



Creating a Culture of Success for ALL Students: Transformed by Literacy

Dr. Sue Szachowicz
 Senior Fellow, ICLE
 Retired Principal,
 Brockton High School



SAANYS Webinar, November 17, 2015

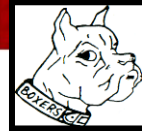


Webinars: Start time 4 p.m.

- ☐ **Nov. 17, 2015:** Keynote- Creating a Culture of Success for ALL Students
- ☐ **Dec. 1, 2015:** * Leadership Principles for School Improvement
 - * Building and Empowering a Leadership Team
- ☐ **Dec. 15, 2015:** *Focusing on Instruction
 - *Monitor, Monitor, Monitor
- ☐ **Jan. 12, 2016:** *Dealing with Resistance
 - *Engaging Parents and Community

Today's Agenda :

- ☐ Info about Brockton High
- ☐ The Power of a School Wide Literacy Initiative
- ☐ 4 Steps to Success
- ☐ Changing the Culture
- ☐ Questions, questions?



Dr. Daggett reminded us that schools need to:

- Have a growth mindset
- Prepare students for their lives beyond school; be college AND career ready
- Need to teach our students what to do when they don't know what to do



THINKING ROUTINES!!!

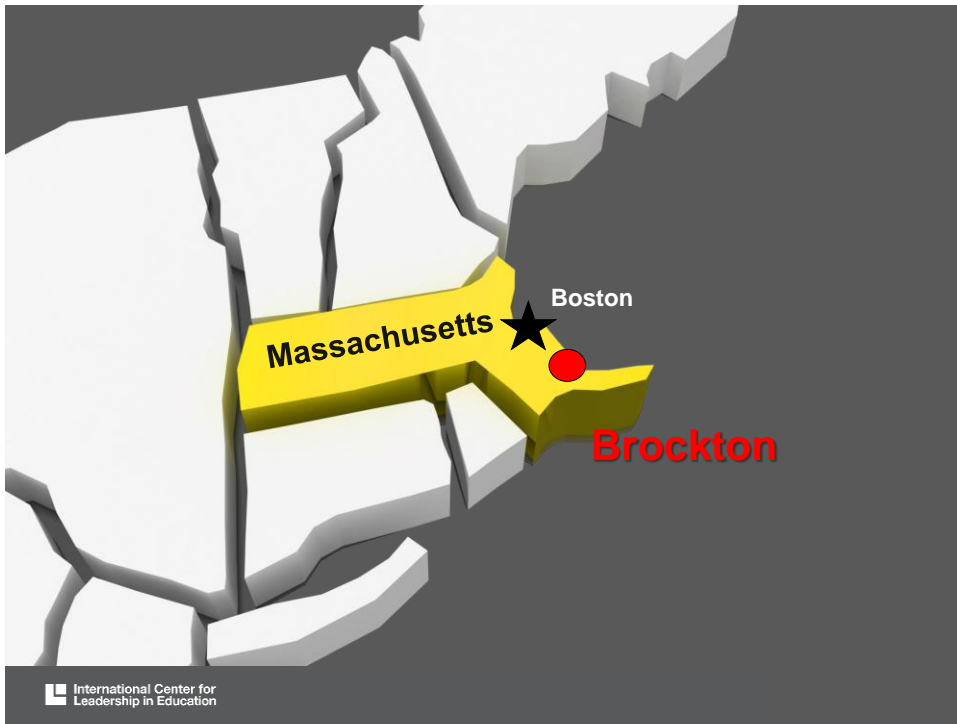
Creating the Conditions

“Brockton High demonstrates that you don’t have to change the student population to get results, you have to change the conditions under which they learn.”

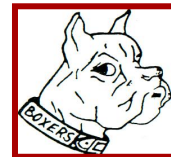
Pedro Noguera



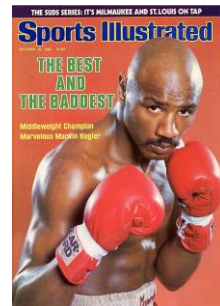
A bit about Brockton High



Introducing Brockton High



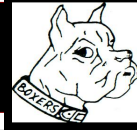
Home of the Brockton Boxers



School of Champions



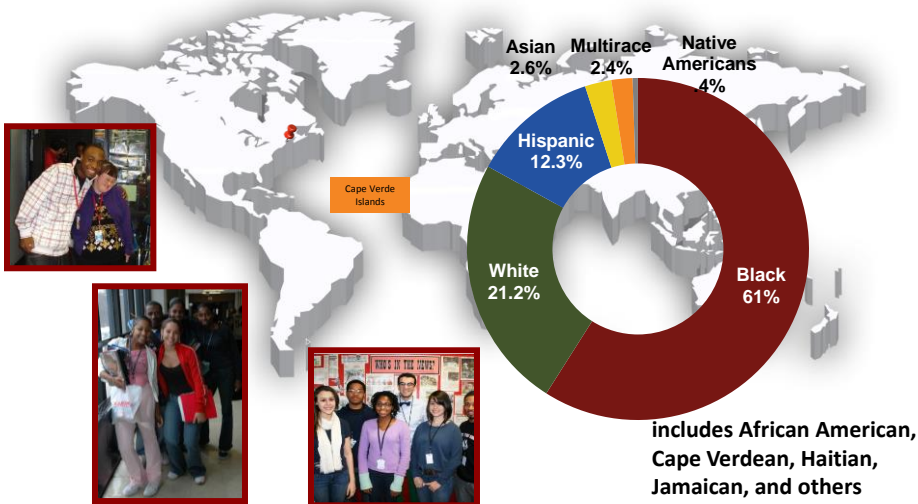
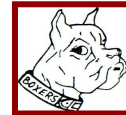
Introducing Brockton High



- **Comprehensive 9 – 12**
- **4,174 Students**
- **83% Poverty level**
- **79% Minority population:**
- **49 different languages**
- **42% speak another language in the home**
- **19% ELL Services (approx.)**
- **11% receive Special Educ. Services (approx.)**

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Who goes to Brockton High?



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We Had Many Problems:

- 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 (nasty media comments!)
- 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???

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Here's where we were on our state assessment:

MCAS 1998
Failure

ELA – **44%**

(Sped – 78%)

MATH – **75%**

(Sped – 98%)

MCAS 1998
Advanced+Proficient

ELA – **22%**

MATH – **7%**

**And they MUST pass to graduate –
NO exceptions!!!**

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THE BOSTON GLOBE • WEDNESDAY, DECEMBER 8, 1999

MCAS1999 | The results

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

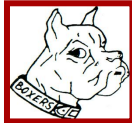
Failing scores

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	1998	District	1999	1998
HOLYOKE	40	40	Seven Hills	75	62
SPRINGFIELD	34	29	HOLYOKE	77	83
Seven Hills	33	23	LAWRENCE	76	75
LAWRENCE	32	33	SPRINGFIELD	74	72
CHELSEA	29	26	LYNN	71	69
LYNN	29	27	NEW BEDFORD	68	64
NEW BEDFORD	28	25	BROCKTON	66	48
FITCHBURG	27	24	Sabis International	65	45
WORCESTER	27	23	FALL RIVER	64	45
BOSTON	26	29	LOWELL	63	45
LOWELL	26	30	Renaissance	65	45
FALL RIVER	24	24	CHELSEA	64	45
Greenfield	23	20	FITCHBURG	63	60
BROCKTON	22	21	Palmer	63	56
Webster	22	17	CHICOPEE	60	60
Renaissance	21	34	REVERE	60	63
	20	12	WATERTOWN	60	63
				59	68
				59	49
				58	60

the districts

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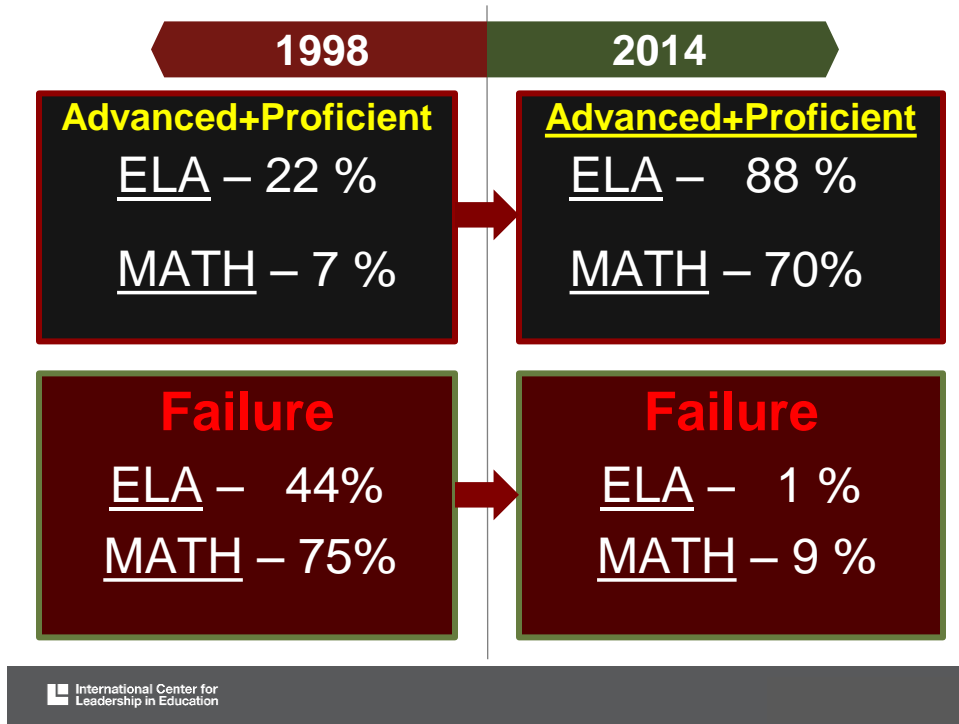


That's where we were...



Here's a preview of
where we are now...
Then, at the end some
WICKED AWESOME
stuff!...


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BROCKTON HIGH NATIONAL MODEL SCHOOL






TWELVE CONSECUTIVE YEARS!!!



It's cool and fun to be smart

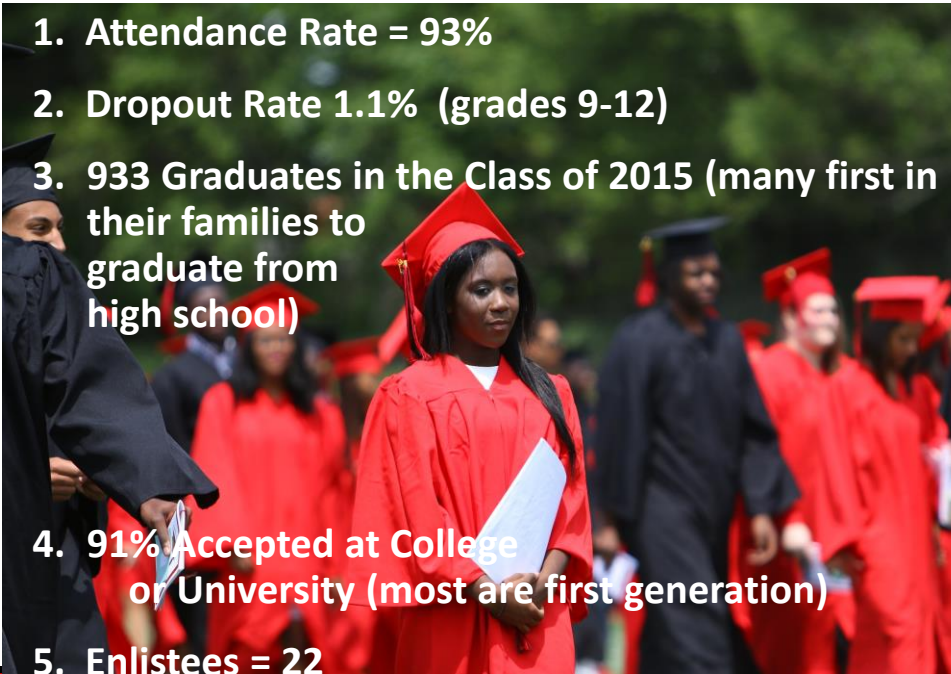


<u>1998</u>	Honor Roll Statistics	<u>2014</u>
859 STUDENTS (4400 students)		1608 STUDENTS (4155 students)
19%		39%

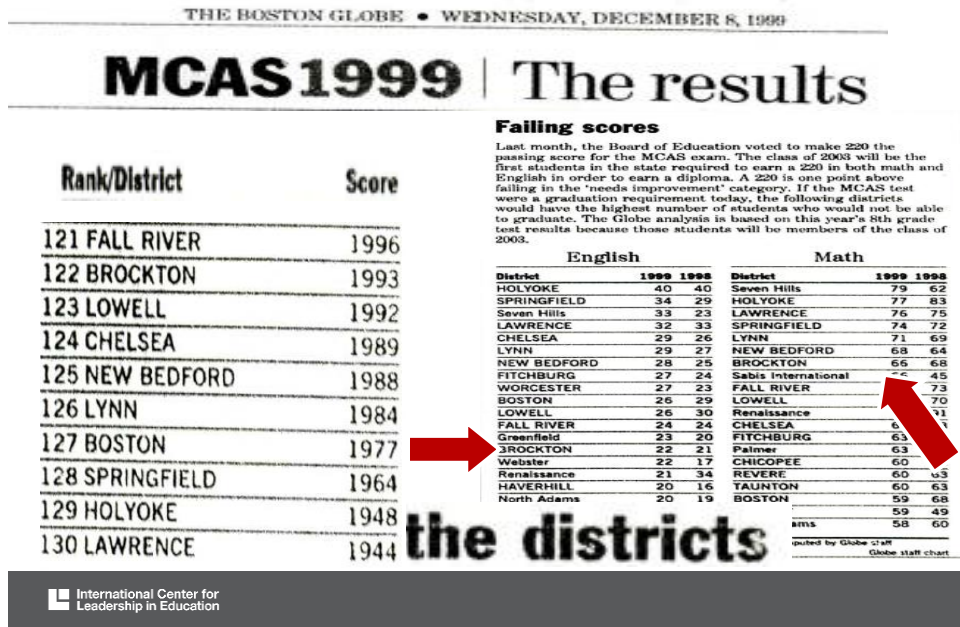




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1. Attendance Rate = 93%
2. Dropout Rate 1.1% (grades 9-12)
3. 933 Graduates in the Class of 2015 (many first in their families to graduate from high school)
4. 91% Accepted at College or University (most are first generation)
5. Enlistees = 22



Brockton High went from this:

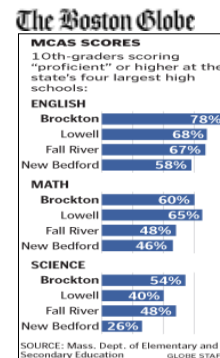


Turnaround at Brockton High

Emphasis on literacy brings big MCAS improvement



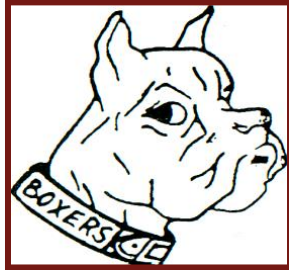
Principal Susan Szachowicz, shown chatting at lunch with Yiriam Lopez, is in many ways the school's biggest cheerleader. (Essdras M Suarez/ Globe Staff)
By [James Vaznis](#) Globe Staff / October 12, 2009



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.

To THIS!!!

**Boxers in the
NEW YORK TIMES**



**High Expectations
NO Excuses!!!**



September 28, 2010

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**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!!!**

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High Expectations?



High expectations are essential, BUT, they are NOT ENOUGH!!! Students need to build skills!

How did we change the culture of Brockton High to do this???

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**Just my opinion...
for what it's worth**

Too often schools consist of separate classrooms, everyone with their own set of expectations and standards. When everyone focuses, it can be powerful learning!

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The POWER of a school wide Literacy Initiative!!!

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KEY QUESTION FOR YOU:

**You may NOT be in such dire
straits... BUT**

**Are you THE BEST
you can be?**

How about SPED? ELL?
Students in poverty? Any gaps?

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Changing Culture through Literacy

- ☐ Set clear expectations about **WHAT** we would teach the students to be able to do: **LITERACY**
- ☐ Taught everyone **HOW** to teach these skills
- ☐ Many teachers only believed when the **SAW** the results
- ☐ **AND**, we valued their work. Their instruction mattered!!!

**Here's another way to
say it simply:**

**You want to improve
your school?
Focus on the adults,
not the kids!**

Four steps to success: (No silver bullets No magic formulas)

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So, how did we do this?
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!



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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
- Selection criteria: Trust, Communication Skills, Collaboration, Humor
- Go after people!!!



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**More on strategies for
building and
empowering a team in
the December 1 webinar**

**PBS show *Need to Know*
produced a 13 minute
documentary about Brockton
High. Here's the link to the
segment:**

<https://www.youtube.com/watch?v=zONaQeAMFMc>



**We looked at the data
And, our first place**



**Let's figure out the test
The result of that:**



**The Great
Shakespearean Fiasco**



Back to the drawing board to find a better approach



We asked 3 questions:

1. What skills do our students need to be able to do to be successful on the MCAS?
2. What skills do our students need to be able to do to be successful in their classes?
3. What skills do our students need to be able to do to be successful in their lives beyond BHS?



From that discussion:



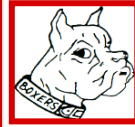
We noticed that students needed to be able to:

- read challenging passages, difficult nonfiction,
- write – a LOT,
- solve multistep problems, explain their thinking,
- speak professionally... they needed **SKILLS!**

THAT LED US TO:

LITERACY – First, we defined it, then trained ourselves how to teach these literacy skills to our students

Step TWO: Focused on Literacy for ALL



First, we defined literacy:

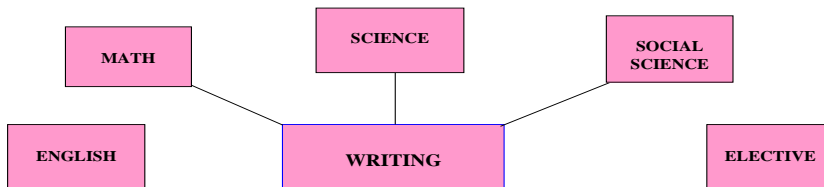
**Reading, Writing,
Speaking, Reasoning**

Then we said, LITERACY for ALL,
every class!

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How did we determine our focus? Literacy Skills Drafted in each area:

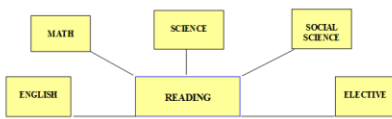
LITERACY CHART: WRITING



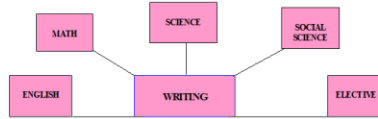
- to take notes
- to explain one's thinking
- to argue a thesis and support one's thinking
- to compare and contrast
- to write an open response
- to describe an experiment, report one's findings, and report one's conclusion
- to generate a response to what one has read, viewed, or heard
- to convey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

© Brockton High School, 2002

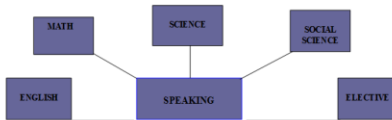
Brockton High Literacy Initiative



- 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



- to take notes
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- 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



- 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.



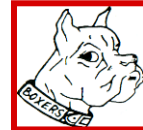
So now what...



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.

Step THREE: Implemented with fidelity and a plan



Faculty Meetings became

Literacy Workshops

KEY = Adult Learning

Teachers teaching teachers – GOOD stuff!



The key to our transformation:



ADULT LEARNING and SUPPORT

- * We know it is difficult (to change)
- * We can do this
- * We will support each other



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FOCUS, FOCUS, FOCUS



We started with
writing!

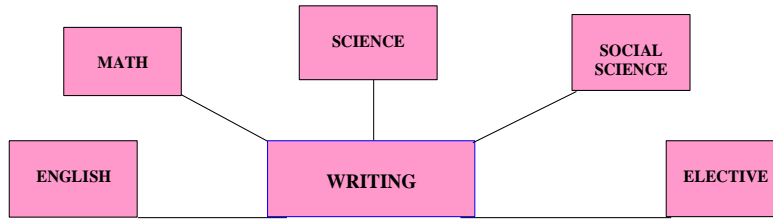


Writing is
thinking



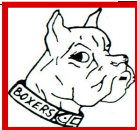
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LITERACY CHART: WRITING



- to take notes
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c Brockton High School, 2002



LITERACY WORKSHOP: OPEN RESPONSE WRITING



WHAT IS IT? Students must read a passage, and then write a response to a question about that passage.

WHY START WITH THAT? Easily crosses all disciplines, is authentic, and is measurable.

**Students demonstrate writing skill
AND understand the content.**

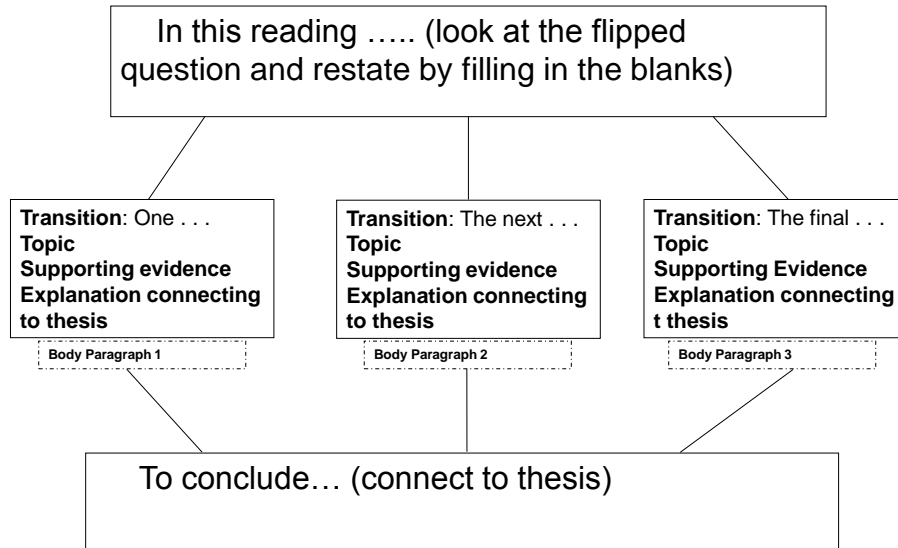
Brockton High's OPEN RESPONSE WRITING STEPS

1. ACTIVELY READ QUESTION BY CIRCLING AND UNDERLINING KEY WORDS.
2. RESTATE QUESTION AS THESIS (LEAVING BLANKS).
3. ACTIVELY READ PASSAGE.
4. MAP OUT YOUR ANSWER.
5. WRITE YOUR RESPONSE CAREFULLY, USING YOUR MAP AS A GUIDE.
6. STRATEGICALLY REPEAT KEY WORDS FROM THESIS IN YOUR BODY AND IN YOUR END SENTENCE.
7. PARAGRAPH YOUR RESPONSE.
8. REREAD AND EDIT YOUR RESPONSE.

Remember there are 4 STEPS to Active Reading

1. Read the question, prompt, or directions.
2. Circle and Underline the question
 - Circle** key direction verbs.
(for example; discuss, contrast, explain)
 - Underline** important information
(often there is irrelevant information)
3. In your own words, write what the question, prompt, or directions ask you to do.
4. **Develop your PLAN to answer the question, prompt or directions.**

The student creates a map in order to organize the response:



Final Step: The Rubric

This rubric provides the students with the criteria upon which they will be assessed.

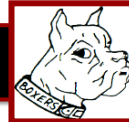
WRITER'S NAME _____			DATE _____	
CONTENT 8 • Response contains a clear thesis and insightfully answers all parts of the question. • Response provides relevant and specific textual evidence. • Explanations of evidence are clear and accurate, and demonstrate superior understanding of the material.		FORM 4 • Response contains sophisticated and effective use of transitions and strategic repetition indicating complete control of the material. • Response is logically and effectively organized in its thesis, paragraphing, and sequencing of examples. • Response contains clear sentence structure with few or no errors.		
6 • Response contains a clear thesis and adequately answers all parts of the question. • Response provides relevant but general textual evidence. • Explanations of evidence are mostly clear and accurate, and demonstrate good understanding of the material.		3 • Response contains adequate but simplistic use of transitions and strategic repetition. • Response is organized in its thesis, paragraphing, and sequencing of examples. • Response contains clear sentence structure with no distracting errors.		LEGIBILITY 1 • Easy to read 0 • Difficult to read
4 • Response contains a thesis but only partially answers the question. • Response provides a mix of accurate and inaccurate textual evidence. • Explanations of evidence are vague and/or demonstrate limited understanding of the material.		2 • Response contains some inappropriate use of transitions and strategic repetition. • Response demonstrates lapses in the organization of its thesis, paragraphing, and/or sequencing of examples. • Response contains lapses in sentence structure that interfere with the clarity of thought.		
2 • Response contains a thesis but only minimally answers the question. • Response provides insufficient and/or largely inaccurate textual evidence. • Explanations of evidence are unclear and/or demonstrate minimal understanding of the material.		1 • Response contains incorrect or inadequate use of transitions and strategic repetition. • Response reflects minimal organization of its thesis, paragraphing, and/or sequencing of examples. • Response contains major errors in sentence structure.		LENGTH 1 • Sufficient 0 • Insufficient
0 • Response is incorrect. • Response contains insufficient evidence to show understanding of the material. • Response is off-topic and/or contains irrelevant content.		0 • Response contains no evidence of transitions and strategic repetition. • Response reflects no organization. • Response contains little to no evidence of sentence structure.		
Evaluated by: Self Peer Teacher (Circle One)				
Comments: _____				
SCORING 13-14 = Advanced 11-12 = Proficient 8-10 = Needs Improvement 0-7 = Failing				

So then what...



- Follow up the
Interdisciplinary Training.
Next step – HOW to bring this
into the classroom**
- ☐ **Lessons developed**
 - ☐ **Implemented according
to a calendar**

We didn't leave it to chance!



**Everyone was trained to
teach the targeted Literacy
Skill. The implementation
was according to a
specific timeline.
NO EXCEPTIONS!!!**

Success by DESIGN, not by chance!

The Open Response calendar of implementation:

Nov 2-6: Social Science, Social Sci Biling.

Nov 30-Dec 4: Wellness, JROTC

Dec 14-18: Science, Science Bilingual

Jan 11-15: Business, Tech, & Career Ed.

Jan 25-29: Math, Math Bilingual

Feb 22-26: Foreign Lang, Special Ed

Mar. 7-11: English, ESL, Guidance

Mar 20-24: Family & Cons. Sci, ProjGrads

Apr 5-9: Music, Art

The key:

We infused literacy skills into EVERY area rather than doubling up on English and math classes. The content provides the context.

More specific examples of implementing the Literacy Workshops, including sample workshop scripts, in the December 15 webinar

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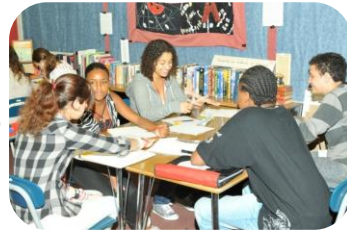


Step FOUR: Monitored like crazy!!!



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)



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WRITER'S NAME _____
 Evaluated by: Self _____ Peer _____ (Teacher) (Circle One)
 Comments _____

DATE 1-21-11
 SCORING
 13-14 = Advanced

CONTENT		FORM		LEGIBILITY		LENGTH	
8	<ul style="list-style-type: none"> Response contains a clear thesis and insightfully answers all parts of the question. Response provides relevant and specific textual evidence. Explanations of evidence are clear and accurate, and demonstrate superior understanding of the material. 	4	<ul style="list-style-type: none"> Response contains sophisticated and effective use of transitions and strategic repetition, indicating complete control of the material. Response is logically and effectively organized in its thesis, paragraphing, and sequencing of examples. Response contains clear sentence structure with few or no errors. <i>Not Capitalized</i> 	1	<ul style="list-style-type: none"> Easy to read 	1	<ul style="list-style-type: none"> Sufficient
6	<ul style="list-style-type: none"> Response contains a clear thesis and adequately answers all parts of the question. Response provides relevant but general textual evidence. Explanations of evidence are mostly clear and accurate, and demonstrate good understanding of the material. 	3	<ul style="list-style-type: none"> Response contains adequate but simplistic use of transitions and strategic repetition. Response is organized in its thesis, paragraphing, and sequencing of examples. Response contains clear sentence structure with no distracting errors. 	0	<ul style="list-style-type: none"> Difficult to read 	0	<ul style="list-style-type: none"> Insufficient
4	<ul style="list-style-type: none"> Response contains a thesis but only partially answers the question. Response provides a mix of accurate and inaccurate textual evidence. Explanations of evidence are vague and/or demonstrate limited understanding of the material. 	2	<ul style="list-style-type: none"> Response contains some inappropriate use of transitions and strategic repetition. Response demonstrates lapses in the organization of its thesis, paragraphing, and/or sequencing of examples. <i>Concluding Paragraph</i> Response contains lapses in sentence structure that interfere with the clarity of thought. 				
2	<ul style="list-style-type: none"> Response contains a thesis but only minimally answers the question. Response provides insufficient and/or largely inaccurate textual evidence. Explanations of evidence are unclear and/or demonstrate minimal understanding of the material. 	1	<ul style="list-style-type: none"> Response contains incorrect or inadequate use of transitions and strategic repetition. Response reflects minimal organization of its thesis, paragraphing, and/or sequencing of examples. Response contains major errors in sentence structure. 				
0	<ul style="list-style-type: none"> Response is incorrect. Response contains insufficient evidence to show understanding of the material. Response is off-topic and/or contains irrelevant content. 	0	<ul style="list-style-type: none"> Response contains no evidence of transitions and strategic repetition. Response reflects no organization. Response contains little to no evidence of sentence structure. 				2.0

Total Score: 8 3.6

11-12 = Proficient
 8-10 = Needs Improvement
 0-7 = Failing

Further examples of
 monitoring the Literacy
 Initiative in the
 December 15 webinar



Our methodical approach



- Step 1: We built and empowered our team (teachers and administrators)**
- Step 2: Determined our focus (for ex., Open Response Writing) and trained the faculty in the writing process we would ALL use (Literacy Workshops)**
- Step 3: Developed and implemented a plan (Trained the faculty in the process and implemented according to a calendar)**
- Step 4: Monitored like crazy (direct observation and reviewing student work)**



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!

From ***Talent is Overrated***

by Geoff Colvin

The factor that seems to explain the most about great performance is something the researchers call deliberate practice... Deliberate practice is hard. It hurts. But it works. More of it equals better performance. Tons of it equals great performance.

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By doing this we gave
our students powerful
THINKING ROUTINES!



So what does this look
like in the different
subject areas???

**RIGOR + RELEVANCE =
GOOD WORK!!!**



Photo courtesy of Amherst College Library

Emily Dickinson

Emily Dickinson was born in Amherst, Massachusetts, in 1830. She attended Mount Holyoke Female Seminary in South Hadley, but severe homesickness led her to return home after one year. Throughout her life, she seldom left her house and visitors were scarce. The people with whom she did come in contact, however, had an enormous impact on her thoughts and poetry. She was particularly stirred by the Reverend Charles Wadsworth, whom she met on a trip to Philadelphia. He left for the West Coast shortly after a visit to her

home in 1860, and some critics believe his departure gave rise to the heartick flow of verse from Dickinson in the years that followed. While it is certain that he was an important figure in her life, it is not certain that this was in the capacity of romantic love—she called him “my closest earthly friend.” Other possibilities for the unrequited love in Dickinson’s poems include Otis P. Lord, a Massachusetts Supreme Court Judge, and Samuel Bowles, editor of the *Springfield Republican*.

By the 1860s, Dickinson lived in almost total physical isolation from the outside world, but actively maintained many correspondences and read widely. She spent a great deal of this time with her family. Her father, Edward Dickinson, was actively involved in state and national politics, serving in Congress for one term. Her brother Austin attended law school and became an attorney, but lived next door once he married Susan Gilbert (one of the speculated—albeit less persuasively—unrequited loves of Emily). Dickinson’s younger sister Lavinia also lived at home for her entire life in similar isolation. Lavinia and Austin were not only family, but intellectual companions during Dickinson’s lifetime.

Dickinson’s poetry reflects her loneliness and the speakers of her poems generally live in a state of want, but her poems are also marked by the intimate recollection of inspirational moments which are decidedly life-giving and suggest the possibility of happiness. Her work was heavily influenced by the Metaphysical poets of seventeenth-century England, as well as her reading of the Book of Revelation and her upbringing in a Puritan New England town which encouraged a Calvinist, orthodox, and conservative approach to Christianity.

Heart! We Will Forget him! Emily Dickinson

Heart, we will forget him!
You and I, to-night!
You may forget the warmth he gave,
I will forget the light.

When you have done, pray tell me,
That I my thoughts may dim;
Haste! lest while you’re lagging,
I may remember him!

Knows how to forget!

by Emily Dickinson

Knows how to forget!
But could it teach it?
Easiest of Arts, they say
When one learn how

Dull Hearts have died
In the Acquisition
Sacrificed for Science
Is common, though, now —

I went to School
But was not wiser
Globe did not teach it
Nor Logarithm Show

“How to forget”!
Say — some — Philosopher!
Ah, to be erudite
Enough to know!

Is it in a Book?
So, I could buy it —
Is it like a Planet?
Telescopes would know —

If it be Invention
It must have a Patent.
Rabbi of the Wise Book
Don’t you know?

Emily Dickinson is a poet who often wrote about her own emotional struggles. In two poems "Heart, We Will Forget Him" and "Knows How to Forget" she writes about how difficult it is to forget. Please read the two poems and the brief biography and answer the following three questions:

1. What were some of experiences in her life that influenced her writing?
2. What do the two poems have in common?
3. How are the two poems different?

Please use one quote from the poems or biography in each paragraph.

3

Heart, We Will Forget Him!
for the 2005-2006 Rules Junior High Variety Tumble Choir
For SSA and Piano
Performance Time Approx. 3:00

Words by
EMILY DICKINSON

Music by
LAURA FARNELL

Legato (with feeling) ♩ = 80

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International Copyright Secured All Rights Reserved

Good example

NAME _____

WRITE ON THIS PAPER. PLEASE WRITE NEATLY

Folder # 61
Spill - Excellent job!

For the poem "Heart, We Will Forget Him" and "Knows How to Forget" by Emily Dickinson, both poems are similar and also different in the overall meaning of the poems. Both poems are about a person who is struggling to forget someone who has hurt them. In "Heart, We Will Forget Him", the speaker is a woman who is heartbroken and is trying to convince herself that she can forget the man who has hurt her. In "Knows How to Forget", the speaker is a man who is heartbroken and is trying to convince himself that he can forget the woman who has hurt him. Both poems are written in a simple, direct style and use a lot of repetition to emphasize the speaker's feelings. The poems are also similar in that they both end with a line that suggests that the speaker has finally found a way to forget the person who hurt them.

In conclusion, both poems are similar in that they both deal with the theme of heartbreak and the difficulty of forgetting someone who has hurt you. However, they are also different in that they are written from different perspectives and use different metaphors to describe the speaker's feelings.

The Impossible Works of M.C. Escher

Martin Cornelia Escher is perhaps one of the world's best known graphic artists. He is famous for his repeating tessellations and "impossible" drawings. During his lifetime (1898-1972), Escher completed 448 lithographs, woodcuts, and wood engravings, as well as more than 3,000 sketches and drawings. One of his sons, George Escher, donated 750 of his father's prints to the National Gallery of Canada.

Escher was born and raised in the Netherlands. His father was a civil engineer and encouraged him to go to the School for Architecture and Decorative Arts in Delft (despite the fact that young Escher had failed his high school exams). It was after only one week into his schooling in Delft that he decided to study the graphic arts instead of architecture as his father had wanted. His graphic arts teacher, artist Samuel Jansz de Waegening, was the one who encouraged him to focus on his extraordinary prints and drawings.

Escher spent years traveling and living in Italy. He was especially interested in drawing the pyramids, Roman temples, which he used for many of his prints. Further proof that he made the right choice in switching from studying architecture is that although he lived in Rome for years, yet the world-famous architecture was never as important to him.

Mathematics plays a major role in Escher's work. Surprisingly, he never had any special training in math. He found tessellations particularly fascinating. This form of geometry, also known as regular divisions of the plane, is a collection of a shape repeated over and over on a single plane without any gaps or overlaps. Previously, tessellations were created with rather simple shapes. Escher discovered and manipulated these simple shapes to tessellate things such as "repeating patterns". In his "Metamorphoses" series, the tessellations "morph" into changing shapes or even leave the plane such as his "Sky and Water I". In this lithograph, repeating birds in the sky become a continuous cycle in which they "enter" an image of a swimming pool, walking back around it in the same entrance point.

Architecture and Design, 1922. M.C. Escher (1898-1972). Lithograph, 10 1/2 x 15 1/2 (architectural drawing). Edition 100/100. Escher House, The M.C. Escher Company N.V. - Haas, the Netherlands.

The Escherizing of Art

A new method of art called Escherism, created by the Dutchman, Escher, is a new way of creating art. It is a new way of creating art that is based on the principles of Escher's tessellations. It is a new way of creating art that is based on the principles of Escher's tessellations. It is a new way of creating art that is based on the principles of Escher's tessellations.

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Art Open Response

1. Use the question to form your thesis statement.
2. Identify your evidence or highlight the article.
3. Use a word opposite to structure your essay.
4. Using both from the article, write your essay.
5. Tie everything together in a hook in the end of the essay.

Question:

Both M.C. Escher and Dick Teres use math within their art work.

(A) Compare and contrast how each artist has incorporated math and art. Cite specific examples.

(B) Who uses math more effectively and why?

In this article I believe that Escher uses math more effectively than Teres.

Escher was special training in math. I found tessellations fascinating.

Teres was not a geometry lesson. He was in a geometry lesson. He helped the viewer see every dimension of his art. Dick Teres uses math more effectively than M.C. Escher.

Teres was trying to show math in his work. His art helps children geometry. His art was a geometry lesson.

Conclusion: As you can see in this article, Dick Teres uses math more effectively than M.C. Escher.

In these articles on Dick Teres and M.C. Escher, one can say that Dick Teres uses math more effectively than M.C. Escher. M.C. Escher is still a great artist, but he is wrong. Escher still created the ability to create something no one has seen before with his fascinating impossible tessellations. His way of using objects which can be handled two-dimensionally but are impossible to construct three-dimensionally was something no one has seen before.

As for Dick Teres, he used his art straight through geometry. His art helps his viewers in a geometric way by letting the viewer see every dimension of his art. Dick Teres said that his art isn't just art, it's a geometry lesson. His art also can be used to help in challenging kids to explore geometry through art, and you never know if someday those children can be artists themselves.

The reason I chose Dick Teres in this situation over M.C. Escher is that Teres' math art had numerous benefits come from it.

Such as helping kids with their geometry skills, which is a huge benefit. Also, he showed them that you can see geometry in every point of view. As for M.C. Escher, he just found tessellations fascinating and wasn't even specially trained in math.

As you can see, one can say that in these articles, I believe that Dick Teres used math more effectively in art than M.C. Escher.

Simple Ways to Prevent Sports Injury (Walking, Running, Cycling, Measuring, Power, etc.)

fitness.com THE GLOBAL FITNESS COMPANY

Simple Ways to Prevent Sports Injury

Exercises

Exercises

Exercises

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Wellness/P.E. Open Response

Open Response Questions

What are common when participating in sports and other fitness regimes. What can you do to prevent injuries from occurring and how could you incorporate prevention into your everyday life.

Topic: THESIS

Stretching before/after

Rest in your time

Reduce impact

Wear protective gear

Wear a helmet

Wear a helmet

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BROOKLYN HIGH SCHOOL, WELLNESS EDUCATION DEPARTMENT

MCAS - OPEN RESPONSE

DIRECTIONS: Write your answer to the open response question in the specific area provided.

In the article Simple Ways to Prevent Sports Injury, there are four ways to prevent sports injuries: stretching, rest, wearing protective gear, and something as simple as wearing athletic shoes.

The first way to prevent a sports injury is stretching. Stretching helps your muscles loose and flexible. So when it comes time for you to play, they'll be ready. Along with stretching before it's also important to stretch after because it will reduce the risk of pain and cramps later on.

Second is rest. Most injuries are caused from overuse. It's important to give your body rest in between workouts and also when you are coming back from an injury. Your body needs time to heal and rest.

Third is wear protective gear. Protective gear can slow down the impact making it less of a major injury. It's better to wear a helmet you don't need than to not wear a helmet you don't need. By wearing protective gear you can prevent permanent and life threatening injuries.

Finally, is wearing something as simple as athletic shoes. Most of these injuries are caused by wearing the wrong shoes. So by wearing the right shoes you can prevent a sports injury.

You may say this sounds simple but incorporating these things into your daily life can prevent permanent and long term injuries. Stretching before and after can loosen up your muscles, resting can prevent overuse from overuse, wearing protective gear can slow down the impact, and wearing the right shoes can prevent a sports injury.

Conclusion (wrap up statement)



**There are ALWAYS
critics...**



**The cookie-cutter
comment**

**The students learn
THINKING ROUTINES!**



BUT....



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

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



Change isn't easy...

Most of our faculty were NOT on board. They did it because they had to, AND because they understood we needed to do something to help our students. And soon, we saw results!

Some suggestions and specific strategies for dealing with resistance in the January 12 webinar



BUY IN???....



Here's what gets
the buy-in.
RESULTS!!!

International Center for
Leadership in Education

Changes in ELA Results Year One of School Wide Open Response

GRADE 10 - ENGLISH LANGUAGE ARTS

PERFORMANCE 1998 1999 2000 2001 LEVEL

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 LEVEL	1998	1999	2000	2001
ADVANCED	1	2	5	8
PROFICIENT	6	7	11	22
NEEDS IMPROVEMENT	17	16	21	36
FAILING	75	76	64	34

Changes in ELA Results Year One of School Wide Open Response

GRADE 10 - ENGLISH LANGUAGE ARTS					Added a Literacy Workshop on Active Reading Strategies:
PERFORMANCE LEVEL	1998	1999	2000	2001	2002
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

TEACHER LEADERSHIP

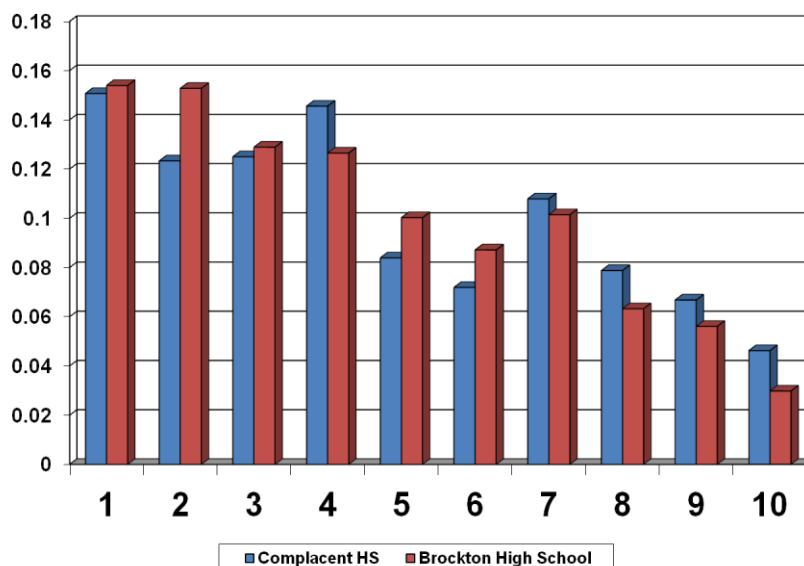
Some Schools Stand Out

Comparisons of
Complacent HS and Brockton HS

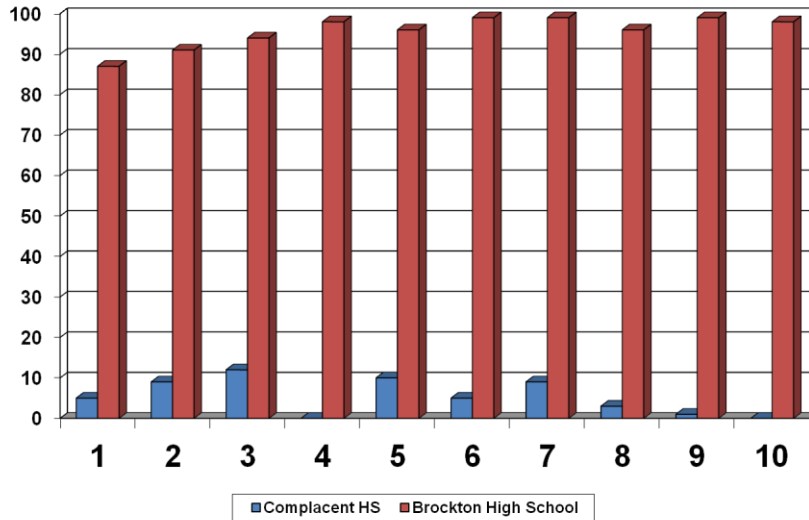
Ronald F. Ferguson, PhD

*Tripod Project for School Improvement (www.tripodproject.org) and
Achievement Gap Initiative at Harvard University
(www.agi.harvard.edu)*

Proportions of students scoring in each decile
of the MCAS 8th grade ELA distribution



MCAS ELA gains 8th to 10th grade,
compared to others from the same 8th grade decile
(School rank percentile/100)



• 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

Can this be REPLICATED?

You bet! Don't reinvent the wheel. Replicate the process. Some examples:

 International Center for
Leadership in Education

Mount Vernon HS



- **Focused on persuasive writing**
- **Students read a nonfiction article using the SOAPSTone reading strategy graphic organizer.**
- **Students then responded to a prompt using the ABCD writing strategy to help organize their writing.**

Name: _____

SOAPStone	Guiding Question(s)	Student Response
Speaker	<ul style="list-style-type: none"> Who is the author of this article? What organization/publisher does he/she represent? What other groups/people are represented? 	<p>Howell Staff</p> <p>Report from each post</p> <p>To any one interested in hurricanes and weather.</p>
Occasion	<ul style="list-style-type: none"> What is the time and place of the piece? What is the context that encouraged the writing to happen? 	<p>06.22.13 Florida</p> <p>The context of when they feel is worse facing a tornado or hurricane.</p>
Audience	<ul style="list-style-type: none"> To whom is this article relevant? What different groups can be affected by this topic? 	<p>This article is relevant to people that live where hurricanes and tornadoes form.</p> <p>Family members and the people that live in these areas.</p>
Purpose	<ul style="list-style-type: none"> What does the speaker want the audience to think or do as a result of reading this text? 	<p>He wants you to if ever in the situation be prepared to go on. He also wants you to know how dangerous one can be.</p>
Subject	<ul style="list-style-type: none"> What multiple topics, content and ideas are being explored in this text? 	<p>Topic is with one is worse or with one word you can rather.</p>
Tone	<ul style="list-style-type: none"> What is the author's attitude toward the subjects/topics? How does the author's diction affect the tone? 	<p>He has a very serious attitude towards the subject.</p> <p>His diction of the words "readable" give him a very serious or ominous tone.</p> <p>He is warning you.</p>

Name: _____ Date: _____ Period: _____

ABCD Writing Strategy

The ABCD Writing Strategy will help you appropriately address the writing prompt, plan your writing, organize your ideas, and proofread your writing.

The ABCD Strategy covers both the pre-writing phase as well as the post-writing phase of the writing process.

Pre-writing:

- Attack the prompt (Figure out what you are supposed to write about)
- Brainstorm possible answers (Consider all possibilities for your response)
- Choose the order of your response (Organize your ideas and your support)

Post-writing:

- Detect errors before turning in the draft (Edit and proofread your writing).

Directions: In the spaces provided, use the ABCD strategy to write a response to the given prompt.

Attack the writing prompt.

- Circle any word that asks you to do something (look for action words, verbs). *By identifying ALL of the tasks, you will avoid only partially answering the prompt.
- Draw an arrow from each circled action word to what it specifically tells you to do.
- Beneath the prompt, rewrite what you are expected to do, in the order as presented in the prompt.

Prompt: Develop an argument in favor of or against whether the state Supreme Court had the right to ignore the District court's ruling about same sex marriage. Write a paper with an introduction, body, and conclusion that explain your thoughts. Use textual evidence from the article as well as your own knowledge of the constitutional principles to convince readers you are correct.

① Develop → argument for or against
 ② Write → paper with intro body and conclusion
 ③ Explain → thoughts
 ④ Use → textual evidence and own knowledge
 ⑤ Convince → readers you are correct

Name: _____ Date: _____ Period: _____

Brainstorm possible answers.

In the space below, generate ideas for your written response. You may use any method of brainstorming, including: lists, idea maps, flow charts, freewriting, etc.

- Brainstorm ideas
- Select one idea and address what the prompt tells you to do (look at your list in the A section above)
- Add supporting details, reasons, evidence, quotes, etc.

Body #1: Federalism

Federal government and state government have powers delegated specifically and individually. Federalism is a system of government in which power is shared between a central authority and constituent political units. In the United States, the federal government and the states have separate spheres of power. The federal government is responsible for national defense, foreign relations, and interstate commerce. The states are responsible for local law enforcement, education, and health care. This division of power is a key feature of the American system of government.

Body #2: Counter Argument

"Supremacy Clause" in Constitution establishes national law as being supreme over state law. However, one single federal district court ruling does not establish a national law. Only the United States Supreme Court can make such a ruling that immediately creates a new policy. State of Alabama has tried to rule over marriage, a state power, that way it wants unless otherwise told by federal Supreme Court.

Choose the order of your response.

In the brainstorm above, number each of the elements of the essay in order of how you will present them in your written response.

Detect errors before turning the draft in.

*To be done after completing the writing

Carefully proofread and edit your work for any unclear statements, or spelling, punctuation, and grammatical errors.

Name: _____ Date: _____ Period: _____

Legally and socially, children are often viewed as a "gray" area between childhood and adulthood. A former law enforcement officer from a state of dependence in childhood is a restricted set of responsibilities. The debate of adulthood and child abuse is a complex one. For example, in some cultures, today, children are married or engaged to be married in their mid to late teens, a practice which was extremely common even a century ago around the world. But just because a person is able to reproduce biologically is not inherent grounds for allowing their ability to make rational and responsible decisions. When people reach maturity, for example, that for most people, the brain is still developing until the late twenties. When young people are often regarded as easily influenced by their surroundings, because they are still learning. However, it is clear that we do not wait until a person is 18 years old to hold them accountable for their actions. Because they are so close to the adult world, they are held accountable for their actions. As they develop, each has developed a sense of right and wrong.

Though 17 year olds are not often considered adults and are still legally minors in the US, they are held accountable for their actions. In the United States, 17 year olds are generally treated as legal adults and are held up to the same standards as adults in terms of responsibility. For many reasons, most juvenile decisions regarding their futures, such as a college, trade school, or career path. This is not always 17 year olds is a responsibility for their actions. This responsibility is further reinforced in many other decisions adults make from taking the legal status of an adult. 17 year olds are often regarded as vulnerable minor decisions for which they might be responsible as they begin their path toward the rest of their life.

Furthermore, while cognitive skills improve, the brain is still developing at 17. When does not want to be held accountable for a 17 year old's decisions because now, at an age and considered a legal adult, an adolescent without the difference between right and wrong. The argument that an adolescent "did not know" what he or she was doing is a case is generally rebutted if the person was actively involved in the activity. For example, when the case of the D.C. against John Alan Muhammad and his friend, Mike, who had sexual intercourse in 2002. When John was 17 at the time of the sexual act, Muhammad was responsible for his actions. Even though he was a minor at the time, he was a fully formed adult in terms of "biological" and some physical and mental states. "Mike" stated that he was speaking as a minor to appear sympathy or to get a reduced prison sentence. While the remaining legality to Muhammad would be through his own sense of right and wrong, even though he was clearly held at home at the right age, it was not a minor. Ultimately, regardless of the brain's development, by the age of 17, a person has established a sense of right and wrong.

Mount Vernon Model Schools Committee

Calendar

Month	Department	Writing Window	Grading Window	PD Dates
November	English	Nov 5-14	Nov 17-Dec 1	31-Oct
December	Science	Dec 1-5	Dec 8-19	21-Nov
January	Math	Jan 12-16	Jan 19-30	9-Jan
February	F&P Arts World Languages	Feb 9-13	Feb 16-27	5-Feb*
March	Health & PE	Mar 2-6	Mar 9-20	20-Feb
April	Social Studies	Apr 7-10	Apr 13-24	25-Mar
May	CTE ESOL	May 4-8	May 11-22	1-May *



Success at Mount Vernon High School

- Students using the strategies on the state tests.
- Getting teacher buy in and implementing a school-wide approach to literacy.
- Creating a structure for school-wide professional development for the initiative.
- Using the same templates, script, norming, and common school wide rubric

Principal Nardos King

Poughkeepsie High School

Mrs. Phoebe Simpson, Principal

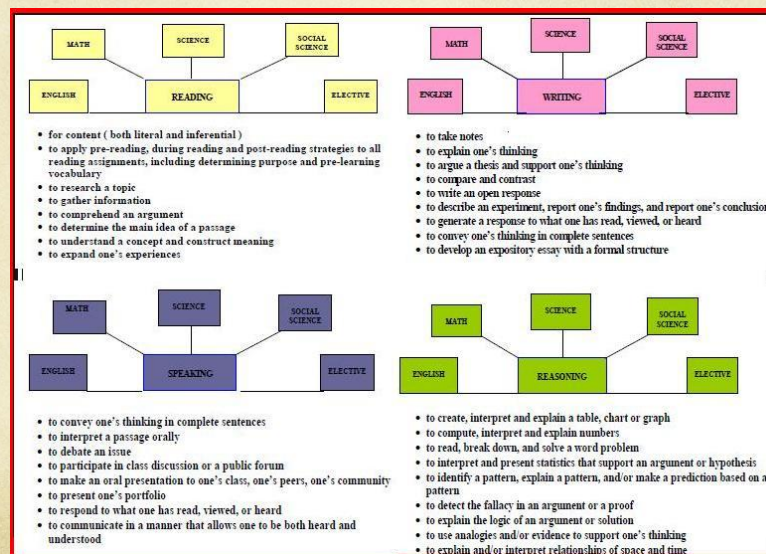
Greatest Success: Seeing students use this process on the state exam



Use of Common Instructional Practices:

- Increase High Order Thinking
- Laser-like focus on coherent instruction
- Literacy strategies being used in all classrooms

PHS Mission Literacy



POUGHKEEPSIE HIGH SCHOOL

IMPLEMENTATION SCHEDULE FEBRUARY - MAY, 2014

Literacy Coach: Donna Burrill (donna.burrill@comcast.net)

Open Response Writing ~ ROUND 1

SUBJECT	IMPLEMENTATION DATES	STUDENT WORK SAMPLES DUE TO EVALUATOR	FEEDBACK FROM EVALUATOR
English, ESL, Music	2/24 – 2/28	Friday, March 14	Friday, March 21
Foreign Languages & Art	3/3/- 3/7	Friday, March 21	Friday, March 28
Math	3/10 – 3/14	Friday, March 28	Friday, April 4
Science, PE & Health	3/17 – 3/21	Friday, April 4	Friday, April 11
Social Studies & Special Ed*	3/24 – 3/28	Friday April 11	Friday, April 18

*Special Education inclusion teachers will roll it out in the core subject you teach.

Open Response Writing ~ ROUND 2

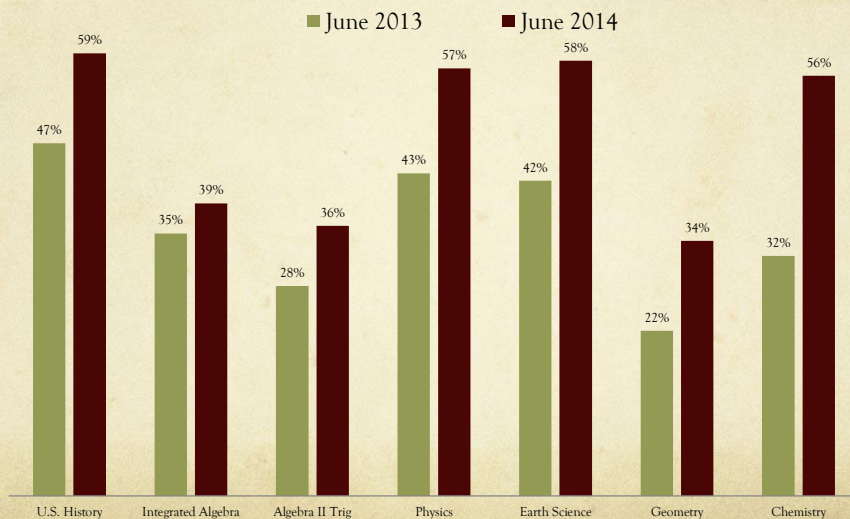
SUBJECT	IMPLEMENTATION DATES	STUDENT WORK SAMPLES DUE TO EVALUATOR	FEEDBACK FROM EVALUATOR
English, ESL, Music	3/31 – 4/4	Friday, April 18	Friday, April 25
Foreign Languages & Art	4/7 – 4/11	Friday, April 25	Friday, May 2
Math	4/21 – 4/25	Friday, May 9	Friday, May 16
Science, PE & Health	4/28 – 5/2	Friday, May 16	Friday, May 23
Social Studies & Special Ed*	5/5 – 5/9	Friday, May 23	Friday, May 30

*Special Education inclusion teachers will roll it out in the core subject you teach.

International Center for
Leadership in Education

Regents Success

Regents Passing Rates



FIVE Lessons Learned:

- ❑ **FOCUS:** Determine what YOUR students need and be relentless
- ❑ **CONSISTENCY:** We ALL do it “this” way – the power is in the school wide commitment (deliberate practice works!)
- ❑ **PERSISTENCE:** Stay the course – too often in education we give up on things too soon (yet another thing...)
- ❑ **MONITOR:** Compare and analyze student work across the school – raise the rigor!
- ❑ **REPLICATE:** Don’t reinvent the wheel – replicate the process

Changing the Culture: Success for All The 3 R’s in Action: Rigor, Relevance, Relationships

Rigor, Relevance, and Relationships come to life at Brockton High. As Bill Daggett says often, “Culture trumps strategy.”



Rigor: Key Questions



Do we have CLEAR expectations set for ALL of our students?

AND, if we have those expectations clearly articulated, have we provided the skills they need to reach those expectations?



**Helping our students
believe!**



**High expectations are critical,
BUT, they are NOT enough!!!**

**Students need the
skills to meet our
high expectations!**



**RIGOR: You CAN go to
college - Project Diploma**



**Since many of our
students are first
generation in college:
A roadmap for success
at Brockton High
AND, for life
AFTER Brockton**





Some NON negotiable school wide values



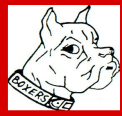
- ☐ Students do NOT have a right to fail
- ☐ NO heads down!
- ☐ "Academic Stance Please"
- ☐ Literacy for ALL, NO exceptions
- ☐ We will value and celebrate two things:
ACADEMIC EXCELLENCE
GOOD CITIZENSHIP



Academics:

EVERY term Honor Roll
DURING the day:

- We perform for the kids
- Holiday Concerts, Organize theme assemblies: Family Feud, The Voice, Minute to Win It, Brockton High Has Talent Maybe, Rock groups perform
- Scholarship and Awards assemblies – we invite EVERYONE!



**Relevance –
But it can't just be about
elective courses**



**We know the questions they
are always asking:**

WHY do I have to know this?

WHEN will I ever use this?



Relevance – Key question:



Am I helping my students connect the learning in the classroom to their lives beyond school?"

WRITING in every class helps students make those connections



Relationships



"People will forget what you said, people will forget what you did, but people will never forget how you made them feel." Maya Angelou

Positive message for students

We value you!

What do you value and celebrate?

- Boxer Notes
- Boxer of the Month
- Boxer-2-Boxer
- Many clubs
- Student Faculty games
- Theme Days

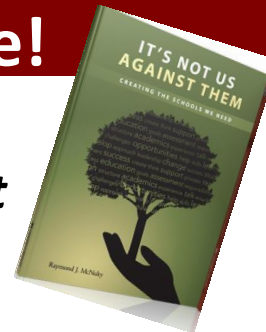


High Expectations, THEY believe!



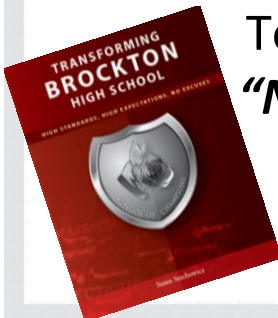
Amarr:

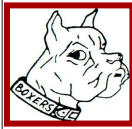
"It's not us against them."



Terrence:

"No one here would let me fail. I know, because I tried to."

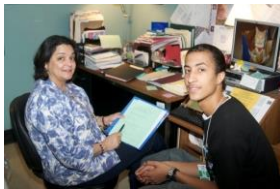




Changing Attitudes:



- **Everyone** is responsible for **every** student
- Believing that every student **CAN** and **MUST**
- Our responsibility: to figure out how to help
- ALL means ALL

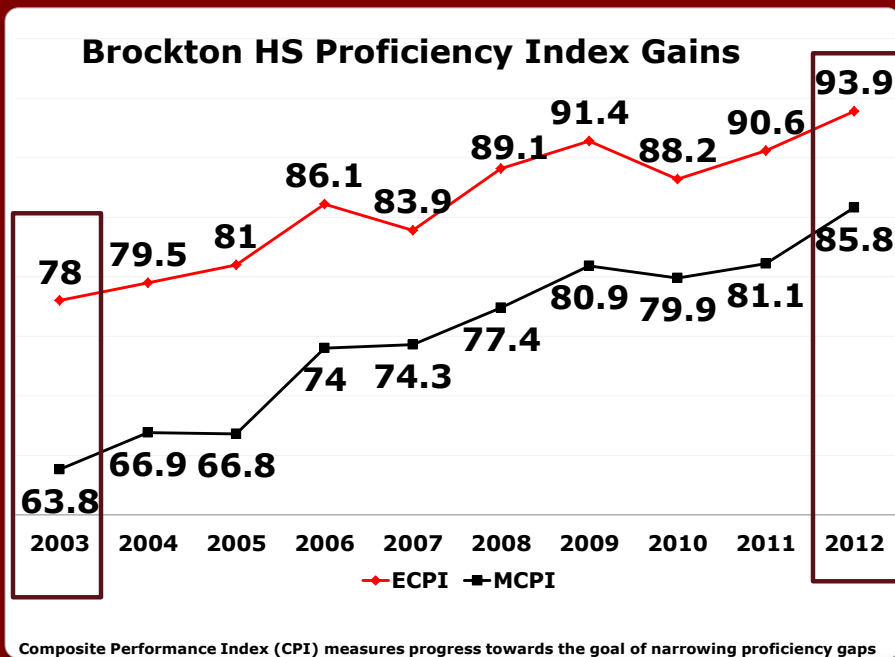


International Center for
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**More ideas for engaging
the parents and the
community in the
January 12 webinar**

**This approach can
bring some WICKED
AWESOME results!!!**

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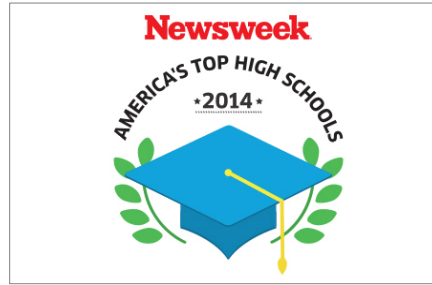


Awards, Awards, Awards!!!



**2008, 2010, 2012,
2013, 2014, 2015**

**Beating The Odds 2014
Top Schools For Low-Income
Students**



Brockton High School

Brockton, Massachusetts
(508)580-7633

 International Center for
Leadership in Education

**JOHN & ABIGAIL ADAMS
SCHOLARS 2015 Brockton High**

314 SCHOLARSHIP RECIPIENTS

34% of the class! Most ever!!!

Most in Massachusetts!!!



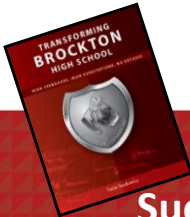
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**FINAL THOUGHT:
Making change takes
TENACITY, not brilliance!**

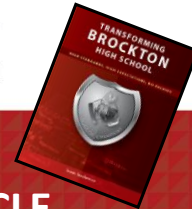
**If we can do this, anyone can!
In 1999 we were called a
“cesspool” in our local media.
Now we are called the
“Jewel of the City.”**

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**WE DO MAKE A DIFFERENCE!!!
If we can do this, so can you!**



**International Center for
Leadership in Education**



Thank You!!!

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

**For followup questions contact
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