North Windham School Demographics

2011-12 enrollment = 423

- 72.6% = Free/Reduced Lunch
- 28% = English Language Learners
- 58% = Hispanic (70% minority)
- 7% = Disabilities

District program for students with
- Autism
- Dual language

1. Positive & consistent school climate through Positive Behavior Intervention & Supports (PBIS)

Tier I: Everyone teaches & reinforces four school wide rules in all settings
Tier II: Check In/Check Out
Tier III: Functional Based Behavior Intervention Plans

All Tiers: SWIS & CICO for review of individual & school wide progress

Two Priority Areas

1. Positive & consistent school climate through Positive Behavior Intervention & Supports (PBIS)

2. Balanced literacy instruction

INSISTENCE:
- At least monthly review of student performance data to revise instruction & practices as needed
- Interventions, practices & materials backed by high quality, peer reviewed research
3. Strengthen EIP/RtI Process

- Universal screeners during 1st weeks of school
- Further assessments to identify skill gaps & deficits
- Immediate intervention through push-in & pull out
- Imbedded professional development for all teachers on improving knowledge & effective strategies & practices.
- Double dose for SPED students
- Data review w/ teachers & parents every 4-6 weeks
- Special Education evaluation when growth is minimal or flat

4. Partnerships w/ researchers & higher education institutions

- Participate in studies related to literacy, behavior, & ELL
- Request & accept student teachers & interns to partner & shape teacher preparation
- Request professional development from experts in literacy, behavior, & ELL
Work to be Done & Challenges...

- Reliable & valid assessments forcing us to use assessments in ways that they were not intended
- Effective practices & programs for SPED students to make more growth
- Further development of EIP/RtI process particularly for students with Tier III needs
- Maintain what works!

Who We Are

OSEP Project Directors’ Conference 2012

BROCKTON HIGH SCHOOL
TRANSFORMED THROUGH LITERACY

Who We Are

- 57% Black - includes African American, Cape Verdean, Haitian, Jamaican, and others
- 26% White
- 14% Hispanic
- 2.5% Asian
- .5% Native American

Here’s what we faced: (still do!)

Federal mandates: NCLB, AYP

State mandates: High Stakes Testing (MCAS)

Local mandates: Graduation requirements
State Mandates... We faced:

<table>
<thead>
<tr>
<th>MCAS 1998</th>
<th>MCAS 1998 Advanced+Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Failure</strong></td>
<td><strong>Advanced+Proficient</strong></td>
</tr>
<tr>
<td>ELA – 44% (Sped – 78%)</td>
<td>ELA – 22% (Sped 2%)</td>
</tr>
<tr>
<td>MATH – 75% (Sped – 98%)</td>
<td>MATH – 7% (Sped 0 %)</td>
</tr>
</tbody>
</table>

The line plot below shows the number of skateboards owned by each of the 15 members of the Skateboard Club.

- What is the range of the number of skateboards owned by the Skateboard Club members?
- Show or explain how you got your answer.
- What is the mode of the number of skateboards owned by the Skateboard Club members?
- Show or explain how you got your answer.
- What is the median number of skateboards owned by the Skateboard Club members? Show or explain how you got your answer.
- What is the number of skateboards owned by the Skateboard Club members? Show or explain how you got your answer.
- Two people became new members of the Skateboard Club. However, the median number of skateboards owned by the 12 club members did not change.
- What could be the number of skateboards each of the two new club members own?
- Explain your reasoning.

ELA MCAS SELECTIONS (2010):
- The Mooring Mast (nonfiction piece on the Empire State Building and dirigibles)
- 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 (four page play excerpt by David Auburn)

ELA MCAS SELECTIONS (2010):

- The Mooring Mast (nonfiction piece on the Empire State Building and dirigibles)
- 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 (four page play excerpt by David Auburn)
BROCKTON HIGH THEN...
* Freshmen Failure Rate = 36%
* Drop Out Rate = over 1/3
* Special Education Students isolated/Independent Classes
* Academic Levels Prepared Few for College
* No School Spirit
* Belief that Students had the Right to FAIL
* Success depended upon chance - was the student lucky?

Fast Forward to Present

Teachers would line up at the doors before end of contractual day - watch out!
Discussions in faculty lounges were toxic
Teachers taught in SILOS
No standards
Departments were their own empires - your kids, my kids

THEN and NOW

MCAS 1998
Advanced+Proficient
ELA – 22%
MATH – 7%

MCAS 2011
Advanced+Proficient
ELA – 78%
MATH – 64%

MCAS 2011
Failure
ELA – 4%
MATH – 12%

2012 Data Coming SOON!!!!

It’s cool and fun to be smart

1998
859 STUDENTS
(4400 students)
19%

2011
1448 STUDENTS
(4200 students)
34%

Honor Roll Statistics
* Practice makes Proficient!!!!

We are what we repeatedly do. Excellence then, is not an act, but a habit. 

Aristotle

* Never say “kids can’t…”

Remember, if they can’t, it is because we haven’t taught them how. If we’re not teaching them how, we must ask ourselves is it because we don’t have the strategies? Or the desire?

* 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!

* Other Improvements/Changes

*Focus on School Wide Literacy
*Inclusion for Special Education Students
* Change of Levels/College Ready for ALL
* Reduction in Freshmen Retention Rate
* Reduction in the Drop Out Rate

* How did we do it?

We changed the learning conditions for ALL students by focusing on the adults who teach them.

* Restructuring Committee – our “think tank”

*Every department represented with a mix of teachers and administrators
*Balance of new teachers and veterans
*Professional strengths
*Personal qualities (humor, trust!)
*Willing to think outside the box – move beyond “because we’ve always done it that way”
Restructuring Team Planning Session

We keep asking ourselves…
What are we teaching?
How are we teaching it?
Is this the BEST we can be?

Restructuring Team
* Bring issues to the table
* Analyze Data
* Present data to Faculty
* Get ideas and Feedback from Faculty
* Plan and Deliver PD

Professional Development Formats

- **Small Interdisciplinary Groups** – In depth discussions about a targeted issue
- **Large Interdisciplinary Groups** – Literacy training that is often used to introduce an instructional method to all faculty
- **Departmental Meetings** – follow up to literacy training with a content specific focus

ENGAGING THE FACULTY:
Creating Interdisciplinary Groups

1. Determine the focus and questions in advance and inform the faculty.
2. Purposefully assign groups so that people are grouped with colleagues who teach something else (ex. 1 History, 1 Math, 1 English, 1 Art, 1 Science, 1 Health, 1 Music, 1 Computer Tech)
This can also be done by mixing grades

Professional Development Formats

- **World Café** – More informal, allows topics to be introduced without going into great detail – builds collegiality
- **Faculty Expo** – Teachers teaching Teachers

ENGAGING THE FACULTY:
Creating Interdisciplinary Groups cont.

3. Have someone from your literacy team or leadership team facilitate the group.
4. Have the facilitator inform the group at the beginning that their responses will be recorded.

5. And if necessary…
“Lessons Learned the Hard Way”
Tip:
Put all your negative folks together in a group so they don’t spread their toxic fumes.

We moved Forward!

Focused:
Literacy for ALL

The “WHAT”:
LITERACY for ALL: Writing Reasoning Speaking

We used the small groups to determine the focus = Literacy

We used the interdisciplinary groups to train faculty on a how to use a literacy strategy and followed up in every department

Many People did not buy in!!!!!

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 (LEAVING BLANKS).
4. READ PASSAGE CAREFULLY.
5. TAKE NOTES THAT RESPOND TO THE QUESTION.
6. BRAINSTORM & MAP OUT YOUR ANSWER.
7. COMPLETE YOUR THESIS.
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.

Our results after year one…
Changes in ELA Results Year One of School Wide Open Response

**Grade 10: English Language Arts**

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>2</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Proficient</td>
<td>22</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>34</td>
<td>32</td>
<td>34</td>
</tr>
<tr>
<td>Fail/Ins</td>
<td>44</td>
<td>41</td>
<td>35</td>
</tr>
</tbody>
</table>

44% Difference in Failure Rate

Changes in Math Results Year One of School Wide Open Response

**Grade 10: Mathematics**

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>1</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Proficient</td>
<td>6</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>17</td>
<td>16</td>
<td>21</td>
</tr>
<tr>
<td>Failing</td>
<td>75</td>
<td>70</td>
<td>64</td>
</tr>
</tbody>
</table>

47% Difference in Failure Rate

**THEN and NOW**

**MCAS 1998**

- ELA: 44%
- MATH: 75%

**MCAS 2011**

- ELA: 4%
- MATH: 12%

2012 Data Coming SOON!!!!

**LITERACY CHART: READING**

- 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 read non-fiction
- to infer
- to comprehend an argument
- to analyze text
- 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

**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

**SPEAKING**

- 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

**REASONING**

- 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 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

**A decade of Consistent Practice**

**BHS Literacy Workshops**

- Open Response
- Tovani Reading
- Question Analysis/Active Reading
- Summarizing
- Previewing and Prereading a text
- Using Visuals to Preview
- Teaching the Text Last
- Vocabulary in Context
- Graphing
- Multiple Choice Strategies
- Speaking Skills
- Assessment
- Problem Solving
- Thinking Routines
- Openers and Closers
- Reading Visuals
Model what you expect to see in the Classroom

WE expect –
* An Opener
* Literacy Objectives
* Content Objectives
* Connection to previous learning
* A clear plan for meeting those objectives (Agenda)
* A Closer/Formative Assessment
* Next Steps (A way to review or use learning)

How do we ensure our message is consistent?
The Script

<table>
<thead>
<tr>
<th>Slide #</th>
<th>Power Point Slide</th>
<th>Script</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Opener</td>
<td>As faculty enters the room, instruct them to sit in their color group and begin the Everybody Writes (EW). This is an individual opening activity that will not be discussed.</td>
<td>1 min</td>
</tr>
</tbody>
</table>

Today we are focusing on Reading Visuals and Active Reading strategies. Our objective is to combine the strategies to create a process that will help students:
- Reason to make predictions
- Explain and interpret relationships
- Apply pre-reading strategies
- Generate a written response and
- Convey thinking through speaking

Faculty Expo
Teacher to Teacher

“Let the experts show you the way”

Faculty Expo is:
1-2 hour workshops
Designed by teachers
Focused on Instruction
Using Technology
Professional Development Credit
Teachers teaching and working with teachers

Leadership That...Embodies the Capacity to Teach and Motivate Adults
Leadership That...Embodies the Capacity to Teach and Motivate Adults

"Awesome workshop, I can use the activities tomorrow in my class!"
"Colleague to colleague...I felt valued."
"Teachers as experts...loved it!"
"Hands on – practical, useful, THANKS!"
"Informative, in fact, this is the first time I've understood special ed in 33 years!"
"This helped me understand my students."

Faculty Expo 2 - Technology

The content may stay the same but the ways to teach it have changed!!!

"You don’t have to change the student population to get results, you have to change the conditions under which they learn.”  

Pedro Noguera

Brockton High School changed the conditions for students by changing the conditions for the faculty.

Sharon Wolder
Associate Principal for Curriculum and Instruction
Brockton High School
(508) 894-4536
sharonrwolder@bpsma.org
School leadership & contributing factors on student learning.


“Multi-Tiered Systems of Support”....

Whole-school, data-driven, prevention-based framework for improving learning outcomes for all students through layered continuum of evidence-based practices & systems.

**Context**

- NEED
  - Improved & sustained academic & behavior outcomes for all students
- RESPONSE
  - Adoption & implementation of evidence-based practices
- CHALLENGE
  - Variable improvement in student outcomes & system capacity
- MTSS?

**“Whole School”**

- ALL students
- ALL staff members
- ALL families
- ALL school settings

Data-based Decision Making

1. Specify/define need
2. Select right evidence-based solution
3. Monitor implementation fidelity
4. Monitor student progress
5. Improve implementation

RULE: Start with socially & educationally important questions.
Prevention Logic for All

Redesign of teaching environments...not students

<table>
<thead>
<tr>
<th>Decrease development of new problem behaviors</th>
<th>Prevent worsening &amp; reduce intensity of existing problem behaviors</th>
<th>Eliminate triggers &amp; maintainers of problem behaviors</th>
<th>Add triggers &amp; maintainers of prosocial behavior</th>
<th>Teach, monitor, &amp; acknowledge prosocial behavior</th>
</tr>
</thead>
</table>

Biglan, 1995; Mayer, 1995; Walker et al., 1996

“Early Triangle”
Walker, Kilcower, Reid, et al., CDC
(Walker et al., 1995, p. 201)
Caplan, 1964

Primary Prevention: School-/Classroom-Wide Systems for All Students, Staff, & Settings
Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior
Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior

Continuum of Support for ALL

“Important Outcomes”
Supporting Staff Behavior
Supporting Decision Making
Supporting Student Behavior

“Important Outcomes”

Supporting Social Competence & Academic Achievement

SYSTEMS
PRACTICES
DATA

Supporting Staff Behavior
Supporting Decision Making
Supporting Student Behavior

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

Primary Prevention: School-/Classroom-Wide Systems for All Students, Staff, & Settings
Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior
Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior

Continuum of Support for ALL

“Theora”

Label behavior...not people

~80% of Students

~15%

~5%

~1994

Dec 7, 2007

Universal

Targeted

Intensive

Few

Some

All

Continuum of Support for ALL

Science

Soc Studies

Basketball

Spanish

Music

Reading

Math

Universal

Targeted

Intensive

Continuum of Support for ALL

“Theora”

Label behavior...not people

Supporting Social Competence & Academic Achievement

SYSTEMS
PRACTICES
DATA

Supporting Staff Behavior
Supporting Decision Making
Supporting Student Behavior

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

Primary Prevention: School-/Classroom-Wide Systems for All Students, Staff, & Settings
Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior
Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior

Continuum of Support for ALL

“Theora”

Label behavior...not people

~80% of Students

~15%

~5%

~1994
Universal Targeted Intensive Continuum of Support: “Molcom”

Universal Targeted Intensive Continuum of Support for ALL “IFB School”

Universal Targeted Intensive Continuum of Support for ALL “District: Literacy”

Universal Targeted Intensive Continuum of Support for ALL “State: PBIS”

- Frequency
- Duration
- Intensity
- Directness
- Rate

- Training
- Coaching
- Evaluation
- Leadership
- Demonstration

~80% of Students

“Making a turn”

<table>
<thead>
<tr>
<th>IMPLEMENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective</td>
</tr>
<tr>
<td><strong>Maximum Student Benefits</strong></td>
</tr>
</tbody>
</table>

Fixsen & Blase, 2009

“Evidence-based”
“Multi-Tiered Systems of Support”....

Whole-school, data-driven, prevention-based framework for improving learning outcomes for all students through layered continuum of evidence-based practices & systems