



Leading for Change: It's About the Adults, Not the Kids

**Sue Szachowicz, Senior Fellow ICLE
Principal (retired) Brockton High**

Thinking about Tonight:

School dreams???
Model School Dreams!!!



My AGENDA:

- **Opener**
- **Ten years ago...**
- **A bit of the Brockton High story—
it's WICKED AWESOME!**
- **Yes, it can be replicated!**
- **These next three days**
- **Final Reflections/For What It's
Worth**
- **Back to Ray!**

OPENER:

**You'll get to know me in this
session... I'd like to see
who's here**

**I'm a former history
teacher, so this combines
history and teaching**

Stand up if you began your teaching career when this happened

89 - the 90s

AND when our students looked like this:



THANK YOU for your commitment to our profession.

Stand up if you began your teaching career when this happened

The 80's

AND when our students looked like this:

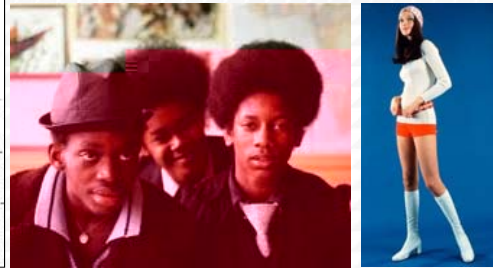


THANK YOU for over 20 years of service!

Stand up if you began your teaching career when this happened

The 70's

AND when our students looked like this:

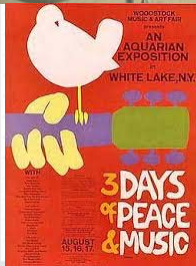


THANK YOU for an incredible career!

Stand up if you began your teaching career before this happened

Before that, really?

AND when our students looked like this:



THERE ARE SIMPLY NOT ENOUGH THANKS IN THE WORLD FOR YOU!!!

JUST ONE MORE:


**Please stand if this is the
FIRST time you've
attended the Model
Schools Conference**

**YEY!!! THANK YOU FOR
COMING!!!**



**Why me
tonight?**


**How
about 10
years as
a Model
School!**



BROCKTON HIGH

10 YEARS


NATIONAL MODEL SCHOOL



10 years ago we were in D.C., our FIRST time at MSC

12th Annual
Model Schools Conference

PROGRAM



June 25 – 28, 2004
 Hilton Washington and Towers
 Washington, D.C.

International Center for Leadership in Education
 1587 Route 146 • Rexford, New York 12148
 (518) 399-2776 • fax (518) 399-7607 • www.LeaderEd.com • info@LeaderEd.com

26	Brockport High School George Burnett, Assistant Principal, and Jack Casement and Brett Handley, Teachers, Brockport, New York	A Model of Culture Block Schedule Data Analysis Rigor and Relevance Higher Education Articulation By the Numbers 1,200 students 70% to college 77% minority 20% free/reduced lunch 9% attendance rate
Brockport Sun – 10:15 Sun – 1:15	This session will describe, step by step, the design of a personalization education system that maximizes student involvement in the learning process, creates the climate of caring and concern for all members of the school community, and promotes the opportunities for students to expand their knowledge through academically challenging assignments and extracurricular activities. Proceedings page III-43	
27	Brockton High School Dr. Susan Szachowicz, Principal, Brockton, Massachusetts	A Model of Comprehensive High School Block Schedule Rigor and Relevance Small Learning Communities Literacy Continuous Improvement Inclusion Technology By the Numbers 4,300 students 66% minority 51% free/reduced lunch 10% with disabilities 9% English language learners
Brockton Sat – 3:00 Sun – 8:30 Sun – 3:00	Brockton High School's restructuring efforts have been centered on improving academic achievement and personalizing the educational experience for all students. This session will discuss a school-wide literacy program that has increased the level of academic achievement for all students; the design and use of a professional development model that requires all teachers to be teachers of reading, writing, speaking, and reasoning; and the analysis of data to target areas in need of skill development. Proceedings page III-51	
28	Caprock High School Rebecca Harrison, Principal, Amarillo, Texas	A Model of Small Learning Communities 9 th Grade Initiative Use of Data and Assessments Special Education Integrations Academic Interventions Principal Leadership Commitment to Rigor with Support Focused Professional Development By the Numbers 1,500 students 62% minority 16% with disabilities 7% migrant 7% English language learners 54% free/reduced lunch 22% mobility rate
Caprock Sat – 10:15 Sat – 3:00 Sun – 8:30	This session will describe how a high-achieving, low-income high school levels the playing field for students through rigorous curriculum, built-in support systems, and continuous improvement and growth for students and teachers. Caprock assesses and uses on-going data to upgrade rigor and relevance to provide all students what is necessary for individual success. Academic interventions and a climate of positive support and trust provide a basis for students to reach for academic excellence and compete on any level. Proceedings page III-61	
29	Central Educational Center Ross Moore, Chief Executive Officer, Newnan, Georgia	A Model of Charter School Industry Partnership Literacy Block Schedule Work Ethic Dual Enrollment By the Numbers 1,123 students 28% minority 14 certificate programs 18 industry mentors
Central Ed. Center Sat – 1:15 Sun – 8:30	Central Educational Center is a public charter school with 185 business partners, which operates as a joint venture of Coweta County Schools, West Central Technical College, and industry. The session will describe how the center seamlessly weaves together secondary and postsecondary education and professional training through project-based and work-based learning techniques that connect team members (students) with the new economy and integrate academics with technical skills training. Proceedings page III-73	

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George Burnett, Assistant Principal, and Greg Casement and Brett Handley, Teachers, Brockport, New York
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Proceedings page III-73

A Model of Culture
Block Schedule
Data Analysis
Rigor and Relevance
Higher Education Articulation
By the Numbers
1,200 students
70% to college
75% minority
20% free/reduced lunch
95% attendance rate

A Model of Comprehensive High School
Block Schedule
Rigor and Relevance
Small Learning Communities
Literacy
Continuous Improvement
Inclusion
Technology
By the Numbers
5,300 students
66% minority
51% free/reduced lunch
10% with disabilities
92% English language learners

A Model of Small Learning Communities
9th Grade Initiative
Use of Data and Assessments
Special Education Integration
Academic Interventions
Principal Leadership
Commitment to Rigor with Support
Focused Professional Development
By the Numbers
1,500 students
62% minority
16% with disabilities
7% migrant
7% English language learners
54% free/reduced lunch
22% mobility rate

A Model of Charter School Industry Partnership
Agency
Block Schedule
Work Ethic
Dual Enrollment
By the Numbers
1,123 students
174 dual-enrolled students
28% minority
14 certificate programs
18 industry members

IN TEN YEARS:

Lots of things change,
but much remains
the same.

IN TEN YEARS:

Think about us... I've certainly changed:



10
years
ago

IN TEN YEARS:

How about Ray...



10 years ago

And now



IN TEN YEARS:


How about Bill Daggett...



10 years ago **And now** **some things never change**

IN TEN YEARS:

**Lots of things change,
but much remains
the same.**

 International Center for
Leadership in Education

**10 years ago we
were in the MSC
audience
listening to Bill
Daggett challenge
us. His message
still resonates,
still applies.**



Bill's message 10 YEARS ago:

**At first, I found
myself nodding...
yes, yes, this is great!
We do this!!! We are
so great!!!**

**Preparing Students for
a Changing World**



Dr. Willard R. Daggett

International Center for Leadership in Education

Schools Do

Make a

Difference

Learning is an active process and increasingly students come to school to watch our teachers work.

Willard R. Daggett

A literate person must know how to:

- **Access information**
- **Evaluate the information**
- **Use the information**

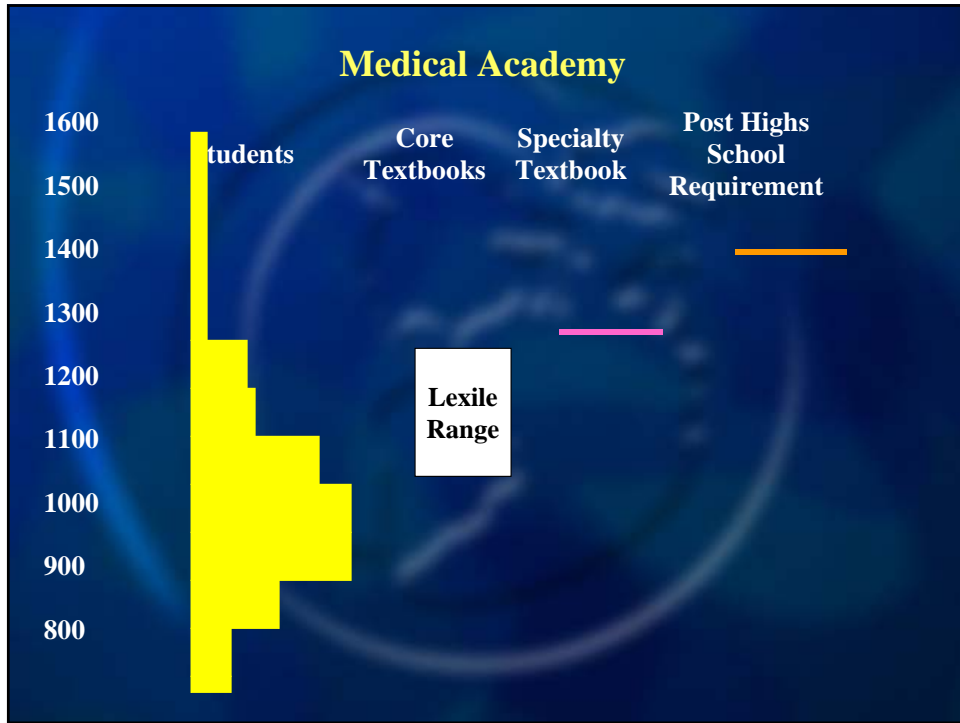
Bill's message 10 YEARS ago:

**But then he kept going,
and I felt so
unprepared, and so
inadequate! He
scared us!**

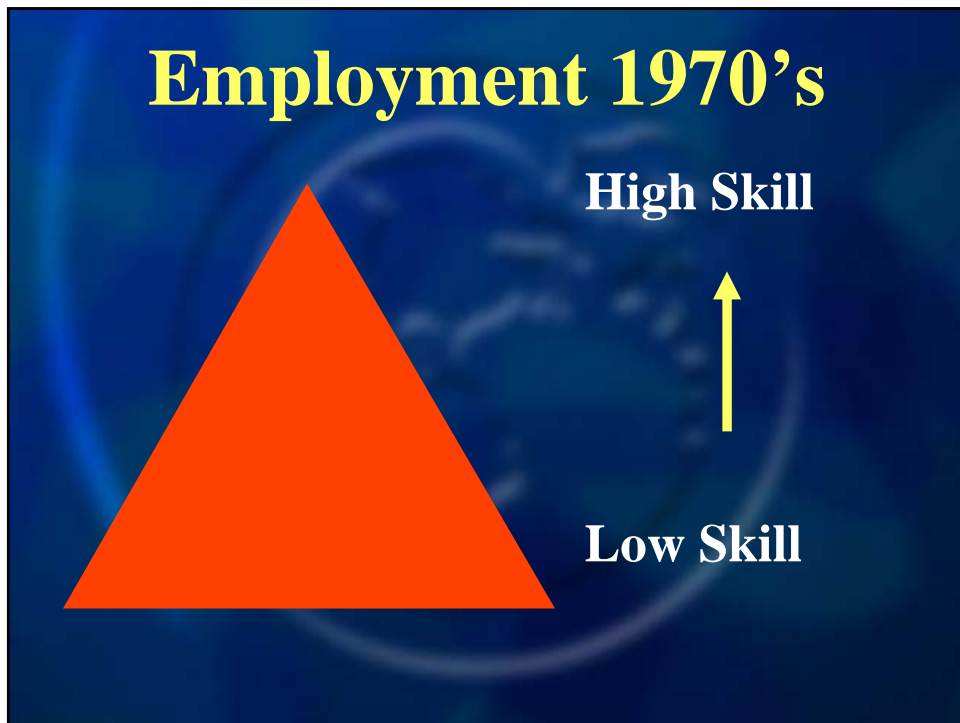
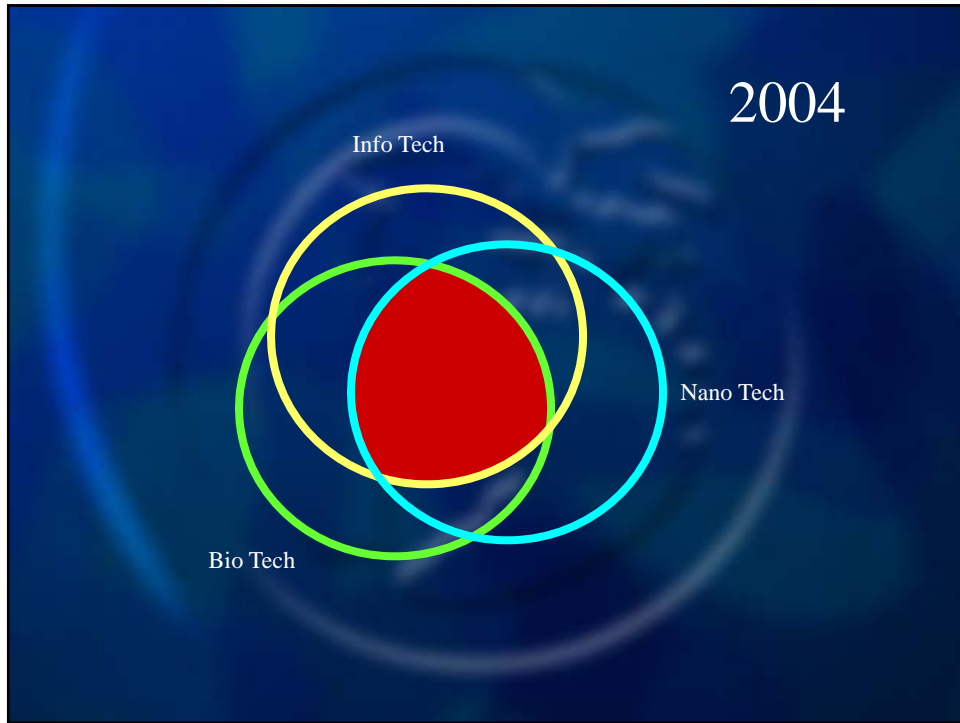
 International Center for
Leadership in Education

Lexile Framework

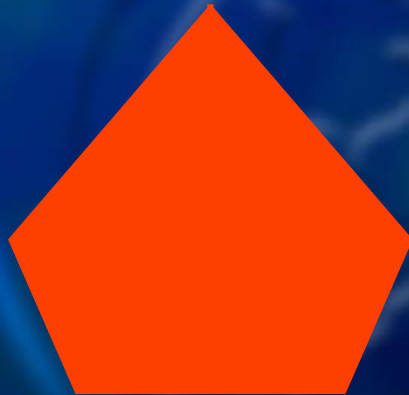
- **Semantic Difficulty**
- **Syntactic Complexity**



Our Changing World



Employment 1990's



High Skill

Semi Skill

Low Skill

Employment 2010



High Skill

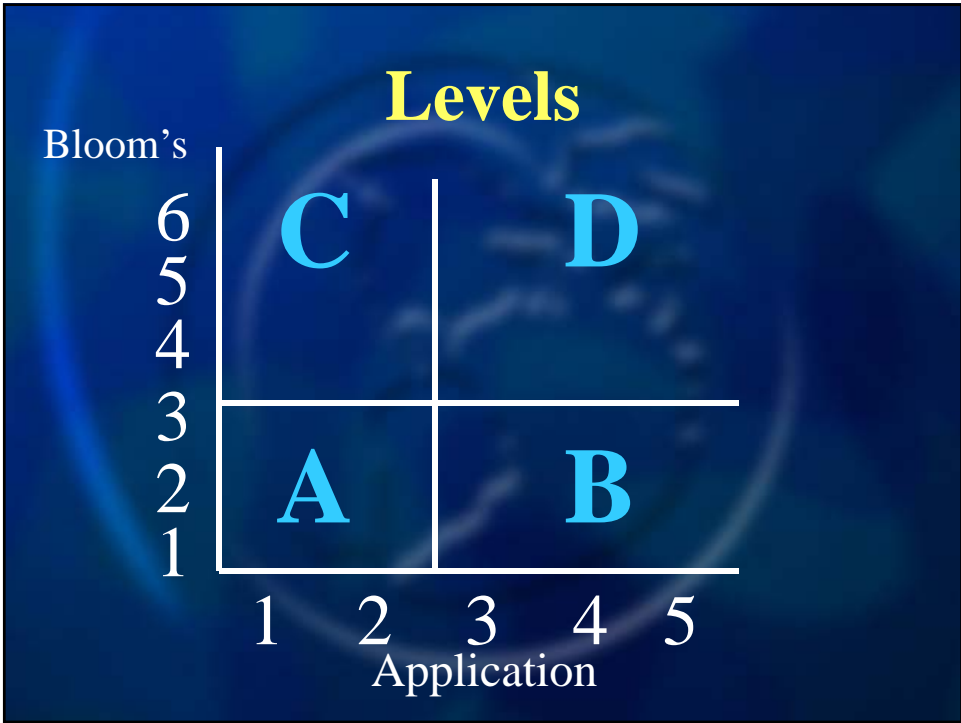
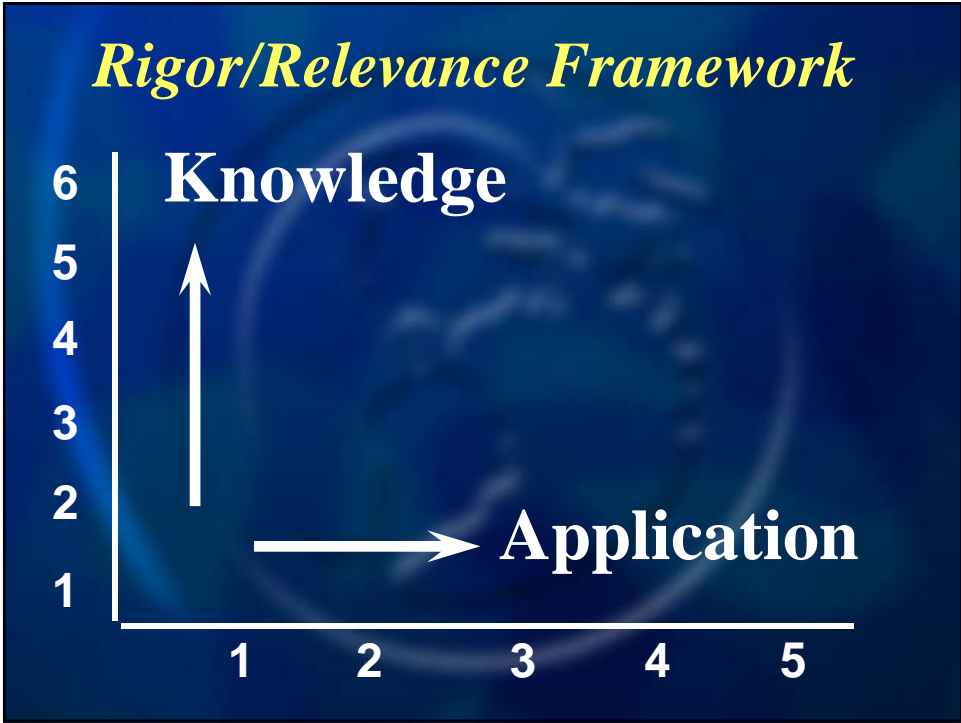
Semi Skill

Low Skill



Bill's message 10 YEARS ago:

**But then he introduced
us to the
Rigor/Relevance
Framework, and we
were excited to learn
more and implement it!**



Bill's message 10 YEARS ago:

We listened, we talked, we continued our literacy focus, and we learned from everyone at MSC 2004!



International Center for
Leadership in Education

That brings me to us:

Lots of things have changed, but much remains the same.

We're a story of a school that represents both change and staying with what works.

And, it's thanks to the adults!

It's about the adults:

I've heard this literacy stuff before, is there anything new?

We're not into what's NEW, we'd rather stay with WHAT WORKS!!!



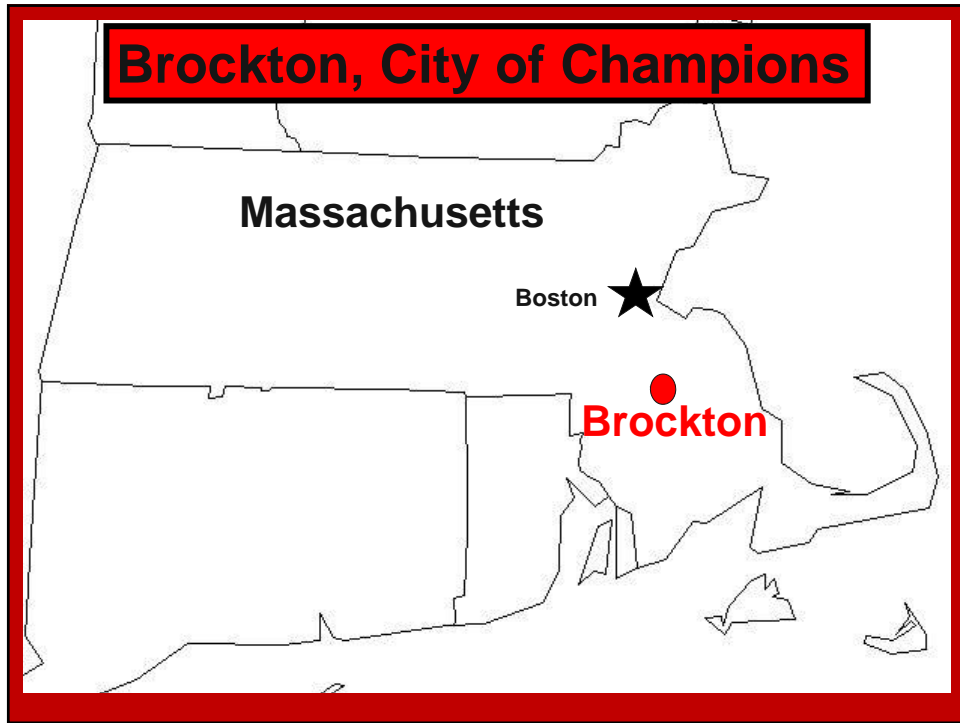
As we say in Boxer Country, we are WICKED AWESOME!!!


Our Turn Around Story...
We did it our way!

Transforming a Culture through Literacy


A.K.A. - It's COOL to be smart at Brockton High!!!









Who goes to Brockton High?







- 59% Black - includes African American, Cape Verdean, Haitian, Jamaican, and others

- 24% White
- 12% Hispanic
- 2.5% Asian
- 2% Multirace
- .5% Native American













Countries of the 861 members of the Class of 2013



United States	Canada	China	Italy
Cape Verde	Cameroon	Columbia	Jamaica
Haiti	Kenya	France	Liberia
Puerto Rico	Peru	Guinea-Bissau	Mexico
Dominican Republic	Pakistan	Guadeloupe	Russia
Nigeria	Senegal	Guyana	Somalia
Portugal	El Salvador		
Brazil	Thailand		
	Barbados		





Who goes to Brockton High?

- **Comprehensive 9 – 12**
- **Enrollment: 4,135**
- **Poverty Level: 75.7%**
- **Minority population: 76%**
- **49 different languages**
- **39.3% speak another language in the home**
- **Approximately 17% LEP Services**
- **Approximately 11% receive Special Educ. Services**

The Problem:(actually we had many...) THESE SOUND FAMILIAR???

- **Mass. implemented a high stakes test (MCAS)**
- **Three-quarters of our students would not be earning a diploma**
- **Culture of low expectations – “*Students have a right to fail*” (former BHS Principal)**
- **Negative image in our city, in the state**
- **Yet we were living in DENIAL!!!!**
- **Who is responsible???? We had silos (My kids, your kids, not OUR kids)**
- **Success by chance – depended on who your teacher was – are you lucky???**

We were in trouble

MCAS 1998

Failure

ELA – 44%

(Sped – 78%)

MATH – 75%

(Sped – 98%)

MCAS 1998

Advanced+Proficient

ELA – 22%

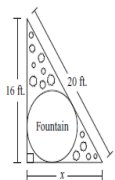
MATH – 7%

Remember, they MUST pass
to graduate – NO exceptions!



MCAS??? *SO*
you think it's
easy???

<p>ELA Reading Comprehension 2013</p> <p><i>Sparta was one of the most powerful city-states in ancient Greece. While other city-states were their philosophers and writers, Sparta had a different identity. Read "The Spartan Creed" and questions that follow.</i></p> <p style="text-align: center;">THE SPARTAN CREED Translated by Richmond Lattimore</p> <p>I would not say anything for a man nor take account of him for any speed of his feet or wrestling skill he might have, not if he had the size of a Cyclops and strength to go with it, not if he could outrun Bóreas, the North Wind of Thrace, not if he were more handsome and gracefully formed than Tithónos, or had more riches than Midas had, or Kinyras too, not if he were more of a king than Tantalid Pelops, or had the power of speech and persuasion Adrastós had, not if he had all splendors except for a fighting spirit. For no man ever proves himself a good man in war unless he can endure to face the blood and the slaughter, go close against the enemy and fight with his hands. Here is courage, mankind's finest possession, here is the noblest prize that a young man can endeavor to win, and it is a good thing his city and all the people share with him when a man plants his feet and stands in the foremost spears relentlessly, all thought of foul flight completely forgotten, and has well trained his heart to be steadfast and to endure, and with words encourages the man who is stationed beside him. Here is a man who proves himself to be valiant in war. With a sudden rush he turns to flight the rugged battalions of the enemy, and sustains the beating waves of assault. And he who so falls among the champions and loses his sweet life, so blessing with honor his city, his father, and all his people, with wounds in his chest, where the spear that he was facing has transfixed that massive guard of his shield, and gone through his breastplate as well, why, such a man is lamented alike by the young and the elders, and all his city goes into mourning and grieves for his loss.</p>	<p>Readings from Previous Years Include:</p> <ul style="list-style-type: none"> • Burial at Thebes from Sophocles' Antigone • Shakespearean Sonnet # 73 • Heart of Darkness by Joseph Conrad • Love in the Time of Cholera by Gabriel Garcia Marquez (3 page excerpt) • Making Humus by Composting by Liz Ball • Proof (4 page play excerpt by David Auburn) • The Trial (2 page excerpt by Franz Kafka)
<p>ELA MCAS 2013</p>	<p>ELA Reading Comprehension Session 1</p> <p>Question 18 is an open-response question. 2013</p> <ul style="list-style-type: none"> • Read the question carefully. • Explain your answer. • Add supporting details. • Double-check your work. <p>Write your answer to question 18 in the space provided in your Student Answer Booklet.</p> <p>18 Based on the poem, explain the relationship between the city of Sparta and its soldiers.</p>

<p style="text-align: center;">2013</p> <p>Mathematics Session</p> <p>Write your answer to question 21 in the space provided in your Student Answer Booklet.</p> <p>21 A company packages barbecue sauce in two different-sized bottles, small and large. Although the label on each small bottle states that the bottle contains 18 ounces of sauce, the company allows a tolerance of plus or minus 0.25 ounce for the amount of sauce in each small bottle. In manufacturing, tolerance is the amount of error that is allowed in packaging a product.</p> <p>a. What is the maximum amount of sauce, in ounces, the company allows in each small bottle? Show or explain how you got your answer.</p> <p>In the absolute-value inequality below, x represents the amount of sauce, in ounces, the company allows in each small bottle.</p> $ x - 18 \leq 0.25$ <p>b. Solve the absolute-value inequality. Show or explain how you got your answer.</p> <p>The company also makes a large bottle of barbecue sauce.</p> <ul style="list-style-type: none"> • The label on the large bottle states that each bottle contains 24 ounces of sauce. • The minimum amount of sauce allowed in each large bottle is 23.55 ounces. • The maximum amount of sauce allowed in each large bottle is 24.45 ounces. <p>c. What is the tolerance, in ounces, the company allows for the large bottle? Show or explain how you got your answer.</p> <p>d. Write an absolute-value inequality that represents y, the amount of sauce, in ounces, the company allows in the large bottle.</p>	<p>Mathematics Session 2</p> <p>Questions 41 and 42 are open-response questions.</p> <ul style="list-style-type: none"> • BE SURE TO ANSWER AND LABEL ALL PARTS OF EACH QUESTION. • Show all your work (diagrams, tables, or computations) in your Student Answer Booklet. • If you do the work in your head, explain in writing how you did the work. <p>Write your answer to question 41 in the space provided in your Student Answer Booklet.</p> <p>41 A flower bed in the shape of a right triangle has a circular fountain in it. The flower bed and some of its measurements are shown in the diagram below.</p>  <p>The perimeter of the flower bed is 48 feet.</p> <p>a. What is x, the length in feet of the third side of the flower bed? Show or explain how you got your answer.</p> <p>b. What is the area, in square feet, of the flower bed, including the fountain? Show or explain how you got your answer.</p> <p>The circumference of the fountain is 8π feet.</p> <p>c. What is the radius, in feet, of the fountain? Show or explain how you got your answer.</p> <p>d. What is the area, in square feet, of the flower bed, not including the fountain? Show or explain how you got your answer.</p>
<p>Math MCAS 2013</p>	<p>Math MCAS 2013</p>

<p>Biology Session</p> <p>Question 23 is an open-response question.</p> <ul style="list-style-type: none"> BE SURE TO ANSWER AND LABEL ALL PARTS OF THE QUESTION. Show all your work (diagrams, tables, or computations) in your Student Answer Booklet. If you do the work in your head, explain in writing how you did the work. <p>Write your answer to question 23 in the space provided in your Student Answer Booklet.</p> <p>23 Catalase is an enzyme that protects cells from damage by helping convert the toxin hydrogen peroxide (H₂O₂) into water (H₂O) and oxygen (O₂). A student is investigating how different pH values and different temperatures affect catalase activity. The table below shows the student's data.</p> <p style="text-align: center;">Catalase Experiment Data</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th>Test Tube</th> <th>Amount of Catalase (drops)</th> <th>Amount of Hydrogen Peroxide (mL)</th> <th>pH of Solution</th> <th>Temperature of Solution (°C)</th> <th>Relative Rate of Reaction</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>10</td> <td>3</td> <td>1</td> <td>5</td> <td>no reaction</td> </tr> <tr> <td>2</td> <td>10</td> <td>3</td> <td>3</td> <td>30</td> <td>no reaction</td> </tr> <tr> <td>3</td> <td>10</td> <td>3</td> <td>5</td> <td>60</td> <td>no reaction</td> </tr> <tr> <td>4</td> <td>10</td> <td>3</td> <td>7</td> <td>90</td> <td>very slow reaction</td> </tr> <tr> <td>5</td> <td>10</td> <td>3</td> <td>9</td> <td>120</td> <td>slow reaction</td> </tr> <tr> <td>6</td> <td>10</td> <td>3</td> <td>11</td> <td>150</td> <td>no reaction</td> </tr> <tr> <td>7</td> <td>10</td> <td>3</td> <td>13</td> <td>180</td> <td>slow reaction</td> </tr> <tr> <td>8</td> <td>10</td> <td>3</td> <td>15</td> <td>210</td> <td>rapid reaction</td> </tr> <tr> <td>9</td> <td>10</td> <td>3</td> <td>17</td> <td>240</td> <td>no reaction</td> </tr> </tbody> </table> <p>Identify the test tube that most likely has physical conditions similar to the conditions in human cells. Explain your answer.</p> <p>Describe how catalase activity changes as pH decreases. Use data from the table to support your answer.</p> <p>Describe how catalase activity changes as temperature increases. Use data from the table to support your answer.</p> <p>Explain why temperature affects catalase activity in the way you described in part (c).</p>	Test Tube	Amount of Catalase (drops)	Amount of Hydrogen Peroxide (mL)	pH of Solution	Temperature of Solution (°C)	Relative Rate of Reaction	1	10	3	1	5	no reaction	2	10	3	3	30	no reaction	3	10	3	5	60	no reaction	4	10	3	7	90	very slow reaction	5	10	3	9	120	slow reaction	6	10	3	11	150	no reaction	7	10	3	13	180	slow reaction	8	10	3	15	210	rapid reaction	9	10	3	17	240	no reaction	<p>Biology Session 1</p> <p>Question 12 is an open-response question.</p> <ul style="list-style-type: none"> BE SURE TO ANSWER AND LABEL ALL PARTS OF THE QUESTION. Show all your work (diagrams, tables, or computations) in your Student Answer Booklet. If you do the work in your head, explain in writing how you did the work. <p>Write your answer to question 12 in the space provided in your Student Answer Booklet.</p> <p>12 Suppose a fire burns through the beetles' habitat, leaving the trees, soil, and some rocks charred black for several years. Most of the beetles and their predators survive the fire and continue to live in the habitat.</p> <p>a. Identify which beetle phenotype or phenotypes will most likely be favored in the habitat after the fire. Explain your answer.</p> <p>b. Identify the type of natural selection (directional, stabilizing, or disruptive) that will most likely act on the beetle population.</p> <p>The type of natural selection you identified in part (b) will change the phenotype distribution in the beetle population.</p> <p>c. Using your knowledge of natural selection, explain how the change in phenotype distribution will occur.</p>
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Science MCAS (Biology) 2013

THE BOSTON GLOBE • WEDNESDAY, DECEMBER 8, 1999

MCAS 1999

Comparing the districts

Rank/District	Score
121 FALL RIVER	1996
122 BROCKTON	1993
123 LOWELL	1992
124 CHELSEA	1989
125 NEW BEDFORD	1988
126 LYNN	1984
127 BOSTON	1977
128 SPRINGFIELD	1964
129 HOLYOKE	1948
130 LAWRENCE	1944

Failing scores

Last month, the Board of Education voted to make 220 the passing score for the MCAS exam. The class of 2003 will be the first students in the state required to earn a 220 in both math and English in order to earn a diploma. A 220 is one point above failing in the 'needs improvement' category. If the MCAS test were a graduation requirement today, the following districts would have the highest number of students who would not be able to graduate. The Globe analysis is based on this year's 8th grade test results because those students will be members of the class of 2003.

English		Math	
District	1999	District	1999
HOLYOKE	40	Seven Hills	79
SPRINGFIELD	34	HOLYOKE	77
Seven Hills	33	LAWRENCE	75
LAWRENCE	32	SPRINGFIELD	74
CHELSEA	29	LYNN	71
LYNN	29	NEW BEDFORD	69
NEW BEDFORD	28	BROCKTON	66
FITCHBURG	27	Sabis International	65
WORCESTER	27	FALL RIVER	65
BOSTON	26	LOWELL	65
LOWELL	26	Renaissance	65
FALL RIVER	24	CHELSEA	64
Greenfield	23	FITCHBURG	63
BROCKTON	22	Palmer	63
Webb	22	CHICOPEE	60
Lawrence	21	REVERE	60
HILL	20	TAUNTON	60
North Adams	20	BOSTON	59
REVERE	20	EVERETT	59
TAUNTON	19	North Adams	58

SOURCE: Data from Massachusetts Dept. of Education, computed by Globe staff
Globe staff chart

Success at Brockton High then ???



International Center for Leadership in Education



THEN



NOW



MCAS 1998

Advanced+Proficient

ELA – 22 %

MATH – 7 %

MCAS 2012


Advanced+Proficient

ELA – 83.3%


MATH – 70.3 %

And it's even BETTER this year!!!


International Center for Leadership in Education



THEN



NOW



MCAS 1998

Failure

ELA – 44%

MATH – 75%

3


MCAS 2012

Failure

ELA – 1.9%

MATH – 8.7%

And it's even BETTER this year!!!



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130 LAWRENCE	1944

Failing scores

Last month, the Board of Education voted to make 220 the passing score for the MCAS exam. The class of 2003 will be the first students in the state required to earn a 220 in both math and English in order to earn a diploma. A 220 is one point above failing in the 'needs improvement' category. If the MCAS test were a graduation requirement today, the following districts would have the highest number of students who would not be able to graduate. The Globe analysis is based on this year's 8th grade test results because those students will be members of the class of 2003.

English				Math			
District	1999	1998		District	1999	1998	
HOLYOKE	40	40		Seven Hills	79	82	
SPRINGFIELD	34	29		HOLYOKE	77	83	
Seven Hills	33	23		LAWRENCE	75	75	
LAWRENCE	32	33		SPRINGFIELD	74	72	
CHELSEA	29	26		LYNN	71	69	
LYNN	29	27		NEW BEDFORD	69	64	
NEW BEDFORD	28	25		BROCKTON	66	68	
FITCHBURG	27	24		Sabis International	65	48	
WORCESTER	27	23		FALL RIVER	65	73	
BOSTON	26	29		LOWELL	65	70	
LOWELL	26	30		Renaissance	65	91	
FALL RIVER	24	24		CHELSEA	64	63	
Greenfield	23	20		FITCHBURG	63	60	
BROCKTON	22	21		Palmer	63	56	
Webster	22	17		CHICOPEE	60	60	
Reverence	21	34		REVERE	60	63	
HILL	20	16		TAUNTON	60	63	
North Adams	20	19		BOSTON	59	68	
REVERE	20	14		EVERETT	59	49	
TAUNTON	19	24		North Adams	58	60	

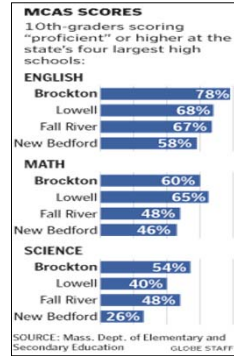


Turnaround at Brockton High The Boston Globe

Emphasis on literacy brings big MCAS improvement



Principal Susan Szachowicz, shown chatting at lunch with Yiriam Lopez, is in many ways the school's biggest cheerleader. (Esdras M Suarez/ Globe Staff)
By [James Vaznis](#) Globe Staff / October 12, 2009



BROCKTON - Brockton High School has every excuse for failure, serving a city plagued by crime, poverty, housing foreclosures, and homelessness. Almost two-thirds of the students qualify for free or reduced-price lunches, and 14 percent are learning to speak English. More than two-thirds are African-American or Latino - groups that have lagged behind their peers across the state on standardized tests. But Brockton High, by far the state's largest public high school with 4,200 students, has found a success in recent years that has eluded many of the state's urban schools: MCAS scores are soaring, earning the school state recognition as a symbol of urban hope.



So, that's who we are...
What did we do?



Brockton and ICLE philosophy

- Rigor
 - Relevance
 - Relationships
- ALL students-and
ALL means ALL!!!



So, what did we do???

Our turnaround: 4 Steps

1. Empowered a Team
2. Focused on Literacy – Literacy for ALL, no exceptions- all means all
3. Implemented with fidelity and according to a plan
4. Monitored like crazy!




International Center for Leadership in Education

The power of ALL of us:

It's about the adults, not the kids!

When we ALL started teaching the literacy skills, the students started achieving more.

International Center for Leadership in Education

Step ONE: Empowering a Leadership Team



Restructuring Committee – our “think tank”

- Every department represented with a mix of teachers and administrators
- Balance of new teachers and veterans, new voices, and voices of experience
- They examine data, set the course, and train the faculty
- Challenge for Change funding (NOT grant \$)



 International Center for Leadership in Education


Brockton High's turnaround FOUR STEPS:



1. Empowered a team
2. ***Focused on Literacy for ALL, NO exceptions***
3. Implemented with fidelity and according to a plan
4. Monitored like crazy!

 International Center for Leadership in Education

Step TWO: Focused on Literacy for ALL



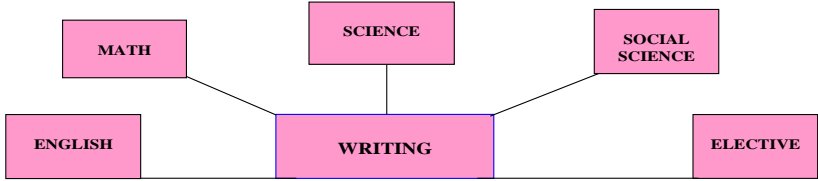
**The “WHAT”:
LITERACY for ALL:**

**Reading, Writing,
Speaking, Reasoning**

International Center for Leadership in Education

**How did we determine our focus?
Literacy Skills Drafted:**

LITERACY CHART: WRITING




```
graph TD; MATH --- WRITING; SCIENCE --- WRITING; SOCIAL_SCIENCE[SOCIAL SCIENCE] --- WRITING; ENGLISH --- WRITING; ELECTIVE --- WRITING;
```


- to take notes
- to explain one’s thinking
- to argue a thesis and support one’s thinking
- to compare and contrast
- to write an open response
- to describe an experiment, report one’s findings, and report one’s conclusion
- to generate a response to what one has read, viewed, or heard
- to convey one’s thinking in complete sentences
- to develop an expository essay with a formal structure

© Brockton High School, 2002


<ul style="list-style-type: none"> • for content (both literal and inferential) • to apply pre-reading, during reading and post-reading strategies to all reading assignments, including determining purpose and pre-learning vocabulary • to research a topic • to gather information • to comprehend an argument • to determine the main idea of a passage • to understand a concept and construct meaning • to expand one's experiences 	<ul style="list-style-type: none"> • to take notes • to explain one's thinking • to argue a thesis and support one's thinking • to compare and contrast • to write an open response • to describe an experiment, report one's findings, and report one's conclusion • to generate a response to what one has read, viewed, or heard • to convey one's thinking in complete sentences • to develop an expository essay with a formal structure
<ul style="list-style-type: none"> • to convey one's thinking in complete sentences • to interpret a passage orally • to debate an issue • to participate in class discussion or a public forum • to make an oral presentation to one's class, one's peers, one's community • to present one's portfolio • to respond to what one has read, viewed, or heard • to communicate in a manner that allows one to be both heard and understood 	<ul style="list-style-type: none"> • to create, interpret and explain a table, chart or graph • to compute, interpret and explain numbers • to read, break down, and solve a word problem • to interpret and present statistics that support an argument or hypothesis • to identify a pattern, explain a pattern, and/or make a prediction based on a pattern • to detect the fallacy in an argument or a proof • to explain the logic of an argument or solution • to use analogies and/or evidence to support one's thinking • to explain and/or interpret relationships of space and time



ALWAYS REMEMBER



The PROCESS of involving everyone was critical to our success. We did not have buy-in, but we did have our faculty engaged in the process.





So now what...



We had cool looking charts on the walls... **SO WHAT...**

The **KEY** to our implementation is **HOW** we trained teachers to teach these Literacy skills to our students.

Remember:

It's about the adults, not the kids!

We taught ourselves to teach these literacy skills to the students.

And we will ALL do it THIS WAY!

Says Mike Schmoker in
Results Now



*It's about teaching,
stupid...*



**Step THREE: Implemented
with fidelity and a plan**



Faculty Meetings became

Literacy Workshops

KEY = Adult Learning

Teachers teaching
teachers – GOOD stuff!



The Achievement Gap Initiative At Harvard University

Toward Excellence with Equity

Conference Report by Ronald F. Ferguson, Faculty Director

The main lesson was that student achievement rose when leadership teams focused thoughtfully and relentlessly on improving the quality of instruction."

- Prof. Ron Ferguson, AGI Conference Report

International Center for Leadership in Education



FOCUS, FOCUS, FOCUS



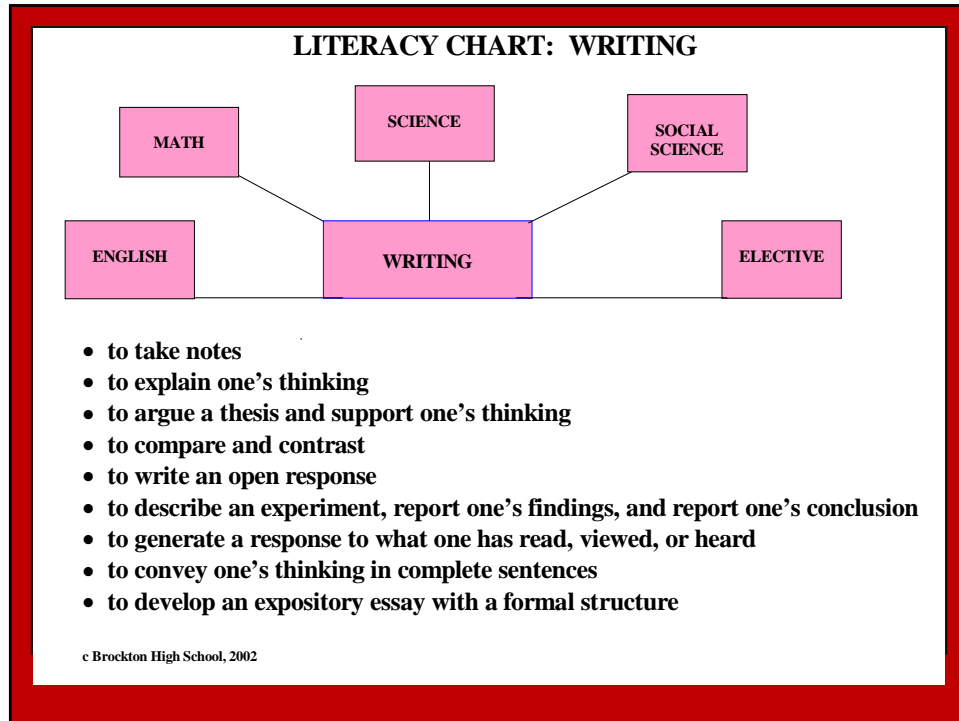
We started with writing!



Writing is thinking



International Center for Leadership in Education



Our First Training: Open Response

OPEN RESPONSE STEPS TO FOLLOW

1. READ QUESTION CAREFULLY.
2. CIRCLE OR UNDERLINE KEY WORDS.
3. RESTATE QUESTION AS THESIS (LEAVE BLANKS)
4. READ PASSAGE CAREFULLY.
5. TAKE NOTES THAT RESPOND TO THE QUESTION.
BRAINSTORM & MAP OUT YOUR ANSWER.
6. COMPLETE YOUR THESIS.
7. WRITE YOUR RESPONSE CAREFULLY, USING
YOUR MAP AS A GUIDE.
8. STRATEGICALLY REPEAT KEY WORDS FROM
THESIS IN YOUR BODY AND IN YOUR END
SENTENCE.
9. PARAGRAPH YOUR RESPONSE.
10. REREAD AND EDIT YOUR RESPONSE.



So then what...



Everyone was trained in how to teach the literacy skill

Next step – HOW to bring this into the classroom

- **Lessons developed**
- **Implemented according to a calendar**



Step FOUR: Monitored like crazy!!!



What gets monitored is what gets done!

- **Monitoring the work of the students (rubrics and collection and review of the work)**
- **Monitoring the implementation by the faculty (walkthroughs, evals)**



Hey, it was no picnic!

**It's about the adults,
not the kids!**

**And sometimes the
adults are much more
difficult to deal with
than the kids!!!**

 International Center for
Leadership in Education



**Happy??? Who said
anything about happy???**



Don't think for a moment that
everyone was happy...

BUT, if we waited for buy-in,
we'd still be waiting.

SO, what did we do?? Meet
Sharon and Penny

 International Center for
Leadership in Education



BUY IN???. . . .



Here's what gets the buy-in.

RESULTS!!!



**Changes in ELA Results Year One
of School Wide Open Response**

**GRADE 10 - ENGLISH LANGUAGE
ARTS**

PERFORMANCE LEVEL.	1998	1999	2000	2001
ADVANCED	2	2	6	14
PROFICIENT	20	22	21	29
NEEDS IMPROVEMENT	34	35	32	34
FAILING	44	41	41	23

Changes in Math Results Year One of School Wide Open Response

GRADE 10 - MATHEMATICS PERFORMANCE 1998 1999 2000 2001 LEVEL

ADVANCED	1	2	5	8
PROFICIENT	6	7	11	22
NEEDS IMPROVEMENT	17	16	21	36
FAILING	75	76	64	34

Active Reading Strategies

1. Read the question.
2. a. Circle key direction verbs.
 - For example – write, draw, explain, compare, show, copy
- b. Underline important information.
 - Often there is information in a question that is irrelevant to finding the answer.
3. In your own words, write what the question is asking you to do.
4. Develop your plan/Answer the question.

Changes in ELA Results Year One of School Wide Open Response

GRADE 10 - ENGLISH LANGUAGE ARTS					Added a Literacy Workshop on Active Reading Strategies: 2002
PERFORMANCE LEVEL	1998	1999	2000	2001	
ADVANCED	2	2	6	14	22
PROFICIENT	20	22	21	29	14
NEEDS IMPROVEMENT	34	35	32	34	25
FAILING	44	41	41	23	13

It's about the adults!

Most of our faculty were **NOT** the book burners, but they were not on board. They did it because they had to, but they did it. Meet Andy...



There are ALWAYS critics...

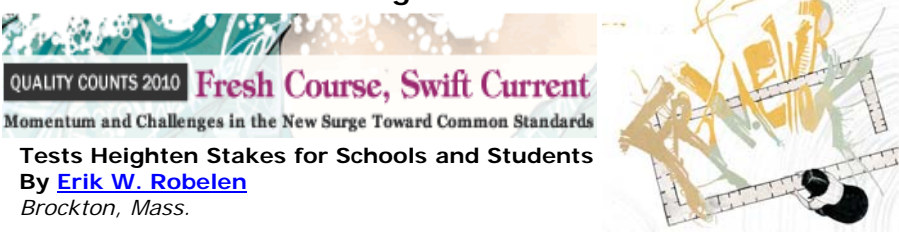


The cookie-cutter comment



Published: January 14, 2010 Published in Print as: Making Standards a Classroom Reality

State Standards Loom Large in Mass. Classrooms



QUALITY COUNTS 2010 *Fresh Course, Swift Current*
Momentum and Challenges in the New Surge Toward Common Standards


Tests Heighten Stakes for Schools and Students
By [Erik W. Robelen](#)
Brockton, Mass.

...the principal believes the heart of the matter is “great instruction” tied to high standards.
“It’s about what happens in the classroom between the students and the teachers,” she says. “The teachers know clearly what they have to teach, and they teach it well.”

Susan Szachowicz, Principal

Vol. 29, Issue 17, Pages 20-23

RECAP: Our 4 Steps



When all 3 R's come together

1. Empowering a team
2. Focusing on literacy:
Literacy for ALL – NO exceptions
3. Implementing with fidelity and according to a plan
4. Monitoring, monitoring, monitoring

The Result = Changing the Culture

International Center for Leadership in Education

How does the Literacy focus fit with the Common Core?

Key points in ELA and Content Area Literacy: Look at the Strands:

Reading	Writing	Speaking/Listening	Language
---------	---------	--------------------	----------

Look at the Anchor Standards under each Strand:

<ul style="list-style-type: none"> -Key Ideas and Details -Craft and Structure -Integration of knowledge, and Ideas -Range of Reading, Level of Text Complexity 	<ul style="list-style-type: none"> -Text Types -Production and Distribution of Writing -Research to Build and Present Knowledge -Range of Writing 	<ul style="list-style-type: none"> - Comprehension and Collaboration - Presentation of Knowledge and Ideas 	<ul style="list-style-type: none"> - Conventions of Standard English - Knowledge of Language - Vocabulary Acquisition and Use
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------

What do our students need to be able to do based on these?

**What should you do?
Here's what we're doing:**



RE: The Common Core: Get to know the Anchor Standards. What skills/tasks do the students need to demonstrate?

Our questions:

- 1. What are we doing well?**
- 2. What are we doing somewhat?**
- 3. Where are our gaps?**

But is this replicable?

YOU BET!!!

That's what this conference is all about. Let me highlight a couple of schools...

South Middle School Westfield, Massachusetts

What we look like



Enrollment	600
Free/Reduced Lunch	50%
SPED	21%
LEP	8%
First Language Other than English	20%
Hispanic	17%
White	80%

A Gap Closer School

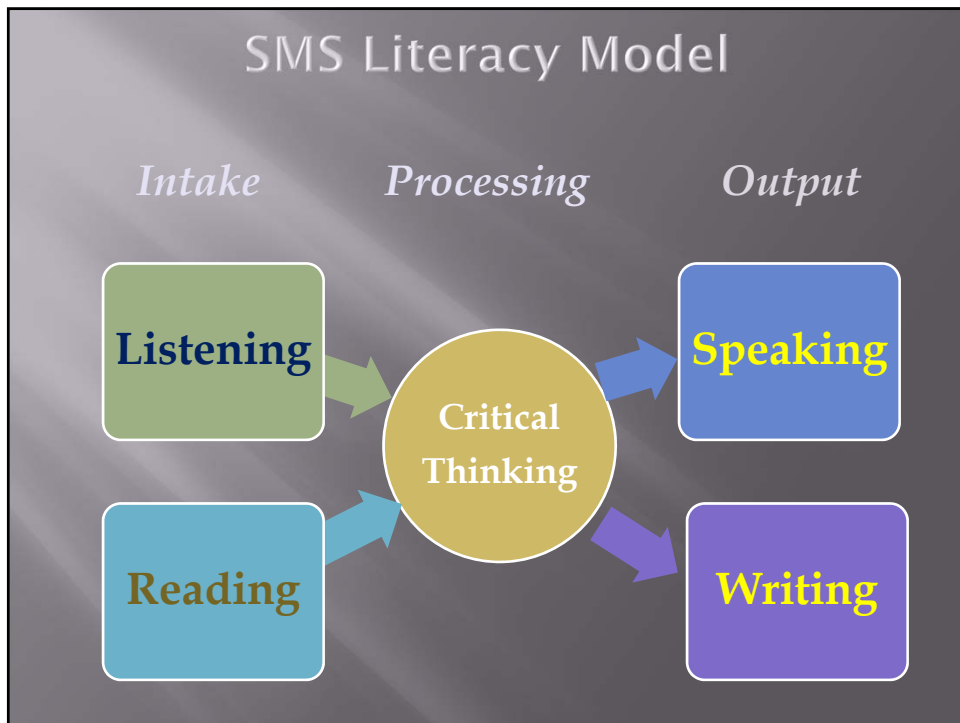
It Started with a New Vision & Mission



SMS Mission Statement



At South Middle School all students will be provided high quality educational opportunities, in a school climate that fosters positive relationships and mutual respect among students, staff, and families. All learning experiences must be relevant to our students and focus on higher order thinking skills. Building upon these learning experiences, *students will be able to generate original ideas, evaluate information, and communicate their thoughts effectively through Reading, Writing, Speaking, and Critical Thinking.*



ACTIVE READING

Reading at SMS is needed to:

- Comprehend text
- Access/gather new information
- Research at topic
- Understand the author's point of view
- Follow directions & complete a task
- Determine main ideas
- Expand learning experiences

ACTIVE Readers can:

- * Follow multi-step directions
- * Take notes on the reading
- * Use pre-reading, during-reading and post-reading strategies
- * Highlight/outline important information
- * Answer questions and apply what they read

THREE STAGES OF READING

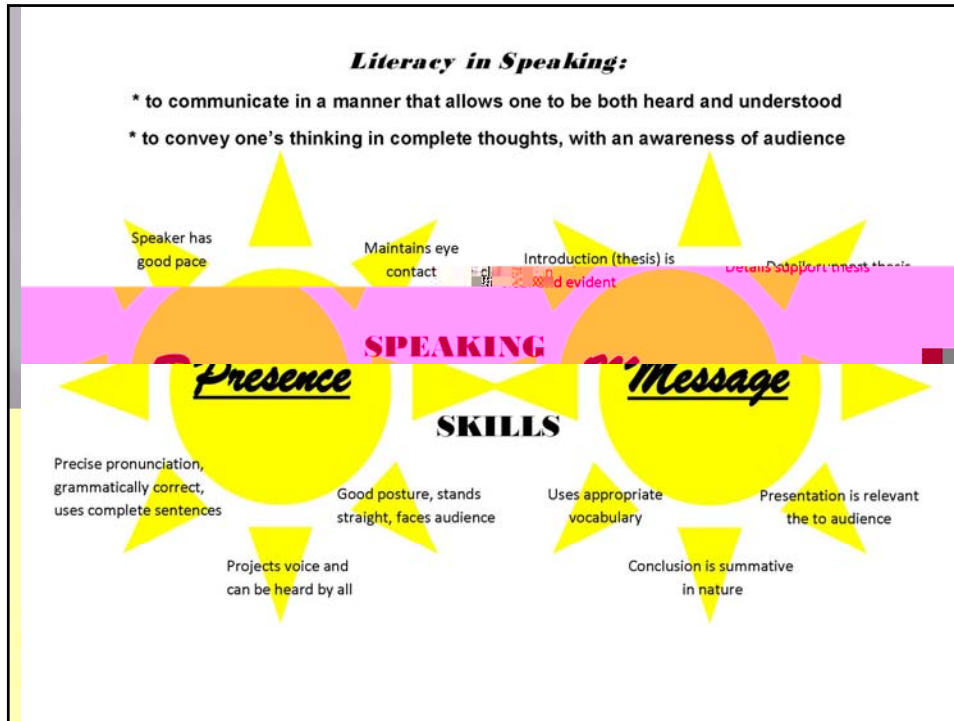
Pre-Reading During-Reading Post-Reading

R
C
U
R
R
A

South Middle School Active Reading Strategies

- ❑ 1. **Read** the question.
- ❑ 2. **Circle** the key direction verbs.
For example: write, define, list, evaluate, show, describe, compare/contrast, order, explain, analyze, show, solve
- ❑ 3. **Underline** the important information.
- ❑ 4. **Restate/write**, in your own words, what the question is asking you.
- ❑ 5. **Record** your plan or strategy you are using to answer the question.
For example: use a graphic organizer, label or list steps to solve the problem, reread passage, identify math operations
- ❑ 6. **Answer** the question.

R.C.U.R.R.A.
Reading Can Unlock Real Relevant Adventures



Speaking Rubric

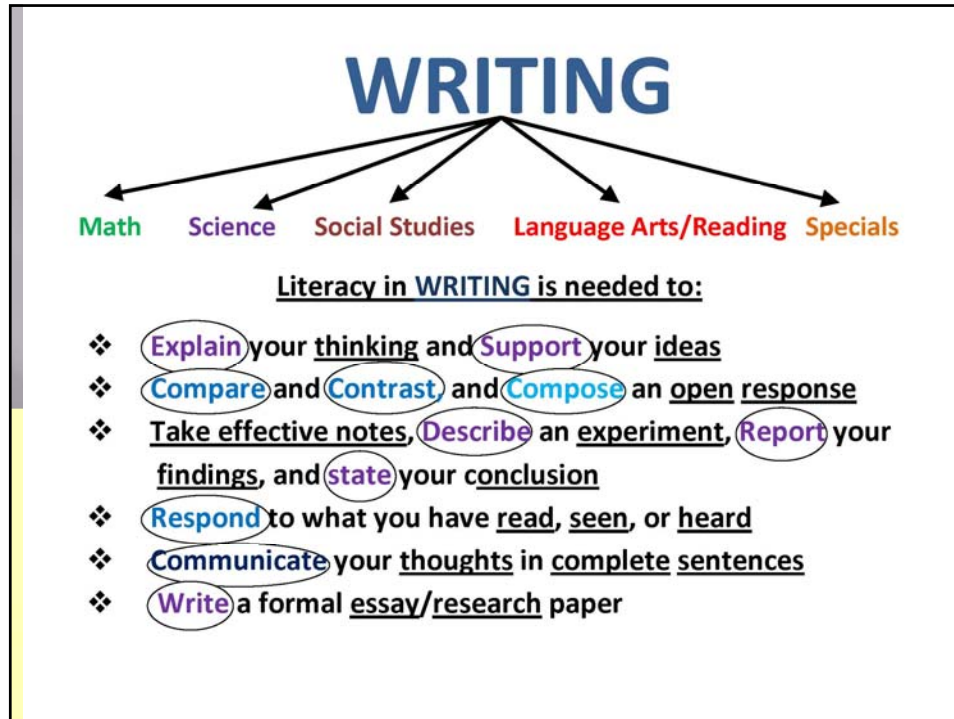
Speaker: _____ Evaluator: _____ Date: _____

Literacy in Speaking:
*to communicate in a manner that allows one to be both heard and understood
*to convey one's thinking in complete thoughts, with an awareness of audience

SPEAKING SKILLS	all elements present	most elements present	Some element present	No elements present
Presence:				
Speaker speaks slowly, has good pace (avoids "um, like, you know and kind of's")	4	3	2	1
Precise pronunciation, grammatically correct, uses complete sentences	4	3	2	1
Projects voice and can be heard by all	4	3	2	1
Maintains eye contact with audience	4	3	2	1
Good posture, stands straight, faces audience	4	3	2	1
Message:				
Uses appropriate vocabulary	4	3	2	1
Presentation is relevant to audience	4	3	2	1
Introduction (thesis) is clear and evident	4	3	2	1
Details support thesis	4	3	2	1
Conclusion is summative in nature	4	3	2	1

Comments:

Points	35-40 Exemplary	29-34 Proficient	23-28 Needs Improvement	<22 Unacceptable
	Students demonstrate advanced mastery of presence and message	Students demonstrate mastery of presence and message	Students demonstrate basic understanding of presence and message	Students are unable to demonstrate an understanding of presence and/or message



After Two Years of School-wide Literacy, what has changed?

1. **Created a culture focused on High Rigor & Relevance.** *Measured by We Learn & We Teach surveys.*
 - 22% increase of students report that passing the state test is important (2011 vs. 2012 WE Learn Survey)
2. **Improved Achievement & MCAS Scores:**
 - In 2012 for the first time, we exceeded our targeted growth in Science & Technology, and met our targeted goal in Reading Language Arts.
 - In 8th grade, 12 of the 16 students who improved from proficient to Advanced on the Math MCAS, it was a direct response to their Open Response scores.
 - 27% increase in membership in the NJHS.

South Middle School

School-wide literacy - all the pieces are starting to come together.

Thank You Brockton High School!



Broad Ripple Magnet High School Indianapolis, Indiana

What we look like

Home of the Rockets



*The Broad Ripple Way
Every Class, Every Day*

Enrollment	900+ Grades 6-12
Free/Reduced	85%
SPED	15%
ESL	8%
Black	69%
White	14%
Hispanic	12%
Multi-racial	5%

Six Key Instructional Strategies (The Broad Ripple Way)

- Think-Pair-Share
- Give One/Get One
- Text Marking
- Using Text-based Evidence
- ORQ
- Justifying Your Answer

The Problem

Broad Ripple High School was classified in the **lowest category** the State of Indiana's Department of Education uses to grade schools for **six consecutive years**.

Professional Learning Communities (PLC's)

- Teachers meet twice a week
 - Data analysis
 - High impact instructional strategies
 - Differentiated instruction
 - Assessment calibration
 - Exchange of ideas

	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
	BLDG	Grade	Gender	Magnet Program	DOB	Ethnicity	SPED Disability	SPED Placement	LEP	STEP-1	ELA/ELA CODE	SRI Date	SRI Range	STEP-Math	ELA Math Score
2	0717	10	M	Performing Arts - Visual Arts	8/14/96	Multiracial		Not Specified	N	497		8/15/12	S	532	
3	0617	08	M	Visual Arts	11/14/98	African American		Not Specified	N	578		8/13/12	A	556	
4	0717	11	F	Performing Arts - Visual Arts	12/23/94	African American		Not Specified	N	565	420	4/17/12	A	554	565
5	0617	07	M	Performing Arts - Visual Arts	11/18/98	Hispanic	Emotional Handicap-PT	Regular class (0-20%)	N			8/16/12	I	438	
6	0617	07	F	Visual Arts	7/19/99	Hispanic		Not Specified	Y	520		8/24/12	B	454	
7	0617	08	M	Visual Arts	3/17/99	African American		Not Specified	N	447		8/13/12	S	505	
8	0717	12	F	Performing Arts	7/27/95	African American		Not Specified	N	563	506	4/15/11	A	514	653
9	0617	07	F	Performing Arts	2/10/00	African American		Not Specified	N	558		8/16/12	S	493	
10	0617	06	M	Visual Arts	1/30/00	African American	Other Health Impaired	Regular class (0-20%)	N	473		8/17/12	S	449	
11	0617	06	F	Visual Arts	9/17/99	African American		Not Specified	Y	434		8/17/12	B	442	
12	0617	07	F	Performing Arts	7/19/99	Native American/Alaska Native		Not Specified	Y	425		8/17/12	S	487	
13	0617	08	M	Visual Arts	5/30/99	African American		Not Specified	N	479		8/13/12	S	541	
14	0717	09	F	Performing Arts	3/29/98	Hispanic		Not Specified	N	529		8/14/12	B	543	
15	0717	11	F	Performing Arts - Visual Arts	2/3/96	Hispanic		Not Specified	N	628	513	4/17/12	A	616	607
16	0717	09	F	Performing Arts	12/19/97			Not Specified	N	583		8/24/12	A		
17	0617	07	M	Visual Arts	10/26/99	Multiracial		Not Specified	N	583		8/16/12	S	670	
18	0717	11	M	Performing Arts	3/18/95	African American	Learning Disability	Regular class (0-20%)	N	461	342	4/17/12	S	505	565
19	0617	07	F	Humanities	1/21/99	African American		Not Specified	N	505		8/13/12	S	493	
20	0617	06	F	Performing Arts	8/26/00	African American		Not Specified	N	491		8/13/12	I	474	
21	0717	11	M	Center for Humanities	3/7/96	African American		Not Specified	N	515	391	11/30/11	S	544	651
22	0717	09	F	Performing Arts - Visual Arts	3/6/98	Hispanic		Not Specified	Y	520		8/14/12	B	590	
23	0717	10	M	Performing Arts - Visual Arts	9/9/96	Multiracial		Not Specified	N	622		8/15/12	A	580	480
24	0617	07	F	Performing Arts	7/1/99	African American	Emotional Handicap-PT	Regular class (0-20%)	N	481		8/24/12	S	542	
25	0617	06	M	Performing Arts	10/14/00	African American		Not Specified	N	505		8/13/12	B	526	
26	0717	12	M	Center for Humanities	9/18/93	African American	Mild Mental Disability	Regular class (0-20%)	N	428	341	4/13/11	S	491	622
27	0717	10	M	Performing Arts	5/8/97	African American		Not Specified	N	588		8/14/12	A	551	658
28	0617	08	F	Performing Arts	3/23/99	African American		Not Specified	N	520		8/13/12	S	485	
29	0617	08	F	Performing Arts	12/13/98	African American		Not Specified	N	548		8/13/12	A	551	619
30	0717	11	M	Visual Arts	8/17/95	African American		Not Specified	N	510	407	4/16/12	B	523	568
31	0617	07	M	Visual Arts	12/10/99	Hispanic		Not Specified	Y	463		8/24/12	I	522	
32	0617	07	F	Performing Arts	8/7/00	African American		Not Specified	N	577		8/24/12	B	605	

FINAL REFLECTIONS:

Recommendations for these three days of MSC:

- Focus your sessions, what are your priorities?
- We are all “real” schools with real issues, but we’ve done something right. Learn.
- Share your expertise in sessions; we are all learners here.
- Don’t limit yourself by type of school, look for the issues.
- **MOST IMPORTANT** – Have a plan for when you go back to your school. Where will you begin, what steps will you take?

AND HAVE FUN!!!

Think about what we all did:

- Focused on the adult culture
- **FOCUSED!!!!**
- Put the data in teachers’ hands
- Trained the faculty in high impact instructional strategies
- Insisted that we ALL do it “THIS” way
- Teaching students Literacy skills

The experts say...

Listen to Prof. Ron Ferguson, Director of the Achievement Gap Initiative at Harvard University as he describes what Brockton High accomplished.



International Center for
Leadership in Education

FINAL REFLECTIONS:

If we can do this, anyone can! In 1999 we were called a “Cesspool” in our local media. Now we are called the “Jewel of the City.”



International Center for
Leadership in Education

For more Brockton High strategies and information:

- #12: Brockton High Model School (Sharon Wolder)
- #21: Engaging and Empowering the Faculty (Szach)
- #22: Principles for Principals (Szach)
- #62: Co-teaching and Academic Supports (Dianne Davis)



These strategies work!



**So, how about
some
WICKED
AWESOME
news...**



Mass.gov State Government · State Services
 Massachusetts Department of Elementary & Secondary Education
 Name: Kenneth Klau Security Portal Log Out

2012 Accountability Data - Brockton High

[Select New Organization](#)

Organization Information			
District:	Brockton (00440000)	School type:	High School
School:	Brockton High (00440505)	Grades served:	09,10,11,12
Region:	Commissioner's Districts	Title I status:	Non-Title I School (NT)

Accountability Information
 Accountability Assistance Level

Level 1 Meeting gap narrowing goals

This school's overall performance relative to other schools in same grade span (School percentiles: 1-99)

All students: Lowest performing Highest performing

This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)

Student Group (Click group to view subgroup data)	On Target = 75 or higher		View Detailed 2012 Data
	Less progress	More progress	
All students		87	Met Target
High needs		86	Met Target
Low income		88	Met Target
ELL and Former ELL		80	Met Target
Students w/disabilities		60	Did Not Meet Target
Amer. Ind. or Alaska Nat.		-	-
Asian		-	-
Afr. Amer./Black		85	Met Target
Hispanic/Latino		88	Met Target
Multi-race, Non-Hisp./Lat.		-	-
Nat. Hav. or Pacif. Isl.		-	-
White		89	Met Target



AWARDS, AWARDS,
AWARDS, AWARDS!!!



Brockton High School

Brockton School District
 Plymouth County
 470 Forest Avenue
 Brockton, Massachusetts
 (508)580-7633

**2008, 2010,
2012, 2013**





**GO
Boxers!!!**

**Boxers in the
NEW YORK
TIMES**

High Expectations
NO Excuses!!!





September 28, 2010


And the students believe – listen to Delainey:

Brockton High ...has shown me there is no such thing as limitations... Every day I walk into the school and I feel like a champion. There is a sense of unity that comes with going to Brockton High that can never be broken. This makes me believe I can do anything. On graduation day there will be nearly a thousand kids who have been told we aren't good enough because we are from Brockton...Yet we will know they are wrong; we are all champions.

Delainey Carpenter, 2013

 **JOHN & ABIGAIL ADAMS
BHS SCHOLARS 2013** 

**260 SCHOLARSHIP RECIPIENTS
31% of the class!**



*College for ALL:
Changing students' beliefs:* 

**Class of 2013 – 90%
heading off to college!**



For What It's Worth: Most Important Lessons Learned

3. Change happens in a school, Central Office supports. Teachers and administrators are the key to your school change; leadership matters!
2. FOCUS, FOCUS, FOCUS, and make literacy your target!
1. The key to our success had nothing to do with the kids. It was about **ADULT LEARNING!!!**

 International Center for Leadership in Education



Oh, just one more thing... WE ARE

BOSTON STRONG!!!

BOSTON STRONG

B
STRONG

The graphic collage features a blue and yellow Boston Strong ribbon on the left. The text "Oh, just one more thing... WE ARE" is in white on a black background. Below this, "BOSTON STRONG!!!" is written in large blue letters on a yellow background. To the right is a black and white bulldog logo with "BOSTON" written below it. Two photographs show groups of people in red "BOSTON STRONG" t-shirts. The bottom right features a circular logo with a red "B" and the word "STRONG" in white on a blue background.

Back to Ray!



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