

# 2014 KUCRL AWARDS

---

SIM Leadership Award | SIM Impact Award

**Julie Tollefson**

writer, editor, graphics

© 2014 The University of Kansas Center for Research on Learning  
Lawrence, Kansas



# 2014 KUCRL AWARDS

---

SIM Leadership Award • SIM Impact Award

---

- 1 Introduction
- 2 SIM Leadership Award  
Mary Black
- 7 SIM Impact Award  
Brooklyn Junior High School  
Brooklyn Park, Minnesota
- 12 SIM Impact Award  
Goodnight Middle School  
San Marcos, Texas  
Simon Middle School  
Kyle, Texas  
Knox Wiley Middle School  
Leander, Texas



## INTRODUCTION

---

Since 1978, the University of Kansas Center for Research on Learning has worked with schools, communities, teachers, students, and service organizations to tackle the serious challenges of improving literacy and learning among the nation's adolescents.

We are indebted to the many individuals who have accompanied us on our journey. The teachers and administrators who take risks—both personal and professional—to promote the widespread use of the Strategic Instruction Model in their schools or school systems bring our work to life. The members of the International Professional Development Network who share their expertise in the Strategic Instruction Model help educators become strategic teachers and, as a result, students become strategic learners. The partners in the education field who generously share their knowledge and time further our research and help us reach our goals.

Each year, we recognize outstanding teachers, administrators, professional developers, and partners who inspire greater achievements. We offer this tribute and our sincerest congratulations to this year's recipients of the SIM Leadership Award and the SIM Impact Award, with profound appreciation for all of your efforts on behalf of adolescents and literacy.

## SIM LEADERSHIP AWARD

---

The **SIM Leadership Award** recognizes individuals who have shown exceptional leadership and excellent service to the Strategic Instruction Model by helping educators become strategic teachers and, as a result, students become strategic learners.

## SIM IMPACT AWARD

---

The **SIM Impact Award** recognizes schools or school systems that have widely adopted many components of the Strategic Instruction Model and that have carefully gathered data related to their efforts.




MARY BLACK

---

2014 SIM Leadership Award





“Mary is one of the smartest and most capable administrators that I have had the pleasure of working with.”

—Ken Geisick

Three years ago, Mary Black stepped into the lead role for the Raise<sup>up</sup> Texas CLC project in Austin, Texas. The job required a person with significant knowledge of the Strategic Instruction Model™ and Content Literacy Continuum™ as well as an understanding of and experience in leading school faculty.

Raise<sup>up</sup> Texas couldn't have picked a more perfect person for the job.

“She has demonstrated leadership and knowledge of school change and the challenges that are inherent in such reform,” says Patty Graner, director of professional development at the University of Kansas Center for Research on Learning. “Significant leadership is required to ensure that schools carry out such implementation with fidelity.”

Because of her leadership and commitment to SIM for more than a decade, Black is the 2014 recipient of the SIM Leadership Award.

Her road to becoming a strong SIM advocate began in California, when she was associate principal at Riverbank High School.

“As a longtime English teacher, I believed I knew a great deal about literacy and reading,” she says.

But then in her first semester at Riverbank, she and the school's reading teachers analyzed student data from a Learning Strategies class. Students who had failed every class for years increased their reading level three to five years. With schoolwide implementation of Content Enhancement Routines, the same students earned A's and B's in their classes.

“Watching teachers and students grow and feel powerful convinced me SIM was the answer to a great deal of our problems with student learners,” she says.

Black left Riverbank, but she did not leave SIM. She continued to promote SIM as principal of Merced (California) Union High School and principal of Cloverdale (California) High School before she became project director for Raise<sup>up</sup> Texas.

“Mary is one of the smartest and most capable administrators that I have had the pleasure of working with,” says Ken Geisick, SIM Professional Developer and former principal at Riverbank High School. “She's a ‘teacher's teacher.’”



4

Geisick, now chief educational services officer at THINK Together, a California-based non-profit provider of extended learning time programs, praises Black as a skilled and masterful public school administrator.

“She is a powerful driver of change within secondary schools with veteran teachers who are often deeply tied to their traditional approaches to instruction,” he says. “She has the ability to inspire teachers and administrators to rethink how they organize their instructional program, and she has the sophistication to coach experienced teachers and administrators to adopt SIM and implement the strategies and routines with fidelity.”

All of Black’s California and Texas projects exhibited notable success. Merced’s Academic Performance Index, for instance, grew 83 points during her tenure, nearly four times the state expectation of 21 points. Seven teachers earned SIM certification during her time at Riverbank and Merced.

“Since I believed you should never ask teachers to do anything you weren’t willing to do yourself, I co-taught Learning Strategies in reading classes and Content Enhancement Routines in general education classes, and I earned my certification as a SIM Professional Developer with them,” Black says.

In addition to leading SIM projects, Black freely shares her knowledge with schools, districts, instructional coaches, teachers, and others involved in SIM work through presentations and as an administrative mentor for principals in a Newton, Iowa, project.

She predicts she will always be active in SIM.

“It is the core of who I am as an instructional leader and an educator who wants to ensure that all students learn and reach their highest potential,” she says.

The only way to accomplish this goal, she says, is through SIM and CLC.



### Riverbank High School

During my four years at Riverbank High School, I learned and refined my leadership skills under the guidance of Dr. Ken Geisick, who along with Peggy Graving introduced me to the CLC and SIM. As part of my administrative assignment, I worked with Carla Spyksma and Cris Romero to design a reading intervention class with SIM Learning Strategies as a foundation. They were special education teachers who initially resisted the idea of including *all* students reading below grade level in their Academic Strategies class. Together, we three worked through the challenges, taught side by side, and had a moment of sheer triumph when in January of the first year, every single one of “our” students had mastered two Learning Strategies—80 percent mastery of material at their enrolled grade level. Watching them learn and love to learn kept us going, and even now, after all these years, I see their faces in Teachscape videos and feel proud I was part of such a monumental effort.

When Riverbank developed the Academic Strategies class, Cris and Carla were already teaching a course called Goals, working only with special education students on their case management list.

All—100 percent—of the students who took Riverbank’s Academic Strategies class during its first two years graduated from high school.



Riverbank High School received the SIM Impact Award in 2007.

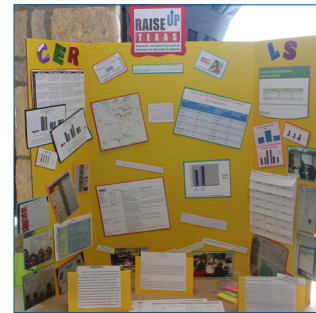
### Merced High School

In the fall of 2007, when I began the MHS implementation, it had been designated a Strategic Academic Intervention Team (SAIT) school in California, which basically means the school's standardized test scores have fallen for more than three years, and a state team of educational experts "guided" you in creating school structures to increase student achievement. The leader of the state team had to be convinced that CLC and SIM would meet their requirements, but he soon became an advocate for our implementation. By the end of that year, we anxiously waited for results of our spring 2008 California Standards Test. If we improved our achievement results a minimum of a five-point growth in our Academic Performance Index (API), we were no longer "in need of improvement." Our API grew 27 points! We met all of our AYP goals for all subgroups and improved our graduation rate.

6

### Raise<sup>UP</sup> Texas

I am deeply involved in the Raise<sup>UP</sup> Texas Project, which is implementing the CLC framework and SIM in seven middle schools in six districts in the region. The results from our external evaluators at Meadows Center indicate we are indeed improving the learning of our students in our schools. As I walk through each of the schools, I watch students and teachers actively engaged in SIM instruction and learning. I work as a partner with the principals to set expectations for SIM implementation and to understand their role as leaders. As a regional SIM coach for some of the schools (not as the project director), I even model lessons, co-teach, and support teachers to improve their instructional practices. It was exciting watching a school be successful with SIM as a principal, but it is an incredible experience to watch seven schools implement SIM as a direct result of my work as a project leader and the shared work of all of us on the Region 13 SIM team.





# BROOKLYN JUNIOR HIGH SCHOOL

---

2014 SIM Impact Award



“The outcomes for students in Brooklyn Junior High are impressive, particularly given the diversity and, up until this year, high mobility rate of the student population.”

– Patty Graner

Commitment to the Strategic Instruction Model™ runs deep at Brooklyn Junior High School in Brooklyn Park, Minnesota. The school, recipient of the 2014 SIM Impact Award, embraced SIM in 1987 and continues to build successful programs based on its interventions and instructional methods.

In the last few years, the school has renewed its focus on schoolwide literacy and the use of SIM to meet the needs of its highly mobile and diverse population. As part of this initiative, teachers embedded Content Enhancement Routines, the *Proficiency in the Sentence Writing Strategy*, and Makes Sense Strategies in core curriculum, and intervention classes taught additional Learning Strategies as needed.

As a result, everyone—administrators, staff, and students—are on the same page when it comes to instruction and learning.

“Students know what I mean when I ask them about the Frame, SLANT, inferences, or Unit Organizers and how it helps them learn,” says Kim Monette, principal. “I believe that is one of the most effective ‘litmus tests’ one can do as a leader: Talk to the students. Hear what they are saying.”

### **SIM in the classroom**

Examples of SIM abound in Brooklyn Junior High classrooms. Here are just a few of the many ways in which the school uses SIM interventions:

- The school’s English department (10 teachers) has used the *Proficiency in the Sentence Writing Strategy* for more than 15 years. It is a whole-class strategy embedded in the curriculum, and teachers believe it is the most effective way to teach this skill.
- The English learner and special education departments (seven teachers total) teach *Fundamentals in the Sentence Writing Strategy*. The English learner department creates word walls—nouns in green and verbs in red—to help students begin to develop sentences quickly.
- Nine teachers in the special education, English learner, and reading and writing lab intervention courses use *Fundamentals of Paraphrasing and Summarizing* and the *Inference Strategy* in their courses.
- Science teachers use Unit Organizers for many of their units.
- English teachers have developed Unit Organizers related to Com-

mon Core State Standards and report that the devices have been especially helpful in teaching students academic language, such as “textual evidence.”

The school has developed a variety of supports for teachers, including professional learning communities, which have been in place since 2006. Two literacy coaches help teachers embed SIM routines and strategies in their instruction. In addition, math and reading coaches teach at least two hours a day, keeping them tuned in to the classroom experience from a teacher’s perspective.

“Our biggest challenges are time, time, and more time to have teachers collaborate, reflect on their work, and develop quality formative and summative assessments,” says Janet Jones, literacy coach and reading teacher at the school.

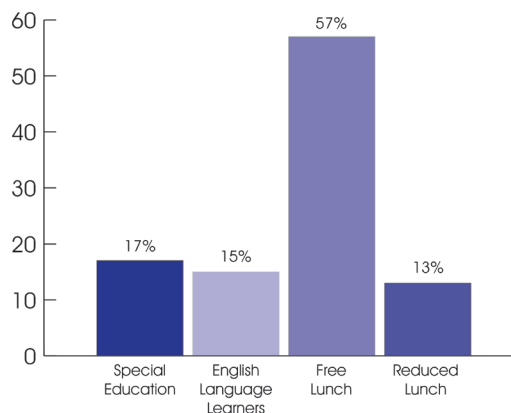
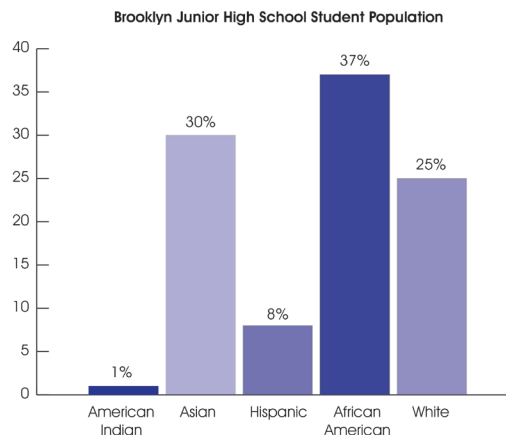
### Show me the data

In addition to ensuring effective use of SIM interventions, teachers and administrators rely on data to guide their instructional decisions.

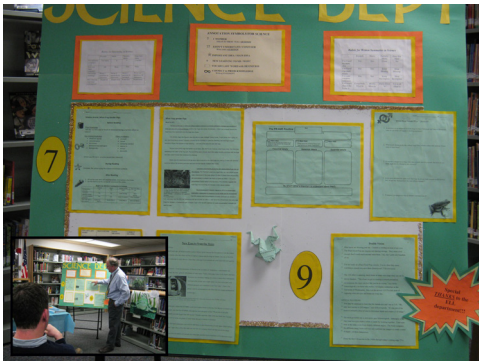
School staff identified teaching students how to find main ideas in informational text as a priority in the fall of 2010. Since then, staff members in English, social studies, science, music, technical education, and family and consumer science have used the FRAME as a literacy tool to help students capture main ideas and details while reading a variety of texts and organize their ideas for writing. Data collected during this period showed a marked increase in the number of students able to identify main ideas proficiently after instruction in the *Framing Routine*—a 36 percent increase in 2010–2011 and a 35 percent increase in 2011–2012.

From 2008 to 2011, the school steadily increased student proficiency and adequate yearly progress in reading and math, as indicated by Minnesota Comprehensive Assessment in Reading results. Subsequent results indicate the school has made significant progress in closing the achievement gap when comparing white students (25 percent of the student population) to students of color (75 percent). Significantly, Brooklyn Junior High made AYP in *all* categories.

In addition, to graduate from high school, Minnesota students



See the Proficiency in the Sentence Writing Strategy video lessons developed by Brooklyn Junior High teachers on Katie LaPointe's webpage on the school's website: <https://sites.google.com/a/apps.district279.org/lapointek/home/english-7>



are required to pass the Minnesota Comprehensive Writing Assessment. In 2013, 91 percent of the ninth-graders at Brooklyn Junior High School passed this test.

“The outcomes for students in Brooklyn Junior High are impressive, particularly given the diversity and, up until this year, high mobility rate of the student population,” says Patty Graner, KUCRL director of professional development.

### Flipping SIM

One of the innovative practices undertaken by staff members at Brooklyn Junior High is the *Proficiency in the Sentence Writing Strategy* flipped classroom initiative.

The school provided substitute teachers so that a special education teacher and seventh-grade English teacher could develop video versions of *Sentence Writing Strategy* lessons.

Students received packets of lessons and were encouraged to watch the videos over and over.

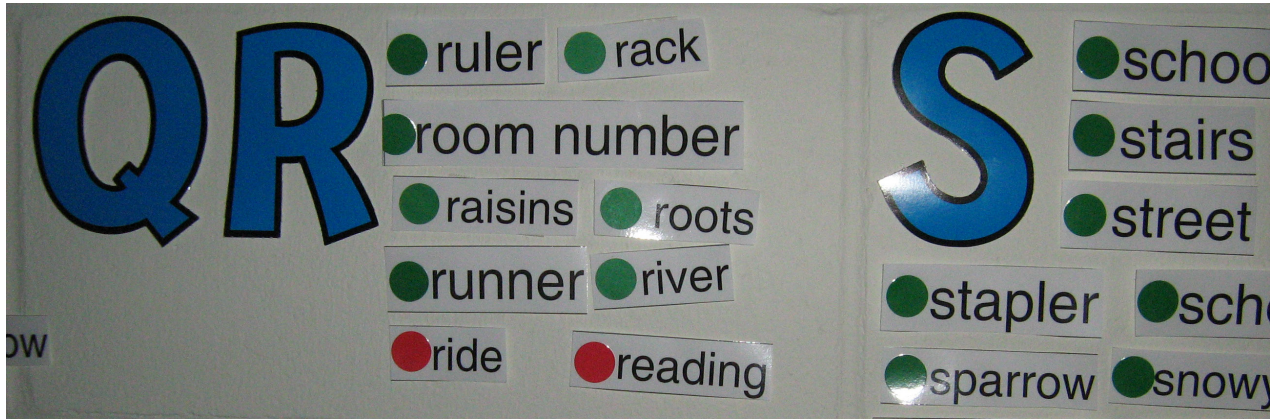
The blended, or flipped, classroom approach frees teachers to help individual students during class.

“It was quite impressive to go into her class and see all the knowledge these students have about writing,” says Jones.

### Looking toward the future

Far from being satisfied with the outstanding results they've achieved so far, Brooklyn Junior High staff members continue to look for ways to improve instruction through SIM. In the future, teachers, coaches, and leaders within the school want to integrate *Unit Organizer* and *Course Organizer* routines, the SMARTER planning process, and standards-based grading and instruction practices across departments.

“SIM has a bright future at Brooklyn Junior High,” says Monette.



## SPECIAL THANKS

Thank you to the faculty and staff of Brooklyn Junior High School in Brooklyn Park, Minnesota, for their hard work and dedication to improving adolescent literacy. A special thanks to those listed below for their exceptional leadership

Kim Monette, *Principal*

Janet Jones, *Literacy Coach/Reading Teacher*

Heather Hanson, *Literacy Coach*

GOODNIGHT  
MIDDLE SCHOOL

SIMON  
MIDDLE SCHOOL

KNOX WILEY  
MIDDLE SCHOOL

---

2014 SIM Impact Award



“As a firm believer in the power of the SIM Learning Strategies to help struggling readers improve their reading comprehension, it was still unexpected to see the results from the Meadows Center’s external evaluation, which showed that our students in LS classes outperformed students across the nation—more than five times the national rate.”

– Mary Black

A few years ago, an organization of educators, business leaders, and community groups in Texas came together to apply for a federal grant to support a school improvement project built on the Strategic Instruction Model™ and Content Literacy Continuum™. Though their application was not successful, all of the main backers—including the Dell Foundation—believed SIM implementation was so important that they agreed to go forward and fund the Raise<sup>up</sup> Texas project without the federal money.

This year, three middle schools from Raise<sup>up</sup> Texas—Goodnight Middle School, Simon Middle School, and Knox Wiley Middle School—are recipients of the SIM Impact Award. All three schools have integrated SIM and CLC into the culture of their schools and stand as examples of how to do so with exemplary fidelity.

#### **About the project**

Raise<sup>up</sup> Texas, which began the exploring and planning phase of the CLC in March 2011, chose to focus on middle school because increasing literacy skills of students of this age can significantly affect their success in high school and college. The project followed a deliberate, well-thought-out plan to full implementation that included student and teacher interviews and surveys, data analysis, and the formation and professional development of a Literacy Leadership Team (LLT) at each school.

“I learned it is absolutely critical to begin talking to teachers and administrators about their viewpoints around the issues of disciplinary literacy and whole-school implementation,” says Mary Black, project director. “All of us on the SIM team learned a great deal about the culture and climate of each individual school. This knowledge was critical to helping us lead principals, coaches, and LLTs through the change process which has to occur with whole school implementation of the CLC and SIM.”

Overall, the Raise<sup>up</sup> Texas project schools (eight middle schools in all) realized significant gains:

- In 2011, 29 percent of seventh-grade at-risk students met standards in reading. In 2012, that number rose to 45 percent.
- For at-risk eighth-graders, 30 percent met reading standards in 2011 and 51 percent met the standards in 2012.

- On modified assessments, 87 percent of at-risk seventh-graders met reading standards in 2011, and 83 percent met standards in 2012. For eighth-graders, those numbers were 55 percent in 2011 and 91 percent in 2012.
- On the State of Texas Assessment of Academic Readiness (STAAR), Raise<sup>UP</sup> schools out-performed matched comparison schools in sixth-, seventh-, and eighth-grade math, eighth-grade science, and seventh-grade writing.

“As a firm believer in the power of the SIM Learning Strategies to help struggling readers improve their reading comprehension, it was still unexpected to see the results from the Meadows Center’s external evaluation, which showed that our students in LS classes outperformed students across the nation—more than five times the national rate,” says Black.

But the best thing about the project for Black so far is the way all three of the schools being honored this year have integrated SIM into their culture.

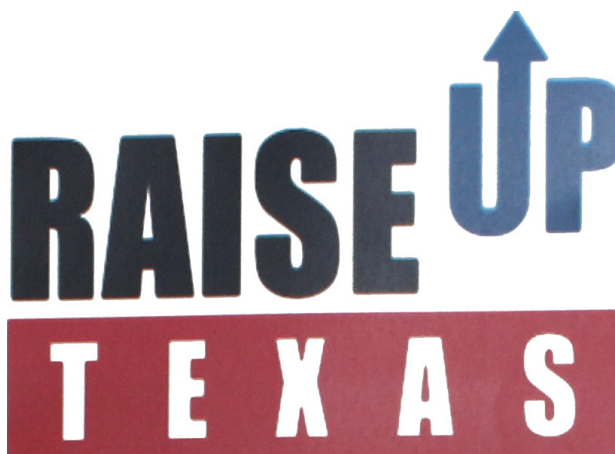
“SIM is not an event any more, just what teachers and students do every day,” she says.

### **Goodnight Middle School**

San Marcos, Texas

At Goodnight Middle School, classroom teachers know what is expected of them: Have a Course Organizer ready to hand out on Parents’ Night during the first week of school, have a Unit Organizer completed and ready to co-construct with students on the first day of a new unit, use every Content Enhancement Routine in their instructional toolbox at least once during a unit.

“The key to the success of the project was the support



and guidance of our administration,” says Judy Uzzell, campus SIM instructional coach. “Our principal, Steve Dow, could see that this was good for kids, and he insisted that everyone in the building use it.”

Greer Del Rio, campus SIM instructional coach, agrees.

“Though it is hard to pinpoint just one thing, the initial key is support from campus and district administrators,” she says. “They have to be the driving force from the beginning, encouraging and supporting teachers.”

Del Rio also believes data played a starring role in the success of SIM at the school, especially in overcoming skepticism.

“Really show the research and data,” she advises. “It will save time in the long run.”

Since the Raise<sup>UP</sup> Texas project began, the school’s STAAR scores have improved in all areas, and Goodnight outperformed the other middle school in the district.

“What surprised me was that the students were able to see how SIM helped them so quickly,” says Uzzell. “Students seem more confident in the content areas.”

## Simon Middle School

Kyle, Texas

Among the biggest challenges in implementing SIM and CLC at Simon Middle School is one that recurs every year: Staff turnover.

“Most of our teachers are new-to-profession teachers who are coming into the school systems with a perception of teaching and learning the way they were taught when they attended public school,” says Matt Pope, principal. “The other group has only been teaching a few years and have developed instructional habits that are not congruent to SIM.”

Pope has developed a couple of strategies to combat these potential roadblocks: The school welcomes student teachers from a nearby university. Plus when recruiting new teachers, he seeks only those who have used SIM or are willing to learn, and staff use the Course Organizer to plan the school year and other SIM devices during staff development.

“I will never work in another school or school system that does not implement SIM,” says Pope, who attended a Potential Professional Developer Institute this summer to become a SIM Professional Developer himself. “The biggest

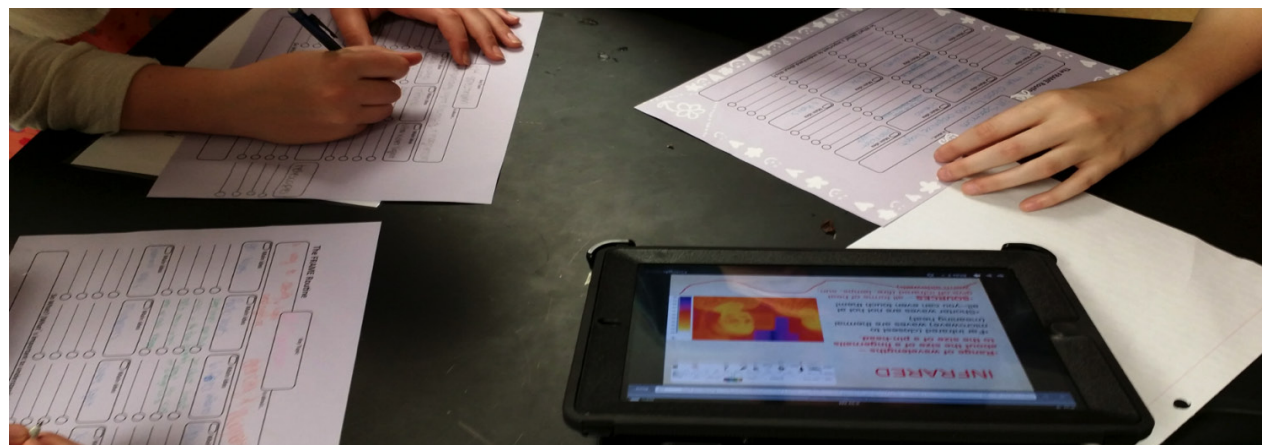
advantage of SIM is it gives all staff a common language of instruction. It allows every teacher and leader on campus to be able to collaborate on instruction no matter the content.”

Kristyna Brewer, SIM/literacy coach, says campus leadership’s “no excuses” policy has been essential to the success of the project at Simon, and students are the biggest beneficiaries.

“We have seen tremendous growth in our students. Since the Raise<sup>UP</sup> Texas project has started, our students are quickly closing the academic achievement gap,” she says.

In state test results, reading results for grades six through eight improved by 7 percentage points (64 percent in 2012 to 71 percent in 2013); math grades six through eight improved 7 percentage points (69 percent in 2012 to 76 percent in 2013); seventh-grade writing up 5 percentage points from 57 percent in 2012 to 62 percent in 2013; eighth-grade science up 13 points, from 65 percent to 78 percent; and eighth-grade social studies up 29 points, from 38 percent to 67 percent.

The biggest surprises, says Brewer, have to do with teacher buy-in and student confidence. “Student confidence has been through the roof,” she says.



## Knox Wiley Middle School

Leander, Texas

During the planning phase of the Raise<sup>UP</sup> Texas project, Knox Wiley Middle School staff identified four core values essential to their goals: 1) all students' literacy skills will improve, 2) all teachers have a role in improving students' literacy, 3) success builds self-esteem, and 4) a commitment to ongoing and intentional staff development, collaboration, and instructional coaching. Their vision included a commitment to develop a literacy-rich culture.

Kim Watts, APS language arts teacher and SIM coach, has been with the project from the beginning. In fact, she helped open Wiley Middle School in 2006 in one of the fastest growing school districts in Texas. She was not completely unfamiliar with SIM when the Raise<sup>UP</sup> Texas project began.

"I had heard a little about the program from teachers I had a great deal of respect for, so I knew this would be a good program to bring to our campus," she says.

In the beginning, though, she says, SIM seemed rigid.

"With time, teachers came to see that the SIM process is the anchor," she says. "From this structure, teachers developed unique and creative lesson designs. The caliber of thoughts that students pursue is at a significantly higher level."

The school created an intervention course for students who read below grade level and pre/post test data indicated that students demonstrated significant gains in sentence writing skills as a result.

"By using SIM strategies in my classroom, I now not only push for mastery, I can expect mastery," says Watts. "Before, students were able to get by with a 70 percent. With this program, 70 percent is not mastery. I love that. My students earn A's—hard-earned, well-deserved A's."

## Keys to success

For Watts at Wiley, the first key to success is "all hands on deck."

"It is imperative to find ways to help naysayers find their footing in the program," she says.

The second key is to have a SIM coach available to help teachers.

"Some teachers just need to talk out their concerns, some need examples, some need a person to plan with, or teach with, or observe," she says. "All of this is available by having a coach on campus."

Watts has this advice for teachers: "The first time you use a routine or go through a strategy, you are using training wheels. It gets easier, and it will become a natural part of your teaching tools that you rely on."

Uzzell at Goodnight Middle School offers this tip for schools that are adopting SIM and CLC: "My advice would be to commit to using SIM with fidelity."

She also recommends building slowly, becoming comfortable with the process, and making choices based on student needs.

Pope, at Simon Middle School, advises administrators that success comes from being fully committed to SIM and CLC.

"Any administrator in the process of wanting to implement needs to know that you have to go all in," he says. "There is no half-way."

# SPECIAL THANKS

---

Thank you to the faculty and staff of Goodnight Middle School, Simon Middle School, and Knox Wiley Middle School for their hard work and dedication to improving adolescent literacy. A special thanks to those listed below for their exceptional leadership

## **Goodnight Middle School**

Steve Dow, *Principal*

Richard Duvall, *Assistant Principal*

Beverly Hollis, *Assistant Principal*

Kimberly Giesenschlag, *Assistant Principal*

Greer Del Rio, *Campus SIM Instructional Coach*

Judy Uzzell, *Campus SIM Instructional Coach*

Members of the Literacy Leadership Team

Becky Barrett, *Raise<sup>up</sup> Texas/SIM Site Leader*

## **Simon Middle School**

Matthew Pope, *Principal*

Michelle Chae, *Former Principal*

Kristyna Brewer, *SIM Campus Coach*

Terri Clements, *Campus Math Coach*

Lety Maynard, *Campus Content Enhancement Professional Developer*

Bernice Rodriguez, *Learning Strategies Lead*

Gina Alligood, *Raise<sup>up</sup> Texas Site Leader*

## **Knox Wiley Middle School**

Sylvia Flannery, *Principal*

Chris Simpson, *Former Assistant Principal*

Kimberly Goerner, *Assistant Principal*

Jennifer Parnham, *Assistant Principal*

Kim Watts, *Campus SIM Instructional Coach*

Members of the Literacy Leadership Team

Vicky Yarbrough, *Raise<sup>up</sup> Texas/SIM Site Leader*

Mary Black, *Raise<sup>up</sup> Texas/SIM Project Director*



S

19

19

19

19

19



# SIM LEADERSHIP AWARD RECIPIENTS

---

1994

Connie Gentle  
Fran Clark  
Jerri Neduchal

1995

Rosemary Tralli  
Vicky Day  
JoAnn Graham  
Anne Millea

1996

Gail Cheever  
Joseph Rogan  
Kim Short  
Janet Jones  
Shari Schindele

1997

Elaine Fine  
Carla Soronen  
Tony Van Reusen  
Becky Wetzal

1998

Lawrence Bemish  
Barbara Millikan  
Judy O'Malley  
Mary Anne Tharin

1999

Beverly Colombo  
Mary Ellen O'Hare  
Judy Wollberg  
Alice Henley  
Susan Woodruff  
Ann Valus

2000

Nancy Sander  
Susan Peterson Miller

2001

Debbie Cooke  
Patricia Graner  
Karen Koskovich  
Keith Lenz  
Luanne Todd

2002

Helen Barrier  
Beverly Mommsen Downey  
Cathy Spriggs

2003

Cynthia Gibson  
Peggy Graving-Reyes  
Jane Stevenson  
Barbara Vallejo

2004

Charles A. Hughes  
Diane Larson

2005

Joan Fletcher  
Ginger Williams

2006

Victoria Cotsworth  
Jim Knight  
Lee Schwartz

2007

Anita Friede  
Joyce Rademacher

2008

Barb Ehren

2009

Pam Leitzell

2010

Sheri Fiskum  
Janet Atallah

2011

Irma Brasseur-Hock  
Kimberly K. Toebe

2012

Diane Gillam  
Ann Hoffman  
Beth Lasky

2014

Mary Black

# SIM IMPACT AWARD RECIPIENTS

---

1998

Osseo School District  
*Osseo, Minnesota*

1999

Summit School and Sharyl  
Kennedy  
*Dundee, Illinois*

2000

Karen Mortimer  
Casey Family Program

2003

Olathe USD  
*Olathe, Kansas*  
St. Tammany Parish Public Schools  
*Covington, Louisiana*

2005

Cobb Middle School  
*Tallahassee, Florida*  
Science Department of Turlock  
Junior High  
*Turlock, California*

2007

Riverbank High School

2008

Alameda Unified School System

2009

Connecticut Technical High  
School System

2010

Holland Public Schools

2011

Central Academy Middle School  
*Botetourt County, Virginia*  
James River High School  
*Botetourt County, Virginia*  
Liberty Middle School  
*Hanover County, Virginia*  
Patrick Henry High School  
*Hanover County, Virginia*

2014

Brooklyn Junior High School  
*Brooklyn Park, Minnesota*  
Goodnight Middle School  
*San Marcos, Texas*  
Simon Middle School  
*Kyle, Texas*  
Knox Wiley Middle School  
*Leander, Texas*