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.)

Who goes to Brockton High?

Who goes to Brockton High?

Cape Verde Islands

includes African American, Cape Verdean, Haitian, Jamaican, and others
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???

Here’s where we were on our state assessment:

<table>
<thead>
<tr>
<th></th>
<th>MCAS 1998 Failure</th>
<th>MCAS 1998 Advanced+Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>44% (Sped – 78%)</td>
<td>ELA – 22%</td>
</tr>
<tr>
<td>MATH</td>
<td>75% (Sped – 98%)</td>
<td>MATH – 7%</td>
</tr>
</tbody>
</table>

And they MUST pass to graduate – NO exceptions!!!
That's where we were…

Here's a preview of where we are now…

Then, at the end some WICKED AWESOME stuff!…
1998

Advanced+Proficient

ELA – 22%
MATH – 7%

Failure

ELA – 44%
MATH – 75%

2014

Advanced+Proficient

ELA – 88%
MATH – 70%

Failure

ELA – 1%
MATH – 9%

BROCKTON HIGH
NATIONAL MODEL SCHOOL

TWELVE CONSECUTIVE YEARS!!!
It’s cool and fun to be smart

1998
859 STUDENTS
(4400 students)
19%

2014
1608 STUDENTS
(4155 students)
39%

Honor Roll Statistics

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:

MCAS 1999

<table>
<thead>
<tr>
<th>Rank/District</th>
<th>Score</th>
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<tbody>
<tr>
<td>121 FALL RIVER</td>
<td>1996</td>
</tr>
<tr>
<td>122 BROCKTON</td>
<td>1993</td>
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<tr>
<td>123 LOWELL</td>
<td>1992</td>
</tr>
<tr>
<td>124 CHELSEA</td>
<td>1989</td>
</tr>
<tr>
<td>125 NEW BEDFORD</td>
<td>1988</td>
</tr>
<tr>
<td>126 LYNN</td>
<td>1984</td>
</tr>
<tr>
<td>127 BOSTON</td>
<td>1977</td>
</tr>
<tr>
<td>128 SPRINGFIELD</td>
<td>1964</td>
</tr>
<tr>
<td>129 HOYOLKE</td>
<td>1948</td>
</tr>
<tr>
<td>130 LAWRENCE</td>
<td>1944</td>
</tr>
</tbody>
</table>

The districts

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

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!!!
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???

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!
The POWER of a school wide Literacy Initiative!!!

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?
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)

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!
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!!!

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 plan:

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.
First, we defined literacy:

Reading, Writing, Speaking, Reasoning

Then we said, LITERACY for ALL, every class!

How did we determine our focus?

Literacy Skills Drafted in each area:

- 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
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.
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.

Faculty Meetings became **Literacy Workshops**

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

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

FOCUS, FOCUS, FOCUS
We started with writing!
Writing is thinking
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

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. PARAGRAPHS 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:

In this reading ..... (look at the flipped question and restate by filling in the blanks)

Transition: One...
Topic
Supporting evidence
Explanation connecting to thesis

Body Paragraph 1

Body Paragraph 2

Body Paragraph 3

Transition: The next...
Topic
Supporting evidence
Explanation connecting to thesis

Transition: The final...
Topic
Supporting evidence
Explanation connecting to thesis

To conclude... (connect to thesis)

Final Step: The Rubric

This rubric provides the students with the criteria upon which they will be assessed.
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 25-29: Math, Math Bilingual
Feb 22-26: Foreign Lang, Special Ed
Mar. 7-11: English, ESL, Guidance
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

**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)
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.

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!!!
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.
Explain how the article and the spiritual show John Brown's commitment to the welfare of black people. Support your answer with relevant and specific information from the article and the spiritual.
**Why Do I Have to Take Algebra?**

Students frequently express 
confusion about the 
importance of algebra, and 
many wonder if they will ever use it in daily life. Some students 
may even feel that algebra is not relevant to their future 
occupations. To address these concerns, let's explore the 
reasons why algebra is a crucial subject for all students.

1. **What is Algebra?**
   - Algebra is a branch of mathematics that deals with symbols and the rules for manipulating these symbols. It is used to represent and solve problems involving quantities.

2. **Why is Algebra Important?**
   - Algebra provides a framework for understanding and solving a wide range of problems, from simple equations to complex systems. It helps develop critical thinking and problem-solving skills.

3. **Real-Life Applications of Algebra**
   - Algebra is used in various fields such as engineering, economics, physics, and computer science. It is essential for understanding and predicting outcomes in these areas.

4. **Career Opportunities**
   - Many careers require a strong foundation in algebra, including fields like medicine, architecture, and finance.

5. **College Readiness**
   - Algebra is a prerequisite for many college courses, especially those in science, technology, engineering, and mathematics (STEM) fields.

6. **Skill Development**
   - By mastering algebra, students improve their ability to think logically and solve problems, skills that are valuable in all areas of life.

**Open Response**

Provide an example of how algebra is used in a real-world situation. Explain why understanding algebra is important in this context.

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**Chinese Open Response**

Another Chinese Export Is All the Rage: China's Language

China is not just known for its manufactured exports, but also for its language. As the second most spoken language in the world, Mandarin Chinese is gaining popularity beyond its traditional boundaries.

1. **Why is Mandarin Chinese gaining popularity?**
   - Mandarin Chinese is gaining popularity due to its wide usage in business and international affairs. It is also taught in many schools as a second language.

2. **What are the benefits of learning Mandarin Chinese?**
   - Learning Mandarin Chinese can open up opportunities for business and travel. It also enriches one's cultural experience and broadens one's perspective.

3. **Are there any challenges in learning Mandarin Chinese?**
   - There are challenges in learning Mandarin Chinese, such as understanding the tonal differences and the complexity of characters.

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**Algebra Open Response**

**Open Response Reflection Questions**

1. Why do you think it is important to learn algebra? Please provide examples to support your argument.

2. What is the most important skill you learned in algebra classes this year? Why do you think this is important?

3. Do you see yourself using algebra in your future career? If so, how? If not, why not? Explain your reasoning.
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
Here’s what gets the buy-in.

RESULTS!!!
### Changes in Math Results Year One of School Wide Open Response

<table>
<thead>
<tr>
<th>GRADE 10 - MATHEMATICS</th>
<th>PERFORMANCE</th>
<th>1998</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
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<td>2</td>
<td>5</td>
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<td>NEEDS IMPROVEMENT</td>
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<td>21</td>
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<td>76</td>
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### Changes in ELA Results Year One of School Wide Open Response

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<tr>
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<td>44</td>
<td>41</td>
<td>41</td>
<td>23</td>
<td></td>
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Added a Literacy Workshop on Active Reading Strategies:

- **2002**: 22
- **2001**: 14
- **2000**: 25
- **1999**: 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 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 REPLICA TED?

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

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.
ABC Writing Strategy

This ABC 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 prewriting phase as well as the postwriting phase of the writing process.

Prewriting:
A: Attack the prompt (in your own words) (Make note of what the prompt asks you to do, first)
B: Brainstorm possible answers (Develop a strategy for writing)
C: Choose the order of your response (Organize your ideas and your support)
D: 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.
1. Circle any word that asks you to do something (look for action words, verbs), e.g., identify all of the verbs, you will need to identify action words in a prompt.
2. Draw an arrow from each circled action word to its corresponding subject or object.
3. Expand the prompt, always what you are supposed to do, in the order as presented in the prompt.

Prompt:
The world is a complex place. We must understand the complex world in which we live. Discuss the importance of knowing the world around us. Are there specific topics that you would like to explore? Does this idea hold true to you? Do you agree or disagree with this statement?

Choose the order of your response.
In the blank below, number each of the elements of the essay in order of how you will present them in your written response.

Detect errors before turning in.
To be done after completing the writing.
Carefully proofread and edit your work for any unclear statements, errors in sentence structure, and grammatical errors.

Brainstorm possible answers.
In the space below, generate ideas for your written response. You may use any method of brainstorming, including lists, mind maps, flow charts, freewriting, etc.
1. Brainstorm ideas.
2. Select one idea and address what the prompt tells you to do (look at your list in the A section below).
3. Add supporting details, reasons, evidence, quotes, etc.

Choose the order of your response.
In the blank below, number each of the elements of the essay in order of how you will present them in your written response.

Detect errors before turning in.
To be done after completing the writing.
Carefully proofread and edit your work for any unclear statements, errors in sentence structure, and grammatical errors.

Name:
Date: ____________________________
Mount Vernon  
Model Schools Committee

Calendar

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

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. Phee 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

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<tr>
<th>SUBJECT</th>
<th>IMPLEMENTATION DATES</th>
<th>STUDENT WORK SAMPLES DUE TO EVALUATOR</th>
<th>FEEDBACK FROM EVALUATOR</th>
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<td>Friday, March 28</td>
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<tr>
<td>Math</td>
<td>3/10 – 3/14</td>
<td>Friday, March 28</td>
<td>Friday, April 4</td>
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<td>Science, PE &amp; Health</td>
<td>3/16 – 3/21</td>
<td>Friday, April 4</td>
<td>Friday, April 11</td>
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<tr>
<td>Social Studies &amp; Special Ed*</td>
<td>3/26 – 3/28</td>
<td>Friday April 11</td>
<td>Friday, April 18</td>
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*Special Education inclusion teachers will roll it out in the core subject you teach.

Open Response Writing ~ ROUND 2

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<th>SUBJECT</th>
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<th>STUDENT WORK SAMPLES DUE TO EVALUATOR</th>
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<td>Friday, April 25</td>
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<tr>
<td>Foreign Languages &amp; Art</td>
<td>4/7 – 4/11</td>
<td>Friday, April 25</td>
<td>Friday, May 2</td>
</tr>
<tr>
<td>Math</td>
<td>4/21 – 4/25</td>
<td>Friday, May 9</td>
<td>Friday, May 16</td>
</tr>
<tr>
<td>Science, PE &amp; Health</td>
<td>4/28 – 5/2</td>
<td>Friday, May 16</td>
<td>Friday, May 23</td>
</tr>
<tr>
<td>Social Studies &amp; Special Ed*</td>
<td>5/8 – 5/9</td>
<td>Friday, May 23</td>
<td>Friday, May 30</td>
</tr>
</tbody>
</table>

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

Regents Success

Regents Passing Rates

<table>
<thead>
<tr>
<th>Subject</th>
<th>June 2013</th>
<th>June 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. History</td>
<td>59%</td>
<td>57%</td>
</tr>
<tr>
<td>Integrated Algebra</td>
<td>39%</td>
<td>30%</td>
</tr>
<tr>
<td>Algebra II Trig</td>
<td>36%</td>
<td>33%</td>
</tr>
<tr>
<td>Physics</td>
<td>43%</td>
<td>42%</td>
</tr>
<tr>
<td>Earth Science</td>
<td>22%</td>
<td>34%</td>
</tr>
<tr>
<td>Geometry</td>
<td>34%</td>
<td>32%</td>
</tr>
<tr>
<td>Chemistry</td>
<td>56%</td>
<td>56%</td>
</tr>
</tbody>
</table>
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

More ideas for engaging the parents and the community in the January 12 webinar
This approach can bring some WICKED AWESOME results!!!
Awards, Awards, Awards!!!


Beating The Odds 2014
Top Schools For Low-Income Students

Brockton High School
Brockton, Massachusetts
(508)580-7633

JOHN & ABIGAIL ADAMS SCHOLARS 2015 Brockton High

314 SCHOLARSHIP RECIPIENTS
34% of the class! Most ever!!!
Most in Massachusetts!!!
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.”

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

Thank You!!!
Sue Szachowicz, Senior Fellow ICLE,
Brockton High Principal (retired)

For followup questions contact
Lori Eastman at
LEastman@leadered.com