Guardino

What is the Strategic Instruction Model™?

SIM is a set of evidence-based literacy tools that target the full range of skills your student needs to succeed in school and beyond. SIM practices and materials have been proven effective through more than 30 years of research and classroom experience.



Learning Strategies

More than 30 Learning Strategies help students tackle typical classroom activities: reading, writing, studying, taking tests, completing assignments and more. Each strategy addresses a specific task, such as identifying words in text, writing a complete sentence or taking notes during a lecture.

Sentence-Writing Strategy Results	Before Instruction	After Instruction
Percentage of Complete Sentences Students Wrote	70%	98%
Percentage of Compound, Complex or Compound-Complex Sentences Students Wrote	18%	58%

Content Enhancement Routines

Content Enhancement is an instructional method that uses powerful teaching devices to organize and present content in a way that all students can understand and remember. All of the routines promote direct, explicit instruction that helps students with learning challenges improve their performance and inspires high-achieving students to stretch their academic muscles.



How well does Content Enhancement work? Each routine has been studied in secondary content-area classes. In each study, students gained an average of at least 10 to 20 percentage points on tests that required them to demonstrate their learning.

Florida's State Personnel Development Grant SIM Project

This project provides technical assistance and professional development to targeted school districts across Florida. Participating middle and high schools receive the information, materials and coaching necessary to implement Content Enhancement Routines and Learning Strategies based on the identified needs of their students. Each school develops a plan to maintain the efforts after the SPDG funding has ended.

Check with your child's school to find out how SIM is being used.

